



Reading/
Writing and Language Tests
+ Essay

SAT[®] March ,2019 US

IMPORTANT REMINDERS

1

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2

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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answers sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is adapted from Rita Dove, *Through the Ivory Gate*. ©1992 by Rita Dove. The novel's main character, Virginia, has just found her old cello while unpacking after a move.

She had not played seriously since college. Accompanying the theater troupe's performances and clowning around as her friend Parker picked out old Beatles songs on the piano didn't count—that wasn't
 5 real music, music that made you forget where you were, made you forget where your arms and legs ended and luscious sound began.

She had started playing the cello when she was nine, shortly after the move to Arizona. At the beginning of
 10 the school year in Akron, every child in fourth grade had been issued a pre-instrument called a tonette so the teacher could determine who had an "aptitude" for music. Virginia had liked the neatness of the tonette, its
 15 modest musical range and how it fit into her school desk on the right side. Whenever she covered a fingerhole, she felt the contour of its slightly raised lip and imagined she was playing the tentacle of an octopus.

She had chafed through months of scales and
 20 simple songs, waiting for the moment when she would walk across the auditorium stage and choose: kneel among the rows of somber black cases, undo the metal clasps and fling open the lid to reveal her instrument, a flute or a clarinet, glowing softly, half buried in deep
 25 blue velvet.

But before she could make her choice, they moved to Arizona. There, the music instruments were stored in a classroom trailer, and when she opened the flute case she nearly winced from the glare bouncing off all
 30 that polished silver, those gloating caps and hinges. The clarinet was worse—it looked like an overdesigned walking stick, sounded like a clown laughing, and had reeds that needed to be softened in spit.

The music teacher shut the cases with a succession
 35 of curt clicks. "That leaves the strings," she sighed, leading the way back through the noonday blaze and into the main building, where the violins, violas, cellos and double basses were housed. There, by virtue of its sonorous name, Virginia asked for the violoncello—
 40 and was too intimidated by the teacher's growing impatience to protest when what emerged from the back closets was something resembling not a guitar, but a child-sized android. In her anguish Virginia bowed her head and blindly accepted the instrument. It was not
 45 long, however, before she realized that she had made a good choice, for the sound of its name was synonymous with the throbbing complaint that poured out of its cumbersome body.

It took her nearly a year just to learn how to hold it
 50 properly. She had been accustomed to practicing after school, but one weekend evening while her parents were out, she dragged the instrument into their bedroom and used pillows to prop the music on the armchair. She was just about to sit on the edge of the
 55 bed when something, maybe the shadow thrown from the flowered lampshade or the slats of light sifting from

CONTINUE

the street, made her want to *do things right*. She got a straightback chair from the dining room and sat down correctly, bringing the instrument slowly toward
 60 her body. The lamp picked up the striations down the back of the wood, each strip slightly different, a little browner, a little more golden, but meeting its mate at the spine, a barely perceptible seam. For the first time she saw that the back of the cello was rounded like a
 65 belly, the belly of a tiger she had to bring close to her, taming it before she was torn limb from limb. She had to love and not be scared, and show the cat that it did not need to growl to protect itself. The animal stood on its hind legs and pressed its torso to hers, one paw
 70 curled like a ribbon behind her left ear. It was heavy; she sat very straight in the chair in order to support it.

Funny how fantasy works. And memory. I haven't thought about that evening in years. Virginia bent down and lay the cello case on its back, as she knelt to unsnap
 75 the metal clasps.

1

The repetition of the phrase “made you forget” in lines 5-6 primarily serves to

- A) emphasize the qualities Virginia associates with powerful music.
- B) re-create Virginia’s emotional reaction to the Beatles songs she once heard.
- C) suggest that Virginia’s memories of the theater troupe are fading with time.
- D) highlight the regret Virginia feels about ending her musical studies.

2

In the passage, the description of Virginia’s experience with the tonette illustrates which aspect of her relationship with music?

- A) Her extraordinary aptitude for music at a young age.
- B) Her early interest in and commitment to music.
- C) Her initial fear of failure as she learned to play music.
- D) Her resentment as a child of the time required to practice music.

3

As used in line 38, “housed” is most similar in meaning to which other word as used in the passage?

- A) “covered” (Line 15)
- B) “moved” (Line 26)
- C) “stored” (Line 27)
- D) “opened” (Line 28)

4

Based on the passage, which choice best describes Virginia’s reaction to the flute and clarinet in the classroom trailer?

- A) She is skeptical of the quality of both instruments, in particular that of the clarinet.
- B) She is repelled by the appearance of both instruments and by the sound of the clarinet.
- C) She is concerned about the poor conditions in which both instruments have been store.
- D) She is frustrated by the difficulty of playing either instrument properly.

5

According to the passage, Virginia allows herself to be assigned the violoncello because

- A) she is reluctant to request an alternative.
- B) it is the last instrument remaining in the trailer.
- C) its graceful form reminds her of a wild animal.
- D) the sound it produces has soulful attributes.

6

In the passage, the narrator suggests that Virginia perceives a relationship between which aspects of a musical instrument?

- A) What it is called and how it sounds.
- B) How it should be played and the maintenance it requires.
- C) What it looks like and how popular it is.
- D) How widely available it is and how easy it is to master.

7

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

- A) Lines 19-25 (“She...velvet”)
- B) Lines 26-30 (“But...hinges”)
- C) Lines 34-38 (“The music...housed”)
- D) Lines 44-48 (“It was...body”)

8

In the sixth paragraph (lines 49-71), the narrator suggests that Virginia recognizes a need to change her attitude toward the cello from one of

- A) uncertainty to firm commitment.
- B) dissatisfaction to reluctant acceptance.
- C) apprehension to calm affection.
- D) frustration to deep respect.

9

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

- A) Lines 49-50 (“It took...properly”)
- B) Lines 50-54 (“She had...armchair”)
- C) Lines 57-60 (“She...her body”)
- D) Lines 66-68 (“She...itself”)

10

In the context of the passage as a whole, the italicized sentences in lines 72-73 mainly serve to

- A) cast doubt on the accuracy of Virginia’s memories.
- B) introduce the point of view of a new character.
- C) suggest a contrast between real and imagined events.
- D) indicate a shift in time and perspective.



Questions 11-21 are based on the following passage and supplementary material.

This passage is adapted from Elizabeth Svoboda, *What Makes a Hero? The Surprising Science of Selflessness*. ©2013 by Elizabeth Svoboda.

A variety of studies have confirmed the strength of the connection between altruism and well-being. In 1999, the behavioral medicine specialist Carolyn
 Line Schwartz, then at the University of Massachusetts,
 5 and her colleagues divided multiple sclerosis patients into two groups and had members of one group call members of the other regularly to provide them with emotional support. After tracking the groups for three years, Schwartz found that the helpers—the
 10 people in the phone-call group—reported profound improvements in their self-worth and their moods. “These people seemed to be blossoming,” Schwartz says. “They talked about how helping other people transformed their experience of multiple sclerosis
 15 from something that victimized them to something that enabled them to be a positive force in the world.”

In a 2010 survey of more than 4,500 American volunteers, 89 percent—nearly 9 in 10—stated that volunteering improved their sense of well-being,
 20 while a sizable majority reported that it lowered their stress levels and enhanced their sense of purpose in life. This connection appears to hold true regardless of culture: In a 2012 study of older Maori and non-Maori in New Zealand, those who volunteered
 25 more often scored higher on happiness measures.

In best-case scenarios, regular helping may even help stave off an early death. Analyzing data from more than seven thousand respondents collected for the government’s Longitudinal Study of Aging, the
 30 researchers Alex Harris and Carl Thoresen found that frequent volunteers had a 19 percent lower mortality risk than people who never volunteered when the subjects’ level of social support was taken into account. That means volunteering is associated with
 35 longer survival independent of the advantages social ties provide. Even more dramatically, when University of Michigan researchers studied 423 older couples who were followed for five years, those who helped others were nearly 60 percent less likely to die
 40 during the study period than those who never helped.

While many survey studies have found more or less strong associations between helping and happiness, the University of California, Riverside,

psychologist Sonja Lyubomirsky wanted to test the
 45 connection in a real-world setting. She asked students to carry out five “random acts of kindness” of their choice every week for six weeks—they could choose anything that benefited others, from making a homeless person a meal to helping a kid with a school
 50 assignment. The subjects experienced higher levels of happiness than controls when they performed all five kind acts in one day, suggesting that the well-being boost is pronounced when people help often.

Interestingly, though, students who spaced the
 55 kind acts out, performing them on different days, *didn’t* experience the same happiness boost. Lyubomirsky’s work suggests altruistic acts may need to be frequent in order to confer a lasting change in well-being. With isolated acts of helping, says the
 60 London School of Economics social scientist Francesca Borgonovi, “it could be that there’s a very short—narrowly defined in time and space—bump in happiness that doesn’t shift your [overall] happiness in any meaningful way.”

On balance, though, being generous boosts your mood and health because it strengthens your sense that you’re really doing something significant. The social psychologist Sara Konrath of the University of Michigan notes that helping others may signal our
 70 bodies to release pleasurable chemicals such as oxytocin. The boost we get from helping may also mute our stress response, causing us to release fewer jarring stress hormones such as cortisol and norepinephrine.

CONTINUE 

Figure 1

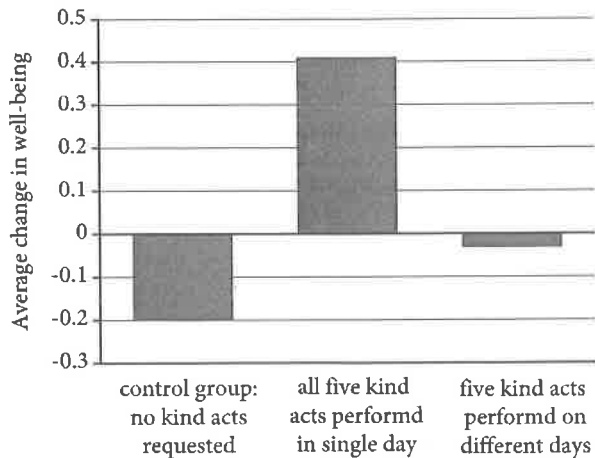
Selected Response to 2010 Survey
of 4,500 American Adults Who Volunteered
in the Previous Year

Survey statement	percent of respondents agreeing
Volunteering has made me feel physically healthier	68%
Volunteering has improved My sense of well-being	89%
Volunteering lowers my Stress level	73%
Volunteering enriches my Sense of purpose in life	92%

Adapted from "Volunteering and Your Health: How Giving Back Benefits Everyone." ©2010 by UnitedHealth Group.

Figure 2

Average Change in Well-Being over
a Six-Week Period for Three Groups



Adapted from Sonja Lyubomirsky, Kennon M. Sheldon, and David Schkade, "Pursuing Happiness: the Architecture of Sustainable Change." ©2005 by the Educational Publishing Foundation.

Subjects completed measures of well-being at the beginning and end of the experiment. Positive values indicate greater well-being at the end than at the beginning; negative values indicate lower well-being at the end than at the beginning.

11

Based on the passage, which choice best describes the relationship between emotional support and well-being as shown by Schwartz's study?

- A) Both givers and recipients of emotional support reported increased well-being.
- B) Givers of emotional support reported increased well-being, while recipients reported no change.
- C) Givers of emotional support reported increased well-being.
- D) Both givers and recipients of emotional support reported initial well-being followed by a return to their previous condition.

12

As used in line 16, "positive" most nearly means

- A) confident.
- B) practical.
- C) specific.
- D) beneficial.

13

As used in line 42, "associations" most nearly means

- A) links.
- B) organizations.
- C) combinations.
- D) partnerships.

CONTINUE

14

If true, which finding of a survey of the general population would most undermine the author's interpretation of Lyubomirsky's study?

- A) The happiness boost associated with altruistic acts remains constant when more than five altruistic acts are performed in a single day.
- B) While all altruistic acts confer a happiness boost, altruistic acts that lead to immediate benefits confer the greatest boost.
- C) The amount of happiness people feel as a result of performing altruistic acts increases with the effort those acts require.
- D) Occasional altruistic acts result in long-lasting increases in the personal happiness of those who perform them.

15

In lines 61-64, the author includes the quotation from Borghonovi most likely to

- A) indicate the hypothesis that Lyubomirsky's study was intended to test.
- B) provide a possible explanation for a result of Lyubomirsky's study.
- C) criticize Lyubomirsky for failing to consider the benefits of short-term happiness.
- D) compare the results of Lyubomirsky's study with those of another study about kind acts.

16

The author most strongly suggests that people who perform altruistic acts benefit partly because of

- A) beliefs that they hold about the effect of such acts.
- B) feedback that they receive from those who benefit from such acts.
- C) changes in brain chemistry that occur when they merely think about such acts.
- D) the social approval that they receive for performing such acts.

17

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

- A) Lines 3-8 ("In 1999...support")
- B) Lines 57-59 ("Lyubomirsky's...well-being")
- C) Lines 65-67 ("On balance...significant")
- D) Lines 68-71 ("The social...oxytocin")

18

According to figure 1, the highest percentage of respondents agreed that volunteering has

- A) positively affected their physical health.
- B) given them a renewed sense of self-esteem.
- C) made them feel a greater sense of purpose.
- D) helped them control their responses to stress.

19

Based on information in the passage, it can reasonably be inferred that the majority of survey respondents represented in figure 1

- A) value volunteering because they have a high degree of empathy.
- B) may have experienced decreases in the level of certain hormones after volunteering.
- C) are likely to live longer than are volunteers who disagreed with the statements.
- D) always have higher levels of oxytocin circulating in their bloodstreams than do nonvolunteers.

20

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

- A) Lines 17-22 (“In a...life”)
- B) Lines 22-25 (“This connection...measures”)
- C) Lines 36-40 (“Even...helped”)
- D) Lines 71-74 (“The boost...norepinephrine”)

21

Which choice best states the relationship between the two figures and the passage?

- A) Both figures offer data that challenge the primary claim of the passage.
- B) Both figures provide the specific results of studies discussed in the passage.
- C) Both figures present a visual interpretation of the first study mentioned in the passage.
- D) Both figures describe studies that the author claims require further evaluation.

Questions 22-31 are based on the following passage.

This passage is adapted from Jonathan Shaw, “The ‘Bionic Leaf.” ©2015 by Harvard Magazine Inc.

Harvard scientists have created a “bionic leaf” that converts solar energy into a liquid fuel. The work—a proof of concept in an exciting new field that might be termed biomanufacturing—is the fruit of a
 5 collaboration between the laboratories of professor of biochemistry and systems biology Pamela Silver and professor of energy Daniel Nocera. The pair, who began collaborating two years ago, share an interest in developing energy sources that might someday have
 10 practical application in remote locales in the developing world. Silver dubbed the system “bionic” because it joins a biological system to a clever piece of inorganic chemistry previously developed by Nocera: that invention, widely known as the *artificial leaf*,
 15 converts solar energy into hydrogen fuel.

Nocera’s artificial leaf, which serves as the fuel source in the bionic leaf, works by sandwiching a photovoltaic cell between two thin metal oxide catalysts. When submersed in a glass of water at room
 20 temperature and normal atmospheric pressure, the artificial leaf mimics photosynthesis. Current from the silicon solar wafer is fed to the catalysts, which split water molecules: oxygen bubbles off the catalyst on one side of the wafer, while hydrogen rises from the
 25 catalyst on the wafer’s other side. Nocera has been perfecting the artificial leaf since he first demonstrated it in 2011; today, it is far more efficient than a field-grown plant, which captures only 1 percent of sunlight’s energy. He says he can reach efficiencies of
 30 70 percent to 80 percent of the underlying solar-wafer technology, which is improving constantly.

The hydrogen it produces is a versatile fuel from a chemical standpoint, Nocera reports, and could easily become the basis of a fuel cell, but it has not been
 35 widely adopted, in part because it is a gas. Liquid fuels are much easier to handle and store, hence the new *bionic leaf*’s importance.

In the bionic leaf, the hydrogen gas is fed to a metabolically engineered version of a bacterium called
 40 *Ralstonia eutropha*. The bacteria combine the hydrogen with carbon dioxide as they divide to make more cells, and then—through a trick of

bioengineering pioneered by Anthony Sinskey, professor of microbiology and of health sciences and
 45 technology at MIT—produce isopropanol (rubbing alcohol), which can be burned in an engine much like the gasoline additive ethanol.

“The advantage of interfacing the inorganic catalyst with biology is you have an unprecedented
 50 platform for chemical synthesis that you don’t have with inorganic catalysts alone,” says Brendan Colón, a graduate student in systems biology in the Silver lab. “Life has evolved for billions of years to produce catalysts capable of making chemical modifications on
 55 complicated molecules with surgical precision, many times at room temperature,” Colón explains. “If you can use enzymes for building chemicals, you open the door to making many of the natural compounds we rely on every day,” such as antibiotics, pesticides,
 60 herbicides, fertilizer, and pharmaceuticals.

Members of Silver’s lab have been working to perfect the tricky interface between the catalyst and the bacteria, so that they will thrive and grow optimally. In its first iteration, the bionic leaf matched the efficiency
 65 of photosynthesis in plants, far below the capabilities of Nocera’s underlying artificial leaf. Now the team is working to surpass blue-green algae, which—at 5 percent efficiency—do better at photosynthesis than plants. Colón has been developing a strain of the
 70 bacterium that grows well even at the lower voltages that might be emitted by the solar wafer at the system’s core on a cloudy day, for example; this could dramatically improve overall efficiency.

Ultimately, though, Silver’s goal is not to create
 75 fuels from this work, but “high-value commodities” in remote places. Fuel, she notes wryly, is cheap “because we fight wars over it”—and developing a system that could make fuel at a price lower than gasoline would
 therefore be very difficult, she says. Drugs, on the other
 80 hand, are high-value commodities, so engineering a bacterium to produce not isopropanol but a vitamin or a drug may be her next goal for this system.

22

The primary purpose of the passage is to

- A) discuss the development and significance of the bionic leaf.
- B) document current commercial uses of the bionic leaf.
- C) present a scientific debate about the effectiveness of the bionic leaf.
- D) analyze the differences between the artificial leaf and the bionic leaf.

23

The first paragraph implies that Silver and Nocera's research was motivated in part by a desire to address which problem?

- A) Many developing countries lack natural resources that are convertible to fuel.
- B) Liquid fuels are easier to produce than gas fuels but are less efficient.
- C) It is difficult to transfer solar energy over long distances after it is collected.
- D) Some communities lack adequate access to reliable energy sources.

24

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

- A) Lines 1-2 ("Harvard...fuel")
- B) Lines 2-7 ("The work...Nocera")
- C) Lines 7-11 ("The pair...world")
- D) Lines 11-15 ("Silver...fuel")

25

The main purpose of the second paragraph (lines 16-31) is to

- A) discuss the advantages of a potential competitor to the bionic leaf.
- B) explain the workings of a central component of the bionic leaf.
- C) describe the role of photosynthesis in the development of the bionic leaf.
- D) compare the efficiency of the bionic leaf with that of the artificial leaf.

26

The passage indicates that the artificial leaf carries out which chemical process?

- A) It splits water into hydrogen and oxygen.
- B) It splits carbon dioxide into carbon and oxygen.
- C) It combines oxygen and carbon dioxide.
- D) It combines hydrogen and carbon dioxide.

27

As used in line 28, "captures" most nearly means

- A) records.
- B) describes.
- C) uses.
- D) conquers.

28

As used in line 42, “trick” most nearly means

- A) clever technique.
- B) mischievous prank.
- C) fleeting illusion.
- D) deliberate deception.

29

Colón’s remarks in the fifth paragraph (lines 48-60) primarily serve to

- A) highlight the technological sophistication and intricate design of the bionic leaf.
- B) praise the collaborative spirit and hard work of the inventors of the bionic leaf.
- C) illustrate the careful testing and continuous improvement of the bionic leaf.
- D) emphasize the innovative nature and great potential of the bionic leaf.

30

As presented in the passage, the researchers make which assumption about the bionic leaf that has yet to be substantiated?

- A) The efficiency of the leaf can equal the efficiency of plant photosynthesis.
- B) The leaf can be used to produce chemical compounds other than isopropanol.
- C) The artificial catalysts used in the leaf can be replaced by natural catalysts.
- D) The leaf can generate a fuel that powers engines as efficiently as ethanol does.

31

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

- A) Lines 40-47 (“The bacteria...ethanol”)
- B) Lines 48-52 (“The advantage...lab”)
- C) Lines 53-56 (“Life...explains”)
- D) Lines 56-60 (“If you...pharmaceuticals”)

Questions 32-41 are based on the following passage.

Passage 1 is adapted from Albert Luthuli's speech to the South African Congress of Democrats, delivered in 1958. Passage 2 is adapted from Harold Macmillan's address to the South African Parliament, delivered in 1960. At the time of these speeches, South Africa was in the process of transitioning from a British colony to an independent republic under a system of white-minority rule known as apartheid. Luthuli was the president of the African National Congress, a group advocating equality for black South Africans; Macmillan, the prime minister of Britain, was addressing the all-white South African Parliament.

Passage 1

Those of us who are in the freedom struggle in this country have really only one gospel. We may possibly shade it in different ways, but it is a gospel of democracy and freedom.

Line
5 If we are true to South Africa, that must be our vision, a vision of South Africa as a fully democratic country. It cannot in honesty be claimed that she is yet really democratic, when only about a third of her people enjoy democratic rights, and the
10 rest—notwithstanding the fact that they constitute the majority—are still subjected to apartheid rule. I emphasize the words “are still” because I do believe firmly that it is not a state that can be perpetuated. Apartheid rule is the antithesis of democracy.
15 Apartheid—in theory and in practice—is an effort, to make Africans march back to tribalism.

Sometimes very nice and pretty phrases are used to justify this diversion from the democratic road. The one that comes to my mind is the suggestion that we
20 Africans will “develop along our own lines.” I do not know of any people who really have “developed along their own lines.” My fellow white South Africans, enjoying what is called “Western civilization,” should be the first to agree that this civilization is indebted to
25 previous civilizations, from the East, from Greece, Rome and so on. For its heritage, Western civilization is really indebted to very many sources, both ancient and modern....

The essence of development along your own lines
30 is that you must have the right to develop, and the right to determine how to develop.

Its essence is freedom and—beyond freedom—self-determination. This is the vision we hold for our future and our development.

35 One might ask, “Is this vision of a democratic society in South Africa a realizable vision? Or is it merely a mirage?” I say, it is a realizable vision. For it is in the nature of man, to yearn and struggle for freedom. The germ of freedom is in every individual,
40 in anyone who is a human being. In fact, the history of mankind is the history of man struggling and striving for freedom. Indeed, the very apex of human achievement is FREEDOM and not slavery. Every human being struggles to reach that apex.

Passage 2

45 The wind of change is blowing through this continent and whether we like it or not, this growth of national consciousness is a political fact. And we must all accept it as a fact, and our national policies must take account of it.

50 Of course you understand this better than anyone, you are sprung from Europe, the home of nationalism, and here in Africa you have yourselves created a free nation. A new nation. Indeed, in the history of our times yours will be recorded as the first of the African
55 nationalists. And this tide of national consciousness which is now rising in Africa, is a fact, for which you and we, and the other nations of the Western world are ultimately responsible. For its causes are to be found in the achievements of Western civilization....

60 I am sure you will agree that in our own areas of responsibility we must each do what we think right. What we British think right derives from a long experience both of failure and success in the management of these affairs. We try to learn and
65 apply the lessons of both. Our judgement of right and wrong and of justice is rooted in the same soil as yours—in Christianity and in the rule of law as the basis of a free society. This experience of our own explains why it has been our aim in the countries for
70 which we have borne responsibility, not only to raise the material standards of life, but to create a society that respects the rights of individuals, a society in which men are given the opportunity to grow to their full stature—and that must in our view include the
75 opportunity of an increasing share in political power and responsibility, a society finally in which individual merit and individual merit alone, is the criterion for a man's advancement, whether political or economic.

80 Finally, in countries inhabited by several different races, it has been our aim to find means by which the community can become more of a community, and fellowship fostered between its various parts.

32

In Passage 1, Luthuli argues that South Africa will become a fully democratic country only when black South Africans

- A) enjoy the same rights as white citizens.
- B) have economic as well as political power.
- C) form their own political organizations.
- D) constitute a majority of the government.

33

Luthuli refers to “very nice and pretty phrases” (line 17) primarily to show that language is being used in order to

- A) rectify an intolerable situation.
- B) obscure an indefensible governing system.
- C) undermine outspoken critics of the government.
- D) depict the daily experience of the majority of citizens.

34

When Luthuli describes the vision of a democratic society in South Africa as “realizable” (lines 36-37), he means that this vision can be

- A) acquired
- B) comprehended
- C) achieved
- D) pursued

35

In Passage 2, Macmillan implies that the growth of national consciousness in Africa is

- A) baffling, because most African nations function efficiently without strong nationalist movements.
- B) invigorating, because most African nations are ready to embrace diversity.
- C) inevitable, because nationalism in Africa is a force that cannot be stopped.
- D) remarkable, because many Europeans doubted that nationalism would take hold in Africa.

36

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

- A) Lines 45-49 (“The wind...of it”)
- B) Lines 53-55 (“Indeed...nationalists”)
- C) Lines 58-59 (“For its...civilization”)
- D) Lines 68-74 (“This...stature”)

37

In Passage 2, Macmillan presents his argument to the South African government by

- A) asserting that Britain and South Africa share certain important values.
- B) urging the government to take a leadership role among African nations.
- C) acknowledging that South Africa faces greater challenges than does Britain.
- D) lamenting Britain’s difficulties in sustaining free and just societies.

38

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

- A) Lines 50-53 (“Of course...nation”)
- B) Lines 60-61 (“I am...right”)
- C) Lines 62-64 (“What...affairs”)
- D) Lines 65-68 (“Our judgment...society”)

39

Luthuli would most likely respond to Macmillan’s demand for a society in which all individuals have a “share in political power and responsibility” (lines 75-76) by arguing that

- A) economic power is more important to black South Africans than political power.
- B) such a society is impossible as long as apartheid exists in South Africa.
- C) many black South Africans do not want to participate in a corrupt political system.
- D) many black South Africans already have significant political responsibilities.

40

Luthuli and Macmillan would most likely agree on which statement about freedom?

- A) Just societies give people the freedom to develop as individuals.
- B) Democracy cannot exist where freedom is in any way compromised.
- C) Political freedom must precede economic and social freedom.
- D) Freedom is directly related to a spirit of nationalism.

41

The speeches of Luthuli (Passage 1) and Macmillan (Passage 2) differ in their approach to social change in that

- A) Luthuli suggests that major social change in South Africa is unlikely to happen soon, while Macmillan argues that significant change is imminent.
- B) Luthuli implies that the people of South Africa themselves will initiate social change, while Macmillan emphasizes the role played by those in positions of power.
- C) Luthuli states that eliminating apartheid is only the first step toward genuine social change, while Macmillan contends that eliminating apartheid is an ultimate goal.
- D) Luthuli believes that change in South Africa will come about through collective action, while Macmillan emphasizes the need for change at the individual level.

CONTINUE 

Questions 42-52 are based on the following passage.

This passage is adapted from Robert M. Hazen, *The Story of Earth: The First 4.5 Billion Years, from Stardust to Living Planet*. ©2012 by Robert M. Hazen.

The Moon is bone-dry by conventional wisdom (actually drier than bone, which retains a significant water component even when baked in the desert sun).

Line Multiple lines of evidence point to this aridity:

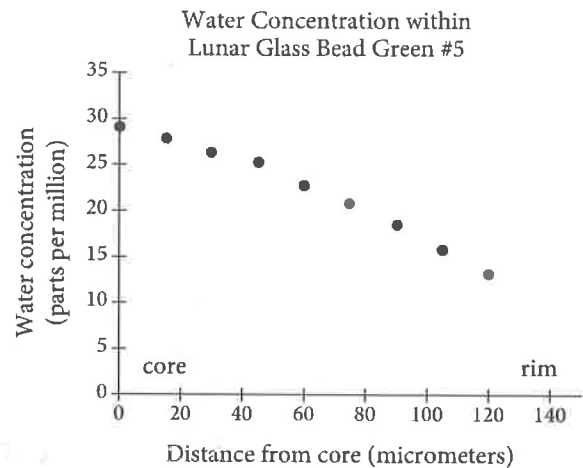
5 Earth-based telescopes reveal no characteristic infrared absorption; Moon rocks from all six Apollo landing sites held no detectable traces of water (at least by 1970 analytical standards); and the finding of unrusty iron metal after four billion years on the
10 lunar surface would seem to preclude even a trace of corrosive water.

It's a funny thing about conventional wisdom, though. Eventually someone will challenge what everyone else knows to be true, and once in a while
15 something really interesting will be found. In 1994 a single flyby of the Clementine spacecraft mission produced radar measurements that were consistent with water ice, though many planetary scientists were unconvinced. Four years later the Lunar Prospector
20 employed neutron spectroscopy to detect a significant concentration of hydrogen atoms, and hence possibly water ice or water-containing minerals, near the poles. Still, many experts pointed to implanted hydrogen ions from the Sun's solar wind as a more likely source
25 of the signal. Then in October 2009 NASA smashed the upper stage of an Atlas rocket into one of the Moon's craters (the Cabeus crater, near the southern lunar pole) and scrutinized the plume of impact debris for signs of H₂O. Sure enough, the flurry of dust
30 incorporated a small but significant amount of the life-giving stuff—enough to renew interest in lunar water and its possible origins. Three back-to-back articles in *Science* that same October established that evidence for water on the Moon is now unambiguous.

35 Enter Erik Hauri and his colleagues at the Carnegie Institution. Using an ion microprobe—a highly sensitive instrument that hadn't been available to the first generation of scientists who studied the Apollo samples—Hauri's team has revisited the colorful glass beads collected during lunar missions in
40 the late 1960s and early 1970s. Other scientists had examined the glass beads for signs of water decades earlier, but their detection capacities were no match for the ion microprobe's ability to resolve

45 measurements at the scale of a millionth of an inch. Hauri and his coworkers polished a variety of glass beads so that their round cross sections were revealed in the ion probe. The beads' outer rims proved to be very dry, with only a few parts per million water, but
50 the cores of the largest beads have as much as [46 parts per million]. Over billions of years, most of the glass beads' original water has evaporated to space, more from the outsides than from the cores. However, based on the significant amount of remaining water deep
55 inside the beads, Hauri and his colleagues calculate that the original water content of the Moon's magma may have been as high as 750 parts per million—a lot of water, comparable to many volcanic rocks on Earth, and more than enough to drive surface volcanism that
60 would have dispersed magma in explosive eruptions billions of years ago.

If that much water powered volcanoes in the Moon's past, then a great deal of water must still be locked somewhere inside the Moon's frozen interior.
65 And since the Moon formed primarily by the wholesale excavation of Earth's primordial mantle during a collision with another massive object, our planets deep interior likely holds prodigious amounts of unseen water as well.



Adapted from Alberto E. Saal et al., "Volatile Content of Lunar Volcanic Glasses and the Presence of Water in the Moon's Interior." ©2008 by Macmillan Publishers Limited.

42

According to the author, challenging the conventional wisdom

- A) usually produces unexpected outcomes.
- B) generally occurs outside of scientific circles.
- C) rarely results in technological innovations.
- D) sometimes leads to significant new insights.

43

According to the passage, which choice is true about the 1994 Clementine spacecraft mission?

- A) It provided evidence about the Moon that was featured in *Science* magazine.
- B) It was not specifically designed to detect water on the Moon.
- C) It offered preliminary indications of water on the Moon.
- D) It did not use the most up-to-date radar technology in its flyby of the Moon.

44

It can reasonably be inferred from the passage that the idea that the Moon was completely arid was reinforced in part because

- A) scientists were unfamiliar with some of the powerful analytical tools that were available to them.
- B) some scientists were willing to challenge the conventional wisdom about the Moon.
- C) evidence that might have contradicted this notion could be explained in another way.
- D) Apollo Moon rocks were not available in sufficient quantities to support valid conclusions.

45

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

- A) Lines 8-11 (“the finding...water”)
- B) Lines 12-15 (“It’s a...found”)
- C) Lines 15-19 (“In 1994...unconvinced”)
- D) Lines 23-25 (“Still...signal”)

46

As used in line 44, “resolve” most nearly means

- A) distinguish between.
- B) change into.
- C) convert to.
- D) clear from.

47

As used in line 59, “drive” most nearly means

- A) coerce.
- B) fuel.
- C) transport.
- D) maneuver.

48

The author implies that any water currently present on the Moon

- A) had its primary source on Earth.
- B) is contained mainly in glass beads.
- C) will eventually increase in volume.
- D) exists in liquid form as well as ice form.

49

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

- A) Lines 36-41 (“Using...1970s”)
- B) Lines 53-57 (“However...million”)
- C) Lines 62-64 (“If that...interior”)
- D) Lines 65-69 (“And since...well”)

50

According to the figure, at what distance from the core is the water concentration within lunar glass bead green #5 approximately 15 parts per million?

- A) 40 micrometers
- B) 60 micrometers
- C) 80 micrometers
- D) 100 micrometers

51

Based on data in the figure, which choice is a reasonable conclusion about lunar glass bead green #5?

- A) Beyond 100 micrometers from its core, water is not detectable.
- B) At no point in time did its water concentration exceed 30 parts per million.
- C) Its water concentration at 120 micrometers is approximately half that at its core.
- D) Its water concentration is 50 percent less than it once was.

52

The figure best supports which claim from the passage?

- A) Line 4 (“Multiple...aridity”)
- B) Lines 6-8 (“Moon...standards”)
- C) Lines 25-29 (“Then...H₂O”)
- D) Lines 48-51 (“The beads’...million”)

STOP

If you finish before time is called, you may check your work on this section only.

Do not turn to any other section.

CONTINUE 

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answers sheet to answer the questions in this section.

DIRECTIONS

Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions.

Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

After reading each passage, choose the answer to each question that most effectively improves the quality of writing in the passage or that makes the passage conform to the conventions of standard written English. Many questions include a "NO CHANGE" option. Choose that option if you think the best choice is to leave the relevant portion of the passage as it is.

Questions 1-11 are based on the following passage.

Peanut Power

Polystyrene packing peanuts—thousands of them. That's what surrounded members of a Purdue University research team, led by chemical engineering professor Vilas G. Pol, after they had finished unpacking new equipment for a laboratory facility. Packing peanuts are a standard part of shipments, **1** as their cushiony material ensures that items, such as glassware, are not damaged in transit. Because most curbside recycling services will not collect packing peanuts, less than 10 percent of them are recycled per year, and millions of

1

- A) NO CHANGE
- B) as their cushiony material ensures that items that are shipped,
- C) which are commonly used because their cushiony material ensures that items,
- D) as their cushiony material guarantees and ensures that items,

CONTINUE 

tons end up in landfills, where they take years to decay. Pol and his team were hesitant to discard the packing peanuts and contribute to this history of waste. **2** Thus, more curbside recycling services should consider accepting packing peanuts.

Pol and his team determined that the peanuts were composed of carbon, hydrogen, and oxygen. They knew that reusable lithium-ion batteries, which are commonly used to power electronic devices, employ anodes made of carbon. A battery's anode attracts and stores ions—atoms bearing an electrical charge—when the battery is charging and releases the ions to generate electricity. By heating the peanuts and a catalyst to 1,100 °F for several hours in the presence of argon (an inert gas commonly found in Earth's atmosphere), **3** the carbon was isolated from the hydrogen and oxygen, which were released in the form of harmless water vapor. Further heating resulted in extremely thin microsheets of **4** carbon, that could be made into battery anodes.

2

Which choice best sets up the information that follows in the next paragraph?

- A) NO CHANGE
- B) Hence, many environmental scientists have sought to address this waste-management problem.
- C) As a result, the abundance of packing peanuts in today's landfills is cause for alarm.
- D) Instead, they resolved to use their chemical expertise to devise a solution.

3

- A) NO CHANGE
- B) Pol and his team were able to isolate the carbon
- C) the resulting chemical reaction isolated the carbon
- D) isolation of carbon was achieved

4

- A) NO CHANGE
- B) carbon—
- C) carbon
- D) carbon;

5 The vaporization process that separated the carbon from the hydrogen and oxygen left the surfaces of the carbon microsheets uneven and porous. According to Pol, openings in the surface made the anodes' absorption of ions more efficient; 6 on the other hand, the batteries charged faster. In addition, the anodes retained about 13 percent more 7 of them than do conventional 8 anodes which meant that the batteries could provide more electricity before needing to be recharged than conventional batteries can.

5

Which choice best sets up the main topic of the paragraph?

- A) Further research will be necessary to determine all the potential applications of Pol's method.
- B) The team presented its findings at the American Chemical Society's 2015 national meeting.
- C) The anodes of conventional lithium-ion batteries are usually made from graphite.
- D) The anodes produced by Pol and his team proved remarkably effective.

6

- A) NO CHANGE
- B) likewise,
- C) as a result,
- D) by the same token,

7

- A) NO CHANGE
- B) of these
- C) ions
- D) DELETE the underlined portion.

8

- A) NO CHANGE
- B) anodes; meaning
- C) anodes and this meant
- D) anodes, this meant

CONTINUE

The process **9** as for recycling packing peanuts that Pol and his team developed is not all that complicated: it requires less time and energy than the **10** humdrum method of making lithium-ion batteries, which uses carbon in the form of graphite. Sherine Obare, a professor of chemistry at Western Michigan University familiar with the team's research, noted that Pol's method could be used to successfully recycle other polystyrene-based materials. This additional benefit attests to the future promise of the work being done in Pol's lab. **11** In fact, the process that Pol and his team devised would take several days fewer than the process currently used to make anodes for lithium-ion batteries.

9

- A) NO CHANGE
- B) for recycling
- C) in order to recycle
- D) from recycling

10

- A) NO CHANGE
- B) exemplary
- C) standard
- D) run-of-the-mill

11

Which choice provides the most effective conclusion for the passage?

- A) NO CHANGE
- B) Thus, lithium-ion batteries are more effective than the lithium batteries that preceded them.
- C) Furthermore, other researchers are experimenting with burning packing peanuts in order to use their heat to generate energy, a process known as thermal recycling
- D) For now, Pol and his team hope that this process will be widely adopted and will turn a ubiquitous waste product into a useful household item.

Questions 12-22 are based on the following passage and supplementary material.

The King of Daredevil Comedy

In 1922, silent-film actor and director Harold Lloyd was walking in downtown Los Angeles when he saw an unusual sight: a man climbing up the outside of a tall office building. A crowd was gathered, mesmerized by the spectacle. Lloyd **12** watched nervously until the climber, a daredevil named Bill Strother, made it to safety. **13** Having already made a few films in the vein of “thrill comedy,” **14** the event inspired Lloyd to create his most daring film yet, and he invited Strother to be involved. The result was *Safety Last!*, the most famous movie of Lloyd’s career and a marvel of creative filming.

12

- A) NO CHANGE
- B) had watched
- C) watches
- D) has watched

13

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

[*missing sentence*

]

Should the writer make this addition here?

- A) Yes, because it explains why Lloyd was nervous while watching Strother.
- B) Yes, because it makes a point that is elaborated on in the next sentence.
- C) No, because it contradicts a point made in the previous sentence.
- D) No, because it diverts the focus of the paragraph from Strother to the audience.

14

- A) NO CHANGE
- B) Lloyd was inspired
- C) it was Lloyd’s inspiration
- D) its inspiration led Lloyd

CONTINUE 

In the final scene of the movie, Lloyd's **15** character; a department store worker trying to impress his girlfriend— must climb the outside of a twelve-story building. Because modern-day composite filming techniques such as blue screen did not yet exist, let alone computer-generated special effects, Lloyd had to be creative with his stunts. He used a full-scale replica of two floors of Los Angeles's International Savings Building and set **16** them on the roofs of progressively taller buildings: **17** that is, he placed the replica on a platform atop a two-story building, then a seven-story building, then a thirteen-story building. The **18** hoax allowed Lloyd to climb only a few stories at a time while always perpetuating the illusion that he was climbing several stories higher.

15

- A) NO CHANGE
- B) character, a department store worker trying to impress his girlfriend,
- C) character, a department store worker trying to impress his girlfriend;
- D) character—a department store worker trying to impress his girlfriend

16

- A) NO CHANGE
- B) those
- C) these
- D) it

17

- A) NO CHANGE
- B) however,
- C) furthermore,
- D) instead,

18

- A) NO CHANGE
- B) trick
- C) cheat
- D) swindle

19 Lloyd was not the only silent-film actor to attempt such risky stunts. Rather than using fake backdrops or projections, he insisted on a real city background. The camera angles in the climbing shots are 20 focused very precisely, cutting out the platform and the rooftop of the lower building but showing views of the street and other buildings in the distance. For the long shots, Lloyd used footage that Strother filmed during his own climbs, adding to the illusion that the character really was 21 clenching the side of a skyscraper.

19

Which choice best introduces the topic of the paragraph?

- A) NO CHANGE
- B) The building where Lloyd filmed much of *Safety Last!* was at the top of a hill, making it seem especially tall.
- C) For publicity, Lloyd's character in *Safety Last!* scales the side of the store where he works.
- D) Lloyd was committed to making the stunt look as realistic as possible.

20

- A) NO CHANGE
- B) focused, very precisely,
- C) focused very precisely
- D) focused; very precisely

21

- A) NO CHANGE
- B) embracing
- C) clinging to
- D) adhering to

CONTINUE

Lloyd, a comedian as well as a stunt performer, used the dangerous climb as an avenue for comedy. Each stop along the building presents perils for Lloyd's character: a mouse running up his leg, a net tangling around him, a disorienting camera flash, a flimsy clock face. **22** To that end, Lloyd does not fall from the building, but he does succeed in keeping the audience both in stitches and on the edge of their seats. The actor and director Orson Welles said of the climbing sequence, "As a piece of comic architecture, it's impeccable." Audiences had never before seen such a daring stunt on film, and when *Safety Last!* opened to wide acclaim on April Fools' Day in 1923, Lloyd earned the nickname "the King of Daredevil Comedy."

22

- A) NO CHANGE
- B) Of course,
- C) Otherwise,
- D) Thus,

Questions 23-33 are based on the following passage.

Give Art a Sporting Chance

Pierre de Coubertin, the French founder of the modern Olympic Games, was a proponent of Olympism—a philosophy of life that celebrates the mind as well as the body, the arts as well as athletics. To Coubertin, this philosophy had best been embodied in the ancient Greek competitions, which prominently featured artists as both performers and commentators. Determined to bring the ideal of Olympism to the modern games, Coubertin incorporated into the 1912 Olympics an arts competition called the Pentathlon of the Muses. **23** The Olympic decathlon, a series of ten track and field events, was also introduced in 1912.

Coubertin’s pentathlon, which awarded Olympic medals for achievements in architecture, literature, music, painting, and sculpture, **24** and which was a part of every Olympic Games until 1948. Regrettably, these competitions ceased, due to a technicality: professional athletes were **25** prohibited from competing in the Olympic Games, and it was argued that professional artists (in other words, any artist who had ever sold a painting or sung for money) should be ineligible as well.

26 Coubertin himself won a gold medal in literature in 1912.

23

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

- A) Kept, because it sets up the information that follows in the next paragraph.
- B) Kept, because it offers an important clue as to the origin of the term “pentathlon.”
- C) Deleted, because it mentions information that lacks relevance to the main topic of the passage.
- D) Deleted, because it does not indicate who was responsible for introducing the decathlon.

24

- A) NO CHANGE
- B) that
- C) and
- D) DELETE the underlined portion.

25

- A) NO CHANGE
- B) prohibitive of competition
- C) to be prohibited to compete
- D) being prohibited to competition

26

Which choice provides the most effective conclusion to the paragraph?

- A) NO CHANGE
- B) Some wonder whether this chapter in the history of the Olympic Games deserves more attention.
- C) Lacking eligible participants, the Pentathlon of the Muses was discontinued.
- D) Still, the participation of artists in the first modern Olympic arts competition was minimal.

CONTINUE 

[1] Although the ban against professionals competing in athletics has long since been **27** rescinded, and the International Olympic Committee (IOC)'s attempts to restore the arts competition **28** has been tepid at best. [2] In 2000, the IOC instituted a Sport and Art Contest to "foster an active synergy between the worlds of art and sport." [3] One commentator noted that the exhibition of winning entries "had the feel of little more than a photo contest at the local library." [4] Take the example of *Omnipotent Triumph*, a 2012 prizewinning work of sculpture by US artist Martin Linson. [5] Representing a Paralympic athlete triumphantly crossing the finish line, the sculpture **29** is a relatively small work made of bronze;

27

- A) NO CHANGE
- B) rescinded; yet,
- C) rescinded; thus,
- D) rescinded,

28

- A) NO CHANGE
- B) have been
- C) is being
- D) was

29

The writer wants to suggest that the sculpture was consistent with the philosophy of Olympism. Which choice best accomplishes this goal?

- A) NO CHANGE
- B) evocatively fuses athletic and artistic achievement;
- C) memorably reflects Linson's distinctive approach to representing human anatomy;
- D) shows the athlete making the victory sign with his arms;

however, the lack of publicity about the competition **30** consigned Linson's work to virtual obscurity. **31**

Reinstating the Pentathlon of the Muses as a high-profile Olympic competition would provide valuable international exposure for artists. If artists were to receive medals during the Olympic Games just as athletes do, and if the competitions were broadcast to the estimated four billion viewers tuning in worldwide, talented artists such as Linson **32** were reaching a much broader audience. The effect on artists would be considerable, but the greatest change would be the effect on viewers. Much as the Olympics' athletic competitions have inspired people around the world to **33** embrace sport and exercise, reinvigorated artistic competitions could promote enthusiasm for artistic achievements and restore Coubertin's ideal.

30

- A) NO CHANGE
- B) consigned and then relegated Linson's work
- C) consigned the sculpture by Linson—since not many people had heard about it—
- D) led

31

The writer wants to add the following sentence to the paragraph.

[*missing sentence*]

The sentence would most logically be placed after

- A) sentence 1.
- B) sentence 2.
- C) sentence 3.
- D) sentence 4.

32

- A) NO CHANGE
- B) had reached
- C) will reach
- D) would reach

33

- A) NO CHANGE
- B) envelop
- C) encompass
- D) admit

CONTINUE 

Questions 34–44 are based on the following passage and supplementary material.

Finding Meaning at the Zoo

For most zookeepers, the highlight of the workday is the time they spend interacting with animals. **34** Besides, zookeepers spend much of their time performing activities that do not involve contact with animals: cleaning cages, preparing food, and **35** they also conduct educational programs, to name a few. Still, most zookeepers report very high levels of job satisfaction. A major reason for their enthusiasm is that they regard zookeeping not just as a job but also as an expression of their identity and values.

34

- A) NO CHANGE
- B) As a result,
- C) In other words,
- D) However,

35

- A) NO CHANGE
- B) the conducting of
- C) conducting
- D) conduct

People who become zookeepers typically exhibit an early concern for animals. Before beginning their careers, many volunteer at animal shelters or veterinary clinics and then attend college to obtain a degree in zookeeping or a related field such as biology or ecology. **36** Most zookeepers identify closely with their profession and consider their work morally important. These findings about zookeepers are demonstrated in a study by business professors J. Stuart Bunderson and Jeffery Thompson. Bunderson and Thompson asked 982 zookeepers from 157 different zoos to respond to statements about their work using a scale of 1 to 7, with 1 signifying that the respondent strongly disagreed with the proposition and 7 that he or she strongly agreed. When presented with statements asserting that their personal identity is based on their profession, such as “The animal keeping profession’s successes are my successes,” zookeepers gave numerical responses averaging 5.21.

37 Moreover, the average response did not reach 7 for

36

Which choice most effectively combines the underlined sentences?

- A) Two findings about zookeepers, which are that most identify closely with their profession and consider their work morally important, are demonstrated in a study by business professors J. Stuart Bunderson and Jeffery Thompson.
- B) A study by business professors J. Stuart Bunderson and Jeffery Thompson a study that focused on zookeepers, demonstrates that most zookeepers identify closely with their profession and consider their work morally important.
- C) As a study by business professors J. Stuart Bunderson and Jeffery Thompson demonstrates, most zookeepers identify closely with their profession and consider their work morally important.
- D) Most zookeepers, found in a study by business professors J. Stuart Bunderson and Jeffery Thompson to identify closely with their profession, also consider their work morally important.

37

Which choice most effectively uses information from the table to support a main finding of Bunderson and Thompson’s study?

- A) NO CHANGE
- B) The agreement rating for statements about occupational importance was lower than that for statements about work meaningfulness.
- C) Similarly, they expressed high levels of agreement with statements about their moral duty to do a good job, with responses averaging 5.49.
- D) Furthermore, their sense of duty to the zoo was only slightly greater than their willingness to sacrifice on its behalf—a difference of just 0.15.

CONTINUE 

any category. The experience of Meghan **38** Nemes a zookeeper at Capron Park Zoo in Attleboro, Massachusetts, shows how seriously zookeepers take their work. “When my animal gets stressed, I get stressed,” she says. This leads her to think constantly about how she can make the **39** animals’ lives easier.

Zookeepers’ Agreement Ratings of Statements about Their Occupation

Statement category	Mean rating
Occupational identification	5.21
Moral duty	5.49
Occupational importance	5.45
Work meaning fullness	5.82
Perceived duty to organization	5.67
Willingness to sacrifice	5.52

Adapted from J.Stuart Bunderson and Jeffery Thompson, “The Call of the Wild: Zookeepers, Callings, and the Double-Edged Sword of Deeply Meaningful Work.” ©2009 by Johnson Graduate School, Cornell University

38

- A) NO CHANGE
- B) Nemes;
- C) Nemes—
- D) Nemes,

39

- A) NO CHANGE
- B) animals’ live’s
- C) animal’s lives’
- D) animals lives

The wholehearted commitment of zookeepers to their profession can lead them to make sacrifices. In their study, Bunderson and Thompson gauged zookeepers' willingness to give up free time to perform important tasks at the zoo without additional pay; the responses, which averaged **40** 5.82, showed a widespread willingness to sacrifice for the job. Siobhán McCann, another zookeeper at Capron Park Zoo, exemplifies this **41** disposition, she says she is comfortable working weekends and holidays to care for the zoo's animals.

42 On top of interacting with the zoo's visitors, zookeepers perform physically demanding tasks and often

40

Which choice provides accurate information from the table?

- A) NO CHANGE
- B) 5.45,
- C) 5.49,
- D) 5.52,

41

- A) NO CHANGE
- B) disposition; she says,
- C) disposition, she says,
- D) disposition: she says

42

Which choice provides the most effective transition from the previous paragraph?

- A) NO CHANGE
- B) In addition to working long and unusual hours,
- C) Though they enjoy many aspects of their jobs,
- D) Despite working with many types of animals,

accept pay that is low **43** relative to their educational achievements. Yet for many, a love of animals and a commitment to animal conservation **44** makes these sacrifices not just tolerable but meaningful.

43

Which choice is most consistent with the style of the passage as a whole?

- A) NO CHANGE
- B) even when they are super educated.
- C) despite their having a whole bunch of education.
- D) when compared with their attainments of an educational nature.

44

- A) NO CHANGE
- B) make
- C) is making
- D) has made

STOP

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



SAT[®] March 2019 US



ESSAY BOOK

DIRECTIONS

The essay gives you an opportunity to show how effectively you can read and comprehend a passage and write an essay analyzing the passage. In your essay, you should demonstrate that you have read the passage carefully, present a clear and logical analysis, and use language precisely.

Your essay must be written on the lines provided in your answer booklet; except for the Planning Page of the answer booklet, 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.

You have 50 minutes to read the passage and write an essay in response to the prompt provided inside this booklet.

REMINDERS

- Do not write your essay in this booklet. Only what you write on the lined pages of your answer booklet will be evaluated.
- An off-topic essay will not be evaluated.

THIS TEST BOOKLET MUST NOT BE TAKEN FROM THE ROOM. UNAUTHORIZED REPRODUCTION OR USE OF ANY PART OF THIS TEST BOOKLET IS PROHIBITED.

As you read the passage below, consider how authors uses

- o evidence, such as facts or examples, to support claims.
- o reasoning to develop ideas and to connect claims and evidence.
- o stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Lawrence Norden and Christopher Famighetti, “Aging Voting Machines Are a Threat to Democracy” ©2016 by huffingtonpost.com. Originally published September 28, 2016.

- 1 It should not be difficult to rally our elected leaders to remedy an eminently fixable problem threatening our democracy: the looming crisis resulting from our nation’s outdated voting machines.
- 2 In the vast majority of states, aging voting machines are approaching the end of their useful lives. To continue to use this equipment past its projected lifespan could be disastrous. After years of wear-and-tear, machine parts like motherboards, memory cards, and touch screens begin to fail. When this happens on Election Day, machines must be taken out of service. Voters can be forced to wait in line—sometimes for hours—while repairs are made or machines substituted.
- 3 This can only shake confidence in the electoral process, and in worst case scenarios can impact election results. In the 2012 election, according a study by political scientists from Harvard and MIT, between 500,000 and 700,000 votes were lost nationally because of long lines. Absent action to replace or upgrade machines, this problem will only grow worse.
- 4 A little history is in order. After the 2000 presidential election debacle, involving “hanging chads” on paper ballots in Florida, Congress passed a law allocating more than \$2 billion to the states to replace obsolete voting equipment. By 2006, the vast majority of election jurisdictions had deployed new machines.
- 5 Voting system experts agree that most machines purchased since 2000 have a projected lifespan of between 10 and 15 years. Today, 43 states are using systems that will be at least 10 years old in 2016; 14 are using machines that will be at least 15 years old. No one expects a laptop computer to last for 10 years. It is wrong to expect these electronic voting machines, many of which use laptop technology from the 1990s, to last much longer.
- 6 For a high-profile example of what can go wrong with antiquated machines consider Virginia’s 2014 election. Following reports of machines crashing or registering votes incorrectly, the state Board of Elections commissioned an expert review to look at 27 malfunctioning touch screen machines. In 26 of them, they found the glue holding the touch screens in place had degraded, knocking them out of alignment so votes were not recorded properly. That problem may not be limited to Virginia. The same model of this antiquated machine is still used in 20 states.

- 7 Security is another problem with older machines. In a related investigation, looking at a different machine, Virginia investigators found wireless cards that could allow “an external party to access the [machine] and modify the data without notice from a nearby location.”
- 8 In the years since those machines were purchased, much has been learned about how to design voting systems that are more user friendly and accessible to all. We have developed techniques that can audit the count of paper ballots, to ensure that the software on new machines is correctly tallying votes.
- 9 As it is, maintaining the outdated machines used today is often a struggle. As voting systems age, the parts necessary to support them go out of production. Some election officials have to resort to finding parts on eBay.
- 10 It is too late for most jurisdictions to acquire new voting machines in time for the 2016 election. But that does not mean there is time to waste. To ensure new machines are in place before 2018 or even 2020, planning and budgeting must begin immediately.
- 11 Even in the absence of new machines, there are important steps that states and counties can take in the next several months to reduce failures or minimize their impact on voting next November. Officials should test every voting machine before Election Day to catch problems ahead of time. Training poll workers on how to deal with machine problems is also critical. Poll workers who know what to do in case of machine problems can make the difference between a major Election Day fiasco and a brief delay.
- 12 Of course, the fragile state of voting machines is no secret to those election officials who need to replace them. What too many lack is the money to do so.
- 13 Congress has a role to play. As it did 13 years ago, Washington should provide an infusion of money to help purchase new machines. But today, few in Congress of either party are talking about this problem. Realistically, given how soon action needs to be taken, states are going to have to provide the majority of funds. At a moment of intense budget pressures, replacing all of the aging machines will not be cheap—the total cost could easily reach \$1 billion nationwide. But even in tough budget times, this is an essential investment. The mechanics of democracy are too important to rely on outdated systems that are increasingly prone to failure.

Write an essay in which you explain how authors build an argument to persuade her audience that the outdated U.S. voting machines should be replaced. In your essay, analyze how Lawrence Norden and Christopher Famighetti use one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of her argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

March 2019

The SAT[®]

Question-and-Answer Service Student Guide



Ideas for using the QAS report



The answer key for the test you took



Instructions for scoring your test

Answer Key – Determine Raw Scores

Reading Test Answers

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

Reading Test Raw Score
(Number of Correct Answers)

Writing and Language Test Answers

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

Writing and Language Test Raw Score
(Number of Correct Answers)

“U” indicates a question that did not perform as expected and has been removed from scoring.

On test day you may have answered questions in a different order than what you see above. Use the questions and answers online to determine specific answers.

Answer Key – Determine Raw Scores (continued)

Math Test – No Calculator Answers

Question #	Correct Answer	Question #	Correct Answer	Question #	Correct Answer	Question #	Correct Answer
1	D	5	C	9	B	13	C
2	B	6	B	10	B	14	D
3	A	7	C	11	A	15	C
4	A	8	D	12	C		

Question #	Correct Answer
16	4.5,9/2
17	11
18	1220
19	7/3,2.33
20	210

**Math Test – No Calculator
Raw Score**
(Number of Correct Answers)

Math Test – Calculator Answers

Question #	Correct Answer	Question #	Correct Answer	Question #	Correct Answer	Question #	Correct Answer
1	B	9	A	17	C	25	B
2	C	10	B	18	B	26	D
3	C	11	A	19	A	27	D
4	A	12	A	20	D	28	C
5	B	13	C	21	A	29	C
6	A	14	C	22	D	30	D
7	D	15	D	23	D		
8	D	16	D	24	D		

Question #	Correct Answer
31	117
32	5
33	0
34	5
35	20
36	74
37	32
38	.96,24/25

**Math Test – Calculator
Raw Score**
(Number of Correct Answers)

“U” indicates a question that did not perform as expected and has been removed from scoring.

On test day you may have answered questions in a different order than what you see above. Use the questions and answers online to determine specific answers.

GET CROSS-TEST SCORES

The SAT also reports two cross-test scores: Analysis in History/Social Studies and Analysis in Science. These scores are based on questions in the Reading, Writing and Language, and Math Tests that ask you to think analytically about texts and questions in these subject areas.

Cross-test scores are reported on a scale of 10–40.

Calculating Your Cross-Test Scores

You can use the cross-test score tables beginning on the next page to calculate your cross-test scores as follows:

1. Find the questions in each section that count toward each cross-test score. These are shown with a “Y” next to the question number in the tables. Refer to your QAS report to see which of those questions you answered correctly on the test, and then check the box for each correct answer.
2. Count the number of correct answers for each cross-test area and record that as your raw score for that area.
3. Use the conversion table on page 12 to determine your scaled score (10–40) for each area.

Cross-Test Scores Tables – Determine Cross-Test Raw Scores

Y = Counts toward Cross-Test score. On your QAS report, look up every question marked “Y” below to see if you answered it correctly. If so, check off the box for that question below.

Analysis in History/Social Studies (HSS)			
Reading	Writing and Language	Math Test - Calculator	Math Test - No Calculator
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7 Y <input type="checkbox"/>	7
8	8	8	8
9	9	9 Y <input type="checkbox"/>	9
10	10	10	10
11 Y <input type="checkbox"/>	11	11	11
12 Y <input type="checkbox"/>	12	12	12
13 Y <input type="checkbox"/>	13	13 Y <input type="checkbox"/>	13
14 Y <input type="checkbox"/>	14	14 Y <input type="checkbox"/>	14
15 Y <input type="checkbox"/>	15	15	15
16 Y <input type="checkbox"/>	16	16	16
17 Y <input type="checkbox"/>	17	17	17
18 Y <input type="checkbox"/>	18	18 Y <input type="checkbox"/>	18
19 Y <input type="checkbox"/>	19	19 Y <input type="checkbox"/>	19
20 Y <input type="checkbox"/>	20	20	20
21 Y <input type="checkbox"/>	21	21	
22	22	22	
23	23 Y <input type="checkbox"/>	23	
24	24	24	
25	25	25 Y <input type="checkbox"/>	
26	26 Y <input type="checkbox"/>	26	
27	27	27	
28	28	28 Y <input type="checkbox"/>	
29	29 Y <input type="checkbox"/>	29	
30	30 Y <input type="checkbox"/>	30	
31	31 Y <input type="checkbox"/>	31	
32 Y <input type="checkbox"/>	32	32	
33 Y <input type="checkbox"/>	33 Y <input type="checkbox"/>	33	
34 Y <input type="checkbox"/>	34	34	
35 Y <input type="checkbox"/>	35	35	
36 Y <input type="checkbox"/>	36	36	
37 Y <input type="checkbox"/>	37	37	
38 Y <input type="checkbox"/>	38	38	
39 Y <input type="checkbox"/>	39		
40 Y <input type="checkbox"/>	40		
41 Y <input type="checkbox"/>	41		
42	42		
43	43		
44	44		
45			
46			
47			
48			
49			
50			
51			
52			

HSS Raw Score

Analysis in Science (SCI)			
Reading	Writing and Language	Math Test - Calculator	Math Test - No Calculator
1	1 Y <input type="checkbox"/>	1	1
2	2 Y <input type="checkbox"/>	2	2
3	3	3	3
4	4	4	4
5	5 Y <input type="checkbox"/>	5	5
6	6 Y <input type="checkbox"/>	6	6
7	7	7	7 Y <input type="checkbox"/>
8	8	8	8
9	9	9	9
10	10 Y <input type="checkbox"/>	10	10
11	11 Y <input type="checkbox"/>	11	11 Y <input type="checkbox"/>
12	12	12 Y <input type="checkbox"/>	12
13	13	13	13
14	14	14	14
15	15	15 Y <input type="checkbox"/>	15
16	16	16 Y <input type="checkbox"/>	16
17	17	17 Y <input type="checkbox"/>	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	
22 Y <input type="checkbox"/>	22	22	
23 Y <input type="checkbox"/>	23	23	
24 Y <input type="checkbox"/>	24	24	
25 Y <input type="checkbox"/>	25	25	
26 Y <input type="checkbox"/>	26	26	
27 Y <input type="checkbox"/>	27	27	
28 Y <input type="checkbox"/>	28	28	
29 Y <input type="checkbox"/>	29	29	
30 Y <input type="checkbox"/>	30	30	
31 Y <input type="checkbox"/>	31	31	
32	32	32 Y <input type="checkbox"/>	
33	33	33	
34	34	34 Y <input type="checkbox"/>	
35	35	35	
36	36	36	
37	37	37	
38	38	38	
39	39		
40	40		
41	41		
42 Y <input type="checkbox"/>	42		
43 Y <input type="checkbox"/>	43		
44 Y <input type="checkbox"/>	44		
45 Y <input type="checkbox"/>			
46 Y <input type="checkbox"/>			
47 Y <input type="checkbox"/>			
48 Y <input type="checkbox"/>			
49 Y <input type="checkbox"/>			
50 Y <input type="checkbox"/>			
51 Y <input type="checkbox"/>			
52 Y <input type="checkbox"/>			

SCI Raw Score

GET SUBSCORES

Subscores provide more detailed information about your strengths in specific areas within literacy and math.

Subscores are reported on a scale of 1–15.

- ▶ The **Command of Evidence** subscore is based on questions from both the Reading Test and the Writing and Language Test that ask you to interpret and use evidence found in a wide range of passages and informational graphics, such as graphs, tables, and charts.
- ▶ The **Expression of Ideas** subscore is based on questions from the Writing and Language Test that focus on topic development, organization, and rhetorically effective use of language.
- ▶ The **Words in Context** subscore is based on questions from both the Reading Test and the Writing and Language Test that address the meaning in context of words/phrases and rhetorical word choice.
- ▶ The **Standard English Conventions** subscore is based on questions from the Writing and Language Test that focus on sentence structure, usage, and punctuation.
- ▶ The **Heart of Algebra** subscore is based on questions from the Math Test that focus on linear equations and inequalities.
- ▶ The **Problem Solving and Data Analysis** subscore is based on questions from the Math Test that focus on quantitative reasoning, the interpretation and synthesis of data, and solving problems in rich and varied contexts.
- ▶ The **Passport to Advanced Math** subscore is based on questions from the Math Test that focus on topics central to the ability of students to progress to more advanced mathematics, such as understanding the structure of expressions, reasoning with more complex equations, and interpreting and building functions.

Calculating Your Subscores

You can use the subscore tables beginning on the next page to calculate your subscores as follows:

1. Find the questions that count toward each subscore. These are shown with a “Y” next to the question number in the tables. Refer to your QAS report to see which of those questions you answered correctly on the test, and then check the box for each correct answer.
2. Count the number of correct answers for each area and record that as your raw score for that area.
3. Finally, use the conversion table on page 13 to determine your scaled score (1–15) for each area.

Subscores Tables – Determine Subscore Raw Scores

Y = Counts toward subscore. On your QAS report, look up every question marked “Y” to see if you answered it correctly. If so, check off the box for that question.

Command of Evidence (COE)		Writing and Language	
Reading			
1		1	
2		2	Y <input type="checkbox"/>
3		3	
4		4	
5		5	Y <input type="checkbox"/>
6		6	
7		7	
8		8	
9	Y <input type="checkbox"/>	9	
10		10	
11		11	
12		12	
13		13	Y <input type="checkbox"/>
14		14	
15		15	
16		16	
17	Y <input type="checkbox"/>	17	
18		18	
19	Y <input type="checkbox"/>	19	Y <input type="checkbox"/>
20	Y <input type="checkbox"/>	20	
21		21	
22		22	
23		23	Y <input type="checkbox"/>
24	Y <input type="checkbox"/>	24	
25		25	
26		26	
27		27	
28		28	
29		29	Y <input type="checkbox"/>
30		30	
31	Y <input type="checkbox"/>	31	
32		32	
33		33	
34		34	
35		35	
36	Y <input type="checkbox"/>	36	
37		37	Y <input type="checkbox"/>
38	Y <input type="checkbox"/>	38	
39		39	
40		40	Y <input type="checkbox"/>
41		41	
42		42	
43		43	
44		44	
45			
46			
47			
48			
49	Y <input type="checkbox"/>		
50			
51			
52	Y <input type="checkbox"/>		

COE Raw Score

Expression of Ideas (EOI)		Writing and Language	
Reading			
1		1	Y <input type="checkbox"/>
2		2	Y <input type="checkbox"/>
3		3	
4		4	
5		5	Y <input type="checkbox"/>
6		6	Y <input type="checkbox"/>
7		7	
8		8	
9		9	
10		10	Y <input type="checkbox"/>
11		11	Y <input type="checkbox"/>
12		12	
13		13	Y <input type="checkbox"/>
14		14	
15		15	
16		16	
17		17	Y <input type="checkbox"/>
18		18	Y <input type="checkbox"/>
19		19	Y <input type="checkbox"/>
20		20	
21		21	Y <input type="checkbox"/>
22		22	Y <input type="checkbox"/>
23		23	Y <input type="checkbox"/>
24		24	
25		25	
26		26	Y <input type="checkbox"/>
27		27	
28		28	
29		29	Y <input type="checkbox"/>
30		30	Y <input type="checkbox"/>
31		31	Y <input type="checkbox"/>
32		32	
33		33	Y <input type="checkbox"/>
34		34	Y <input type="checkbox"/>
35		35	
36		36	Y <input type="checkbox"/>
37		37	Y <input type="checkbox"/>
38		38	
39		39	
40		40	Y <input type="checkbox"/>
41		41	
42		42	Y <input type="checkbox"/>
43		43	Y <input type="checkbox"/>
44		44	
45			
46			
47			
48			
49			
50			
51			
52			

EOI Raw Score

Words in Context (WIC)		Writing and Language	
Reading			
1	Y <input type="checkbox"/>	1	Y <input type="checkbox"/>
2		2	
3	Y <input type="checkbox"/>	3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	Y <input type="checkbox"/>
11		11	
12	Y <input type="checkbox"/>	12	
13	Y <input type="checkbox"/>	13	
14		14	
15		15	
16		16	
17		17	
18		18	Y <input type="checkbox"/>
19		19	
20		20	
21		21	Y <input type="checkbox"/>
22		22	
23		23	
24		24	
25		25	
26		26	
27	Y <input type="checkbox"/>	27	
28	Y <input type="checkbox"/>	28	
29		29	
30		30	Y <input type="checkbox"/>
31		31	
32		32	
33	Y <input type="checkbox"/>	33	Y <input type="checkbox"/>
34	Y <input type="checkbox"/>	34	
35		35	
36		36	Y <input type="checkbox"/>
37		37	
38		38	
39		39	
40		40	
41		41	
42		42	
43		43	Y <input type="checkbox"/>
44		44	
45			
46	Y <input type="checkbox"/>		
47	Y <input type="checkbox"/>		
48			
49			
50			
51			
52			

WIC Raw Score

Standard English Conventions (SEC)		Writing and Language	
Reading			
1		1	
2		2	
3		3	Y <input type="checkbox"/>
4		4	Y <input type="checkbox"/>
5		5	
6		6	
7		7	Y <input type="checkbox"/>
8		8	Y <input type="checkbox"/>
9		9	Y <input type="checkbox"/>
10		10	
11		11	
12		12	Y <input type="checkbox"/>
13		13	
14		14	Y <input type="checkbox"/>
15		15	Y <input type="checkbox"/>
16		16	Y <input type="checkbox"/>
17		17	
18		18	
19		19	
20		20	Y <input type="checkbox"/>
21		21	
22		22	
23		23	
24		24	Y <input type="checkbox"/>
25		25	Y <input type="checkbox"/>
26		26	
27		27	Y <input type="checkbox"/>
28		28	Y <input type="checkbox"/>
29		29	
30		30	
31		31	
32		32	Y <input type="checkbox"/>
33		33	
34		34	
35		35	Y <input type="checkbox"/>
36		36	
37		37	
38		38	Y <input type="checkbox"/>
39		39	Y <input type="checkbox"/>
40		40	
41		41	Y <input type="checkbox"/>
42		42	
43		43	
44		44	Y <input type="checkbox"/>
45			
46			
47			
48			
49			
50			
51			
52			

SEC Raw Score

Subscores Tables – Determine Subscore Raw Scores (continued)

Y = Counts toward Subscore. On your QAS report, look up every question marked "Y" to see if you answered it correctly. If so, check off the box for that question.

Heart of Algebra (HOA)	
Math Test – Calculator	Math Test – No Calculator
1	1 Y <input type="checkbox"/>
2	2 Y <input type="checkbox"/>
3 Y <input type="checkbox"/>	3 Y <input type="checkbox"/>
4 Y <input type="checkbox"/>	4 Y <input type="checkbox"/>
5	5
6	6
7	7
8 Y <input type="checkbox"/>	8
9	9
10	10
11 Y <input type="checkbox"/>	11
12 Y <input type="checkbox"/>	12 Y <input type="checkbox"/>
13	13
14	14
15	15 Y <input type="checkbox"/>
16	16 Y <input type="checkbox"/>
17	17
18	18 Y <input type="checkbox"/>
19	19
20	20
21	
22	
23	
24 Y <input type="checkbox"/>	
25	
26	
27 Y <input type="checkbox"/>	
28	
29	
30 Y <input type="checkbox"/>	
31	
32	
33	
34	
35 Y <input type="checkbox"/>	
36 Y <input type="checkbox"/>	
37 Y <input type="checkbox"/>	
38	

Problem Solving and Data Analysis (PSD)	
Math Test – Calculator	Math Test – No Calculator
1 Y <input type="checkbox"/>	1
2	2
3	3
4 Y <input type="checkbox"/>	4
5	5
6 Y <input type="checkbox"/>	6
7	7
8	8
9 Y <input type="checkbox"/>	9
10	10
11	11
12	12
13 Y <input type="checkbox"/>	13
14 Y <input type="checkbox"/>	14
15 Y <input type="checkbox"/>	15
16 Y <input type="checkbox"/>	16
17 Y <input type="checkbox"/>	17
18 Y <input type="checkbox"/>	18
19 Y <input type="checkbox"/>	19
20 Y <input type="checkbox"/>	20
21	
22 Y <input type="checkbox"/>	
23	
24	
25	
26 Y <input type="checkbox"/>	
27	
28	
29	
30	
31	
32 Y <input type="checkbox"/>	
33 Y <input type="checkbox"/>	
34	
35	
36	
37	
38 Y <input type="checkbox"/>	

Passport to Advanced Math (PAM)	
Math Test – Calculator	Math Test – No Calculator
1	1
2	2
3	3
4	4
5	5 Y <input type="checkbox"/>
6	6
7 Y <input type="checkbox"/>	7 Y <input type="checkbox"/>
8	8 Y <input type="checkbox"/>
9	9 Y <input type="checkbox"/>
10 Y <input type="checkbox"/>	10
11	11 Y <input type="checkbox"/>
12	12
13	13
14	14 Y <input type="checkbox"/>
15	15
16	16
17	17 Y <input type="checkbox"/>
18	18
19	19 Y <input type="checkbox"/>
20	20 Y <input type="checkbox"/>
21 Y <input type="checkbox"/>	
22	
23	
24	
25	
26	
27	
28 Y <input type="checkbox"/>	
29 Y <input type="checkbox"/>	
30	
31 Y <input type="checkbox"/>	
32	
33	
34 Y <input type="checkbox"/>	
35	
36	
37	
38	

HOA Raw Score

PSD Raw Score

PAM Raw Score

CONVERSION TABLES

Raw Score Conversion – Section and Test Scores

Section and Test Scores

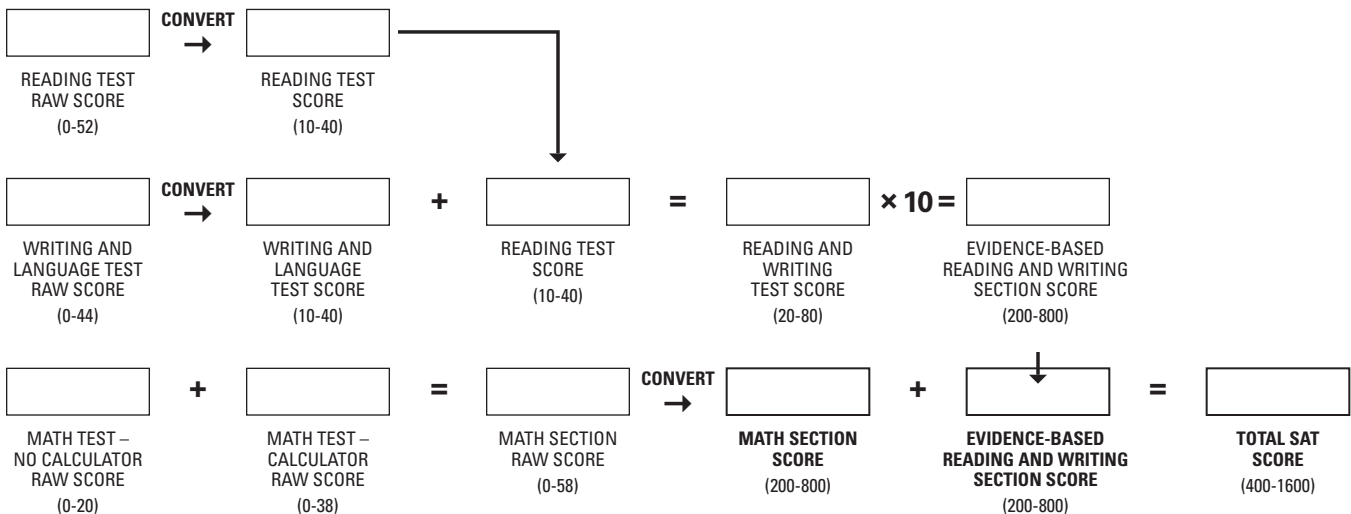
RAW SCORE CONVERSION TABLE 1

Raw Score (# of correct answers)	Math Section Score	Reading Test Score	Writing and Language Test Score
0	200	10	10
1	200	10	10
2	220	10	10
3	230	11	11
4	240	12	12
5	260	13	12
6	270	13	13
7	290	14	14
8	300	15	15
9	310	16	16
10	320	16	16
11	340	17	17
12	350	18	18
13	360	18	18
14	370	18	19
15	380	19	19
16	400	19	20
17	410	20	21
18	420	20	21
19	430	21	22
20	440	21	22
21	450	22	23
22	460	23	23
23	470	23	24
24	480	24	24
25	490	24	25
26	500	25	26
27	510	25	26
28	520	26	27
29	520	26	28

Raw Score (# of correct answers)	Math Section Score	Reading Test Score	Writing and Language Test Score
30	530	27	28
31	540	27	29
32	540	28	29
33	550	28	30
34	560	29	31
35	570	29	32
36	570	30	32
37	580	30	33
38	590	31	34
39	600	31	35
40	600	32	35
41	610	32	37
42	620	33	38
43	630	33	39
44	640	34	40
45	650	35	
46	660	35	
47	670	36	
48	670	37	
49	680	38	
50	690	39	
51	700	39	
52	720	40	
53	730		
54	740		
55	760		
56	770		
57	790		
58	800		

Section and Test Scores

CONVERSION EQUATION 1



Raw Score Conversion – Cross-Test Scores

Cross-Test Scores

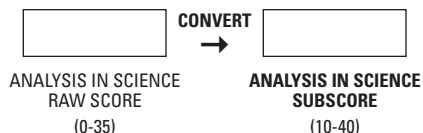
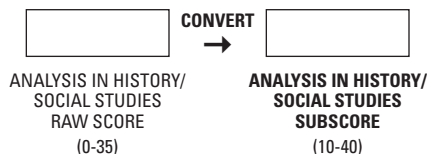
RAW SCORE CONVERSION | TABLE 2

Raw Score (# of correct answers)	Analysis in History/Social Studies Cross-Test Score	Analysis in Science Cross-Test Score
0	10	10
1	10	11
2	11	12
3	12	13
4	13	14
5	14	15
6	16	16
7	17	17
8	18	18
9	19	19
10	20	19
11	21	20
12	22	21
13	23	22
14	24	22
15	24	23
16	25	24
17	26	25

Raw Score (# of correct answers)	Analysis in History/Social Studies Cross-Test Score	Analysis in Science Cross-Test Score
18	26	25
19	27	26
20	28	27
21	28	27
22	29	28
23	30	29
24	30	30
25	31	30
26	32	31
27	32	32
28	33	32
29	34	33
30	35	34
31	36	34
32	36	35
33	37	36
34	39	38
35	40	40

Cross-Test Scores

CONVERSION EQUATION 2



Raw Score Conversion – Subscores

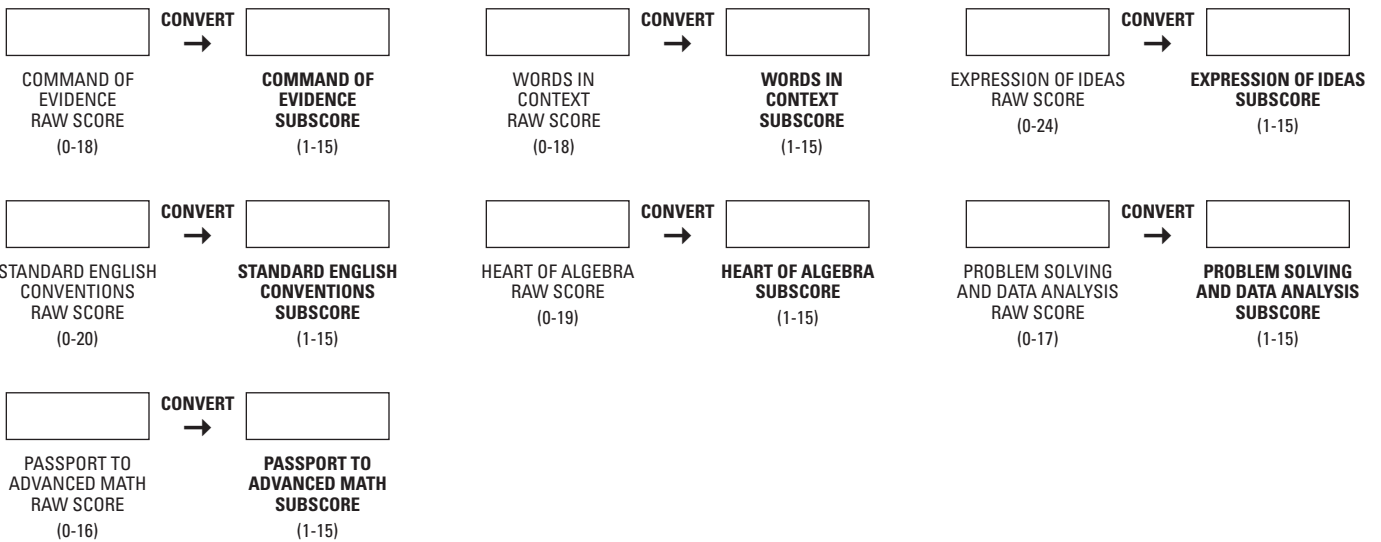
Subscores

RAW SCORE CONVERSION TABLE 3

Raw Score (# of correct answers)	Expression of Ideas	Standard English Conventions	Heart of Algebra	Problem Solving and Data Analysis	Passport to Advanced Math	Words in Context	Command of Evidence
0	1	1	1	1	1	1	1
1	1	1	2	1	2	1	3
2	2	1	3	2	4	1	4
3	2	2	3	3	5	1	5
4	3	3	4	4	6	2	5
5	4	4	5	6	7	3	6
6	4	4	6	7	8	4	6
7	5	5	7	7	8	5	7
8	5	6	7	8	9	5	8
9	6	6	8	9	9	6	8
10	6	7	9	10	10	7	9
11	7	8	9	10	11	8	9
12	7	9	10	11	11	9	10
13	8	9	10	12	12	9	11
14	8	10	11	13	13	10	12
15	9	11	12	14	14	11	12
16	9	12	12	14	15	12	13
17	10	13	13	15		14	14
18	10	14	14			15	15
19	11	15	15				
20	12	15					
21	12						
22	13						
23	14						
24	15						

Subscores

CONVERSION EQUATION 3



THE SAT ESSAY

The SAT Essay assesses reading, analysis, and writing skills. It's optional and given at the end of the SAT. Essays are evaluated for demonstrated comprehension of a source text, quality of analysis, and quality of writing. See the Essay Scoring Guide on pages 15 and 16 for more information.

- ▶ Total questions: 1 prompt, with points to consider and directions
- ▶ 1 passage
- ▶ Time allotted: 50 minutes to read and analyze the passage and to develop a written response

On the SAT Essay, you're asked to demonstrate college- and career-readiness proficiency in **reading**, **analysis**, and **writing** through comprehending a high-quality source text, producing a cogent and clear written analysis of that text, and supporting that analysis with critical reasoning and evidence drawn from the source. The Essay prompt doesn't ask you to take a stand on the author's point of view but instead to analyze how the author builds a persuasive argument.

Your essay will receive three scores, each on a scale of 2–8:

1. **Reading:** Demonstrated comprehension of the passage, its main ideas, and its important details.
2. **Analysis:** Demonstrated understanding of the analytical task, and effective analysis of the author's use of evidence, reasoning, and/or stylistic or persuasive elements (and/or features of your own choice).
3. **Writing:** Communication of information and ideas in a structured, cohesive manner, using precise language and a variety of sentence structures and showing a command of the conventions of standard written English.

Your Essay scores aren't combined with each other or with any other scores on the SAT. (They don't, for instance, affect the Evidence-Based Reading and Writing section score or the total test score.)

ESSAY SCORING GUIDE

Score	Reading	Analysis	Writing
4	<p>ADVANCED: The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>ADVANCED: The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>ADVANCED: The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3	<p>PROFICIENT: The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>PROFICIENT: The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>PROFICIENT: The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion.</p> <p>The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>

ESSAY SCORING GUIDE, continued

Score	Reading	Analysis	Writing
2	<p>PARTIAL: The response demonstrates some comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) but not of important details.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p> <p>The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p>	<p>PARTIAL: The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task.</p> <p>The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance.</p> <p>Or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p> <p>The response may lack a clear focus on those features of the text that are most relevant to addressing the task.</p>	<p>PARTIAL: The response demonstrates little or no cohesion and limited skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response may include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive.</p> <p>The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p> <p>The response shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.</p>
1	<p>INADEQUATE: The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>INADEQUATE: The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>The response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>INADEQUATE: The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>