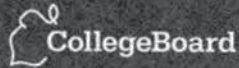


**Form Codes AEIA, BWIA**



# The SAT<sup>®</sup>

## **Question-and-Answer Service January 2012 Administration**

### **INSIDE:**

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

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# SAT<sup>®</sup>



## Using Your

## AS) Report

This booklet contains the SAT<sup>®</sup> you took in January 2012, starting with all the essay prompts given in January, 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 [sat.collegeboard.org/scores](http://sat.collegeboard.org/scores). 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.org/viewessay](http://www.collegeboard.org/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 verify the score on your test. Use the Form Code shown at the top of your personalized QAS report to locate your particular score conversion tables. The Scoring Worksheet and score conversion tables are specific to the test you took. Do not try to score any other tests using them.

### Practicing to Take the SAT Again

If you decide to take the SAT again, your QAS results will help you identify the specific areas and types of questions to focus on for additional practice. Free practice resources are available on [sat.collegeboard.org/practice](http://sat.collegeboard.org/practice) including a practice test, additional practice questions, and a helpful tool called SAT Skills Insight™. SAT Skills Insight will show you the types of skills tested on the SAT and suggestions to help you improve your skills for next time.

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.

**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.

Most people tend to trust others too readily. To avoid being taken advantage of, however, it is generally wise to be doubtful and suspicious of others' motives or honesty. Many people would agree that if you find yourself doubting other people's sincerity or questioning their intentions, your instincts are probably correct. You are less likely to regret being cautious than being too trusting.

**Assignment:** Is it wise to be suspicious of the motives or honesty of other people, even those who appear to be trustworthy? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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



**ESSAY****Time — 25 minutes**

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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.

People who complain about progress and change expose themselves to criticism. Yet there is always a subtle danger in life's improvements and refinements, a drawback or disadvantage that occurs along with the benefits of progress. It sometimes seems that we devote half of our time to making what we call "improvements"—in our lives, our work, our relationships—but so often the original conditions had some quality that is lost in the process of change.

Adapted from E. B. White, "Progress and Change"

**Assignment:** Does improvement or progress usually involve a significant drawback or problem of some kind? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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





## ESSAY

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:**

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- 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.

Learning and doing are their own rewards. No external rewards are required. Yet when external rewards are introduced—whether attention and praise from parents or prizes from teachers—these rewards exert a substantial influence. Instead of reading books to find out about the world, kids will read to win prizes. Kids will produce for rewards, but the quality of their activity and their interest in it will be dramatically altered.

Adapted from Barry Schwartz, *The Costs of Living*

**Assignment:** Is it wrong or harmful to motivate people to learn or achieve something by offering them rewards? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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

**ESSAY****Time — 25 minutes**

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

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- 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.

We almost always tend to treat people on the basis of what they have done: the star athlete is recognized and rewarded with a college scholarship, while the lawbreaker is prosecuted and punished. But our past deeds provide only a partial measure of our real worth as human beings. We should be treated according to what we are capable of accomplishing, regardless of what we may or may not have actually done.

**Assignment:** Should people be treated according to what they are capable of achieving instead of what they have actually done? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

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

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





## SECTION 2

Time— 25 minutes

24 Questions

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

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

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

**Example:**

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

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

(A) (B) (C) (C) ●

- Jacob felt great ----- about his upcoming trip to Brazil; indeed, he could hardly contain his enthusiasm.  
(A) concern (B) uncertainty (C) confusion  
(D) generosity (E) excitement
- The professor's classroom manner was quite -----, never revealing the warmth and playfulness she showed in private.  
(A) witty (B) sincere (C) lively  
(D) formal (E) friendly
- Instead of taking notes during the interview, the journalist recorded the celebrity's remarks on tape and later ----- them.  
(A) disavowed (B) transcribed (C) anticipated  
(D) retracted (E) recollected
- Like several other important advances in medicine, penicillin was a somewhat ----- discovery resulting from ----- combination of blind chance and technical expertise.  
(A) progressive . . a reliable  
(B) wonderful . . an unlucky  
(C) untimely . . a profitable  
(D) ordinary . . an unfortunate  
(E) accidental . . a favorable
- Author Luis Zalamea calls novel writing a ----- experience, one that cleanses him of feelings of rebellion and frustration.  
(A) subliminal (B) perpetual (C) stupefying  
(D) cathartic (E) corrosive
- The scientist was ----- in her evaluation of her own research, choosing to analyze and report on seemingly ----- results as well as those that were more expected.  
(A) meticulous . . aberrant  
(B) resolute . . embryonic  
(C) deferential . . convoluted  
(D) objective . . quotidian  
(E) myopic . . unequivocal
- Writer John Worthen suggested that, in some cases, biographers should be -----, considering all available details rather than making ----- a first principle.  
(A) forthright . . relevance  
(B) cynical . . incrimination  
(C) inclusive . . selection  
(D) libelous . . discrimination  
(E) comprehensive . . drudgery
- Grover Pease Osborne's 1893 economics treatise was remarkably ----- since it foresaw that technological advances would increase the availability of natural resources.  
(A) naïve (B) tenacious (C) prescient  
(D) influential (E) intelligible



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 9-10 are based on the following passage.**

The package that arrived yesterday contained foliage from the most famous tamarind tree in India, the tree that spreads over the tomb of the legendary singer Tansen, who brought on the rains just by singing about them, and whose golden voice caused the Emperor Akbar to proclaim him one of the nine gems of his court. Even today, Tansen's reputation is such that singers travel to his tomb to pluck foliage from the branches to make into throat concoctions, hoping their voices will become as pure as that of their illustrious predecessor, he who had caused the palace lamps to light up just by singing the *Deepak Raag* four centuries ago.

9. The narrator refers to the "rains" (line 4) and the "palace lamps" (lines 10-11) primarily to
- (A) explain the purpose of a practice
  - (B) illustrate the depths of a passion
  - (C) dramatize the magnitude of a talent
  - (D) emphasize the soundness of a belief
  - (E) show the consequences of a decision
10. The passage implies that the "singers" (line 7) view Tansen with
- (A) consternation
  - (B) ambivalence
  - (C) wariness
  - (D) pride
  - (E) awe

**Questions 11-12 are based on the following passage.**

Archaeologists have traditionally thought that the rise of agriculture required early farmers to settle down near their crops. But new findings suggest that Çatalhöyük, Turkey—a large Neolithic village of such early farmers—was smack in the middle of marshy wetlands. Archaeologist Arlene Rosen's analysis of fossil remains of wheat and barley found at Çatalhöyük indicates that the grain was grown in a dry area. Some experts reject the implication that Çatalhöyük's farmers cultivated distant fields, since large quantities of grain would have had to be transported. However, archaeobotanist Eleni Asouti has shown that the wood used for construction at Çatalhöyük grew at least twelve kilometers away from the village.

11. Which of the following, if true, would most challenge the "implication" (line 8) ?
- (A) Çatalhöyük's farmers obtained through trade the wheat and barley that Rosen analyzed.
  - (B) Çatalhöyük's farmers understood the impact of soil conditions on crop productivity.
  - (C) Çatalhöyük's farmers alternated on an annual basis the crops they planted.
  - (D) Çatalhöyük's farmers shared wheat and barley fields with neighboring villages.
  - (E) Çatalhöyük's farmers used wood that deteriorated in the damp environment.
12. The author mentions Asouti's research most likely because it
- (A) undermines the claim that the villagers somehow transported materials across distances
  - (B) reinforces archaeologists' traditional view of the rise of agriculture
  - (C) provides support for the view that Çatalhöyük's farmers could have cultivated distant fields
  - (D) offers a unique perspective on Neolithic farming practices
  - (E) qualifies Rosen's theories about the Çatalhöyük farmers





Questions 13-24 are based on the following passages.

Passage 1 is adapted from a 2000 book written by a historian; Passage 2 is adapted from a 1990 autobiography of a well-known African American photographer.

### Passage 1

Line 5 In the mid-1930s, photographer Margaret Bourke-White wrote an essay in which she explained (perhaps to herself as much as to the reading public) the significance of a photographer's "point of view." She claimed that this aspect was paramount, transcending all the necessary, technical elements in the image-making process. The principal questions Bourke-White posed in the essay reveal a personal test of sorts in judging a photographer's point of view—"How alive is he? Does he know what is happening in the world? How sensitive has he become during the course of his own photographic development to the world-shaking changes in the social scene about him?" Here the ideal photographer proves his or her worthiness in the profession by having developed a social consciousness along the way; the extent to which he or she may be taken seriously as a professional rides on a level of sensitivity to social issues.

Line 20 If Bourke-White came to documentary photography through a desire to bring her work closer to the "realities of life," as she wrote in 1936, she probably recognized the advantages that words could offer her images. At the same time that Bourke-White's pictures of people needed supportive text, Southern novelist Erskine Caldwell's words about people needed pictures. In 1936 Caldwell found himself in search of "the best photographer available." He intended to make a comprehensive survey of the American South in an attempt to prove that the social problems portrayed in his best-selling fiction posed genuine challenges. Critics and censors had railed against Caldwell's stories for misrepresenting the South during that era by dwelling on the effects of illiteracy, racism, and poverty. Caldwell hoped to change their minds with a new piece of nonfiction that would be filled with telling photographs. His show of faith in the camera as a recorder of truth and photography as an objective medium placed Caldwell squarely within a mainstream intellectual mentality that wholeheartedly embraced photographs, giving the images credibility as powerful articles of truth.

Line 40 Early in 1936 the novelist contacted Bourke-White. She accepted his offer with enthusiasm. On the trek that the novelist and the photographer took through seven Southern states, Bourke-White would get many opportunities to prove her sensitivity to the "world-shaking changes in the social scene."

### Passage 2

Line 45 When I arrived in Washington, D.C., in January 1942, I was surprised to find that life there embodied some of the

bigotry then prevalent in other parts of the United States.

Roy Stryker,<sup>1</sup> who hired me, met my dismay with advice.

Line 50 "You brought a camera to town with you," Stryker told me. "If you use it intelligently, you might help turn things around. It's a powerful instrument in the right hands." Speaking of bigots, he said, "It's not enough to photograph one of them and label his photograph *bigot*. Bigots have a way of looking like everyone else. You have to get at the source of their bigotry. And that's not easy. That's what you'll have to work at, and that's why I took you on. Read. Read a lot. . . . Go through these picture files. They have a lot to say about what's happening here and other places throughout this country. They are an education in themselves."

Line 60 When our department was disbanded a year later, what I had learned in that time outdistanced the bigotry to which I had been subjected, and the experience had proved to be crucial to my training as a documentary journalist—far more important than those technical aspects involving the use of a camera. I had been forced to take a hard look backward at Black history; to realize the burdens of those who had lived through it. Now, I was much better prepared to face up to the history yet to be made, the events to come. Line 65 Another significant realization had taken hold—a good documentary photographer's work has as much to do with his heart as it does with his eye. I had learned that the camera can lie; that not only was it capable of being untruthful, but also that it could be Machiavellian.<sup>2</sup> It all depended how its users chose to see things. With deliberate intent, the most righteous human being could be made to look evil. What individuals actually stand for, good or bad, now urges me to try to catch the truth of them. I learned to use the camera as a means of persuasion as long as that Line 80 persuasiveness is conducted with a sense of fair play. Yet, I remained aware of the possibility that what may appear as truth to me may not be acceptable as truth to others. That's the way things are.

<sup>1</sup> a government official and photographer best known for heading the documentary photography project of the Farm Security Administration during the Depression

<sup>2</sup> unscrupulous and cunning

13. Both Bourke-White (Passage 1) and the author of Passage 2 believe that the technical skills needed for documentary photography

- (A) do not receive the attention they deserve
- (B) cannot be acquired quickly or easily
- (C) can pose a financial hardship to the photographer
- (D) are less important than the photographer's insights into the subject matter
- (E) should be standardized so that professional photographers learn the same basic skills





Questions 13-24 are based on the following passages.

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### Passage 2

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- (E) should be standardized so that professional photographers learn the same basic skills





14. Which question would the author of Passage 2 most likely feel needs to be added to the list of questions in lines 9-12, Passage 1 ("How . . . him")?
- (A) Can he accept the criticism of more experienced observers?
  - (B) Does he avoid distorting his subjects?
  - (C) Does he realize the time required to hone his skills?
  - (D) Is he aware of problems in the world around him?
  - (E) Is he tolerant of human weaknesses?
15. In line 11, "course" most nearly means
- (A) progression
  - (B) direction
  - (C) serving
  - (D) class
  - (E) race
16. In line 16, "rides" most nearly means
- (A) depends
  - (B) travels
  - (C) continues
  - (D) sails
  - (E) conveys
17. Caldwell (Passage 1) and Stryker (Passage 2) share which assumption about documentary photographs?
- (A) They are likely to be popular, even among those they criticize.
  - (B) They can promote harmony among different groups of people.
  - (C) They can persuade skeptical viewers that social injustices do exist.
  - (D) They are useful in convincing leaders to take action.
  - (E) They should present human experience as dignified and inspiring.
18. In line 49, Stryker comments on the "camera" primarily to
- (A) sympathize with the author about the difficulties of his new job
  - (B) compliment the author's diligence
  - (C) encourage the author's interest in politics
  - (D) offer a solution to the author's dissatisfaction
  - (E) warn the author about being too idealistic
19. In lines 55-56 ("That's . . . on"), Stryker's point is that the author was hired to
- (A) capture subtle evidence of an attitude
  - (B) depict a range of emotional reactions
  - (C) record national events of historic significance
  - (D) analyze relationships among individuals
  - (E) portray distinctive personalities favorably
20. Bourke-White would most likely interpret lines 66-69, Passage 2 ("I had . . . come"), as an
- (A) argument for the need to anticipate future crises
  - (B) example of a commonplace view of photography
  - (C) illustration of a fascination with world history
  - (D) expression of a concern about a profession
  - (E) indication of the essential qualifications of a photographer
21. The passages imply that Bourke-White, Caldwell, and Stryker share which assumption about people?
- (A) When people act collectively, they get better results.
  - (B) When people propose social reforms, they must anticipate opposition.
  - (C) People have always wanted to improve their living conditions.
  - (D) People who set out to change the world are overly optimistic.
  - (E) People should be aware of the problems of their society.
22. In line 69, the author uses the word "history" to refer to
- (A) major changes in political leadership
  - (B) social challenges that lay in the future
  - (C) written records accompanying photographs
  - (D) unexpected discoveries that shocked society
  - (E) surprising patterns in his personal life



23. Which aspect of Caldwell's project (Passage 1) best illustrates the "possibility" mentioned in lines 80-82, Passage 2 ("Yet . . . others") ?

- (A) The earlier commercial success of Caldwell's fiction
- (B) The scope of Caldwell's intended survey
- (C) The earlier objections to Caldwell's stories
- (D) The use of photographs to support the written word
- (E) The expected public effect of Caldwell's finished book

**NOTE: Item #24 not included for scoring**

**S T O P**

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

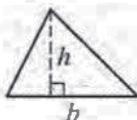


$$A = \pi r^2$$

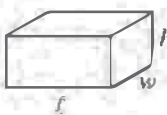
$$C = 2\pi r$$



$$A = \ell w$$



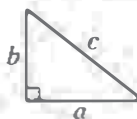
$$A = \frac{1}{2}bh$$



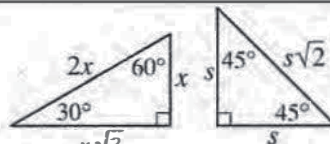
$$V = \ell wh$$



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



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



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.

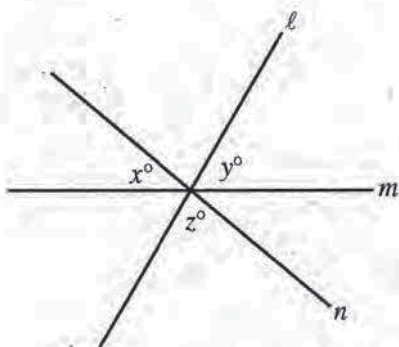
1. The value of  $4.25 \times 10^k$  lies between 400 and 500. If  $k$  is an integer, what is the value of  $k$ ?

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

2. Which of the following is equivalent to  $(-x)(-x)(-x)$ ?

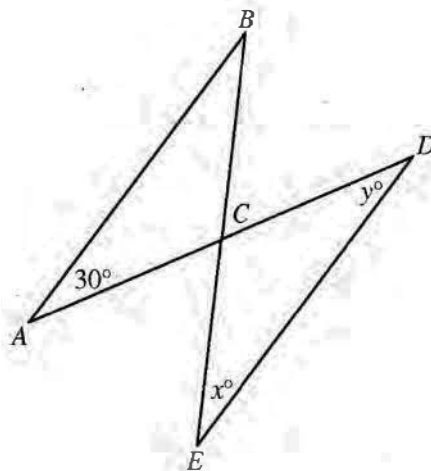
(A)  $-3x^3$   
(B)  $-3x$   
(C)  $-x^3$   
(D)  $3x$   
(E)  $x^3$

GO ON TO THE NEXT PAGE



3. In the figure above,  $x = 40$  and  $y = 60$ . What is the value of  $z$ ?

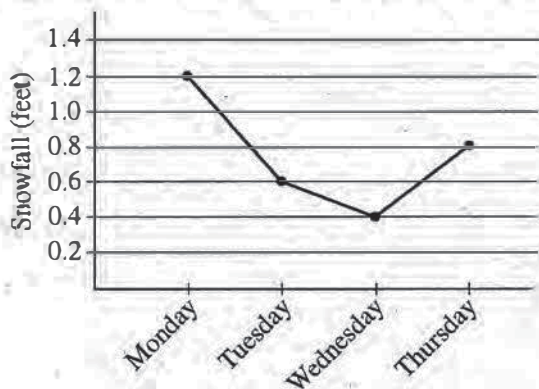
(A) 100  
(B) 80  
(C) 60  
(D) 50  
(E) 40



5. In the figure above,  $\overline{AB} \parallel \overline{DE}$  and  $AC = BC$ . What is the value of  $x + y$ ?

(A) 30  
(B) 45  
(C) 55  
(D) 60  
(E) 90

DAILY SNOWFALL AT SKI COUNTRY LODGE



4. The graph above shows the daily snowfall at Ski Country Lodge for four days. Based on the graph, what is the difference between the maximum and minimum daily snowfall, in feet, for the four days?

(A) 0.2  
(B) 0.4  
(C) 0.6  
(D) 0.8  
(E) 1.0

6. If  $x$  and  $y$  are integers such that  $x^y = 1$  and  $xy = 1$ , what is the value of  $y^x$ ?

(A) -1  
(B) 0  
(C) 1  
(D) 1.5  
(E) 2



7. In an  $xy$ -coordinate system, points  $P$  and  $Q$  have coordinates  $(2,1)$  and  $(4,2)$ , respectively. Which of the following are coordinates of a point on the line through  $P$  and  $Q$ ?

(A)  $(6,3)$   
(B)  $(6,4)$   
(C)  $(6,5)$   
(D)  $(6,6)$   
(E)  $(6,8)$

8. For all integers  $x$ ,  $y$ , and  $z$ , let  $(x, y, z)_{\Delta}$  be defined by  $(x, y, z)_{\Delta} = x^2 + y^2 + z^2$ . What is the value of  $\frac{(1, 2, 3)_{\Delta}}{(3, 2, 1)_{\Delta}}$ ?

(A)  $\frac{1}{9}$   
(B)  $\frac{1}{3}$   
(C) 1  
(D) 3  
(E) 9

9. Deer will come into the Jacksons' flower garden and eat the flowers only when either daisies or roses are growing in their garden. However, deer will not come into their garden and eat the flowers if their dog is in the yard next to the garden. Which of the following statements must be true?

(A) If the deer did not eat the Jacksons' flowers today, then roses are not growing in their garden.  
(B) If the deer ate the Jacksons' flowers today, then their dog was not in the yard next to their garden.  
(C) If the Jacksons' dog is not in the yard next to their garden today, then the deer will eat their flowers.  
(D) If the Jacksons' dog is in the yard next to their garden today, then daisies are not growing in their garden.  
(E) If daisies are growing in the Jacksons' garden today, then the deer will eat their flowers.

10. In a list of 100 numbers, the fraction of numbers greater than 15 is  $\frac{19}{25}$  and the fraction of numbers less than 15 is  $\frac{7}{50}$ . How many numbers in the list are equal to 15?

(A) 10  
(B) 24  
(C) 49  
(D) 55  
(E) 74

11. Solomon walks his neighbor's dog once every day and cuts his neighbor's lawn once each week. He earns \$3 each time he walks the dog and \$25 each time he cuts the lawn. Which of the following expressions represents the amount, in dollars, that he earns in  $w$  weeks?

(A)  $3w + 25$   
 (B)  $25w + 3$   
 (C)  $28w$   
 (D)  $40w$   
 (E)  $46w$

2, 3, 4, 5, 6, 6, 6, 7, 8, 9, 10

12. Which of the following is true about the average (arithmetic mean), median, and mode of the 11 numbers listed above?
- (A) The average, median, and mode are all different.  
 (B) The average and median are the same, but the mode is different.  
 (C) The average and mode are the same, but the median is different.  
 (D) The median and mode are the same, but the average is different.  
 (E) The average, median, and mode are all the same.

$$d(t) = 1.2t^2$$

13. The function  $d$ , defined above, models the distance in feet that a ball rolls down an inclined ramp in  $t$  seconds. According to this model, how many seconds would it take the ball to roll down 120 feet of the ramp?

(A) 10  
 (B) 13  
 (C) 26  
 (D) 100  
 (E) 120

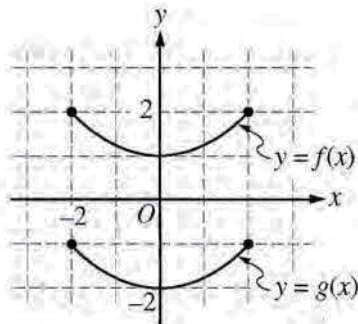
14. In the  $xy$ -coordinate plane,  $P$  and  $Q$  are different points that have the same  $y$ -coordinate and lie on the parabola whose equation is  $y = x^2 - 3x - 40$ . What is the  $x$ -coordinate of the midpoint of  $\overline{PQ}$ ?

(A) 0  
 (B)  $\frac{1}{2}$   
 (C) 1  
 (D)  $\frac{3}{2}$   
 (E) 2



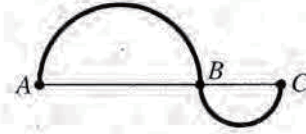
15. A triangle with a perimeter of 20 has a side of length 5. Which of the following is a possible length for a second side of the triangle?

(A) 5  
(B) 7  
(C) 10  
(D) 12  
(E) 14



16. The complete graphs of the functions  $f$  and  $g$  are shown in the  $xy$ -plane above. Which of the following could be equal to  $g(x)$ ?

(A)  $3 \cdot f(x)$   
(B)  $f(x - 3)$   
(C)  $f(x + 3)$   
(D)  $f(x) - 3$   
(E)  $f(x) + 3$



17. In the figure above, the two semicircles have radii of lengths  $j$  and  $k$ , respectively. Which of the following expressions gives the length of the darkened curved path shown from  $A$  to  $C$ ?

(A)  $jk\pi$   
(B)  $j^2k^2\pi$   
(C)  $(j + k)\pi$   
(D)  $\frac{j + k}{\pi}$   
(E)  $\frac{j\pi}{2} + \frac{k\pi}{2}$

$$p = ks, \text{ where } k \text{ is a constant.}$$

$$s = nt, \text{ where } n \text{ is a constant.}$$

18. Two relationships involving the variables  $p$ ,  $s$ , and  $t$  are given above. Which of the following must be true?

(A)  $p$  is directly proportional to  $t$ .  
(B)  $p$  is directly proportional to  $t^2$ .  
(C)  $p$  is equal to  $t$ .  
(D)  $p$  is directly proportional to  $\frac{1}{t}$ .  
(E)  $p$  is directly proportional to  $\frac{1}{t^2}$ .