

Form Codes AESX, BWSX, CFSX



The SAT[®]

Reasoning Test

Question-and-Answer Service

May 2009 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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more[®]

SAT[®]

10年1月SAT, 2260, r750, m800, w710, 感谢CUUS, 满分网, 寄托网上的前辈, 感谢CUUS上的藏经阁, 感谢满分网猴哥的备考三部曲, 感谢猴哥3500, 感谢OC, OG真题(最关键)。大体按照猴哥备考三部曲的准备, 但是自己做了些调整。一共准备了三个月, 先是看红宝书, 但是没有坚持下来, 后来背猴哥8000, 考前背猴哥3500; 后来主要做了OC, OG与真题, 特别是按照猴哥的方法把错题标注了出来, 最后考前复习。最后是真题, 真题是关键。最后一定要模考, 培养自己考试的节奏感。写作一定要坚持掐时间写, 要有自己的套路和例子。

由于真题的重要性, 攒人品, 制作了95--2010 05真题大全供大家借鉴参考。希望自己的申请也满意。

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

This booklet contains the SAT® you took in May 2009, 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 SAT Results

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.
- 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.
- Keep track of how you did on the different types of questions (as labeled on your QAS report), either by using the table below or by printing your online score report at www.collegeboard.com/mysat. This can help you understand your academic strengths and identify areas for improvement.

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

Reviewing Your Essay

View a copy of your essay online at www.collegeboard.com/viewessay. On the practice sheets in the back of this booklet, you can try writing your essay again or practice writing an essay for one of the other 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 try scoring 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

The best way to prepare for the SAT is to take challenging high school classes, read extensively, and practice writing as often as possible. Also check out the College Board’s free and low-cost practice tools for the SAT, such as The Official Question of the Day™, and be sure to visit SAT Skills Insight™ at www.collegeboard.com/satskillsinsight. It provides you with the types of skills that are tested on the SAT, suggestions for improvement, and sample SAT questions and answers to help you do better in the classroom, on the test and in college. When you are ready, you can register to take the SAT again at www.collegeboard.com/mysat.

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.



1 ESSAY

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any part of this page is illegal.



ESSAY Time — 25 minutes

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

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

Important Reminders:

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

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

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

There are good reasons to pay attention to people who are older or more experienced than we are, even if their opinions on important issues are very different from ours. Of course, not every person older than us is worth learning from, while many young people are. But if the only people we listen to are our age and are likely to see things the same way we do, we will miss out on something important.

Assignment: Should we pay more attention to people who are older and more experienced than we 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.**

1



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

Good decision making generally requires people to think carefully and logically and to pay attention to practical details. However, people who depend on their feelings and emotions to make important decisions are not likely to spend hours gathering information, making lists, considering all possible outcomes, and so forth. When comparing the advantages or disadvantages of one course of action to another, these people ask themselves, "What do my feelings tell me?"

Assignment: Should people let their feelings guide them when they make important decisions? 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.

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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.

Thanks to great advancements in technology, we live today in a world in which knowledge is more readily available to greater numbers of people than ever before in history. Having more and better technology, however, has not made people wiser or more understanding. Indeed, people are so overloaded with information today that they have become less, rather than more, able to make sense of the world around them than our ancestors ever were.

Assignment: Has today's abundance of information only made it more difficult for us to understand the world around us? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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1 ESSAY

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ESSAY



1

ESSAY

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- If your essay does not reflect your original and individual work, your test scores may be canceled.

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

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

People define themselves by work, by what they “do.” When one person asks another, “What do you do?” the answer always refers to a job or profession: “I’m a doctor, an accountant, a farmer.” I’ve often wondered what would happen if we changed the question to, “Who are you?” or, “What kind of person are you?” or even, “What do you do for fun?”

Adapted from Stephan Rechtschaffen, *Time Shifting*

Assignment: Are people best defined by what they do? 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 3

Time — 25 minutes
20 Questions

Turn to Section 3 (page 4) of your answer sheet to answer the questions in this section.

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

Notes

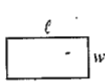
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is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

Reference Information



$$A = \pi r^2$$

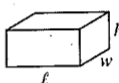
$$C = 2\pi r$$



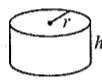
$$A = \ell w$$



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



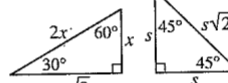
$$V = \ell wh$$



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



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



Special Right Triangles

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

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

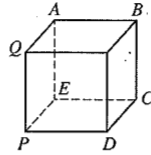
1. If $3x = 6$, what is the value of $6x + 5$?

(A) 11
(B) 12
(C) 17
(D) 18
(E) 23

2. If there are 12 cookies in a box and 12 boxes in a carton, how many cookies are in 25 cartons?

(A) 49
(B) 144
(C) 169
(D) 300
(E) 3,600

GO ON TO THE NEXT PAGE



3. On the cube above, the distance from P to Q is the same as the distance from Q to which of the following points?

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

4. The average life span of a gorilla is g years. If the average life span of a lion is $\frac{3}{4}$ as long as a gorilla's, which of the following expressions represents a lion's average life span in terms of g ?

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

12, 8, 6, ...

5. In the sequence above, the first term is 12 and each term after the first is 2 more than half the previous term. What is the fifth term of the sequence?

(A) 5.25
(B) 5
(C) 4.75
(D) 4.5
(E) 4



6. If one of the figures above is selected at random, what is the probability that the number of vertices in the figure will be greater than 5?

(A) $\frac{1}{5}$
(B) $\frac{3}{11}$
(C) $\frac{2}{5}$
(D) $\frac{3}{5}$
(E) $\frac{4}{5}$

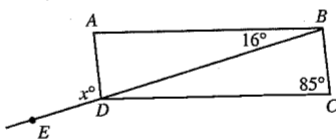
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NUMBER OF EARTHQUAKES
PER YEAR

Richter Scale Intensity	Number of Earthquakes
8.0 – 8.4	1
7.5 – 7.9	3
7.0 – 7.4	15
6.5 – 6.9	56
6.0 – 6.4	210

7. The table above shows the number of earthquakes of intensities from 6.0 to 8.4 on the Richter scale expected to occur worldwide per year. Based on this table, which of the following is the total number of earthquakes of intensities from 6.0 to 7.4, inclusive, expected to occur worldwide in the next two years?

(A) 19
(B) 38
(C) 281
(D) 562
(E) 600



8. In the figure above, $\overline{AB} \parallel \overline{CD}$ and $\overline{AD} \parallel \overline{BC}$. If point D is on line segment \overline{BE} , what is the value of x ?

(A) 69
(B) 81
(C) 85
(D) 101
(E) 116

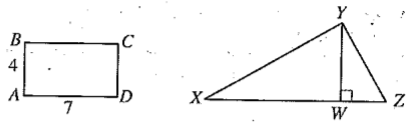
9. If a and b are positive odd integers, which of the following must be a positive odd integer?

(A) $a + b$
(B) $a - b$
(C) $2a + b$
(D) $2a - b$
(E) $\frac{a + b}{2}$

10. An electrician is testing 4 different wires. For each test, the electrician chooses 2 of the wires and connects them. What is the least number of tests that must be done so that every possible pair of wires is tested?

(A) 3
(B) 6
(C) 8
(D) 12
(E) 16

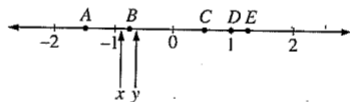
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Note: Figures not drawn to scale.

11. Rectangle $ABCD$ and triangle XYZ above have equal areas. If the length of \overline{XZ} is 14, what is the length of \overline{YW} ?

(A) 2
(B) 4
(C) 6
(D) 7
(E) 8

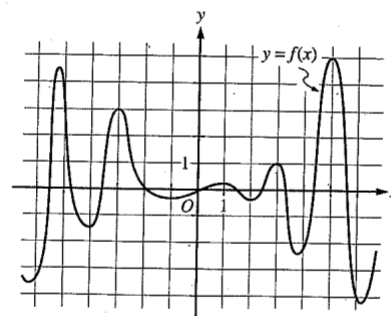


12. Which of the lettered points on the number line above corresponds to the value of the product xy ?

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

13. The point $P(a, b)$, where a and b are nonzero numbers, is reflected across the y -axis to a point Q . Then point Q is reflected across the x -axis to a point S . In terms of a and b , what is the sum of the coordinates of point S ?

(A) $-(a + b)$
(B) $-a + b$
(C) $a - b$
(D) $a + b$
(E) $2(a + b)$



14. The figure above shows the graph of the function f . Which of the following is greater than $f(-3)$?

(A) $f(-6)$
(B) $f(-4)$
(C) $f(0)$
(D) $f(3)$
(E) $f(5)$

GO ON TO THE NEXT PAGE

15. If $(x+3)^2 = k$, what does $x^2 + 6x$ equal in terms of k ?

(A) $k+9$
(B) $k+3$
(C) $k-3$
(D) $k-6$
(E) $k-9$

16. If $xy = x + y$ and $y > 2$, which of the following must be true about x ?


(A) $x = y$
(B) $x = 0$
(C) $x = 1$
(D) $0 < x < 1$
(E) $1 < x < 2$

17. A certain type of bronze is made by combining copper and tin so that the ratio of copper to tin is 19 to 1 by weight. How many pounds of tin are needed to make a 380-pound statue from this type of bronze?

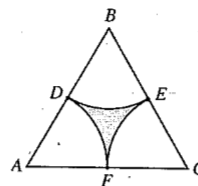
(A) 18
(B) 19
(C) 20
(D) 360
(E) 361

18. If $y = 2^x$, which of the following expressions is equivalent to $4^x - 2^{x+1}$ for all positive integer values of x ?

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

GO ON TO THE NEXT PAGE 

19. The function f has the property that $f(a) = f(b)$ for all numbers a and b . What is the graph of $y = f(x)$ in the xy -plane?
- (A) A line with slope 0
 - (B) A line with slope 1
 - (C) A circle with center $(0, 0)$
 - (D) A semicircle with center $(0, 0)$
 - (E) A parabola symmetric about the y -axis



20. The length of a side of equilateral triangle ABC above is 6. D , E , and F are the midpoints of \overline{AB} , \overline{BC} , and \overline{AC} , respectively. A , B , and C are the centers of the circles that contain arcs \widehat{DF} , \widehat{DE} , and \widehat{FE} , respectively. What is the perimeter of the shaded region?
- (A) $9 - \frac{\pi}{3}$
 - (B) 9
 - (C) 3π
 - (D) $4\pi - 3$
 - (E) $9 + \frac{\pi}{3}$

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 4

Time — 25 minutes

35 Questions

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

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

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) ● (C) (D) (E)

1. Recent evidence suggests that dark energy, a mysterious repulsive force that causes the universe to expand, it has been present for most of the universe's history.

- (A) it has
- (B) it had
- (C) this has
- (D) has
- (E) having

2. One of only a few venomous mammals, the slow loris coats the fur of its young offspring with toxic saliva, which it protects them from predators.

- (A) saliva, which it protects them
- (B) saliva, it protects them
- (C) saliva to protect them
- (D) saliva for protecting them
- (E) saliva, they are protected

3. Nutritionists suggest that before deciding to drastically change your diet, a person should consult one's physician.

- (A) your diet, a person should consult one's physician
- (B) your diet, you should consult your physician
- (C) one's diet, you should consult your physician
- (D) their diet, people should consult his or her physician
- (E) their diet, consult a physician

4. Biologists working to rescue the giant condor from extinction uses radio telemetry and satellite signals to track banded birds.

- (A) uses radio telemetry and satellite signals to track
- (B) using radio telemetry and satellite signals to track
- (C) use radio telemetry and satellite signals to track
- (D) to track, by use of radio telemetry and satellite signals,
- (E) tracking, using radio telemetry and satellite signals,



5. Iron, the metal most necessary for modern industry, is more often made into an alloy than used in its pure form.
- (A) is more often made into an alloy than used
 - (B) is more often made into an alloy than using it
 - (C) is more often made into an alloy rather than use it
 - (D) which is more often made into an alloy than it is used
 - (E) more often made into an alloy than used
6. Once a popular form of entertainment in arcades, shops, and saloons across the United States, collectors prize coin-operated mechanical games as emblems of the nation's past.
- (A) collectors prize coin-operated mechanical games
 - (B) collectors who prize coin-operated mechanical games
 - (C) coin-operated mechanical games that are prized by collectors
 - (D) coin-operated mechanical games are prized by collectors
 - (E) coin-operated mechanical games, prized by collectors
7. There is speculation that the name "Wendy" was the invention of J. M. Barrie, who created a character by that name for his famous play *Peter Pan*.
- (A) There is speculation that the name "Wendy" was
 - (B) There is speculation saying the name "Wendy" was
 - (C) They speculate saying that the name "Wendy" was
 - (D) The name "Wendy," speculated to have been
 - (E) The name "Wendy" is by some speculation
8. The paintings by the junior high students displayed more sophisticated color schemes than the elementary school students.
- (A) schemes than the elementary school students
 - (B) schemes than did those by the elementary school students
 - (C) schemes as that which the elementary school students did
 - (D) schemes, and this was not like those done by the elementary school students
 - (E) schemes, not like the elementary school students
9. Raised on the Laguna Pueblo reservation, the novels of Leslie Marmon Silko affirm the enduring role of oral traditions and ceremonies in the Pueblo culture.
- (A) Raised on the Laguna Pueblo reservation, the novels of Leslie Marmon Silko
 - (B) Raised on the Laguna Pueblo reservation, Leslie Marmon Silko's novels
 - (C) Leslie Marmon Silko was raised on the Laguna Pueblo reservation, her novels
 - (D) Leslie Marmon Silko's novels, and that she was raised on the Laguna Pueblo reservation,
 - (E) The novels of Leslie Marmon Silko, who was raised on the Laguna Pueblo reservation,
10. Remarkable breakthroughs in gene research may lead to dramatic changes in medical treatment, where it may be possible to create drugs tailored to a patient's genetic makeup.
- (A) treatment, where it may be possible to create
 - (B) treatment, in which they can possibly create
 - (C) treatment by making it possible to create
 - (D) treatment that makes it possible creating
 - (E) treatment that makes possible creating
11. We had never seen anything like this style of architecture before, we thought we were looking at giant sculptures, not buildings.
- (A) We had never seen
 - (B) We never saw
 - (C) Never had we seen
 - (D) Never having seen
 - (E) Never seeing



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) ● (C) (D) (E)

12. At the age of seventy-one, legendary country music
 A B
 artist Johnny Cash astonished his fans by performing
 C
 a song that the rock group Nine Inch Nails originally
has recorded. No error
 D E

13. As a distinct body of writing, Mexican American
 A
 literature is relative young, having taken shape
 B C
only after the conclusion of the Mexican War in
 D
 1848. No error
 E

14. My sisters and I cherish memories of
 A B
spending hours. outdoors as children,
 C
 climbing trees, building forts, digging holes
 in the dirt, and the search for bugs. No error
 D E

15. Today in class we discussed the common,
but mistaken, assumption that when two people are
 A B
no longer dating they are incapable to be friends.
 C D
No error
 E

16. Nearly driven to extinction by the late nineteenth
 A
 century, the southern white rhino represents a great
 B
 conservation success: since 1885 the population has
 C
 increased from barely 20 animals to more than 11,000.
 D
No error
 E

17. If you want to build a house, a book can tell you
 A
how to install drywall or run wiring, but they cannot
 B C
take the place of hands-on experience. No error
 D E

GO ON TO THE NEXT PAGE

18. Next Monday a committee chosen by the
A
school board met to review the final list of
B C
applicants for the position of principal at the
D
new high school. No error
E
19. Because Ms. Metser, the new chemistry teacher,
A
presented the subject so thorough, concepts that
B C
had been difficult to understand now seemed
D
simple to the students. No error
E
20. The intricate pattern on a butterfly's wing
A
is composed of thousands of microscopic scales,
B
each of which is the product of a single cell.
C D
No error
E
21. That I have little interest in art is not the fault of my
A B
parents, taking me to art exhibits and galleries from
C
the time I was ten years old. No error
D E
22. In the early twentieth century, telephone companies
supported the cause of financial independence
A B
for women by providing many with respectable
C
jobs as a switchboard operator. No error
D E
23. A recent report suggests that safety-conscious drivers
A
need not limit themselves to driving large, heavy
B C
vehicles, because the structural integrity of a vehicle
is more important than its size and weight. No error
D E
24. A great gray owl flying low across a forest clearing,
A
its wings beating quietly and its ultrasensitive
B
ears tuned to the faint sounds made by small
C
creatures concealed under leaves. No error
D E
25. Determined to make a name for herself as a writer
A B C
of short stories, Helen never submits anything to
an editor until revising it several times. No error
D E



26. The loyalty of British families to specific brands

of toothpaste have been cited by historians
A B

as evidence of the growing influence of
C D

advertising during the early twentieth century.

No error
E

27. The Environmental Protection Agency has named

six winners of their Water Efficiency Leader Award,
A

created to encourage innovation in developing
B C

products and practices that use water efficiently.
D

No error
E

28. Early rock and roll music, like jazz and the blues,
A

celebrated characteristics of urban life that was once
B C

only disparaged: loud, repetitive city sounds were

reproduced as raucous melodies and insistent rhythms.
D

No error
E

29. The Roman poet Virgil is highly esteemed today for
A

his epic poem, *The Aeneid*, yet on his deathbed
B

he himself sought to prevent its publication on the
C

grounds of not being sufficiently polished. No error
D E

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

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

Questions 30-35 refer to the following passage.

(1) For a long time, there has been a vocal minority of people who question whether Shakespeare really authored the works attributed to him. (2) These skeptics claim that the plays and sonnets were actually written by Edward de Vere, Christopher Marlowe, or even Sir Francis Bacon. (3) Most serious scholars dismiss such claims. (4) What about the so-called authors of other famous works of literature?

(5) Skeptics often argue that William Shakespeare could not have had the high degree of education reflected in the plays. (6) Shakespeare's plays are very sophisticated. (7) The plays reveal that whoever wrote them was very familiar with politics, foreign languages, and classical Greek and Latin. (8) Skeptics say Shakespeare could not have gotten such a good education since he was not from a wealthy or noble family. (9) As serious scholars have long pointed out, Shakespeare, as a resident of Stratford-upon-Avon, where he grew up, would have been entitled to attend the local school. (10) There he would have learned reading, writing, and the classics and would have been exposed to many of the historical and philosophical ideas evident in Shakespeare's works. (11) Skeptics also maintain that Shakespeare could not have authored the plays because he never attended a university; serious scholars, however, point out that many dramatists of his time did not attend college. (12) It seems that despite what is said, there is little reason to doubt that Shakespeare's plays and sonnets were really written by Shakespeare.

30. In context, which is best to add to the beginning of sentence 3?

(A) For example,
(B) In addition,
(C) However,
(D) Unfortunately,
(E) Similarly,

GO ON TO THE NEXT PAGE

31. Which of the following is the best way to revise the underlined material and combine sentences 6 and 7 (reproduced below) ?
- Shakespeare's plays are very sophisticated. The plays reveal that whoever wrote them was very familiar with politics, foreign languages, and classical Greek and Latin.*
- (A) The plays attributed to Shakespeare are very sophisticated, revealing that
(B) He also wrote very sophisticated plays, so they know that
(C) In contrast, Shakespeare's plays are very sophisticated, which reveals that
(D) Who would question that they are sophisticated and that they reveal that
(E) Whoever wrote it was very sophisticated; his plays reveal
32. In context, which is the best way to revise the underlined portion of sentence 8 (reproduced below) ?
- Skeptics say Shakespeare could not have gotten such a good education since he was not from a wealthy or noble family.*
- (A) Skeptics assume incorrectly that
(B) We can say that
(C) Therefore, it confirms that
(D) As a result, we can conclude that
(E) They should have concluded that
33. In context, the second paragraph (sentences 5-12) would be most improved by the inclusion of
- (A) a list of the names of some of the most powerful families in the sixteenth-century English aristocracy
(B) an example or two of dramatists other than Shakespeare who never attended a university
(C) an inventory of the library of the leading noble family in Stratford-upon-Avon during Shakespeare's lifetime
(D) an explanation of how modern education in England differs from that of Shakespeare's time
(E) a physical description of the grammar school in Stratford-upon-Avon during Shakespeare's youth
34. Which of the following is the best version of the underlined portion of sentence 12 (reproduced below) ?
- It seems that despite what is said, there is little reason to doubt that Shakespeare's plays and sonnets were really written by Shakespeare.*
- (A) (as it is now)
(B) their arguments
(C) their lack of evidence
(D) the issues raised by skeptics
(E) this unanswered question
35. Of the following, which sentence should be deleted because it interrupts the logical development of the passage?
- (A) Sentence 1
(B) Sentence 2
(C) Sentence 4
(D) Sentence 9
(E) Sentence 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.

5



5

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any part of this page is illegal.

5



5

SECTION 5

Time — 25 minutes

23 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.

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) ●

- Rebecca knew that to finish her project she must overcome her tendency toward ----- and learn to make up her mind.
(A) indecision (B) independence (C) buoyancy
(D) exaggeration (E) expertise
- Jane Eyre* is among the most ----- of feminist novels: it is still widely ----- more than 150 years after its publication.
(A) confusing . . . mimicked
(B) provocative . . . ignored
(C) enduring . . . read
(D) powerful . . . overlooked
(E) irrelevant . . . taught
- Led by Massasoit and William Bradford, the Wampanoag communities and Plymouth Colony created a military and economic -----, drawing upon one another's resources for decades.
(A) experiment (B) stalemate (C) dilemma
(D) rivalry (E) alliance

- Jason's gullibility was remarkable: he ----- the most outrageous assertions and was therefore much too easily -----.

- (A) trusted . . . duped
(B) processed . . . misjudged
(C) proposed . . . deluded
(D) repeated . . . apprehended
(E) believed . . . imitated

- Because curiosity is deemed the ----- of the scientific temperament, theoretical physicist Richard Feynman, renowned for his ceaseless questioning, was regarded by some as an ----- of the scientific spirit.

- (A) essence . . . incarnation
(B) bane . . . advocate
(C) crux . . . inception
(D) hallmark . . . adversary
(E) inverse . . . assimilation

- The editorial charged that some contemporary music ----- fundamental social values by glamorizing what is essentially an outlaw lifestyle.

- (A) enjoins (B) erodes (C) augments
(D) spawns (E) sanctions

- Some people believe a parrot can comprehend the words it utters, but most biologists believe parrots lack such ----- ability.

- (A) auditory (B) cognitive (C) observational
(D) mimetic (E) prophetic

- Nothing in the essay is -----; every sentence contributes in an essential way to the overall meaning.

- (A) cohesive (B) querulous (C) paramount
(D) mandatory (E) superfluous



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 9-12 are based on the following passages.

Passage 1

In a recent survey concerning plagiarism among scholars, two University of Alabama economists asked 1,200 of their colleagues if they believed their work had ever been stolen. A startling 40 percent answered yes.
 Line 5 While not a random sample, the responses still represent hundreds of cases of alleged plagiarism. Very few of them will ever be dragged into the sunlight. That's because academia often discourages victims from seeking justice, and when they do, tends to ignore their complaints. "It's like cockroaches," says the author of a recent book about academic fraud. "For every one you see on the floor, there are a hundred behind the stove."

Passage 2

Words belong to the person who wrote them. There are few simpler ethical notions than this, particularly as society directs more and more energy toward the creation of intellectual property. In the past 30 years, copyright laws have been strengthened, fighting piracy has become an obsession with Hollywood, and, in the worlds of academia and publishing, plagiarism has gone from being bad literary manners to something close to a felony. When a noted historian was recently found to have lifted passages from other historians, she was asked to resign from the board of the Pulitzer Prize committee. And why not? If she had robbed a bank, she would have been fired the next day.

9. Both passages discuss which of the following?

- (A) Reactions to plagiarism committed by scholars
- (B) An increase in plagiarism by college professors
- (C) The impact that academic fraud can have on the communication of scholarly ideas
- (D) A major change in copyright laws that occurred within the past three decades
- (E) Recent and highly publicized cases of plagiarism

10. The "author" (line 10, Passage 1) would likely argue that the historian's having "lifted passages from other historians" (lines 21-22, Passage 2) is

- (A) a relatively harmless error
- (B) an example of academic collaboration
- (C) deserving of harsh punishment
- (D) far from an isolated incident
- (E) a comparatively recent problem

11. The author of Passage 2 would likely respond to the actions attributed to "academia" in lines 8-9 in Passage 1 ("academia . . . complaints") by asserting that

- (A) these actions are consistent with the approach common in publishing
- (B) academic plagiarism has usually been misrepresented in surveys
- (C) researchers should not be held accountable for inadvertent mistakes
- (D) universities increasingly treat plagiarism as a serious offense
- (E) colleges should provide amnesty to researchers accused of plagiarism

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

- (A) Passage 1 advocates a strategy that Passage 2 considers outmoded.
- (B) Passage 1 envisions an idealistic condition that Passage 2 finds impossible.
- (C) Passage 1 provides a detached analysis to which Passage 2 responds with alarm.
- (D) Passage 1 describes a state of affairs that Passage 2 views as inexcusable.
- (E) Passage 1 emphasizes the causes of a problem, and Passage 2 emphasizes its effects.



Questions 13-23 are based on the following passage.

This passage is adapted from a novel about an archaeologist on a dig in the Yucatán Peninsula.

"I dig through ancient trash," I told the elegantly groomed young woman who had been sent by a popular magazine to write a short article on my work. "I grub in the dirt, that's what I do. Archaeologists are really no better than scavengers, sifting through the garbage that people left behind when they died, moved on, built a new house, a new town, a new temple. We're garbage collectors really. Is that clear?" The sleek young woman's smile faltered, but she bravely continued the interview.

That was in Berkeley, just after the publication of my last book, but the memory of the interview lingered with me. I pitied the reporter and the photographer who accompanied her. It was so obvious that they did not know what to do with me.

My name is Elizabeth Butler; my friends and students call me Liz. The University of California at Berkeley lists me as a lecturer and field archaeologist, but in actuality I am a mole, a scavenger, a garbage collector. I find it somewhat surprising, though gratifying, that I have managed to make my living in such a strange occupation.

Often I argue with other people who grub in the dirt. I have a reputation for asking too many embarrassing questions at conferences where everyone presents their findings. I have always enjoyed asking embarrassing questions.

Sometimes, much to the dismay of my fellow academics, I write books about my activities and the activities of my colleagues. In general, I believe that my fellow garbage collectors regard my work as suspect because it has become quite popular. Popularity is not the mark of a properly rigorous academic work. I believe that their distrust of my work reflects a distrust of me. My work smacks of speculation; I tell stories about the people who inhabited the ancient ruins—and my colleagues do not care for my tales. In academic circles, I linger on the fringes where the warmth of the fire never reaches, an irreverent outsider, a loner who prefers fieldwork to the university, and general readership to academic journals.

But then, the popularizers don't like me either. I gave that reporter trouble, I know. I talked about dirt and potsherds* when she wanted to hear about romance and adventure. And the photographer—a young man who was more accustomed to fashion-plate beauties than to weatherworn archaeologists—did not know how to picture the crags and fissures of my face. He kept positioning me in one place, then in another. In the end, he took photographs of my hands: pointing out the pattern on a potsherd, holding a jade earring, demonstrating how to use a mano and metate, the mortar and pestle with which the Maya grind corn.

My hands tell more of my history than my face. They are tanned and wrinkled and I can trace the paths of veins along their backs. The nails are short and hard, like the claws of some digging animal.

I believe that the reporter who interviewed me expected tales of tombs, gold, and glory. I told her about heat, disease, and insect bites. I described the time that my jeep broke an axle 50 miles from anywhere, the time that the local municipality stole half my workers to work on a local road. "Picture postcards never show the bugs," I told her. "Stinging ants, wasps, fleas, roaches the size of your hand. Postcards never show the heat."

I don't think that I told her what she wanted to hear, but I enjoyed myself. I don't think that she believed all my stories. I think she still believes that archaeologists wear white pith helmets and find treasure each day before breakfast. She asked me why, if conditions were as horrible as I described, why I would ever go on another dig. I remember that she smiled when she asked me, expecting me to talk about the excitement of discovery, the thrill of uncovering lost civilizations. Why do I do it?

"I'm crazy," I said. I don't think she believed me.

* fragments of broken pottery, especially ones with archaeological significance

13. The passage as a whole serves primarily to

- (A) satirize the activities of professional archaeologists
- (B) portray the trials and tribulations of professional journalists
- (C) reveal the personality of a character through her own self-descriptions
- (D) represent the ambiguities of truth through unreliable first-person narration
- (E) display the inner workings of the mind of a brilliant academic

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14. The narrator's characterization of archaeologists as "no better than scavengers" (lines 4–5) suggests that she
- (A) views archaeological fieldwork with disdain
 - (B) is being intentionally provocative
 - (C) dislikes her chosen career
 - (D) feels that academic research lacks value
 - (E) is avoiding the interviewer's questions
15. The "other people" (line 21) would most likely describe the narrator as
- (A) collegial
 - (B) indulgent
 - (C) admiring
 - (D) indifferent
 - (E) contentious
16. In lines 26–38, the narrator indicates that her fellow archaeologists react as they do because they believe
- (A) her books are difficult to understand
 - (B) her books are insufficiently scholarly
 - (C) she employs an outmoded methodology in her research
 - (D) she publishes more research than do most of her colleagues
 - (E) she dismisses the work of her colleagues in her books
17. The sentence in lines 30–31 ("Popularity . . . work") primarily serves to
- (A) advance a provocative and unusual argument
 - (B) clarify an obscure principle
 - (C) note an evolving trend
 - (D) espouse an unpopular belief
 - (E) indicate the reasoning behind a point of view
18. In lines 34–35, "care for" most nearly means
- (A) enhance
 - (B) desire
 - (C) appreciate
 - (D) look after
 - (E) feel concern about
19. Lines 35–38 ("In academic . . . journals") make use of which of the following devices?
- (A) Metaphor
 - (B) Understatement
 - (C) Personification
 - (D) Humorous anecdote
 - (E) Literary allusion
20. Lines 42–47 ("And . . . hands") suggest primarily that the photographer
- (A) is flustered by an unfamiliar situation
 - (B) does not know how to take good pictures
 - (C) is excited by a new challenge
 - (D) does not respond well to criticism
 - (E) is averse to photographing older subjects
21. The narrator mentions all of the following as problems encountered at archaeological digs EXCEPT
- (A) noxious insects
 - (B) incompetent workers
 - (C) government interference
 - (D) mechanical breakdowns
 - (E) uncomfortable weather

22. The tone of lines 63–64 (“I don’t . . . myself”) is best described as

- (A) humble
- (B) inquisitive
- (C) diffident
- (D) didactic
- (E) cavalier

23. In context, the reporter would probably characterize the narrator’s remark in line 72 as

- (A) pompous
- (B) deferential
- (C) despondent
- (D) flippant
- (E) frank

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 6

Time — 25 minutes

18 Questions

Turn to Section 6 (page 6) 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

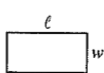
1. The use of a calculator is permitted.
2. All numbers used are real numbers.
3. Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is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

Reference Information



$$A = \pi r^2$$

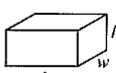
$$C = 2\pi r$$



$$A = \ell w$$



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



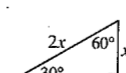
$$V = \ell wh$$



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



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

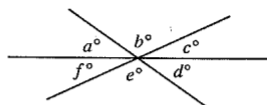


Special Right Triangles



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

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



1. In the figure above, the three lines intersect at a point. Which of the following must equal $a + f$?

- (A) b
(B) $a + d$
(C) $c + d$
(D) $b - c$
(E) $b - c - d$

2. If $n \neq 0$, which of the following is equivalent to $4n$?

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

GO ON TO THE NEXT PAGE



3. Starting with a green bead, colored beads are placed on a string according to the pattern green, red, blue, yellow, white, orange. If this pattern is repeated, what is the color of the 51st bead?

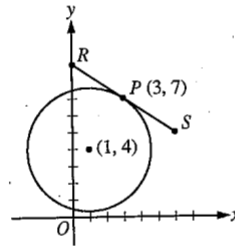
(A) Green
(B) Red
(C) Blue
(D) Yellow
(E) White

4. Let $x \blacktriangle y$ be defined by $x \blacktriangle y = x^y + x$ for all positive integers x and y . What is the value of $1 \blacktriangle 2$?

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5


5. Let f be a function such that $f(x) = |x| - c$, where c is a constant. If $f(-4) = 5$, what is the value of $f(4)$?

(A) -5
(B) 0
(C) 5
(D) 9
(E) 10



6. In the xy -plane above, \overline{RS} is tangent to the circle at point P . If $(1, 4)$ is the center of the circle, what is the slope of \overline{RS} ?

(A) $\frac{3}{2}$
(B) $\frac{2}{3}$
(C) 0
(D) $-\frac{2}{3}$
(E) $-\frac{3}{2}$

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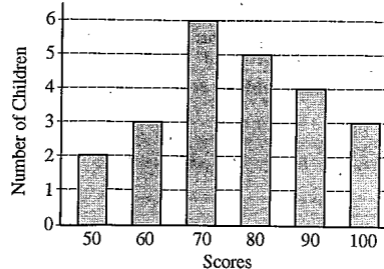


7. If a , b , and c are different positive integers such that a is divisible by b , and b is divisible by c , which of the following statements must be true?

I. a is divisible by c .
II. a has at least 3 positive factors.
III. $a = bc$

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

DISTRIBUTION OF SCORES



8. In a certain game, the only scores were 50, 60, 70, 80, 90, and 100. The bar graph above shows the scores of 23 children who played this game. Which of the following correctly shows the order of the median, mode, and average (arithmetic mean) of the 23 scores?

- (A) average < median < mode
(B) average < mode < median
(C) median < mode < average
(D) mode < average < median
(E) mode < median < average

GO ON TO THE NEXT PAGE 



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. →

Grid in result. →

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

← 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 $\frac{31}{2}$ 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:

2 / 3

. 6 6 6

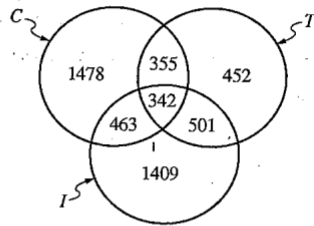
. 6 6 7

$$\begin{aligned}x^2 &= 81 \\y^2 &= 16 \\x^2 - y^2 &= (x - y)k\end{aligned}$$

9. If the equations above are true and k is positive, what is one possible value of k ?

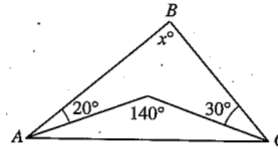
10. A recipe requires $1\frac{1}{2}$ cups of sugar for a 3-pound cake. At this rate, how many cups of sugar should be used for a 5-pound cake?

GO ON TO THE NEXT PAGE



11. In a survey, 5000 students selected their usual methods of communicating with friends from the following three options: calling (C), text messaging (T), or instant messaging (I). The Venn diagram above shows the results of the survey. How many students selected exactly two of the three methods of communicating?

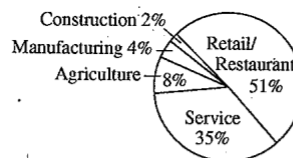
12. If $\left(\frac{1+p}{1+n}\right) = \frac{2}{3}$, what does $\left(\frac{n+1}{p+1}\right)^3$ equal?



Note: Figure not drawn to scale.

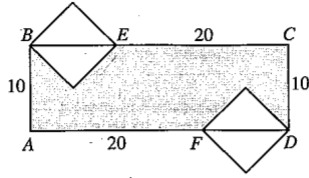
13. In $\triangle ABC$ above, what is the value of x ?

FIRST SUMMER JOB OF
TEEN WORKERS



14. The graph above shows the results of a survey indicating where teenagers worked in their first summer job. Of the teenagers surveyed, a total of 1040 answered either "Agriculture" or "Construction." How many answered "Agriculture" in the survey?

GO ON TO THE NEXT PAGE



15. Rectangle $ABCD$, shown above, has dimensions 10 by 30. Segments \overline{BE} and \overline{FD} are diagonals of the two squares. What is the area of the shaded region?

16. The estimated value, in dollars, of a piece of equipment is given by the function $v(t) = mt + 15,000$, where the integer t is the number of years after the equipment was purchased, $0 \leq t \leq 12$, and m is a constant. The estimated value of the equipment 10 years after the purchase is \$3000. What is the estimated value, in dollars, of the equipment 8 years after the purchase? (Disregard the \$ sign when gridding your answer.)

17. Points A and B are on the surface of a sphere that has a volume of 36π cubic feet. What is the greatest possible length, in feet, of line segment \overline{AB} ? (The volume of a sphere with radius r is $V = \frac{4}{3}\pi r^3$.)

x	0	1	2
y	10	a	b

18. The values of x and y in the table above are related so that $(y - 1)$ is directly proportional to $(x + 1)$. What is the value of $b - a$?

STOP

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



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SECTION 7

Time — 25 minutes
24 Questions

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

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

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

Example:

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

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

(A) (B) (C) (D) ●

1. Unlike the wild turkey, which can successfully fly for short distances, the domesticated turkey is completely ----- flight.
(A) subject to (B) dependent on (C) worthy of
(D) captivated by (E) incapable of

2. Morale among the staff scientists ----- when the director dolefully announced that chances of the project's receiving additional funding were -----.

- (A) soared . . . indeterminate
(B) revived . . . overwhelming
(C) plummeted . . . infinitesimal
(D) slumped . . . unsurpassed
(E) splintered . . . calculable

3. The slogan "What goes up must come down" was so universally accepted by economists that it was considered -----.

- (A) a conjecture (B) an axiom (C) a fad
(D) a testimonial (E) an argument

4. The corporation's code of ethics is ludicrous; its principles are either -----, offering clichés in lieu of guidance, or so unspecific as to make any behavior -----.

- (A) hackneyed . . . unlikely
(B) anonymous . . . acceptable
(C) platitudinous . . . permissible
(D) portentous . . . justifiable
(E) instructive . . . commonplace

5. Sally, thoroughly convinced of her own importance, often acts without -----: she feels no guilt, for example, about appropriating her brother's possessions.

- (A) compunction (B) gratification (C) aplomb
(D) indignation (E) inducement



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

Questions 6-7 are based on the following passage.

I had grown up in the United States virtually without relatives, which, in my intense desire to assimilate, was quite all right with me. But this attitude dissolved when I walked into that apartment in Beijing. I realized then that my extended family is not just a collection of accidental alliances but a living body, an entity that will welcome me for being simply who I am: the daughter of my mother, the niece of my aunts and uncles. We had never before seen each other but, in that moment, we shared a sense of connection and loyalty unlike anything I had previously experienced.

6. When the author talks about being welcomed “for being simply who I am” (line 7), she attributes this acceptance to

(A) character
(B) nationality
(C) appearance
(D) kinship
(E) accomplishment

7. The primary purpose of the passage is to

(A) describe the author’s travels to Beijing
(B) reveal how lonely the author often felt
(C) provide examples of the author’s fondness for her relatives
(D) convey the author’s sudden awareness of the importance of family
(E) illustrate the closeness that existed among the author’s mother, aunts, and uncles

Questions 8-9 are based on the following passage.

Some people like to act like things come easy to them. Take Cynthia Procter, for instance. If there’s a test tomorrow, she’ll say something like, “Oh, I guess I’ll watch television tonight,” just to let you know she ain’t thinking about the test. Oh, brother. When I pass her house, she is practicing the scales on the piano over and over. Then in music class she always lets herself get bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there that she decides just for fun to try out the ole keys. And what do you know—Chopin’s waltzes just spring out of her fingertips. A regular prodigy.

8. Lines 5-11 (“When . . . fingertips”) serve primarily to

(A) highlight a point about friendship
(B) expand on an opinion about artistic interests
(C) respond to a challenge about the narrator’s integrity
(D) support an observation about a particular behavior
(E) rationalize the narrator’s role in a misunderstanding

9. Which best describes the tone of lines 10-12 (“And . . . prodigy”) ?

(A) Sardonic
(B) Anxious
(C) Nonchalant
(D) Reverent
(E) Amazed



Questions 10-15 are based on the following passage.

The following passage is by an Italian writer and chemist. Here he discusses a former college classmate whom he first met in 1939.

- I had noticed with amazement and delight that something was happening between Sandro and me. It was not at all a friendship born from affinity; on the contrary, the difference in our origins made us rich in "exchangeable goods," like two merchants who meet after coming from remote and mutually unknown regions. Nor was it the normal, momentous intimacy of twenty-year-olds: with Sandro I never reached this point. I soon realized that he was generous, subtle, tenacious, and brave, even with a touch of insolence, but he had an elusive, untamed quality. Although we were at the age when one always had the need, instinct, and immodesty of inflicting on one another everything that swarms in one's head and elsewhere, nothing had gotten through Sandro's shell of reserve, nothing of his inner world, which nevertheless one felt was dense and fertile—nothing save a few occasional, dramatically truncated hints. He had the nature of a cat with whom one can live for decades without ever being permitted to penetrate its sacred pelt.
- We began studying chemistry together, and Sandro was surprised when I tried to explain to him some of the ideas that at the time I was cultivating. That the nobility of Humankind, acquired in a hundred centuries of trial and error, lay in making ourselves the conqueror of matter, and that I had enrolled in chemistry because I wanted to remain faithful to this nobility. That conquering matter is understanding it, and understanding matter is necessary to understand the universe and ourselves; and that therefore the periodic table of elements, which just during those weeks we were laboriously learning to unravel, was poetry, loftier and more solemn than all the poetry we had swallowed down in high school. That if one looked for the bridge, the missing link between the world of words and the world of things, one did not have to look far: it was there, in our textbook, in our smoke-filled labs, and in our future trade.
- Sandro listened to me with ironical attention, always ready to deflate me with a couple of civil and terse words when I trespassed into rhetoric. He took an interest in my education and made it clear to me that it had gaps. I might even be right: it might be that Matter is our teacher; but he had another form of matter to lead me to, another teacher: not the powders of the Analytical Lab but the true, authentic, timeless, primary matter: the rocks and ice of the nearby mountains. He proved to me without too much difficulty that I didn't have the proper credentials to talk about matter.
- What commerce had I had, until then, with Empedocles' four elements?* Did I know how to light a stove? Wade

across a torrent? Was I familiar with a storm high up in the mountains? The sprouting of seeds? No. So he too had something vital to teach me.

* According to Empedocles, an ancient Greek philosopher, statesman, poet, and physiologist, matter was composed of four essential ingredients: fire, air, water, and earth.

10. In the first paragraph (lines 1-18), the author is most concerned with
- (A) creating a distinct impression of Sandro's appearance in the reader's mind
 - (B) explaining to the reader why he and Sandro were different
 - (C) describing Sandro and the nature of their relationship
 - (D) convincing readers that Sandro had the nature of a cat
 - (E) outlining the events leading to his friendship with Sandro
11. The author's reference to "exchangeable goods" in lines 4-5 suggests that
- (A) differences between individuals impede the development of friendships
 - (B) individuals with different backgrounds have much to offer one another
 - (C) friends should contribute equally to the success of relationships
 - (D) the value of a relationship depends on the individual's needs
 - (E) emotional compatibility leads to lasting friendships
12. Which statement best describes the way Sandro reacted to the author's ideas expressed in lines 19-34?
- (A) He saw them as a challenge to his own beliefs.
 - (B) He was awed by the author's intelligence.
 - (C) He thought the author was overly rigid in his beliefs.
 - (D) He felt the author lacked knowledge of much that was important in life.
 - (E) He shared the author's assumptions and respected his methods.
13. The view of chemistry held by the author at age twenty can best be described as
- (A) pragmatic
 - (B) iconoclastic
 - (C) uncertain
 - (D) idealized
 - (E) steadfast

GO ON TO THE NEXT PAGE



14. It can be inferred that Sandro considered "rhetoric" (line 37) to be

- (A) an inadequate way to develop substantive ideas
- (B) a questionable method of explanation for a professor to use
- (C) an interesting means of describing the world of matter
- (D) a stimulating form of discourse for debate among peers
- (E) an enticing but forbidden attraction for students

15. A significant difference between Sandro and the author is that Sandro

- (A) believed in learning through experience, whereas the author was bookish
- (B) was not interested in chemistry, whereas the author found it fascinating
- (C) was ambitious, whereas the author was modest in his expectations
- (D) was a poor student, whereas the author had an excellent academic record
- (E) was uncertain of his own opinions, whereas the author was self-assured in his views



Questions 16–24 are based on the following passage.

In this passage, an African American novelist recalls his reading experience as a teenager in California after having spent his first fifteen years in Louisiana.

I read many novels, short stories, and plays about the South—all written by White writers, because there was such a limited number of works by Black writers in a place like Vallejo, California, in 1948. I found most of the works that I read unreal to my own experience; yet, because I hungered for some kind of connection between myself and the South, I read them anyhow. But I did not care for the language of this writing—I found it too oratorical, and the dialects, especially those of Black people, quite untrue.

Despite their depictions of Black people, I often found something in these writers that I could appreciate. Sometimes they accurately captured sounds that I knew well: a dog barking in the heat of hunting, a train moving in the distance, a worker calling to another across the road or field. A Russian novelist once said that Southern writers wrote well about the earth and the sun; in their works, you could see, better than if you were actually there, the red dust in Georgia or the black mud of Mississippi.

I read all the Southern writers I could find in the Vallejo library; then I began to read any writer who wrote about nature or about people who worked the land. So I discovered John Steinbeck and his Salinas Valley; and Willa Cather and her Nebraska—anyone who would say something about dirt and trees, clear streams, and open sky.

Eventually, I discovered the great European writers. My favorite at this time was the Frenchman Guy de Maupassant—because he wrote so beautifully about the young, and besides that he told good stories, used the simplest language, and most times made the stories quite short. So for a long time it was de Maupassant. Then I must have read somewhere that the Russian Anton Chekhov was as good as or better than de Maupassant, so I went to Chekhov. From Chekhov to Tolstoy, and so on. The nineteenth-century Russian writers became my favorites, and to this day, as a group of writers of any one country, they still are. I felt that they wrote truly about the common people, truer than any other group of writers of any other country. Their characters were not caricatures or clowns. They did not make fun of them. Their characters were people—they were good, they were bad. They could be as brutal as anyone, they could be as kind. The American writers in general, the Southern writers in particular, never saw the common people, especially those who were Black, in this way; Black people were either caricatures or they were problems. They needed to be saved, or they were saviors. But they were very seldom what the average being was. There were exceptions, of course, but I'm talking about a total body of writers, the conscience of a people.

Though I found the nineteenth-century Russian writers superior, they, too, could not give me the satisfaction that I was looking for. Their four- and five-syllable names were foreign to me. Their greetings were not the same as greetings were at home. Their religious worship was not the same. I had eaten steamed cabbage, boiled cabbage, but not cabbage soup. The Russian steppes sounded interesting, but they were not the swamps of Louisiana. So even those who I thought were nearest to the way I felt still were not close enough.

I wanted to smell that Louisiana earth, feel that Louisiana sun, sit under the shade of one of those Louisiana oaks next to one of those Louisiana bayous. I wanted to see on paper those Black parents going to work before the sun came up and coming back home to take care of their children after the sun went down. I wanted to read about the true relationship between Whites and Blacks—about the people that I had known.

16. The primary purpose of the passage is to

- (A) demonstrate that literature conveys the common elements of human experience
- (B) suggest that literature helps readers to learn about new worlds
- (C) use the author's personal experience to show the influence of geography on character
- (D) trace the author's efforts to find literature that evokes his childhood experience
- (E) depict the author's formal education during his adolescent years

17. The author indicates that he "did not care for the language of this writing" (lines 7–8) in part because of its

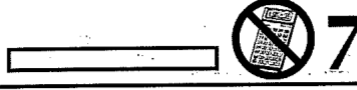
- (A) inflated style
- (B) insincere sentiments
- (C) old-fashioned vocabulary
- (D) inflammatory tone
- (E) obscure allusions

18. In line 12, "captured" most nearly means

- (A) succeeded in representing
- (B) gained possession of
- (C) held the attention of
- (D) took captive
- (E) absorbed fully



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19. It can be inferred that the author regarded the sounds he refers to in lines 13-15 ("a dog . . . field") as
- (A) nostalgic but ultimately unsatisfying images
 - (B) brief impressions of an unfamiliar time and place
 - (C) everyday language rejected by Russian writers
 - (D) faithful representations of life in the South
 - (E) noteworthy examples of prose by Black authors
20. The Russian novelist's comment cited in lines 15-18 chiefly focuses on the
- (A) persuasiveness of Southern writers' themes
 - (B) comparison of fertile imagination to fertile soil
 - (C) vividness of Southern writers' descriptive prose
 - (D) repudiation of literature not set in rural locales
 - (E) provincialism of Southern writers' attitudes
21. John Steinbeck and Willa Cather (lines 22-23) serve as examples of writers who were selected by the author because of their
- (A) colorful and unusual settings
 - (B) intriguing intellectual ideas
 - (C) focus on the natural world
 - (D) portrayal of strong characters
 - (E) literary reputation worldwide
22. Which of the following would be most similar to the creations of the nineteenth-century Russian writers as described in lines 36-41 ("I felt . . . kind")?
- (A) A mural commemorating historic achievements
 - (B) A photograph of a well-known person
 - (C) An abstract sculpture
 - (D) A political cartoon
 - (E) A realistic painting
23. In lines 49-56 ("Though I . . . Louisiana"), the author reveals his dissatisfaction with which feature of nineteenth-century Russian writing?
- (A) The psychology of the characters
 - (B) The specific details
 - (C) The plot development
 - (D) The role of symbolism
 - (E) The moral values
24. Which of the following rhetorical devices does the author use in the final paragraph of the passage?
- (A) Personification
 - (B) Understatement
 - (C) Irony
 - (D) Simile
 - (E) Repetition

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

16 Questions

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

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

Notes

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

Reference Information



$$A = \pi r^2$$

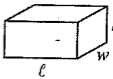
$$C = 2\pi r$$



$$A = \ell w$$



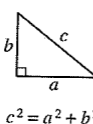
$$A = \frac{1}{2}bh$$



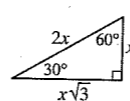
$$V = \ell wh$$



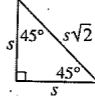
$$V = \pi r^2 h$$



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



Special Right Triangles

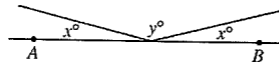


The number of degrees of arc in a circle is 360.

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

1. Which of the following integers, when rounded to the nearest thousand, results in 2,000?

(A) 2,567
(B) 1,499
(C) 1,097
(D) 1,601
(E) 2,700



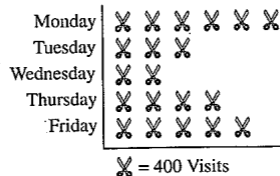
Note: Figure not drawn to scale.

2. In the figure above, points A and B lie on a line. If $y = 130$, what is the value of x ?

(A) 65
(B) 50
(C) 40
(D) 25
(E) 20

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CORA'S CRAFT CORNER WEB SITE



3. The pictogram above shows the number of visits Cora's Craft Corner Web site received in each of 5 days. What is the average (arithmetic mean) number of visits the site received per day for the 5 days?
- (A) 8,000
(B) 6,000
(C) 4,000
(D) 2,400
(E) 1,600

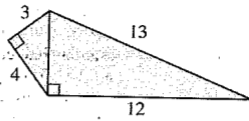
4. In a circle with radius 3, if d represents the diameter of the circle, what is the value of $\frac{3}{2}d$?

- (A) 3
(B) 4
(C) $\frac{9}{2}$
(D) 6
(E) 9

5. If n is 6 times the square of r , and if the product of n and r is 96, which of the following pairs of equations could be used to determine the values of n and r ?

- (A) $n = (6r)^2$
 $nr = 96$
- (B) $n = 6r^2$
 $nr = 96$
- (C) $n = 6r^2$
 $n + r = 96$
- (D) $n = 36r$
 $nr = 96$
- (E) $6n = r$
 $n + r = 96$

GO ON TO THE NEXT PAGE 



6. What is the total area of the shaded figure above?

(A) 36
(B) 48
(C) 60
(D) 72
(E) 84

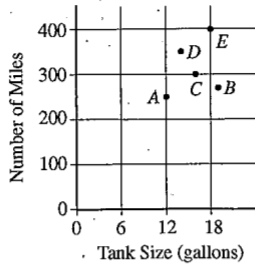
7. Ray has \$210 that he wants to distribute among Al, Bob, and Carl. He wants to give Al twice as much as he gives Bob and half as much as he gives Carl. How much should he give Al?

(A) \$21
(B) \$35
(C) \$42
(D) \$45
(E) \$60

8. If $3(2x + 5) = 6(x + 2t)$, what is the value of $12t$?

(A) 5
(B) 8
(C) 15
(D) 20
(E) 30

GO ON TO THE NEXT PAGE 



9. The scatterplot above shows the gasoline tank size for five models of cars—A, B, C, D, and E—and the number of miles each model is expected to travel on a full tank of gasoline. According to the graph, which model achieves the greatest number of miles per gallon of gasoline?

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

10. On a number line, the coordinates of points P and R are p and r , respectively. The distance between P and R is not greater than 6. Which of the following must be true?

(A) $|p - r| \leq 6$
(B) $|p - r| \geq 6$
(C) $|p + r| \leq 6$
(D) $|p - 6| \leq r$
(E) $|p + 6| = r$

100, 2, 100, 4, 100, 6, ...

11. In the sequence above, all odd-numbered terms beginning with the first term are 100. The even-numbered terms are the consecutive positive even integers. What is the difference between the 101st term and the 100th term?

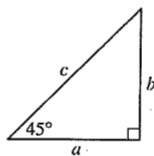
(A) 0
(B) 2
(C) 50
(D) 100
(E) 102

GO ON TO THE NEXT PAGE 



12. Meredith, Jonathan, and Roberto each have a different report to write. One report is for calculus, one is for physics, and one is for English. The reports are due next week on three different days—Tuesday, Wednesday, and Friday. Meredith's report is due before Roberto's, but after the physics report. Roberto is not writing a report for calculus. For which course and on what day is Meredith's report due?

Course	Due Date
(A) Calculus	Tuesday
(B) Calculus	Wednesday
(C) English	Wednesday
(D) Physics	Tuesday
(E) Physics	Wednesday



13. In the figure above, if $c = 2$, what is the value of $a + b$?
- (A) 1
(B) $\sqrt{2}$ (approximately 1.41)
(C) 2
(D) $2\sqrt{2}$ (approximately 2.83)
(E) 4

14. In the xy -plane, line ℓ is the graph of $2x + by = 3$, where b is a constant. The graph of $2x + 10y = 5$ is parallel to line ℓ . What is the value of b ?

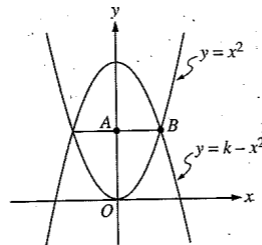
- (A) $\frac{1}{10}$
(B) $\frac{1}{5}$
(C) 2
(D) 5
(E) 10

GO ON TO THE NEXT PAGE 



15. Points Q , R , and S lie on line ℓ in that order, and point P is not on ℓ . If $PQ = PS$, which of the following must be true?

(A) $PQ > PR$
 (B) $PQ > QR$
 (C) $PQ > QS$
 (D) $PR > RS$
 (E) $QR > RS$



16. The graphs of the equations $y = x^2$ and $y = k - x^2$, where k is a constant, are shown above. If the length of AB is an integer, which of the following CANNOT be the value of k ?

(A) 2
 (B) 8
 (C) 12
 (D) 18
 (E) 32

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
20 Questions

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

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

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

Example:

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

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

(A) (B) (C) (D) ☒

- While the official's actions were widely denounced, they were nonetheless -----, fully within the boundaries of recognized laws.
(A) profitable (B) legal (C) unanticipated
(D) unforgivable (E) disturbing
- While tributyltin (TBT) is generally not as ----- as certain other toxic substances, studies of its damaging effects on marine life show it is ----- to mollusk fisheries.
(A) controversial . . . valuable
(B) neutral . . . attracted
(C) dangerous . . . devastating
(D) harmful . . . essential
(E) beneficial . . . catastrophic
- Eager to maintain the party's lighthearted atmosphere, the host skillfully averted ----- between two of his guests with ----- change of subject.
(A) an impasse . . . an ineffectual
(B) an agreement . . . a tactful
(C) a friendship . . . an irritating
(D) a quarrel . . . a diplomatic
(E) a respite . . . a botched
- Although normally cheerful and energetic, Nathan was noticeably ----- during the week preceding the announcement of the pending job transfers.
(A) coherent (B) discreet (C) subdued
(D) alert (E) methodical
- The editor removed large portions of the manuscript, ----- entire paragraphs that she considered either erroneous or -----.
(A) interleaving . . . simplistic
(B) fabricating . . . insidious
(C) revising . . . decorous
(D) expurgating . . . offensive
(E) salvaging . . . immutable
- On Gold Mountain* is both ----- and -----: by recounting her Chinese American relatives' lives, Lisa See also illuminates the larger story of the immigrant experience in the United States.
(A) conspicuous . . . remote
(B) particular . . . universal
(C) pertinent . . . exclusive
(D) austere . . . ornate
(E) superficial . . . complex



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 7-20 are based on the following passages.

Passage 1 is adapted from a 1998 book; Passage 2 is adapted from a 2005 article by a well-known United States writer.

Passage 1

Celebrity is by now old news, but it says a great deal about modern America that no society has ever had as many celebrities as ours or has revered them as intensely. Not only are celebrities the protagonists of our news, the subjects of our daily discourse, and the repositories of our values, but they have also embedded themselves so deeply in our consciousness that many individuals profess feeling closer to, and more passionate about, them than about their own primary relationships: witness the fervent public interest in the life of Britain's Princess Diana, or the fans who told television interviewers that her wedding was the happiest day of their lives. As Diana demonstrated, celebrity is the modern state of grace—the condition in the life movie to which nearly everyone aspires. Once we sat in movie theaters dreaming of stardom. Now we live in a movie dreaming of celebrity.

Yet this dreaming is not nearly as passive as it may sound. While the general public is an audience for the life movie, it is also an active participant in it. An ever-growing segment of the American economy is now devoted to designing, building, and then dressing the sets in which we live, work, shop, and play; to creating our costumes; to supplying our props—all so that we can appropriate the trappings of celebrity, if not the actuality of it, for the life movie. We even have celebrities—for example, lifestyle adviser Martha Stewart—who are essentially drama coaches in the life movie, instructing us in how to make our own lives more closely approximate the movie in our mind's eye.

Of course, not everyone is mesmerized. Many have deplored the effects of celebrity on America, and there is certainly much to deplore. While an entertainment-driven, celebrity-oriented society is not necessarily one that destroys all moral value, as some would have it, it is one in which the standard of value is whether something can grab and then hold the public's attention. It is a society in which those things that do not conform—serious literature, serious political debate, serious ideas, serious anything—are more likely to be marginalized than ever before. It is a society in which individuals have learned to prize social skills that permit them, like actors, to assume whatever role the occasion demands and to "perform" their lives rather than just live them. The result is that *Homo sapiens* is rapidly becoming *Homo scaenicus*—man the entertainer.

Passage 2

Edmund Wilson (1895-1972), the famous literary critic, had a list of everything he wouldn't do: make statements for publicity purposes, give interviews, autograph books for strangers, supply personal information about himself, and so on. One of the things I personally find most impressive about his list is that everything Wilson clearly states he will not do, I have now done, and more than once, and, like the young person in the ice cream commercial sitting on the couch with an empty carton, am likely to do again and again.

I tell myself that I do these various things to acquire more readers. After all, one of the reasons I write, apart from pleasure in working out the aesthetic problems and moral questions presented by my subjects and in my stories, is to find the best readers. But I have now come to think that writing away quietly isn't sufficient in a culture dominated by the boisterous spirit of celebrity. In an increasingly noisy cultural scene, with many voices competing for attention, one feels—perhaps incorrectly but nonetheless insistently—the need to make one's own small stir, however pathetic. So, on occasion, I have gone about tooting my own little paper horn, doing book tours, submitting to the comically pompous self-importance of interviews, and doing so many of the other things that Edmund Wilson didn't think twice about refusing to do.

"You're slightly famous, aren't you, Grandpa?" my granddaughter once said to me. "I am slightly famous, Annabelle," I replied, "except no one quite knows who I am." This hasn't changed much over the years. The only large, lumpy kind of big-time celebrity available, outside movie celebrity, is to be had through appearing on television. I had the merest inkling of this fame when I was walking along the street one sunny morning, and a stranger pointed a long index finger at me, hesitated, and finally, the shock of recognition lighting up his face, yelled, "TV!"

"Every time I think I'm famous," the composer Virgil Thomson said, "I have only to go out into the world." So ought it probably to remain for writers, musicians, and visual artists who prefer to consider themselves serious. The best definition of celebrity I've yet come across holds that you are celebrated, indeed famous; only when a deranged person imagines he is you. It's especially pleasing that the penetrating and prolific author of this remark happens to go by the name of Anonymous.

GO ON TO THE NEXT PAGE



7. Which generalization is supported by both passages?
- (A) Contemporary movie and television stars reflect their fans' anxieties.
 - (B) Modern American society has a particularly intense relationship with celebrity.
 - (C) Literary and film criticism is irrelevant in celebrity-dominated cultures.
 - (D) People in the United States make personal choices based on celebrity endorsements.
 - (E) Historians can gain insights into a culture by studying its celebrities.
8. In line 24, the author of Passage 1 uses the word "trappings" to emphasize the
- (A) expense of a purchase
 - (B) extent of a failure
 - (C) implausibility of a claim
 - (D) consequences of a mistake
 - (E) superficiality of an appearance
9. In the third paragraph (lines 30-45), the author is concerned primarily with
- (A) defining a term
 - (B) specifying a process
 - (C) critiquing a trend
 - (D) reemphasizing a point
 - (E) presenting a solution
10. In line 36, "hold" most nearly means
- (A) maintain
 - (B) grasp
 - (C) prevent
 - (D) restrain
 - (E) support
11. In lines 37-38, "serious" most nearly means
- (A) diligent
 - (B) devoted
 - (C) subdued
 - (D) humorless
 - (E) thoughtful
12. Passage 1 suggests that people who "just live" their lives (line 43) do NOT
- (A) insist upon morality as the basis for all personal decisions
 - (B) set out to make conscious improvements in their daily behavior
 - (C) tend to accept traditional customs and beliefs
 - (D) assume artificial personas in different situations
 - (E) show a strong interest in acquiring material possessions
13. The author of Passage 1 would most likely interpret the actions of a modern writer who behaved like Edmund Wilson (lines 46-50, Passage 2) as a
- (A) refusal to conform to the public's expectations
 - (B) rejection of obligations to loyal readers
 - (C) challenge to the authority of publishers
 - (D) criticism of the television and film industries
 - (E) denial of responsibility to educate the public
14. The tone of lines 50-55 ("One of . . . again") is best described as
- (A) angry
 - (B) modest
 - (C) hesitant
 - (D) monotonous
 - (E) confessional
15. The author of Passage 1 would most likely claim that the view presented in lines 60-66, Passage 2 ("But I . . . pathetic"), is
- (A) a cynical evaluation of worthwhile aspects of celebrity
 - (B) a misguided approach to improving one's career
 - (C) an unfortunate acquiescence to celebrity culture
 - (D) an inaccurate depiction of book tours and interviews
 - (E) an exaggerated estimation of a lively cultural scene
16. In line 67, the author of Passage 2 refers to himself as blowing a horn in order to depict himself as
- (A) a fiercely determined writer
 - (B) a contented amateur musician
 - (C) an overly eager television fan
 - (D) a mildly ridiculous figure
 - (E) a shamelessly conceited person



17. By characterizing a certain kind of celebrity as "large" and "lumpy" (line 75, Passage 2), the author suggests that it is

(A) unrecognizable
(B) unattainable
(C) conspicuous
(D) mysterious
(E) truly earned

18. The "writers, musicians, and visual artists" mentioned in lines 83-84, Passage 2, would most likely view the "standard of value" referred to in line 35, Passage 1, with

(A) eagerness
(B) awe
(C) envy
(D) dismay
(E) uncertainty

19. Which idea regarding celebrity is emphasized in Passage 2 but NOT in Passage 1?

(A) That many entertainers are surprised to be recognized by strangers
(B) That celebrities are fascinated by other celebrities
(C) That some people might pursue celebrity status to further their careers
(D) That celebrity status is something nearly everyone desires
(E) That few celebrities acknowledge their debt to a loyal public

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

(A) Passage 1 criticizes a recent social change that Passage 2 finds valuable.
(B) Passage 1 analyzes a social phenomenon that Passage 2 describes more personally.
(C) Passage 1 traces the history of a movement that Passage 2 presents satirically.
(D) Passage 1 regrets the rise of social conformity; Passage 2 denies conformity's influence.
(E) Passage 1 proposes a long-term solution to a problem; Passage 2 proposes a quick fix.

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) ● (C) (D) (E)

1. Ronald Takaki, grandson of Japanese immigrants who worked as plantation laborers in Hawaii, have been recognized as an expert in the field of multicultural studies.

- (A) have been recognized as an expert in the field of multicultural studies
- (B) and has been recognized to be an expert in the field of multicultural studies
- (C) and in the field of multicultural studies, recognized to be an expert
- (D) is recognized as an expert in the field of multicultural studies
- (E) he is recognized in the field of multicultural studies as an expert

2. Whenever she travels, Chantal finds it easy to start conversations with other travelers.

- (A) Chantal finds it easy to start conversations with other travelers
- (B) Chantal, she finds it is easy for her to start conversations with other travelers
- (C) it was easy, Chantal found, to start conversations with other travelers
- (D) starting conversations, Chantal finds, with other travelers to be easy
- (E) conversations with other travelers is found by Chantal to be easy

3. Most experts agree that human activities such as the burning of fossil fuels, the clearing of large areas of forests, and to farm on a large scale are contributing to the problem of global warming.

- (A) the burning of fossil fuels, the clearing of large areas of forests, and to farm
- (B) the burning of fossil fuels, the clearing of large areas of forests, and farming
- (C) the burning of fossil fuels, the clearing of large areas of forests, also farming
- (D) when they burn fossil fuels, clear large areas of forests, and they farm
- (E) to burn fossil fuels, the clearing of large areas of forests, and to farm



4. In order to appeal to a wide audience, radio stations have to sequence songs in such a way that listeners do not have to wait too long before hearing a song you like.
- (A) radio stations have to sequence songs in such a way that listeners do not have to wait too long before hearing a song you like
 - (B) therefore radio stations have to sequence songs in such a way that you will not wait too long before hearing a song you like
 - (C) radio stations have to sequence songs in such a way that no one has to wait too long before they hear a song he or she likes
 - (D) radio stations have to sequence songs in such a way that listeners do not have to wait too long before hearing a song they like
 - (E) in such a way that no one has to wait too long before hearing a song you like, radio stations have to sequence songs
5. Turquoise-inlaid frog and bird figurines seems to have played an important role in prehistoric ceremonies in what is now the southwestern United States.
- (A) seems to have played an important role
 - (B) seems to have played important roles
 - (C) seems to be playing an important role
 - (D) seem to have played important roles
 - (E) seeming to be playing important roles
6. Whether the Green team can avoid losing these two important games depends on each member's ability to stay alert.
- (A) losing these two important games depends on
 - (B) losing these two important games depend on
 - (C) losing these two important games depending on
 - (D) to lose these two important games depends on
 - (E) to lose these two important games depending on
7. In a blind taste test, people are asked which out of two or more products that are unidentified that they prefer.
- (A) which out of two or more products that are unidentified that they prefer
 - (B) which they would prefer out of two or more products that would not be identified
 - (C) which of two or more unidentified products they prefer
 - (D) out of two or more products, which are unidentified, what their preference would be
 - (E) for their preference from two or more unidentified products
8. Cinco de Mayo, or May 5, the date of a famous military victory, is celebrated with such an activity as dancing, parades, musical performances, and feasts.
- (A) with such an activity as
 - (B) with an activity such as
 - (C) with such activities as
 - (D) in such activities like
 - (E) in an activity like that of
9. The hummingbird, like all other birds that fly, learn to fly through a combination of instinct and practice.
- (A) learn to fly
 - (B) learns to fly
 - (C) have learned flying
 - (D) and learns flying
 - (E) flying is learned
10. A thick growth of sunflowers standing ten feet tall, their brown heads drooped over the fence with the weight of their seeds.
- (A) standing ten feet tall, their brown heads drooped
 - (B) standing ten feet tall, their brown heads drooping
 - (C) standing ten feet tall, and their brown heads droop
 - (D) stood ten feet tall, their brown heads drooping
 - (E) stood ten feet tall, and their brown heads drooping
11. An orphan raised in humble surroundings during the early nineteenth century, the novel *Great Expectations* has a hero who is given a fortune and sets out to become a gentleman.
- (A) the novel *Great Expectations* has a hero who
 - (B) *Great Expectations* is a novel where the hero
 - (C) the hero of the novel *Great Expectations* later
 - (D) the hero of the novel, that is *Great Expectations*
 - (E) when the novel *Great Expectations* has a hero that
12. According to experienced auto mechanics, it is a good idea to change a car's oil and filter regularly because doing so helps reduce wear on the engine parts.
- (A) regularly because doing so helps
 - (B) regularly; it therefore helps
 - (C) regularly, doing this helps
 - (D) regularly as doing it is helpful to
 - (E) regularly for the purpose to help



13. Writing about South Africa's dispossessed people during the period of apartheid, the plays of Athol Fugard brought him into conflict with the South African government.

- (A) apartheid, the plays of Athol Fugard brought him
- (B) apartheid, Athol Fugard's plays have brought him
- (C) apartheid, it brought playwright Athol Fugard
- (D) apartheid brought playwright Athol Fugard
- (E) apartheid have brought playwright Athol Fugard

14. A study found that the environmental costs of producing and recycling paper cups were as high as, if not higher than, to produce and recycle polystyrene cups.

- (A) to produce and recycle
- (B) producing and recycling
- (C) if they produce and recycle
- (D) the production and recycling of
- (E) those of producing and recycling

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 AESX, BWSX, CFSX

Critical Reading

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

Mathematics

Section 3				Section 6				Section 8			
COR. DIFF. ANS. LEV.		COR. DIFF. ANS. LEV.		Multiple-Choice Questions COR. DIFF. ANS. LEV.		Student-Produced Response Questions COR. ANS.		COR. DIFF. ANS. LEV.		COR. DIFF. ANS. LEV.	
1. C	1	11. B	3	1. C	1	9. 5 or 13	1	1. D	1	9. D	3
2. E	1	12. C	3	2. E	2	10. 5/2 or 2.5	2	2. D	2	10. A	3
3. A	1	13. A	3	3. C	2	11. 1319	2	3. E	1	11. A	4
4. B	1	14. E	3	4. B	2	12. 27/8, 3.37 or 3.38	3	4. E	2	12. B	3
5. D	2	15. E	3	5. C	3	13. 90	3	5. B	2	13. D	4
6. A	2	16. E	3	6. D	3	14. 832	3	6. A	3	14. E	4
7. D	2	17. B	4	7. C	4	15. 250	4	7. E	2	15. A	4
8. D	3	18. D	4	8. D	4	16. 5400	4	8. C	2	16. C	5
9. C	3	19. A	5			17. 6	4				
10. B	3	20. C	4			18. 9	5				
Number correct				Number correct		Number correct (9-18)		Number correct			
Number incorrect				Number incorrect				Number incorrect			

Writing Multiple-Choice

Section 9					Section 10				
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.
1. D 1	10. C 3	19. C 3	28. C 5	1. D 1	6. A 3	11. C 3			
2. C 1	11. D 4	20. E 3	29. D 4	2. A 1	7. C 3	12. A 3			
3. B 2	12. D 1	21. C 4	30. C 1	3. B 1	8. C 2	13. D 4			
4. C 1	13. B 1	22. D 3	31. A 3	4. D 2	9. B 3	14. E 5			
5. A 2	14. D 1	23. E 4	32. A 3	5. D 1	10. D 3				
6. D 2	15. D 2	24. A 4	33. B 3						
7. A 3	16. E 1	25. D 5	34. D 4						
8. B 3	17. C 2	26. A 3	35. C 2						
9. E 4	18. B 2	27. A 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 *little mastery*, and is flawed by ONE OR MORE of the following weaknesses:

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

SCORE OF 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 AESX, BWSX, CFSX

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 5: Questions 1–23 _____
 Section 7: Questions 1–24 + _____
 Section 9: Questions 1–20 + _____
 Total = _____ (A)

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

Section 5: Questions 1–23 _____
 Section 7: Questions 1–24 + _____
 Section 9: Questions 1–20 + _____
 Total = _____
 $\times 0.25 =$ _____ (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 1–20 _____
 Section 6: Questions 1–18 + _____
 Section 8: Questions 1–16 + _____
 Total = _____ (A)

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

Section 3: Questions 1–20 _____
 Section 6: Questions 1–8 + _____
 Section 8: Questions 1–16 + _____
 Total = _____
 $\times 0.25 =$ _____ (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 4: Questions 1–35 _____
 Section 10: Questions 1–14 + _____
 Total = _____ (A)

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

Section 4: Questions 1–35 _____
 Section 10: Questions 1–14 + _____
 Total = _____
 $\times 0.25 =$ _____ (B)

A – B = _____
 Writing Multiple-Choice
 Raw Score

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

_____ (C)

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

Copy your essay score from your QAS report.

_____ (D)

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

SAT Score Conversion Table
Form Codes AESX, BWSX, CFSX

Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score	Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score
67	800			31	500	540	54
66	800			30	500	540	53
65	800			29	490	530	52
64	790			28	490	520	51
63	770			27	480	510	50
62	750			26	470	500	49
61	740			25	470	490	48
60	720			24	460	490	47
59	710			23	460	480	47
58	700			22	450	470	46
57	690			21	440	460	45
56	680			20	440	450	44
55	670			19	430	450	43
54	660	800		18	420	440	42
53	650	800		17	420	430	42
52	650	770		16	410	420	41
51	640	750		15	400	420	40
50	630	730		14	400	410	39
49	620	710	80	13	390	400	38
48	620	700	77	12	380	390	37
47	610	690	74	11	380	380	37
46	600	680	72	10	370	370	36
45	590	670	70	9	360	360	35
44	590	660	68	8	350	350	34
43	580	660	67	7	340	340	33
42	570	650	65	6	330	330	32
41	570	640	64	5	320	310	31
40	560	630	63	4	310	300	30
39	550	620	62	3	300	290	28
38	550	610	61	2	280	270	27
37	540	600	59	1	270	250	25
36	540	590	58	0	250	240	23
35	530	580	57	-1	230	220	21
34	520	570	56	-2	210	210	20
33	520	560	55	-3	200	200	20
32	510	550	55	and below			

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

SAT Writing Composite Score Conversion Table
Form Code AESX

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

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

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SAT Writing Composite Score Conversion Table Form Code CFSX

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

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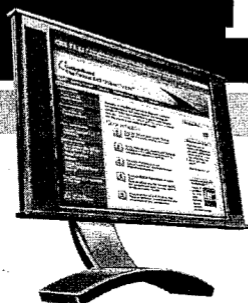
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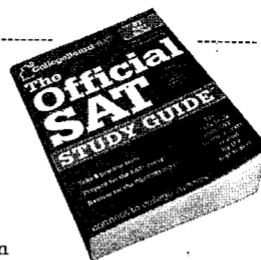
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