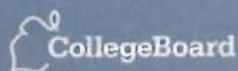


Using Your Question-Answer Report (QAR) Report
This report provides information about the test questions you answered correctly and incorrectly. It also provides information about the difficulty level of each question and the number of students who answered each question correctly and incorrectly. This information can be used to help you understand your performance on the test and to identify areas where you need more practice.

Form Codes AEJC, BWJC



The SAT[®]

Question-and-Answer Service

May 2013 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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SAT[®]

Using Your Question and Answer Service (QAS) Report

This booklet contains the SAT® you took in May 2013, starting with all the essay prompts given in May, including the one you answered. It also includes scoring information. If the SAT you took included an unscored “equating” section, this booklet will not include that section.

Reviewing Your QAS Report

To make the best use of your personalized QAS report, we suggest that you:

- Read each question in the booklet, then check the report for the **type** of question, the correct answer, how you answered it and the difficulty level.
- If you think you detect errors in how you recorded your answers — for example, a group of questions that you recall answering differently than what you see on the report — you may want to consider ordering a more rigorous form of score verification. See sat.collegeboard.org/scores/verify-sat-scores for more details.
- Analyze test questions you answered incorrectly to understand **why** your answer was incorrect. Check to see whether you might have misread the question or mismarked the answer.
- You can use your QAS report, or, as with any SAT you take, you can print your online score report at sat.org/scores to keep track of how you did on the different types of questions. This can help you understand your academic strengths and identify areas for improvement.

Reviewing Your Essay

View a copy of your essay online at www.collegeboard.org/viewessay. On the practice sheets in the back of this booklet, you can practice writing an essay for one of the prompts in this booklet.

Scoring Your Test

Use the Scoring Worksheet, SAT Essay Scoring Guide and score conversion tables at the back of this booklet to verify the score on your test. 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.

Practicing to Take the SAT Again

Now that you're familiar with the test, you're more prepared for the kinds of questions on the SAT. You're also likely to be 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 about 40 points.

If you decide to take the SAT again, your test results can help you identify the specific areas and types of questions to focus on for additional practice. Free practice resources are available on sat.org/practice including a practice test, additional practice questions and the SAT Skills Insight™ tool, which shows you the types of skills tested on the SAT and gives suggestions to help you improve your skills.

**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 scores for the entire test may be canceled.**
- **An electronic copy of your essay will be made available to each of your designated score recipients: colleges, universities, and scholarship programs.**

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.

People use the term “wisdom” to mean many things. They describe someone as wise if that person is intelligent, well-informed, or capable of making good decisions. These descriptions, however, are not really useful in distinguishing wise people from unwise ones. Happiness is a better measure of wisdom: a wise person is a happy person. Even the most intelligent people should not be called wise if they are not happy.

Assignment: Is it best to determine how wise people are by how happy they are? 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.
Do not turn to any other section in the test.**

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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.

We live in an era of individualism. The individual is celebrated and praised in every way—for being special and creative, for making an original contribution, for competing with others to be the best. Nowadays individualism is a guiding idea for many people and has many benefits. But focusing on individuals has caused us to neglect our sense of community, our feeling that we are part of a harmonious group. The importance of belonging to a community has been forgotten.

Adapted from Piero Ferrucci, *The Power of Kindness*

Assignment: Has the emphasis on individualism in our society caused people to forget the importance of belonging to a community? 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.
Do not turn to any other section in the test.



ESSAY

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ESSAY



ESSAY

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- An electronic copy of your essay will be made available to each of your designated score recipients: colleges, universities, and scholarship programs.

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.

We live in a world that values action over thought. The idea of taking time to reflect and think things through is out of favor. Our most popular movies and novels focus on action, not reflection, and our most admired public figures are praised for what they do, not for what they think. While there is something to be said for taking action instinctively and without hesitation, the fact is that people put too much emphasis on action.

Assignment: Is it a mistake to value action over thought? 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.
Do not turn to any other section in the test.



ESSAY

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ESSAY



ESSAY

Time — 25 minutes

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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.

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- If your essay does not reflect your original and individual work, your scores for the entire test may be canceled.
- An electronic copy of your essay will be made available to each of your designated score recipients: colleges, universities, and scholarship programs.

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.

No one knows how the future will turn out. Faced with this uncertainty, some people choose to live as though the only thing that matters is now. Instead of planning for the future, they devote their energy to enjoying the present. How misguided! They should spend their time today preparing for the future. Knowledge, skills, and resources they work to acquire now will serve them long after the pleasures of today are forgotten.

Assignment: Is preparing for the future more important than enjoying 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.
Do not turn to any other section in the test.



SECTION 2

Time — 25 minutes

24 Questions

Turn to Section 2 (page 4) 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

(A) (B) (C) (D) ●

1. Mongolian gazelles are the dominant herbivore in Mongolia's eastern steppe, but they are ----- by the ongoing loss of their habitat.

- (A) threatened (B) neglected (C) invaded
 (D) established (E) strengthened

2. A trained anthropologist raised in an Alutiiq community, Sven Haakanson has stressed the importance of indigenous communities ----- anthropologists so that such communities can take an active role in ----- their own cultural heritage.

- (A) contending with . . exempting
 (B) collaborating with . . describing
 (C) fraternizing with . . predicting
 (D) circumventing . . depleting
 (E) ousting . . imitating

3. Despite her reputation for being ----- and -----, the musician in fact was neither reserved nor thin-skinned.

- (A) guarded . . hypersensitive
 (B) vigilant . . embittered
 (C) solicitous . . querulous
 (D) reticent . . taciturn
 (E) garrulous . . irrepressible

4. Halle Berry's portrayal of Dorothy Dandridge is a powerful -----: it calls forth the qualities that made Dandridge a legend.

- (A) ingratiation (B) hyperbole (C) polemic
 (D) predilection (E) evocation

5. As CEO, Tanier's worst quality was her -----: she stuck with misguided policies long after their flaws were obvious.

- (A) assiduousness (B) fulsomeness
 (C) bellicosity (D) diffidence
 (E) obduracy



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 6-7 are based on the following passage.

Line There is overwhelming evidence that the color of
a mammal's fur tends to match its environment. White
species are found in the Arctic, pale species in deserts,
red and gray species in rocky habitats, and dark species
5 in dense or tropical forests. These associations suggest
that the different colors provide camouflage; however,
some scientists argue that fur coloration is related to the
thermoregulatory properties of various colors. White fur
might scatter solar radiation toward the skin and hence
10 might be expected in cold climates; pale fur that reflects
light might be expected in very hot deserts; and dark fur
might be expected in the tropics because it enhances
water evaporation.

6. The passage primarily serves to
- (A) describe an influential scientific experiment
 - (B) present competing explanations for a phenomenon
 - (C) deliver a pointed critique of a group of scientists
 - (D) point out the dangers of a scientific practice
 - (E) offer evidence in support of a discredited theory
7. The scientists mentioned in line 7 would likely argue that the pale fur of desert animals helps them
- (A) stay cool in direct sunlight
 - (B) more easily stalk their prey
 - (C) better hide from predators
 - (D) absorb the Sun's rays
 - (E) benefit from evaporation

Questions 8-9 are based on the following passage.

Line I had sold out. I hadn't played square with my myth
of The Young Woman as Artist. This myth had specified
a certain order of events, a certain progression in the
development of Self, and by accepting a real job I had
5 betrayed that order. I had snatched my security before
I'd made a real try for my dream. It was no good soothing
myself with chronological particulars of Georgia O'Keeffe
(one of my models). True, she'd had her first one-woman
show at age twenty-nine—which gave me six more years.
10 But she had found her style and had become an established
painter by the mere age of thirty-eight.

8. The narrator indicates that accepting a real job has
- (A) caused her to betray her mentor
 - (B) squelched her desire to paint
 - (C) helped her find her artistic style
 - (D) allowed her to fulfill a long-held dream
 - (E) provided her with financial stability
9. Overall, the narrator's tone in the passage is best described as
- (A) celebratory
 - (B) reverent
 - (C) confident
 - (D) condescending
 - (E) regretful



Questions 10-16 are based on the following passage.

This passage is from a 2003 book about the history of Latin American music, written by a Latino cultural critic. Salsa is a type of dance music that is popular throughout Latin America and the United States.

Salsa is different from its forebears because it represents the crystallization of a Latino identity in New York in the early 1960s. By the time people became conscious of it, the crystallization was complete. The man who first used the
 Line 5 term salsa to publicize New York-based Latin music, a magazine editor and graphic designer named Izzy Sanabria, pointed out that many musicians who are now associated with the genre worked hard to innovate new styles without knowing that they were playing what would become known
 10 as salsa. Many musicians actively rejected the term. Mambo bandleader Machito said salsa was nothing but a new version of what he had been playing for forty years. When Tito Puente was asked about salsa, he commented sourly, "I'm a musician, not a cook." But salsa as sauce is
 15 an excellent metaphor for cultural mixing, and a reference to a special kind of spiciness. And as Sanabria said, if he had been completely honest and said that salsa was nothing but the same old music that bandleaders like Machito and Puente were playing, would the world have paid attention
 20 to New York Latin music?

Several urban legends surrounding the creation or coining of the term salsa are worth reflecting on, if only because they locate the energy that informs the genre. In the most simplistic sense, salsa refers to a mixture of
 25 ingredients that "spices up" the proceedings. Most food eaten in Latin American countries would be unthinkable without local sauces, or salsas. So when in 1932 Ignacio Piñero, the pioneering Cuban bassist and orchestra leader, shouted out "salsa" in the song *Échale salsa*, he was
 30 saying "Put some salsa on it," telling his band to shift the tempo and put the dancers into high gear. Later in that decade, renowned vocalist Beny Moré would merely shout "salsa!" to acknowledge a musical moment's heat, as well as perhaps to express a kind of cultural nationalist
 35 sloganeering, celebrating the "hotness" or "spiciness" of Latin American cultures. (Celia Cruz continued this tradition in a similar vein with her own, perhaps more feminine slogan, *Azúcar* [Sugar]!) Finally, "salsa" was legendarily invoked by Izzy Sanabria as a way to
 40 categorize the modern version of Afro-Cuban music being made in New York in the late 1960s and early 1970s. The ingredients brought from Cuba to New York were given a different flavor by a multinational group of Latino, African-American, and sometimes Anglo-American
 45 musicians who were essential to the creation of salsa.

10. The passage primarily concerns the

- (A) origins of a term
- (B) marketing of a style
- (C) celebration of a cuisine
- (D) history of musical genres
- (E) biographies of several artists

11. In lines 1-3 ("Salsa . . . 1960s"), the author addresses all of the following aspects of salsa EXCEPT its

- (A) era
- (B) geography
- (C) precursors
- (D) cultural context
- (E) financial success

12. The "many musicians" (line 7) mentioned by Sanabria are most similar to

- (A) a team of teachers who cooperate to develop a new curriculum in order to achieve national recognition
- (B) a group of painters who share novel techniques that are eventually identified as a particular style
- (C) athletic trainers whose regimens prepare players for professional sports careers
- (D) innovative investors whose strategies consistently produce impressive profit margins
- (E) mechanics whose modifications of race car engines actually end up compromising performance

13. In line 23, "informs" most nearly means

- (A) flaunts
- (B) edifies
- (C) appraises
- (D) characterizes
- (E) divulges

14. In line 39, "invoked" most nearly means

- (A) requested
- (B) formulated
- (C) used
- (D) petitioned
- (E) caused



15. In lines 27-41 (“So . . . 1970s”), the anecdotes primarily serve to

- (A) illustrate the evolution of a practice
- (B) hint at the reasons motivating a decision
- (C) argue for the likelihood of simultaneous inventions
- (D) pay tribute to earlier virtuosos
- (E) provide an amusing digression

16. In the last sentence of the passage, the author

- (A) predicts a likely development
- (B) concludes with a personal reflection
- (C) summarizes by extending a central metaphor
- (D) qualifies a previous claim with an apt example
- (E) stakes out a position with a novel argument

这次考的很满意，感谢猴哥的词汇书，否则自己的SAT单词永远也过不了关了，跪谢。。。。。。



Questions 17-24 are based on the following passage.

The following is an adaptation of an essay published by a biologist in a collection of essays on science and culture.

Although the pursuit of science is ideally supposed to require innovation and creativity, one gets the feeling nowadays that the pursuit of monetary support sometimes demands more real ingenuity than the search for nature's secrets. The "haves" possess access to research tools, assistants, and the route to success through frequent publication. The "have-nots," without any of these things, must struggle to do research as best they can.

Another result of reduced funding is the tendency of the haves to pick a safe path to avoid becoming have-nots. In general there is a tendency to shun the highly innovative in favor of the more trodden paths. If we would only be less lavish with the haves and more generous with the have-nots, changes would occur. But rather than outlining a plan for a solution, let us look at a unique solution to the funding problem offered by one of the great have-nots in the history of American science.

John Bell Hatcher was born in 1861. As an adolescent he was a miner in Iowa, where he became interested in fossils associated with the coal beds. Using the savings from his labors, he enrolled in Yale College. Upon graduation, the former student was hired by his professor to do collecting in the rich fossil beds of Kansas.

Hatcher developed an interest in the extinct fossil vertebrates of Patagonia, in South America, which had been first described by Charles Darwin in *The Voyage of the Beagle*. For two years, he worked at Princeton University, envisioning a collecting expedition to Argentina while spending time and effort privately raising money to support such an endeavor. From March 1896 to the late summer of 1899 Hatcher spent all but four months in the southern hemisphere on three separate collecting trips. The last of these was entirely supported out of his own pocket. The support problem can perhaps best be seen in his own modest words in the acknowledgment section of the published work: "To the Lamport and Hold and the W.R. Grace S.S. Lines we were indebted for reduced rates of passage to and from South America." He had, it seems, virtually hitchhiked to his work site.

As the expedition moved through Patagonia, this small, hard-bitten scientist out of the American West taught the local residents the game of poker. He was a shrewd player, and there was a flow of money from the locals to him. Hatcher's outside support all hung on the draw of a card as he worked his way through Argentina, flushing out support for his scientific endeavors.

Ironically, the work of three impoverished years in the field was published in eight sumptuous volumes paid for by "the generosity of J. Pierpont Morgan, Esq., who has rendered it possible to publish these reports altogether worthy of their subject and with adequate illustrations."

And so Princeton gave thanks, noting, "Mr. Morgan's liberality alone has put in one uniform series all the great and varied results of Mr. Hatcher's labors in South America."

Contemporary science has moved a long way from the cart and three horses that took Hatcher and his assistant across southern Argentina. Electron microscopes or time on a computer are not likely candidates for poker stakes. Auditing procedures force us into very direct ways of dealing with funding. Yet the spirit of John Bell Hatcher might convey a message to those struggling to get their research done. If you believe in yourself and in what you are doing, don't stop! Life is cosmically unfair, but determination still helps. To the granting agencies, we point out a moral: far better would have been the support of Hatcher's struggles in Patagonia than the after-the-fact beneficence of J. Pierpont Morgan to arrange a fine packaging for those triumphs won in the dirt and sweat of the fields.

17. The primary purpose of the passage is to

- (A) decry the lack of government support for the sciences
- (B) call attention to a problem in the current method of research funding
- (C) advocate a certain method of seeking scientific funding
- (D) describe the role that philanthropists have played in the history of science
- (E) emphasize the need for genuine innovation in science

18. The author's attitude toward the situation described in lines 5-8 ("The 'haves' . . . they can") is best characterized as

- (A) curious
- (B) envious
- (C) critical
- (D) bewildered
- (E) impassive

19. The information in lines 18-23 ("John Bell Hatcher . . . Kansas") serves primarily to

- (A) reveal the conservative reactions encountered by one scientist
- (B) argue for personal accountability in spending for research
- (C) connect geological research with more practical pursuits
- (D) illustrate the intellectual versatility of a scientist
- (E) outline the early years in the life of an exemplary figure



20. The information in lines 32-33 ("The last . . . pocket") reveals Hatcher's
- (A) frugality
 - (B) generosity
 - (C) dedication
 - (D) impatience
 - (E) humility
21. The irony referred to in lines 47-51 ("Ironically . . . illustrations") is that
- (A) the results of financially straitened research were so lavishly showcased
 - (B) those deciding on the allocation of funds used inappropriate criteria to evaluate research
 - (C) Hatcher's work had an unexpected impact on both the general public and scientists
 - (D) Hatcher himself cared little about having his work published
 - (E) Hatcher ultimately achieved considerable personal gain from his research
22. The author's comment in lines 63-64 ("If you . . . stop") is best described as
- (A) a speculation
 - (B) a retraction
 - (C) a paradox
 - (D) an exaggeration
 - (E) an exhortation
23. The "moral" referred to in line 66 is that
- (A) unequal distribution of financial resources will continue to impede progress in science
 - (B) funding is most effective during a project's uncertain early stages
 - (C) researchers should use Hatcher's success as their inspiration
 - (D) scientists should become more independent of funding agencies
 - (E) minor frustrations sometimes lead to great advancements in science
24. Which of the following, if true, is the author most likely to see as an unfortunate consequence of modern funding practices?
- (A) A research team spends most of its budget on expensive equipment.
 - (B) A corporation, rather than a university, sponsors important scientific research.
 - (C) A newspaper article has undue impact on the judges of an award presented to a scientist.
 - (D) A scientific expedition is canceled because no scientist has enough free time to travel.
 - (E) A scientist rejects an ambitious research project because its outcome is uncertain.

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.

SECTION 3

Time — 25 minutes

18 Questions

Turn to Section 3 (page 4) 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 scratch work.

Notes

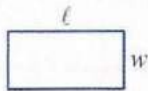
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- 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

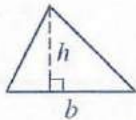


$$A = \pi r^2$$

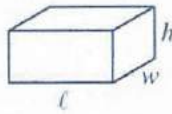
$$C = 2\pi r$$



$$A = lw$$



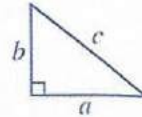
$$A = \frac{1}{2}bh$$



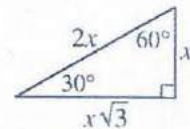
$$V = lwh$$



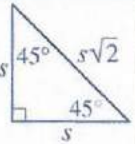
$$V = \pi r^2 h$$



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



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.

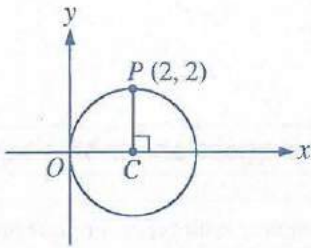
1. At the school store, pens cost \$0.25 each and 6 pencils cost \$1.00. At these rates, what is the total cost of 24 pens and 36 pencils?

- (A) \$12.00
- (B) \$13.00
- (C) \$18.00
- (D) \$24.00
- (E) \$30.00

2. If $|x| = |y| + 2$, which of the following could be the values of x and y ?

- (A) $x = -5$ and $y = -3$
- (B) $x = -3$ and $y = -5$
- (C) $x = -3$ and $y = 5$
- (D) $x = 4$ and $y = -6$
- (E) $x = 4$ and $y = 6$

GO ON TO THE NEXT PAGE



3. In the xy -plane above, point C is the center of the circle. What are the coordinates of point C ?

(A) (0, 0)
 (B) (0, 2)
 (C) (1, 1)
 (D) (2, 0)
 (E) (2, 2)

4. If $(a - 2b)^2 + 2 = 18$ and $a - 2b > 0$, what is the value of $a - 2b$?

(A) 3
 (B) 4
 (C) 16
 (D) 20
 (E) $2\sqrt{5}$

5. In the xy -plane, which of the following is NOT a point on the graph of the line $y = -\frac{1}{4}x + 5$?

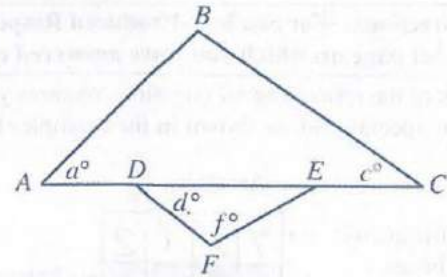
(A) (8, 3)
 (B) (4, 4)
 (C) (0, 5)
 (D) (-8, 7)
 (E) (-16, 1)

6. If the average (arithmetic mean) of the 4 numbers a , b , c , and t is 30 and the average of the 3 numbers a , b , and c is 20, what is the value of t ?

(A) 5
 (B) 10
 (C) 25
 (D) 50
 (E) 60

7. At a carnival, Emily, Avery, Teshaun, and Philippe will take part in a race. If there are no ties and they are the only four people in the race, in how many different orders can they finish?

- (A) 4
- (B) 8
- (C) 10
- (D) 16
- (E) 24



Note: Figure not drawn to scale.

8. In the figure above, points D and E are on side \overline{AC} of $\triangle ABC$. If $a = d = 40$, $c = 30$, $f = 110$, and $AD = DE = EC$, which of the following is equal to AB ?

- (A) $2DE$
- (B) $2DF$
- (C) $3DF$
- (D) $2EF$
- (E) $3EF$

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 scratch work.

Write answer in boxes.

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

Grid in result.

Fraction line

Answer: 2.5

Decimal point

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 $\boxed{3|\frac{1}{2}|}$ 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. If $0 < x < y < 1$, what is one possible value for the product xy ?

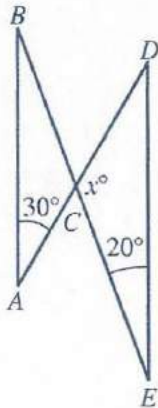
10. If $3^2 + x = 5^2$ and $y + 8^2 = 10^2$, what is the value of $\sqrt{x} + \sqrt{y}$?

GO ON TO THE NEXT PAGE

ELECTRICITY USAGE FOR AN OFFICE BUILDING

Month	Electricity Usage (megawatt-hours)
May	10.76
June	12.53
July	17.60
August	16.49
September	14.24

11. The table above shows the monthly electricity usage for an office building from May to September. If the building's usage in October was $\frac{3}{5}$ of the combined usage for May and September, how many megawatt-hours were used in October?



12. In the figure above, \overline{AB} is parallel to \overline{DE} . What is the value of x ?

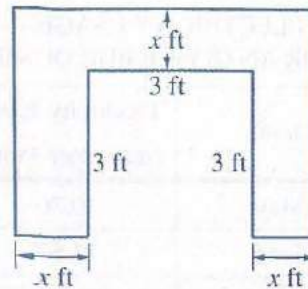
10, 40, 90, ...

13. The first term of the sequence above is 10, and for all $n > 1$, the n th term is $10n^2$. What is the 20th term of the sequence?

14. The function g is defined by $g(x) = 2x - 1$. If $5 \cdot g(p) = 62$, what is the value of p ?

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15. A restaurant has 36 tables that can seat up to 4 people each. If two of these tables are put together, the two tables can seat up to 6 people. What is the maximum number of people that can be seated if there are the same number of 4-person and 6-person table configurations?



Note: Figure not drawn to scale.

17. The figure above shows the shape of the top of a laboratory table in which all intersecting edges meet at right angles. If the area of the tabletop is 18 square feet, what is the value of x ?

16. If $\frac{x}{y+1} = \frac{2}{3}$ and $\frac{y}{z} = \frac{1}{2}$, what is the value of $3x - z$?

18. When 53 is divided by a positive integer n , the remainder is 3. How many values of n are possible?

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.

SECTION 5

Time — 25 minutes

35 Questions

Turn to Section 5 (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.

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

A B C D E

1. Video games are popular not only as a form of entertainment and also an educational tool.

- (A) and also
- (B) being also
- (C) and as
- (D) but also as
- (E) but also being

2. Hoping to slow the decline of populations of a small primate called the slender loris, conservationists planning to restore the creatures' forest habitat.

- (A) conservationists planning to restore
- (B) conservationists planning restoring
- (C) conservationists plan to restore
- (D) the plan of conservationists is for restoring
- (E) what the conservationists plan is to restore

3. Edith Wharton is best known as a novelist, but poetry was also written by her.

- (A) but poetry was also written by her
- (B) but having also wrote poetry
- (C) despite she also wrote poetry
- (D) though she also wrote poetry
- (E) there is also poetry written by her

4. In a 1900 book about the significance of dreaming, psychoanalyst Sigmund Freud said that they can reveal emotions and memories buried deep in the mind.

- (A) In a 1900 book about the significance of dreaming, psychoanalyst Sigmund Freud said that they
- (B) In a 1900 book, psychoanalyst Sigmund Freud said about the significance of dreaming that they
- (C) Psychoanalyst Sigmund Freud's 1900 book about the significance of dreaming, which says that it
- (D) On the topic of the significance of dreaming, psychoanalyst Sigmund Freud, who said in a 1900 book that dreams
- (E) In a 1900 book about the significance of dreaming, psychoanalyst Sigmund Freud said that dreams



5. A government plan signed into law promised a massive effort to revive the wetlands by restoring more natural water patterns, but the plan stalled for lack of funding.
- (A) to revive the wetlands by restoring
(B) reviving the wetlands, it restores
(C) for the revival of the wetlands, this restored
(D) to revive the wetlands, restores
(E) for wetlands revival and they restore
6. When the architect arrived at the construction site, he looked for the contractor whom he had arranged to meet in front of the building in a yellow helmet.
- (A) contractor whom he had arranged to meet in front of the building in a yellow helmet
(B) contractor who, having arranged to meet him in front of the building in a yellow helmet
(C) contractor, it was he whom he had arranged to meet in front of the building in a yellow helmet
(D) contractor in a yellow helmet, he had arranged to meet him in front of the building
(E) contractor in a yellow helmet whom he had arranged to meet in front of the building
7. When television, comic books, and other elements of popular culture were once considered unworthy of academic study, they are now the subjects of many scholarly books and articles.
- (A) When television, comic books, and other elements of popular culture were once
(B) Television, comic books, and other elements of popular culture had once been
(C) Despite television, comic books, and other elements of popular culture were once
(D) Although television, comic books, and other elements of popular culture were once
(E) Being that television, comic books, and other elements of popular culture were once
8. The first hint of the role ice has played in shaping the world has appeared in the late 1830s, when scientists postulated that sheets of ice once covered much of the globe.
- (A) world has appeared
(B) world appeared
(C) world appearing
(D) world, it appeared
(E) world, which appeared
9. Unable to find a direct flight to her destination, the only choice was a flight with two stopovers.
- (A) the only choice was a flight with two stopovers
(B) a flight with two stopovers was the only choice
(C) two stopovers in the flight was the only choice
(D) she had to choose a flight with two stopovers
(E) what she had to do was choose a flight with two stopovers
10. Tania León initially worked as an accompanist for Dance Theatre of Harlem but soon began composing music for the group and to serve as musical director.
- (A) began composing music for the group and to serve
(B) began to compose music for the group and to serve
(C) began to compose music for the group and serving
(D) begins composition of music for the group, she serves
(E) beginning to compose music for the group, serving
11. A town in the Canadian province of Alberta, railway workers discovered natural hot springs near Banff in 1883, and so it was promoted as a resort area.
- (A) railway workers discovered natural hot springs near Banff in 1883, and so it was promoted as a resort area
(B) railway workers, having discovered natural hot springs nearby Banff in 1883, promoted it as a resort area
(C) Banff was promoted as a resort area after railway workers discovered, in 1883, natural hot springs nearby
(D) Banff, which was promoted as a resort area after railway workers discovered natural hot springs near it in 1883
(E) the discovery by railway workers in 1883 of natural hot springs near Banff were what promoted it as a resort area



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 delegates and him immediately

A

B

C

accepted the resolution drafted by the

D

neutral states. No error

E

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

12. Although itching is one of the most commonest

A

B

sensations experienced by human beings, the

physiological processes that produce an itch are

C

only partially understood by scientists. No error

D

E

13. The popularity of film courses in schools, like the

A

B

growth of film societies, indicating an increased

C

interest in the study of movies. No error

D

E

14. The term "singer-songwriter" refers to

A

a vocalist who composes his or her own

B

material, as opposite from a singer whose

C

songs are written by somebody else. No error

D

E

15. Greeting cards with humorous pictures of children

were popular in Victorian England during the winter

A

holidays, as was ornaments with designs meant

B

to remind the recipients of the approach of spring.

C

D

No error

E

16. Yesterday, after they heard that the play was being

A

B

cast, many of the drama students expressed their

C

interest and will begin preparing to audition. No error

D

E

17. Grace Hopper, one of the earliest computer

A

scientists, predicted that computers would be reduced

B

from room size to desk size and that it would become

C

popular with the general public. No error

D

E



18. Prior to the enactment of the Sherman Antitrust Act in A 1890, there were no federal laws in the United States B prohibiting companies from combining to reduce C competition within their industries. No error E D
19. Although Anita was the less experienced of the fifteen A finalists at the science fair, she won an award for the B C thoroughness of the research she had done for her D project. No error E
20. Scientists once thought that the panda was related A to the raccoon, but DNA analysis of pandas has led B scientists to conclude that the panda is more closely C related to that of the bear. No error E D
21. Japanese director Akira Kurosawa's most influential A movie may be *Rashomon*, in which the story is told B C D from the contradictory viewpoints of several characters. No error E
22. Before acquiring a new item, a coin collector A should evaluate the physical characteristics of B C the coin in addition to their historical and cultural D significance. No error E
23. The most studied form of curiosity is called interest- A B type curiosity, it is the motivation to learn about C something because it is entertaining or novel. D No error E
24. Some superstitions, such as the belief that a broken mirror brings bad luck, appears in many different A cultures, while others, such as the belief that B a particular number is lucky, are more C culturally specific. No error E D
25. The fashion industry's semiannual fashion-week shows in Milan come after those in New York and London A B but proceed the shows in Paris. No error E C D



26. The throat of a fin whale is made up of a A
distinctive set of pleats that allows their mouths
B C
to open very wide during feeding. No error
D E
27. During the years Sam belonged to the organization,
he was everything except its president, a position
A
he had no desire to hold because of the publicity
B C
it attracted. No error
D E
28. The energy released by the neutron star at the center
A
of the Crab Nebula is the main contributor to the
B C
nebula's total luminosity, which is 75,000 times
greater than the Sun. No error
D E
29. Finding ways to produce electricity both cheaply
A B
and cleanly are among the most pressing challenges
C D
facing the modern world. No error
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) I'm a professional chef, but frankly, I've always had a preference for cooking at home. (2) There are two reasons for this. (3) First, restaurant cooking can be very restrictive, whereas cooking at home allows me freedom to experiment. (4) The more important reason, therefore, is that at home I can cook alone. (5) While I'm on the job, I have no time to myself. (6) I'm managing a hectic, crowded kitchen and supervising more than a dozen people. (7) It's only when I'm in my own home kitchen that I can relax and take real pleasure in the culinary arts.

(8) But last Monday night I underwent an attitude shift. (9) My husband and I have invited a neighboring family to dinner. (10) While the others entertained themselves in the family room, I was alone in the kitchen, blissfully trying out a new recipe for pasta sauce. (11) Looking up from the onions I was chopping, I saw our neighbors' son, Danny, poking his head through the doorway. (12) "Do you mind if I watch?" he asked. (13) Actually, I did mind and grudgingly allowed him entrance into my sanctuary. (14) My grumpiness dissolved. (15) I saw how truly fascinated Danny was with what I was doing. (16) I asked if he wanted to help, and we spent the next 40 minutes sharing the joy of cooking. (17) I so thoroughly enjoyed the experience that I was forced to reassess my view of cooking as an ideally solitary activity. (18) In fact, the next time we invite his family to dinner, I think I'll ask Danny if he'd like to be my assistant again.

**SECTION 6**

Time — 25 minutes

25 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.

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

(A) (B) (C) (D) ●

- A firm ----- of peace, Montana congresswoman Jeannette Rankin was the only lawmaker to ----- the United States' entry into both world wars.

(A) supporter . . restore
(B) spectator . . abolish
(C) advocate . . oppose
(D) enemy . . defy
(E) sponsor . . recommend
- Multipane cameras were a critical invention for early animated films: they ----- realism by allowing drawings to appear three-dimensional.

(A) divided (B) heightened (C) prevented
(D) disturbed (E) neglected
- Social networking websites are ----- by nature, as individuals vie with one another (and with advertisements) for their friends' attention.

(A) educational (B) informal (C) competitive
(D) private (E) durable
- Although he felt that Steven was -----, Mark did not sense that Steven's ill will amounted to outright -----.

(A) courageous . . bravery
(B) competent . . anxiety
(C) disapproving . . collegiality
(D) antagonistic . . enmity
(E) uncouth . . conspiracy
- Emily Dickinson's poems can be disquieting, and some people found that, in person, Dickinson was just as -----.

(A) disarming (B) unnerving (C) beguiling
(D) wearying (E) mollifying
- For Albert Einstein, the unvarying speed of light was a -----, an essential presupposition on which his reasoning was based.

(A) corollary (B) contingency (C) postulate
(D) discrepancy (E) corroboration
- Some teachers worry that history courses will become ----- for students due to curricular pressures that are ----- the subject.

(A) ensconced . . undermining
(B) elective . . marginalizing
(C) optional . . elucidating
(D) enhanced . . ostracizing
(E) defunct . . promulgating
- The details of the agreement were so ----- that only a few people were capable of fully comprehending them.

(A) pejorative (B) sacrosanct (C) imprudent
(D) arcane (E) palpable



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 9-13 are based on the following passages.

Passage 1

Variable work schedules are an inexpensive way for employers to offer their workers greater flexibility. And for many people, minor changes in schedules are all they need to help manage work and life. Plus, these arrangements usually don't affect earnings or benefits. Being able to arrive and leave earlier or later allows workers to avoid peak commuting times—and to work when they're most productive. However, they might need to consider the impact of not being in the office at certain times or on the days they have off. As with other types of flexible arrangements that involve time off, people can miss important office events if they aren't there when everyone else is.

Passage 2

Fusion of home and work will bring an end to weekends. As more people gain more control over when and where they work, neither the workday nor the workweek will have a distinguishable beginning or end. Labor-short companies are increasingly willing to accommodate employees' desire for more flexible scheduling, evidenced by the growing number of firms offering core hours, telecommuting, and flex-time. The trade-off may be that the combination of these alternative work arrangements, with the breakneck speed of doing business in the new economy, will further blur the line between work and home/family/leisure.

9. Both passages focus primarily on a

- (A) source of conflict between employers and employees
- (B) possible solution to a long-standing dilemma
- (C) type of arrangement offered by some employers
- (D) business practice recommended by most experts
- (E) demand voiced by many employees

10. The tone of the opening sentence of each passage is best described as

- (A) pensive
- (B) ironic
- (C) hyperbolic
- (D) assured
- (E) reverent

11. Which of the following is an assumption made in Passage 1 about the trend toward flexible schedules that is contradicted in Passage 2?

- (A) Employers will recognize the importance of flexible schedules to productivity.
- (B) Employers will emphasize the financial benefits of flexible schedules.
- (C) Employers will need flexible schedules to retain talented staff.
- (D) Employees will become more productive during their work hours.
- (E) Employees will regularly have full days off from work.

12. The author of Passage 2 suggests that instituting the "work schedules" mentioned in line 1, Passage 1, would lead to

- (A) a diminution in employee availability
- (B) a decline in workplace productivity
- (C) an unfair distribution of tasks
- (D) the loss of an important boundary
- (E) the imposition of burdensome rules

13. Which best describes the relationship between the two passages?

- (A) Both passages argue in favor of putting an innovative workplace practice into effect.
- (B) Both passages discuss ways of resolving a widely acknowledged problem.
- (C) Passage 2 presents evidence that an idea described in Passage 1 is of little practical value.
- (D) Passage 2 offers a potential solution to a specific problem detailed in Passage 1.
- (E) Passage 2 discusses a possible consequence of a policy discussed in Passage 1.



Questions 14-25 are based on the following passage.

The following passage is adapted from a 2008 novel about a city dweller who relocates to suburbia with her husband.

I had lit out for the suburbs in the manner of pioneers and pilgrims, not so bravely and with fewer sweeping historical consequences, but with that same combination of discouragement and hope, that simultaneous running-away and running-toward. I was a woman ready for a new life.

People like to say that cities are impersonal, that there's nothing like a big city to make a person feel small. And, sure, when viewed from the top of a twenty-story building, I'm an ant, you're an ant, everyone's an ant.

Trust me, I know what it means to be small. I'm five feet tall and weigh about as much as your average sack of groceries, but for years, every time I walked down a city street, I could have sworn I expanded. I lost track of where I ended and the city began, and after a few blocks, I'd have stretched to include the flower stand, the guy selling "designer" handbags on the corner, the scent of roasting nuts, and the café with its bowl of green apples in the window.

I loved the noise, opening my window to let a confetti of sound fly in. I loved how leaving my apartment, in pursuit of newspapers or bags of apricots or bagels so perfect they were not so much bagels as odes to gloss and chewiness, never just felt like going out, but like *setting* out, adrenaline singing in my veins, the unexpected glancing off storefronts, simmering in grates and ledges, pooling in stairwells, awaiting me around every corner, down every alleyway.

Imagine an enormous strutting peacock with the whole jeweled city for a tail.

But my peacock days didn't last. They went on for years and years, first in Philadelphia and then in New York, before skidding to as abrupt a halt as anything ever skidded, so that by the time my husband, Teo, and I took a left turn onto Willow Street, those days had been over for months, and as we drove through as quiet a neighborhood as I had ever seen, I could not shake the feeling that we were home. I wanted and did not want to feel this way. My heart sank even as my spirits lightened and rose toward the canopy of sycamore leaves, the sleepy blue sky.

What you need to understand is that I had not planned to become this person. I had planned to remain an adventurous urbanite, to court energy and unpredictability, and to remain open to blasts of strangeness, ugliness, and edgy beauty for the rest of my life. Instead, as Teo drove ten miles an hour down street after street, it came from everywhere, from the red flags of the mailboxes and the swaths of green lawn, from the orderly flower beds and the oxidized copper of the drainpipes: the sound of this sedate, unsurprising place calling me home.

"It looks like home," Teo said, and after a mild double take (very mild, since the man reads my mind with unnerving regularity), I realized that he didn't mean "home" the way I'd been thinking it, or not quite. He meant the place where we'd been kids together and where all four of our parents still lived.

My husband and I had grown up, not in a suburb exactly, but in a cozy little Virginia college town, in the same kind of neighborhood we drove through now, beautiful, with houses dating from the early twentieth century, trees dating from before that. A place where late spring meant hardwoods in full, emerald green leaf, and a Memorial Day lawn party replete with croquet, badminton, barbecue, and at least five kinds of pie. And although we were years and miles away from that place, that childhood, although it was late morning and Memorial Day had come and gone two weeks before, I could almost see the children we had been darting through the dusk, could almost smell the rich perfume of grilling meat.

I know how syrupy this sounds, how dull, provincial, and possibly whitewashed, but what can I do? Happy childhoods happen. Ours happened. What came back to me, with lightning-crack vividness, as I looked out the car window, were the clusters of women, at birthday parties, cookouts, standing in yards and kitchens, the air warm with their talking, and how oddly interchangeable we all were, women and children both. The woman who picked us up when we fell down or wiped our faces or fed us lunch or yelled us down from treetops (all of it so casually, with barely a break in the conversation or an extra breath) may have been our mother but could just as easily have been someone else's. We hardly noticed. The women merged into a kind of laughing, chatting, benevolent blur, a network of distracted love and safekeeping.

14. The central contrast in the passage is between

- (A) spite and forgiveness
- (B) excitement and stability
- (C) privacy and community
- (D) arrogance and humility
- (E) substance and showiness

15. In the passage, the narrator is concerned primarily with

- (A) recalling a difficult period in her youth
- (B) describing her feelings about a significant change
- (C) reflecting on the reasons for a missed opportunity
- (D) considering arguments against a decision
- (E) facing the results of an unexpected event



16. As used in line 9, the word “ant” is a metaphor for
- (A) insignificance
 - (B) industriousness
 - (C) restlessness
 - (D) cooperation
 - (E) precision
17. Lines 15-18 (“the flower . . . window”) are similar to lines 46-48 (“red flags . . . drainpipes”) in the way they
- (A) portray a setting
 - (B) suggest a contrast
 - (C) evoke a sense of patriotism
 - (D) invent an imaginary world
 - (E) recall a state of innocence
18. Lines 19-27 are characterized by the use of
- (A) sensory images
 - (B) literary allusions
 - (C) paraphrase
 - (D) understatement
 - (E) sarcasm
19. The use of italics in line 23 serves to emphasize a distinction between
- (A) timidity and unconcern
 - (B) identity and society
 - (C) laziness and ambition
 - (D) confusion and resolve
 - (E) routine and adventure
20. In context, **the** phrase “peacock days” (line 30) refers mainly to a **time** that the narrator
- (A) took a **serious** interest in fashion
 - (B) became **alert** to beauty in her surroundings
 - (C) realized **her** need for self-expression
 - (D) felt **most** enlivened by her situation
 - (E) was **most** attuned to the natural world
21. In line 36, “shake” most nearly means
- (A) disturb
 - (B) weaken
 - (C) acknowledge
 - (D) dislodge
 - (E) clasp
22. Lines 37-39 (“I wanted . . . sky”) are notable for their description of
- (A) lighthearted romanticism
 - (B) deep-seated conviction
 - (C) contrasting emotions
 - (D) familiar aggravations
 - (E) irreconcilable philosophies
23. In line 45, the word “it” refers to
- (A) “beauty” (line 44)
 - (B) “life” (line 44)
 - (C) “street” (line 45)
 - (D) “lawn” (line 47)
 - (E) “sound” (line 48)



24. The narrator's description of the "perfume" (line 68) chiefly reveals her

- (A) jealousy
- (B) impatience
- (C) surprise
- (D) pride
- (E) nostalgia

25. In lines 69-70 ("I know . . . do"), the narrator poses a question that primarily

- (A) makes a bemused admission
- (B) avoids an unpleasant confrontation
- (C) expresses an initial uneasiness
- (D) denies a direct accusation
- (E) initiates a lengthy debate

备考的这段时间，非常感谢满分网的资料，还有免费赠送的猴哥SAT词汇书籍，CUUS的经验贴对我的帮助也很大，终于可以告别SAT了，希望自己的申请也能顺顺利利的！美国，我来了……

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.

SECTION 7

Time — 25 minutes

20 Questions

Turn to Section 7 (page 6) 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 scratch work.

Notes

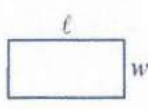
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- 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

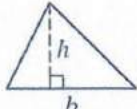


$$A = \pi r^2$$

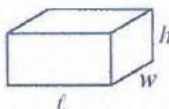
$$C = 2\pi r$$



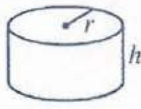
$$A = \ell w$$



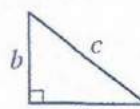
$$A = \frac{1}{2}bh$$



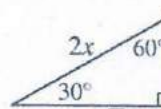
$$V = \ell wh$$



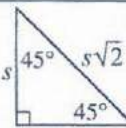
$$V = \pi r^2 h$$



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



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.

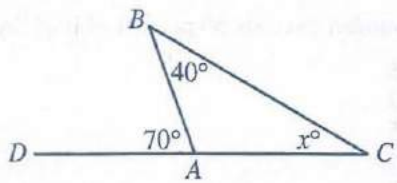
1. If $4x = 18$, what is the value of $4(x - 2)$?

- (A) 26
(B) 22
(C) 18
(D) 14
(E) 10

2, 4, 6, 8, 10

2. The first five terms of a sequence are given above. Which of the following statements is true for each of the given terms after the 2nd one?
- (A) Each term is two more than its preceding term.
(B) Each term is twice its preceding term.
(C) Each term is the sum of its two preceding terms.
(D) Each term is the square of its preceding term.
(E) Each term can be written as 2^n , where n is an integer.

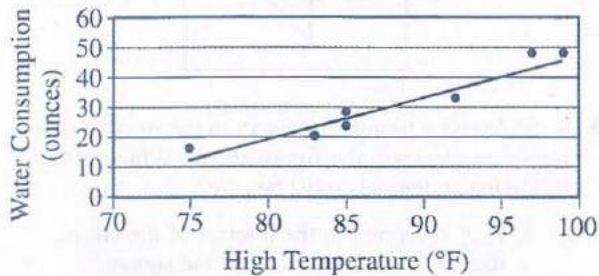
GO ON TO THE NEXT PAGE 



3. In the figure above, side \overline{AC} of $\triangle ABC$ is extended to point D . What is the value of x ?

(A) 110
(B) 70
(C) 40
(D) 30
(E) 20

WATER CONSUMPTION VERSUS
TEMPERATURE



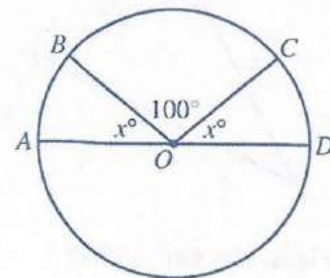
4. The scatterplot above shows Mike's water consumption plotted against the high temperature for each of seven days. A line of best fit for the data is also shown. According to the line, which of the following is the best estimate of Mike's water consumption, in ounces, on a day when the high temperature is 80°F ?

(A) 10
(B) 20
(C) 30
(D) 40
(E) 50



5. The values of a and b are shown on the number line above. What is the value of $b - a$?

(A) $\frac{1}{2}$
(B) $\frac{5}{8}$
(C) $\frac{3}{4}$
(D) $\frac{7}{8}$
(E) $\frac{5}{4}$

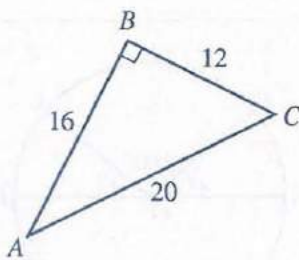


6. In the figure above, points A , B , C , and D lie on the circle, which has center O and diameter \overline{AD} . What is the measure of arc \widehat{CDA} ?

(A) 200°
(B) 210°
(C) 220°
(D) 230°
(E) 240°

7. In a stack of books, each book weighs p pounds. The entire stack weighs 30 pounds. Which of the following represents the number of books in the stack?

- (A) $\frac{30}{p}$
 (B) $\frac{p}{30}$
 (C) $30 - p$
 (D) $30 + p$
 (E) $30p$

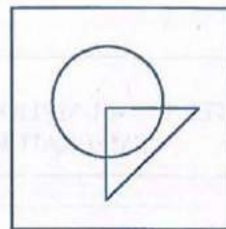


8. What is the area of $\triangle ABC$ above?

- (A) 48
 (B) 96
 (C) 120
 (D) 160
 (E) 192

9. What number exceeds 50 percent of itself by 10?

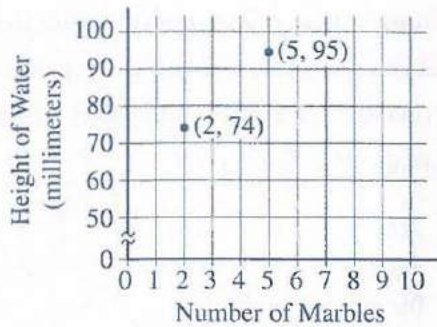
- (A) 5
 (B) 10
 (C) 15
 (D) 20
 (E) 60



10. A circle and a triangle intersect in the interior of a square as shown in the figure above. Which of the following statements must be true?

- I. If X is a point in the interior of the circle, then X is in the interior of the square.
 II. If Y is a point in the interior of the square, then Y is in the interior of the triangle.
 III. If Z is a point in the interior of the triangle, then Z is in the interior of the circle.

- (A) I only
 (B) I and II only
 (C) I and III only
 (D) II and III only
 (E) I, II, and III



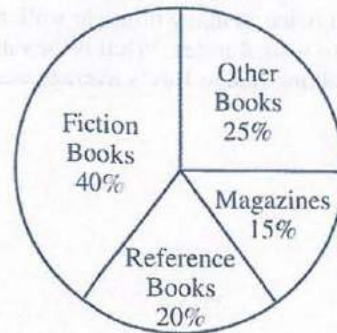
11. As glass marbles of equal size are added one at a time to a cylindrical glass containing water, each one causes the water level to increase by an equal amount. The points on the graph above show the heights of the water, in millimeters, when 2 and 5 marbles, respectively, are in the glass. What was the height of the water in the glass before any marbles were added?
- (A) 50 millimeters
 (B) 57 millimeters
 (C) 60 millimeters
 (D) 65 millimeters
 (E) 67 millimeters

12. If x and n are positive integers and $\frac{x+n}{4x+n} = \frac{1}{3}$, what is the smallest possible value of $x+n$?

- (A) 3
 (B) 4
 (C) 6
 (D) 9
 (E) 12

13. In the xy -plane, the line segment joining the points $(-7, -5)$ and $(-1, 9)$ is one of the diagonals of a square. What is the x -coordinate of the point at which the two diagonals of the square intersect?
- (A) -4
 (B) -3
 (C) -1
 (D) 2
 (E) 4

CORNER BOOKSTORE
REVENUE IN 1998



14. The graph above shows the breakdown in revenue for a bookstore in 1998. The total revenue for 1998 was \$200,000. If the revenue from the sale of reference books increased by 20 percent from 1998 to 1999, what was the revenue from the sale of reference books in 1999?
- (A) \$40,000
 (B) \$42,000
 (C) \$44,000
 (D) \$48,000
 (E) \$80,000

15. If $2^x = 8^y$, where x and y are positive integers, which of the following is equivalent to 8^{x+y} ?

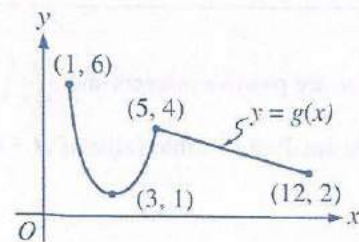
(A) 2^{3x}
 (B) 2^{4x}
 (C) 2^{3x^2}
 (D) 2^{x^4}
 (E) $2^{3x} + 2^x$

16. It takes Jan twice as many hours to walk 6 miles as it takes Bev to walk 4 miles. What is the ratio of Jan's average walking rate to Bev's average walking rate?

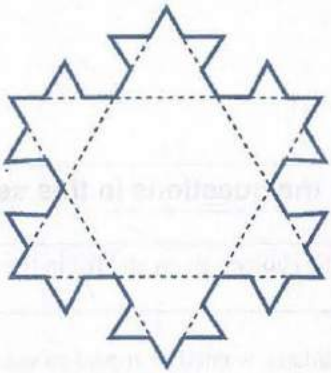
(A) 2 to 1
 (B) 2 to 3
 (C) 3 to 1
 (D) 3 to 2
 (E) 3 to 4

17. If Q is the volume of a sphere with radius a , what is the volume of a sphere with radius $2a$, in terms of Q ? (The volume V of a sphere with radius r is given by the formula $V = \frac{4}{3}\pi r^3$.)

(A) $2Q$
 (B) $4Q$
 (C) $6Q$
 (D) $8Q$
 (E) $12Q$



18. The complete graph of the function g is shown above. For how many values of p does $g(p) = 2$?
- (A) One
 (B) Two
 (C) Three
 (D) Four
 (E) Five



19. In the figure outlined in bold above, all sides are equal in length. The figure is formed from an equilateral hexagon surrounded by two sizes of equilateral triangles as shown. If the perimeter of the hexagon is 36, what is the perimeter of the figure outlined in bold?

(A) 48
(B) 72
(C) 96
(D) 108
(E) 144

List A: 3, 5, 6, 7, 9, 10, 12

20. List *A* above consists of seven numbers. List *B* is formed by using five of the seven numbers once and one of the numbers twice. If 7 is the mean, median, and mode of list *B*, which number from list *A* is NOT used?

(A) 5
(B) 6
(C) 7
(D) 9
(E) 10

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.

**SECTION 8**

Time — 20 minutes

18 Questions

Turn to Section 8 (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

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

- By recycling materials and salvaging unused supplies, the health care industry can ----- the amount of waste it generates.
(A) expose (B) reduce (C) preserve
(D) overlook (E) compound
- Sitala ----- her Miwok name, meaning "of good memory": she can be counted on to ----- any experience, no matter how long ago it occurred.
(A) exaggerates . . predict
(B) embraces . . forego
(C) illuminates . . avoid
(D) articulates . . recognize
(E) exemplifies . . recall
- Both candidates wanted to appeal to voters who are normally ----- with politics, those who express little or no ----- the outcome of the election.
(A) delighted . . excitement about
(B) satisfied . . pleasure in
(C) bored . . opinion about
(D) frustrated . . impatience with
(E) familiar . . awareness of
- During the voyage Dan relied on the stars' positions for guidance, demonstrating his skill at navigating by means of ----- cues.
(A) terrestrial (B) improvisational
(C) equatorial (D) celestial
(E) sequential
- The setting of Ntozake Shange's first novel is exotic, even -----, making that of her second novel seem ----- by contrast.
(A) intricate . . complex
(B) fantastic . . ordinary
(C) routine . . isolated
(D) imaginative . . foreign
(E) mythical . . unbelievable
- Pardis Sabeti has earned distinction in ----- ways: she developed a means of tracing natural selection in the genome and she sings in a successful rock band.
(A) presumptive (B) providential (C) disparate
(D) prosaic (E) recondite



The two passages below are followed by questions based on their content and on the relationship between the two 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 7-18 are based on the following passages.

The following passages discuss the subject of deception. Passage 1 is from a book written by a philosopher in 1993. Passage 2 appeared in a study of lying written by a novelist in 2001.

Passage 1

Telling the whole truth about everything to everybody all the time is an impossibility, but even if it were possible, it probably wouldn't be desirable. The question is: of all the things we *could* say, what *should* we say?

Deception is a touchy subject. Before serious misunderstandings begin to form, it would be a good idea to state clearly that I repudiate all harmfully exploitative deceptions such as consumer fraud, insider trading, acts of treachery in the workplace, tax evasion, and so on. The list of reprehensible exploitations is enormous and grows longer daily. I do despise and reject all this corruption. However, it is a mistake to despise and reject all the other forms of deception, too, just because we have had experience with these contemptible ones. It would be the same kind of mistake as rejecting all politics just because we have been burned by some corrupt politicians. We need to sort out what is and what is not normally justifiable deception, just as we must sort out moral from immoral behavior in politics.

As children we are taught to revere the principle of truth-telling before we have achieved a clear understanding of what truth is. For a child, how is the truth different from a captivating story that takes us off into other vivid realities? From saying things that make people feel good? From whatever saves us from danger? Children have to be taught to isolate truth and truth-telling for special treatment. As our experiences widen, however, we also learn through wonderfully indirect and subtle means that truth-telling, like every other moral principle, has its drawbacks in practice, and sometimes we have to pass over it in our calculations for getting on as decent and successful human beings.

Deception is found in many cultures (although attitudes toward it differ), probably because it provides advantage in carrying out one's intentions, and because it offers a chance to escape confrontations without having to fight. We human beings are active, creative mammals who can represent what exists as if it did not, and what doesn't exist as if it did. And we do this easily and routinely. Poet T.S. Eliot was right when he reminded us that "Human kind/ Cannot bear very much reality." In civilization no less than in the wilderness, survival at the water hole does not favor the fully exposed and unguarded self. Deception, it seems, may be a vital social skill.

Passage 2

The nineteenth-century moralist's view on deception was that in general any violation, no matter how small, of the dictates of one's conscience was dangerous. The small lie makes room for the bigger one, which makes room for theft, which makes room for robbery, which makes room for murder. The rapid descent down the slippery slope starts with a minor infraction. The model may be flawed—I know chronic liars who, as far as I know, show no inclination toward progressing to murder—but certainly the impulse to deceive in order to succeed can become as much a habit as suspiciousness or greed, and once it has become routine, conscience is no longer an issue. Lying can become habitual in dealing with others while the moral sense in charge of hindering it atrophies. The loss of conscience is probably not mourned by anyone who functions without it, but those who have lost the faculty to tell that it is wrong to harm others, or that deception is one form of harm, have been deprived of a humanizing feature and have suffered an impoverishment of their moral life.

Liars harm themselves, but if that were the only damage they do, we'd sleep better at night. The price we pay for lies we are told tends to be higher and the damage more painful. For those of us who value close relationships, lies can do harm to what is dearest to our hearts. They can utterly destroy a sense of intimacy, especially if one of the two people involved lies and the other does not. The shock of discovering that someone to whom you feel close deceived you can be tremendous, and the loss of trust and disappointment following the discovery can seriously impair, and sometimes destroy, a relationship.

The last statement will strike some as an exaggeration. Anyone who lies frequently and is convinced that others do the same will find it difficult to believe that discovering a lie can be a shock. "What's the big deal; everybody does it" covers this and a great many other minor and not-so-minor transgressions (as in "everyone runs red lights now and then, inflates expense accounts, etc."). And if one should get caught at lying, what of it? One simply has recourse to any of the standard excuses. Classic example: "I didn't want to upset you." But to those who do not lie habitually, discovering that they have been lied to can have a profound effect.

Passage 1: From "The Varnished Truth: Truth Telling and Deceiving in Ordinary Life" by David Nyberg, copyright © 1993 by David Nyberg. Used by permission of University of Chicago Press.

Passage 2: "The High Cost of Lying" from THE CONCISE BOOK OF LYING by Evelin Sullivan, Copyright © 2001 by Evelin Sullivan. Reprinted by permission of Farrar, Straus and Giroux, LLC.



7. Which statement best summarizes an important difference in the attitudes of the two authors towards deception?
- (A) The author of Passage 1 is less concerned about reprehensible deceptive behavior than is the author of Passage 2.
- (B) The author of Passage 1 views deception with less personal resentment than does the author of Passage 2.
- (C) The author of Passage 1 is more accepting of the use of deception than is the author of Passage 2.
- (D) The author of Passage 1 is more forgiving of childhood liars than is the author of Passage 2.
- (E) The author of Passage 1 expresses greater alarm about deception in the workplace than does the author of Passage 2.
8. In lines 5-11 (“Deception . . . corruption”), the author does all of the following EXCEPT
- (A) concede the controversial nature of the subject matter
- (B) anticipate objections to an apparently immoral argument
- (C) clarify his position on a point
- (D) dispute common interpretations of deceptive behavior
- (E) acknowledge widespread instances of deception
9. The nineteenth-century moralist (line 45, Passage 2) would most likely respond to the comment in lines 11-14, Passage 1 (“However . . . ones”), by
- (A) claiming that anyone who tolerates deception is as malicious as the person who engages in it
- (B) concurring that some deceptions are less morally objectionable than others
- (C) contending that all forms of moral transgression are equally damaging to society
- (D) arguing that tolerance of any deception invites behavior that is likely to worsen in quantity and kind
- (E) agreeing that deception is rampant in our culture and that any and all steps should be taken to eliminate it
10. The series of questions in lines 22-25 serves mainly to
- (A) downplay the importance of an issue
- (B) anticipate possible objections
- (C) exemplify a preceding statement
- (D) challenge widespread beliefs
- (E) reconcile opposing views
11. The author of Passage 2 presents the “nineteenth-century moralist’s view” (line 45) in order to
- (A) point out its faulty logical development
- (B) evaluate its insights into people’s motivations
- (C) acknowledge the soundness of its basic assumption
- (D) explain the origins of contemporary morality
- (E) praise the moral attitudes of an earlier historical era
12. The author of Passage 2 would most likely agree with the nineteenth-century moralist that deception is “dangerous” (line 47) because it
- (A) leads one to commit more serious crimes
- (B) hinders people from developing their talents
- (C) makes people unable to discern the truth
- (D) is prevalent in every aspect of daily life
- (E) is likely to cause harm to others
13. In lines 56-58 (“Lying . . . atrophies”), the author of Passage 2 addresses which hazard of habitual lying?
- (A) It creates difficulties in dealing with others.
- (B) It impairs the function of the liar’s conscience.
- (C) It leads to additional acts of self-deception.
- (D) It causes the liar to become careless about repercussions.
- (E) It makes distinguishing truth from falsehood nearly impossible.
14. The author of Passage 1 would most likely challenge the claim in lines 60-63, Passage 2 (“those . . . life”), by indicating that
- (A) people who deceive others experience genuine remorse
- (B) corrupt behavior occurs at even the highest levels of government
- (C) moral considerations are a matter of personal preference
- (D) certain acts of deception are frequently necessary in social relationships
- (E) deceptive behavior, when overpracticed, can erode the individual’s sense of ethics
15. In line 83, “standard” most nearly means
- (A) authentic
- (B) model
- (C) uniform
- (D) customary
- (E) supplied



16. In the final paragraph of each passage, each author does which of the following?
- (A) Generalizes about the nature of deceptive behavior.
 - (B) Alludes to the loss of individuals' humanity when they lie.
 - (C) Suggests parallels between human and animal behavior.
 - (D) Describes the practice of deception as a vital survival skill.
 - (E) Concedes that the practice of deception is unfortunate but necessary.
17. Compared to the tone of Passage 1, the tone of Passage 2 is more
- (A) judgmental
 - (B) tentative
 - (C) analytical
 - (D) speculative
 - (E) flippant
18. In discussing truth and falsehood, the author of Passage 2 differs most strongly from the author of Passage 1 by
- (A) considering the long-term effects of lying upon the liar
 - (B) claiming that some forms of deception can have harmful results
 - (C) recognizing that deception directly affects social situations
 - (D) viewing deception as being prevalent in contemporary culture
 - (E) indicating that deception may be used for immoral purposes

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.



SECTION 9

Time — 20 minutes

16 Questions

Turn to Section 9 (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 scratch work.

Notes

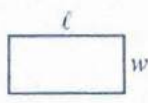
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- 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

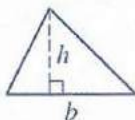


$$A = \pi r^2$$

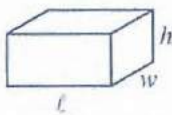
$$C = 2\pi r$$



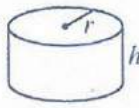
$$A = \ell w$$



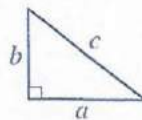
$$A = \frac{1}{2}bh$$



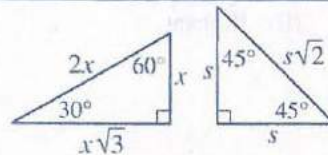
$$V = \ell wh$$



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



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



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. Which of the following is equivalent to $qr + s$?

- (A) $s - rq$
 (B) $s + rq$
 (C) $q + rs$
 (D) $qr + qs$
 (E) qrs

2. Points A , B , C , and D lie on a line in that order.

If $AD = 24$, $AB = 11$, and $CD = 8$, what is the length of \overline{BC} ?

- (A) 4
 (B) 5
 (C) 6
 (D) 7
 (E) 8

GO ON TO THE NEXT PAGE

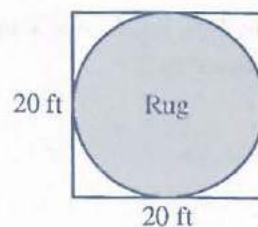


3. Which of the following is the sum of three consecutive integers?

(A) 4
(B) 5
(C) 7
(D) 8
(E) 9

4. The function f is defined by $f(x) = 2x - 3$ for all numbers x . What is the value of $f(-3)$?

(A) -9
(B) -6
(C) 0
(D) 3
(E) 6



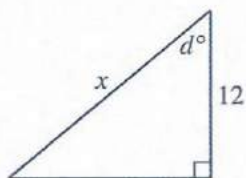
5. The figure above shows a square floor with a circular rug that is tangent to each wall of a room. The floor measures 20 feet by 20 feet. Which of the following is closest to the area, in square feet, of the portion of the floor that is not covered by the rug?
- (A) 20
(B) 85
(C) 170
(D) 200
(E) 340





6. If $y = x + 3$, by how much does y increase when x is increased by 2?

- (A) $\frac{2}{3}$
 (B) $\frac{3}{2}$
 (C) 2
 (D) 3
 (E) 5



Note: Figure not drawn to scale.

7. In the right triangle above, $d = 60$. What is the value of x ?
- (A) 6
 (B) 12
 (C) 24
 (D) $6\sqrt{3}$ (approximately 10.39)
 (E) $12\sqrt{3}$ (approximately 20.78)

8. A drawer contains only red, blue, and white T-shirts. There are 9 red T-shirts and 3 blue T-shirts in the drawer. If the probability of selecting a white T-shirt at random from the drawer is $\frac{1}{5}$, what is the probability of selecting a red T-shirt at random?

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



9. Which of the following is a fraction whose denominator is 2 less than its numerator if $n \neq 0$ and $n \neq 2$?

(A) $\frac{n+2}{n}$

(B) $\frac{2-n}{n}$

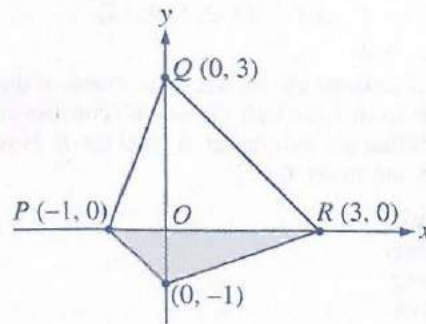
(C) $\frac{n-2}{n}$

(D) $\frac{n+2}{n-2}$

(E) $\frac{n}{2-n}$

10. Each of the 14 women who work in a sales department lives in either Astoria, Billings, or Corey. If more of these women live in Astoria than in Billings, and more of these women live in Billings than in Corey, what is the fewest number of these women who could live in Astoria?

- (A) 3
(B) 4
(C) 5
(D) 6
(E) 7



11. In the xy -plane above, what is the ratio of the area of the shaded region to the area of triangle PQR ?

- (A) 1 to 8
(B) 1 to 6
(C) 1 to 5
(D) 1 to 4
(E) 1 to 3

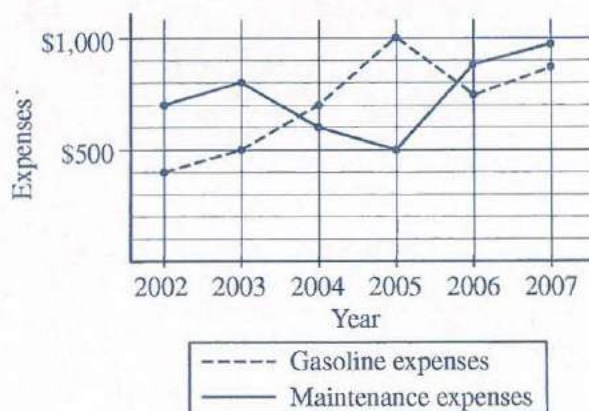


$$A = \{0, 1, 2, 5, 9, 11\}$$

12. Set A is defined above. Set B consists of the positive integers from 1 through 12. Set C consists of all integers that are in both set A and set B . How many integers are in set C ?

- (A) Two
(B) Three
(C) Four
(D) Five
(E) Six

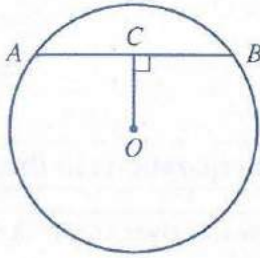
TWO OF BILL'S CAR EXPENSES



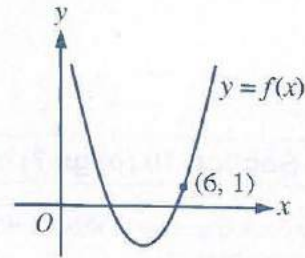
13. In the line graphs above, each point represents one of the annual expenses for Bill's car from 2002 to 2007. In which year was there no change in the combined expenses for gasoline and maintenance from the previous year?
- (A) 2003
(B) 2004
(C) 2005
(D) 2006
(E) 2007

14. For all positive integers n , let \textcircled{n} be defined as the sum of the squares of the integers from 1 through n . Which of the following is equal to $4^2 + 5^2 + 6^2 + \dots + 25^2$?

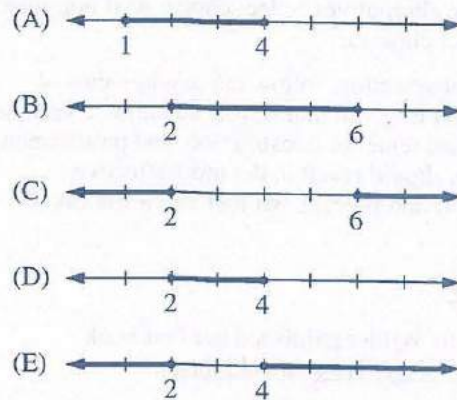
- (A) $\textcircled{3}$
(B) $\textcircled{21}$
(C) $\textcircled{5} - \textcircled{2}$
(D) $\textcircled{25} - \textcircled{3}$
(E) $\textcircled{25} - \textcircled{4}$



15. In the figure above, the circle has center O and circumference 60π . The midpoint of \overline{AB} is C , and $OC = 18$. What is the length of \overline{AB} ?
- (A) 40
(B) 42
(C) 45
(D) 48
(E) 52



16. The figure above shows the graph of the quadratic function $f(x) = a(x - 4)^2 + b$, where a and b are constants. Which of the following number lines represents the set of all values of x that satisfy the inequality $a(x - 4)^2 + b \leq 1$?



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.



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

(A) ● (B) (C) (D) (E)

1. After it was built as the entrance to the International Exposition of 1889, the Eiffel Tower had become an international symbol of Paris.
 - (A) had become
 - (B) becoming
 - (C) became
 - (D) that became
 - (E) will have become
2. The second animated film ever nominated for an Academy Award for Best Picture, the 2009 film *Up* achieved both popular and critical success.
 - (A) both popular and
 - (B) both popular or
 - (C) not only popular and
 - (D) both popular but also
 - (E) being popular, also
3. With her future brother-in-law César Chávez, the National Farm Workers Association was founded by Dolores Huerta in 1962.
 - (A) the National Farm Workers Association was founded by Dolores Huerta
 - (B) the National Farm Workers Association, which was founded by Dolores Huerta
 - (C) Dolores Huerta, who founded the National Farm Workers Association
 - (D) Dolores Huerta founded the National Farm Workers Association
 - (E) Dolores Huerta's National Farm Workers Association was founded
4. In the late nineteenth century, businesspeople, politicians, and civil engineers agreed a subway will be the best way to meet New York City's transit needs.
 - (A) a subway will be
 - (B) on a subway to be
 - (C) to a subway being
 - (D) with a subway being
 - (E) that a subway would be



5. With its combination of powerful long legs, large chest, and its build being aerodynamic, the greyhound, one of the fastest land mammals, is able to reach speeds of 45 miles per hour.
- (A) its combination of powerful long legs, large chest, and its build being aerodynamic
(B) its combination of powerful long legs, large chest, and aerodynamic build
(C) combining its powerful long legs, large chest, and built aerodynamically
(D) a combination of its powerful long legs, a large chest, and having an aerodynamic build
(E) a combination of powerful long legs, a large chest, and it has an aerodynamic build
6. The number of people reaching retirement age this year are much higher than those who reached retirement age in 1990.
- (A) are much higher than those
(B) are much higher than people
(C) is much higher than the number of those
(D) is much higher than the people
(E) is much higher than those people
7. People today remember Frida Kahlo as much for her extraordinary life story than for her vibrant and intimate paintings.
- (A) than for
(B) than they do for
(C) as for
(D) as were
(E) compared to
8. Scientists have been attempting to produce photosynthesis in the lab, engaging in research that may yield new technologies that capture the Sun's energy.
- (A) that capture
(B) which captures
(C) that has captured
(D) to be capturing
(E) who capture
9. The Japanese space probe Hayabusa completed the first round-trip mission to an asteroid, it was hailed as a trailblazer.
- (A) asteroid, it was hailed
(B) asteroid, it is hailed
(C) asteroid, hailing it
(D) asteroid and hailing it
(E) asteroid and was hailed
10. Despite having broader leaves, less sunlight is trapped by deciduous trees than by coniferous trees.
- (A) less sunlight is trapped by deciduous trees than by coniferous trees
(B) less sunlight is trapped by deciduous trees than by those of coniferous trees
(C) there is less sunlight trapped by deciduous trees than by coniferous trees
(D) deciduous trees trap less sunlight than coniferous trees do
(E) deciduous trees trap less sunlight than those of coniferous trees do
11. The great roads of the Roman Empire, designed for military purposes, carried not only troops but also goods and, equally important, information.
- (A) troops but also
(B) troops, but they also carried
(C) troops; it also carried
(D) troops also
(E) troops, also they carried
12. After the end of the First World War, Fridtjof Nansen directed several of the League of Nations' humanitarian programs, which caused his winning a Nobel Peace Prize in 1922.
- (A) programs, which caused his winning
(B) programs, he therefore won
(C) programs, this is why he won
(D) programs; as a result, winning
(E) programs and consequently won



13. Because a horse is easily startled, one should approach them quietly, speaking softly and keeping arm movements to a minimum.

- (A) one should approach them
- (B) one should approach it
- (C) they should be approached
- (D) it should be approached
- (E) approach them

14. During the rainy season in Hawaii, temperatures become a little cooler and showers more frequent, but the Sun still shines most days.

- (A) temperatures become a little cooler and showers more frequent
- (B) temperatures become a little cooler, also showers become more frequent
- (C) temperatures become a little cooler, showers were more frequent
- (D) their temperatures become a little cooler and showers happen more frequently
- (E) it becomes a little cooler and they have more frequent showers

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.

Correct Answers and Difficulty Levels Form Codes AEJC, BWJC

Critical Reading

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

Number correct	Number correct	Number correct
Number incorrect	Number incorrect	Number incorrect

Mathematics

Section 3			Section 7			Section 9		
Multiple-Choice Questions	Student-Produced Response Questions		COR. DIFF.	ANS.	LEV.	COR. DIFF.	ANS.	LEV.
COR. DIFF.	COR.	DIFF.	ANS.	ANS.	LEV.	ANS.	ANS.	LEV.
ANS. LEV.	ANS.	LEV.	ANS.	ANS.	LEV.	ANS.	ANS.	LEV.
1. A 1	9. $0 < x < 1$	2. A 1	11. C 3	1. B 1	9. A 3	1. B 1	9. A 3	
2. A 2	10. 10	2. A 1	12. A 3	2. B 1	10. D 3	2. B 1	10. D 3	
3. D 2	11. 15	3. D 2	13. A 3	3. E 1	11. E 3	3. E 1	11. E 3	
4. B 2	12. 130	4. B 2	14. D 4	4. A 2	12. D 3	4. A 2	12. D 3	
5. E 2	13. 4000	5. C 2	15. B 4	5. B 2	13. B 3	5. B 2	13. B 3	
6. E 3	14. 6.7	6. C 2	16. E 2	6. C 2	14. D 4	6. C 2	14. D 4	
7. E 3	15. 120	7. A 2	17. D 4	7. C 3	15. D 4	7. C 3	15. D 4	
8. C 4	16. 2	8. B 2	18. C 4	8. C 3	16. B 5			
	17. $3/2, 1.5$	9. D 3						
	18. 4	10. A 3						

Number correct	Number correct	Number correct
Number incorrect	Number incorrect	Number incorrect

Writing Multiple-Choice

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

Number correct	Number correct
Number incorrect	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).

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. 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, specially trained high school and college teachers 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.

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 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 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 2

An essay in this category demonstrates *limited 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 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 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.

Scoring Worksheet for Form Codes AEJC, BWJC

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 2: Questions 1–24 _____

Section 6: Questions 1–25 + _____

Section 8: Questions 1–18 + _____

Total = _____ (A)

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

Section 2: Questions 1–24 _____

Section 6: Questions 1–25 + _____

Section 8: 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 3: Questions 1–8 _____

Section 7: Questions 1–20 + _____

Section 9: Questions 1–16 + _____

Total = _____ (A)

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

Section 3: Questions 1–8 _____

Section 7: Questions 1–20 + _____

Section 9: 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 5: Questions 1–35 _____

Section 10: Questions 1–14 + _____

Total = _____ (A)

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

Section 5: 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 54–55) 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.

SAT Score Conversion Table Form Codes AEJC, BWJC

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	530	53
66	800			30	490	530	52
65	800			29	480	520	51
64	790			28	480	510	50
63	770			27	470	500	49
62	750			26	470	500	48
61	730			25	450	490	48
60	720			24	450	480	47
59	710			23	450	470	46
58	700			22	440	470	45
57	690			21	430	460	44
56	680			20	430	450	43
55	670			19	420	440	42
54	660	800		18	410	440	42
53	650	770		17	410	430	41
52	640	740		16	400	420	40
51	630	710		15	390	410	39
50	620	700		14	390	410	38
49	620	690	80	13	380	400	38
48	610	680	77	12	370	390	37
47	600	670	74	11	360	380	36
46	590	660	72	10	350	370	35
45	590	650	70	9	350	360	34
44	580	640	68	8	340	350	33
43	570	630	66	7	330	340	32
42	570	620	63	6	320	330	31
41	560	620	64	5	310	320	30
40	550	610	62	4	300	310	28
39	550	600	61	3	290	290	27
38	540	590	60	2	270	280	25
37	530	580	59	1	260	260	24
36	530	570	58	0	240	250	22
35	520	570	57	-1	220	230	20
34	520	560	56	-2	200	210	20
33	510	550	55	-3	200	200	20
32	500	540	54	and below			

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

SAT Writing Composite Score Conversion Table Form Code AEJC

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

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

SAT Writing Composite Score Conversion Table

Form Code BWJC

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

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Answer Sheet Copy Service Order Form

To obtain a photocopy of the answers you gave on your answer sheet, your request must be postmarked within five months of the test date. The fee for this service is \$30. Materials will be mailed to you approximately six weeks after your request is received.

Personal Information (Please Print)

Test Date: October 2012 January 2013 May 2013

Registration#: _____
(From your score report)

□ □ □ □ □ □ □ □ □ □

First Name: _____ MI: _____ Last Name: _____

Sex: Male Female Birth Date: _____ / _____ / _____
month day year

Check this box if your address has changed

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Street Address Line 2: _____

City: _____ State/Province: _____

ZIP/Postal Code: _____ Country: _____

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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

- I understand that my essay (without my name) may be reproduced in other College Board materials. If I mark this circle, I withhold my permission to reproduce my essay for any purposes beyond score reporting and the assessment of my writing skills. Marking this circle will have no effect on my score, nor will it prevent my essay from being made available to any college to which I send my SAT scores.

IMPORTANT: USE A NO. 2 PENCIL. DO NOT WRITE OUTSIDE THE BORDER!

Words written outside the essay box or written in ink **WILL NOT APPEAR** in the copy sent to be scored, and your score will be affected.

Begin your essay on this page. If you need more space, continue on the next page.

Large rectangular area with horizontal lines for writing an essay.

Continue on the next page if necessary.

A large rectangular box containing 25 horizontal lines for writing an essay.

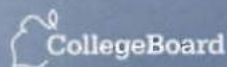
A large rectangular box containing 25 horizontal lines for writing an essay.

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