International Baccalaureate®
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Group 1
English A: literature

Higher level and standard level

Specimen papers 1 and 2

For first examinations in 2013

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SPEC/1/A1ENG/HP1/ENG/TZ0/XX

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ENGLISH A: LITERATURE – HIGHER LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL SUPERIOR – PRUEBA 1

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

2 hours / 2 heures / 2 horas

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.

*Write a literary commentary on **one** of the following:*

1.

The buyers walk the line of our tobacco.

Mum tightens her clutch. She whispers, "Here they come."

Dad nonchalantly stands, resting on one leg, like a horse at rest. He looks away, as if the buyers are a common, bland species of bird on an otherwise more exciting safari.

Mum hisses, "Try and look hungry, kids."

I suck in my belly as far as possible and open my eyes as wide as they will go, so that they will seem hollow and needy. Vanessa sinks her head to her chest and shrinks with not-wanting-to-be-here.

Mum turns a fierce, fixed, terrifying smile on the buyers. Her look says, "Give us a good price and you will be rewarded with my love for all time. Please give us a good price. Please." Waves of her anxiety sink down into my belly and churn with the too-greasy excess of my recent breakfast.

None of us look at the other farmers and their families, who are also hovering with palpably jittering nerves over their bales.

The bales are torn open, leaves are pulled up and smelled; the thin-veined crop is rubbed between thick fingers (fingers flashing with gold bands, which are among the many things that tell the buyers from the farmers: no farmer I know wears rings). A price is scrawled on a ticket. Dad waits until the buyers are out of earshot and then whispers to Mum in a soft, warning voice, "Steady. Hold it," in the way he would talk to a fretful animal.

Now Mum, Vanessa and I watch Dad's hands as he walks the line. If he agrees with the price we have been offered for each bale, he hesitates, fingers hovering briefly above the ticket, and then walks on, leaving the ticket intact. That tobacco will be taken away to cigarette factories: famous, well-travelled Rhodesian burley all the way from our lucky farm.

If Dad disagrees with the price the buyer has offered, he tears the ticket. Those bales will be rewrapped, loaded onto lorries, and brought back to unlucky Robandi. Dad will wait to sell them later in the season, when perhaps the buyers will be more hungry for tobacco. Those bales will sit in the grading shed, open to the air, where blasts of steam will keep the leaves in a fine balance between soft and mouldy. They will anger Dad whenever he sees them. Mum will spend hours, until her fingers burn with the sticky yellowing residue of the leaves, resorting and rebaling the leaves in the superstitious belief that a new presentation might bring a healthier price.

If Dad starts tearing tickets and his face becomes folded and deep, we feel ourselves become quiet and wishing-we-weren't-here. But if he is walking quickly over the line of tobacco, leaving the tickets pristine, beautiful whole rectangles of yellow, we are giddy. Vanessa and I start to run between the bales, exuberant, silly, loud, and Mum doesn't say, "Shhh girls! Behave yourselves!" And then Dad has walked the line and, without looking at the other farmers, he takes Mum by the hand and he says, "Come on, Tub." Vanessa and I fall into line behind Mum and Dad. His fingers are wrapped round hers. By the end of today Dad will have gone to see the fat man with the wet lips from Tabex and Mum will have her rings back, and when we get home to Robandi she will polish them in Silvo to remove the tarnish of shame and disuse.

Dad doesn't smile, or concede any kind of victory in front of the buyers. He waits until we are in the car and then he says to Mum, "Fair price."

Don't Let's Go To The Dogs Tonight, Alexandra Fuller, Pan Macmillan, London

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1.

An adequate to good literary commentary will:

- grasp the basic situation of the tobacco selling/buying and the economic situation of the passage
- note the anticipation and tension of the various members of the family
- identify the particular attitudes of the mother, the father and the narrative voice in relation to each other in this situation
- follow the implications of the use of the "ticket" in the transactions
- understand the conclusion of the morning's event.

A very good to excellent literary commentary may also:

- probe the gestures and words of each of the characters for what they reveal of both background and situation and the writer's efficiency in the techniques of characterization
- note the role that adjectives and adverbs play in delineating the content and tone of the passage
- discuss the alternating attention of the narrator to each of the parents, and their own interactions
- explore the way language is used to acquaint the reader with the particular practice of tobacco trading.

2.

An adequate to good literary commentary will:

- identify the central character and his situation in the park
- note the transition provided by lines 20–21
- offer some interpretation of the two final stanzas and their relation to the main description
- comment on the word choice and its effects
- note the use of parenthesis and its connection to the poem's thought and feeling.

A very good to excellent literary commentary may also:

- explore in detail the way in which natural imagery is used to characterize the central figure
- evaluate the use of hyphenated words in the poem
- offer a well-supported interpretation of the last two stanzas, connecting them persuasively to the earlier part of the poem.

July Man

Old, rain-wrinkled, time-soiled, city-wise, morning man
whose weeping is for the dust of the elm-flowers
and the hurting motes of time,
rotted with rotting grape,
sweet with the fumes,
puzzled for good by fermented potato-
peel out of the vat of the times,
turned out and left
in this grass-patch, this city-gardener's place
under the buzzing populace's
square shadows, and the green shadows
of elm and ginkgo and lime
(planted for Sunday strollers and summer evening
families, and for those
bird-cranks with bread-crumbs
and crumpled umbrellas who come
while the dew is wet on the park, and beauty
is fan-tailed, grey and dove grey, aslant, folding in
from the white fury of day).

In the sound of the fountain
you rest, at the cinder-rim, on your bench.

The rushing river of cars
makes you a stillness, a pivot, a heart-stopping
blurt, in the sorrow
of the last rubbydub swig, the searing, and
stone-jar solitude lost, and yet,
and still – wonder (for good now) and
trembling:

> The too much none of us knows
> is weight, sudden sunlight, falling
> on your hands and arms, in your lap,
> all, all in time.

Margaret Avison, *The Dumbfounding* (1966),
taken from *Always Now* (2003)

SPEC/1/A1ENG/HP1/ENG/TZ0/XX/M

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MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN

SPECIMEN PAPER /
SPÉCIMEN D'ÉPREUVE /
EXAMEN DE MUESTRA

ENGLISH / ANGLAIS / INGLÉS A:
LITERATURE / LITTÉRATURE /
LITERATURA

Higher Level
Niveau Supérieur
Nivel Superior

Paper / Épreuve / Prueba 1

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ENGLISH A: LITERATURE – HIGHER LEVEL – PAPER 2
ANGLAIS A : LITTÉRATURE – NIVEAU SUPÉRIEUR – ÉPREUVE 2
INGLÉS A: LITERATURA – NIVEL SUPERIOR – PRUEBA 2

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

2 hours / 2 heures / 2 horas

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer one essay question only. You must base your answer on at least two of the Part 3 works you have studied. Answers which are not based on a discussion of at least two Part 3 works will not score high marks.
- You are not permitted to bring copies of the works you have studied into the examination room.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Traitez un seul sujet de composition. Vous devez baser votre réponse sur au moins deux des œuvres de la troisième partie que vous avez étudiées. Les réponses qui ne sont pas basées sur au moins deux des œuvres de la troisième partie n'obtiendront pas une note élevée.
- Vous n'êtes pas autorisé(e) à apporter des exemplaires des œuvres que vous avez étudiées dans la salle d'examen.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Conteste una sola pregunta de redacción. Base su respuesta en al menos dos de las obras estudiadas de la Parte 3. Las respuestas que no se basen en al menos dos obras de la Parte 3 no recibirán una puntuación alta.
- No está permitido traer copias de las obras estudiadas a la sala de examen.

*Answer **one** essay question only. You must base your answer on at least two of the Part 3 works you have studied and **compare and contrast** these works in response to the question. Answers which are **not** based on a discussion of at least two Part 3 works will **not** score high marks.*

Drama

1. Explore the ways in which dramatists have made use of monologues and/or soliloquies in at least two plays you have studied.

2. Plays employ various kinds of structural divisions such as prologues and epilogues, act and scene divisions, even carefully placed intermissions. Discuss the dramatic uses made of these divisions in at least two plays you have studied.

3. "A play should make you laugh or should make you cry." With reference to at least two plays you have studied, discuss the methods playwrights use to generate emotional response in their audiences.

Poetry

4. A poem on the page is often recognized immediately by its visual appearance. Using at least two poems you have studied, discuss the way the poets have arranged lines and stanzas in terms of length, spacing or position to create visual arrangements that mirror the thoughts and feelings of the poems.

5. Focussing on the works of at least two poets you have studied, discuss the effects created by metaphors in a poem.

6. Light and dark, country and city, proud and humble—these and numerous other contrasts have been used by poets to sharpen their expression of ideas or feelings. In the works of at least two poets you have studied, explore the ways contrasts have been used to achieve particular effects.

Prose: novel and short story

7. Writers of fiction do not always relate events in chronological order. In at least two works you have studied, explore the effects of telling the story in a non-chronological manner.

8. The memorable impact of novels and short stories arises from the careful and often brilliant creation of detail by their writers. Using at least two writers you have studied, explore the role and impact of some significant details in the narratives.

9. Some writers select a narrative voice that sharpens or clarifies their stories; others choose a narrative voice that mystifies or misleads. How and to what effect have at least two of the writers you have studied employed narrative voice?

Prose other than fiction

10. Choosing at least two works you have studied, discuss the way the writers have structured their works to make their material clear and interesting to their audiences.

11. Personal history as well as the backdrop of events surrounding that personal history are both significant to many works of prose other than fiction. In at least two works you have studied, discuss the use made of the interplay between personal history and the background within which that personal history occurred.

12. How have two or more writers in your study made particular places or settings an element of significance in their works?

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MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN

SPECIMEN PAPER /
SPÉCIMEN D'ÉPREUVE /
EXAMEN DE MUESTRA

ENGLISH / ANGLAIS / INGLÉS A:
LITERATURE / LITTÉRATURE /
LITERATURA

Higher Level and Standard Level
Niveau Supérieur et Niveau Moyen
Nivel Superior y Nivel Medio

Paper / Épreuve / Prueba 2

5 pages/páginas

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ENGLISH A: LITERATURE – STANDARD LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL MEDIO – PRUEBA 1

SPECIMEN PAPER
SPÉCIMEN D'ÉPREUVE
EXAMEN DE MUESTRA

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a guided literary analysis on one passage only. In your answer you must address both of the guiding questions provided.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse littéraire d'un seul des passages. Les deux questions d'orientation fournies doivent être traitées dans votre réponse.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un análisis literario sobre un solo pasaje. Debe abordar las dos preguntas de orientación en su respuesta.

*Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.*

1.

Ballad of Birmingham

(On the Bombing of a Church in Birmingham, Alabama, 1963)

"Mother dear, may I go downtown
Instead of out to play,
And march the streets of Birmingham
In a Freedom March today?"

"No, baby, no, you may not go,
For the dogs are fierce and wild,
And clubs and hoses, guns and jail
Aren't good for a little child."

"But, mother, I won't be alone.
Other children will go with me,
And march the streets of Birmingham
To make our country free."

"No, baby, no, you may not go,
For I fear those guns will fire.
But you may go to church instead
And sing in the children's choir."

She has combed and brushed her night-dark hair,
And bathed rose petal sweet,
And drawn white gloves on her small brown hands,
And white shoes on her feet.

The mother smiled to know her child
Was in the sacred place,
But that smile was the last smile
To come upon her face.

For when she heard the explosion,
Her eyes grew wet and wild.
She raced through the streets of Birmingham
Calling for her child.

She clawed through bits of glass and brick,
Then lifted out a shoe.
"O, here's the shoe my baby wore,
But, baby, where are you?"

Dudley Randall, *The Ballad of Birmingham* (1969)

(a) Describe the irony of the situation in the poem.

(b) How effectively do you see the form of the poem as heightening its meaning?

2.

Herby Chin kept calling for his mother, until finally I heard the back door open and a rush of footsteps and voices from the kitchen; a chair fell over, curtains were whipped back, blinds whirled and snapped up. Mr. Chin was shouting instructions. Mrs. Chin called my name. Shadows moved, and bodies, tall and short, shuddered around the room. At the doorway of the bedroom, when she saw me look up at her, Mrs. Chin only hesitated for a second before she rushed beside the bed, shoved aside some pillows and clothes, and warily knelt beside me on the mattress: "*Don't be afraid … don't be afraid …*" I felt Mommy's head move.

Mrs. Chin, with her strong farming hands, pulled apart the rigid arms and began lifting me up, up, up, from the dark between my mother's breasts. Wetness clung to my legs. Sheets of wetness pulled away from me.

I was carried away at last, carried into the late morning air to the Chins' heated cabin. Mrs. Chin told me again not to be afraid, put me down in a large chair in the midst of her own four children sitting around the table. Their small faces reflected back to me my own vacant stare.

"Now we have some *jook*," Mrs. Chin said, as calmly as she could manage, putting a bowl of morning gruel in front of me.

They told me later that I ate, that I said nothing. I remember hearing the siren of the police car, Mrs. Chin scrubbing her hands furiously; and when night fell, Mr. Chin sat beside me and told all his four children and myself a story of Old China. There were many words I did not understand, phrases whose meanings were riddles. In the kerosene lamplight, he recited poetry and sang old songs, and slapped his overalls till the dust from his day's labour settled over everyone. I remember the joy and excitement of his storytelling, and the quickening of my heart when he asked me what I would like.

"Tell another story!" I said, and knew suddenly, another's voice, my mommy's voice with its *Hoiping* tones, would never say again "*Long time ago … in Old China …*"

Mrs. Chin passed some pie a neighbour had brought by. The pie was freshly baked and steaming, and smelled of apples and cinnamon. It was made by a white lady named Mrs. Lawrence. She had white hair and wore glasses and had a kind face. She poked her head in and asked, "How is the little boy doing?"

"Good," Mrs. Chin said. "Jung strong boy. Never cry."

The Jade Peony, by Wayson Choy, copyright ©1995 by Wayson Choy. Reprinted by permission of the author and publishers. *The Jade Peony*, is published in Canada by Douglas & McIntyre and in Australia & New Zealand by Penguin.

(a) What do you understand of the characters and the situation in this passage?

(b) How does the writer effectively convey the context and the feelings of the narrating voice?

SPEC/1/A1ENG/SP1/ENG/TZ0/XX/M

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MARKING NOTES
REMARQUES POUR LA NOTATION
NOTAS PARA LA CORRECCIÓN

SPECIMEN PAPER /
SPÉCIMEN D'ÉPREUVE /
EXAMEN DE MUESTRA

ENGLISH / ANGLAIS / INGLÉS A:
LITERATURE / LITTÉRATURE /
LITERATURA

Standard Level
Niveau Moyen
Nivel Medio

Paper / Épreuve / Prueba 1

2 pages/páginas

1.

An adequate to good guided literary analysis will:

- grasp the events of the narrative and their culmination
- discuss the nature of the opposing forces in the poem
- explain how details contribute to the tone of the poem
- comment on the effects of rhyme and rhythm
- recognize the ironic aspects of the narrative.

A good to very good guided literary analysis may also:

- recognize and comment more extensively on the ironic aspects of the narrative
- discuss the features of the ballad form that are found in the poem
- comment on the handling of time in the poem.

2.

An adequate to good guided literary analysis will:

- convey a sense of the cultural context
- show a grasp of the speaker's situation and response
- explore the implications of mood shifts in the passage
- discuss the role of the adults in the situation.

A good to very good guided literary analysis may also:

- discuss the use of dynamic vocabulary in the passage
- explore the implications of mood shifts in the passage
- discuss the way overlapping cultural elements are handled in the passage
- analyse the rapid unfolding of events in the passage and the effect on interest.

M14/1/AXENG/HP1/ENG/TZ2/XX

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ENGLISH A: LITERATURE – HIGHER LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL SUPERIOR – PRUEBA 1

Monday 5 May 2014 (morning)
Lundi 5 mai 2014 (matin)
Lunes 5 de mayo de 2014 (mañana)

2 hours / 2 heures / 2 horas

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.
- The maximum mark for this examination paper is *[20 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.
- Le nombre maximum de points pour cette épreuve d'examen est *[20 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es *[20 puntos]*.

*Write a literary commentary on **one** of the following:*

1.

"You didn't tell me," her mother said.

"What?"

"You know."

"That he knows how to speak to me?"

"Yes, that."

"No, I didn't tell you," she said, suddenly bold, thrusting her hand as she formed the letters and made her irritation clear.

Her mother turned and walked into the house. Janey felt her footsteps in the boards of the porch. The floor had always carried her mother's anger. She'd learned this first as a little girl when her mother and father argued. Their words might not have existed as sound for her, but anger always caused its own vibration.

She hadn't been exactly sure why they argued all those years ago, but sensed, the way a child will, that it was usually about her. And when she grew older she decided that it must have been about what she could and couldn't do, about what would be allowed and what wouldn't, and finally about what would be done with her, or for her, though she couldn't have put all of this into words as a child, words thought or spoken—in any form.

After their arguments her mother would come to her, take her into the kitchen while she worked, keeping her close, the stove's heat encircling her, pressing against her, taking her breath almost with its expansion through the room. Then her father might come in later, pick her up or take her by the hand, and quickly they would go out of the house and up to the store or maybe to the depot to watch the afternoon train arrive and depart northward. He would sit with her, hold her hand, smoke his cigar, the smell and smoke surrounding them in a masculine world of men loading and unloading, of coals and iron rails and more smoke and dreams of departure, the two of them headed away.

And then they did head away, but not before more silences and anger that she felt kept her parents from listening to each other, each made deaf in his or her own way. But the day arrived when, her suitcases packed, she and her father boarded the train for Talladega. After three days, he left her there, settled, as best she could be at the age of twelve, in her dorm room and in school for the deaf and blind.

She'd loved it there, had learned the alphabet on her fingers and how to sign, and how to read lips. She'd continued, finally, with her regular schooling too, and taken art, and began to paint with oils. The other children there were like her, lived in her world of silence that was no longer quiet but filled with the voices of fingers and hands flying—thin fingers, long fingers, the beautiful hands of boys. It was wonderful to be able to give shape to words. She knew that her speaking voice was something she'd had less and less control over, and so seldom used it. Now words came through her fingers, the muscles there growing stronger and more sure, giving her a voice again, a voice that wanted to shout, or even sing.

Her mother wouldn't visit, but wrote desperate letters about home, about missing her and wanting her there, those cursive words on the page like pieces of string tying and knotting her emotions. During her trips home she taught her father to speak to her, but for the longest time her mother could not, or would not, learn. "You can read lips," she would say. "That's enough for me."

"What about me?" she'd sign, and, of course, no answer came, and wouldn't have even if she'd forced herself to ask it aloud, from out of her throat and off her tongue.

Marlin Barton, *Into Silence* (2010)

2.

Better Days

Never anymore in a wash of sweetness and awe
does the summer when I was seventeen come back
to mind against my will, like a bird crossing —

my vision. Summer of moist nights full of girls
and boys ripened, holy drunkenness and violation
of the comic boundaries, defiances that never
failed or brought disaster. Days on the backs
and in the breath of horses, between rivers
and pools that reflected the cicadas'* whine,

enervation and strength creeping in smooth waves
over muscular water. All those things accepted,
once, with unnoticing hunger, as an infant

accepts the nipple, never come back to mind
against the will. What comes unsummoned now,
blotting out every other thought and image,

is a part of the past not so deep or far away:
the time of poverty, of struggle to find means
not hateful—the muddy seedtime of early manhood.

What returns are those moments in the diner
night after night with each night's one cup of coffee,
watching an old man, who always at the same hour

came in and smiled, ordered his tea and opened
his drawing pad. What did he fill it with?
And where's he gone? Those days, that studious worker,

hand moving and eyes eager in the sour light,
that artist always in the same worn-out suit,
are my nostalgia now. That old man comes back,
the friend I saw each day and never spoke to,
because I hoped soon to disappear from there,
as I have disappeared, into the heaven of better days.

A F Moritz, *Poetry Magazine* (2003)

* cicadas: very noisy insects

N12/1/A1ENG/SP1/ENG/TZ0/XX

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Monday 5 November 2012 (morning)
Lundi 5 novembre 2012 (matin)
Lunes 5 de noviembre de 2012 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.
- The maximum mark for this examination paper is *[25 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire sur un seul des passages. Le commentaire ne doit pas nécessairement répondre aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le désirez.
- Le nombre maximum de points pour cette épreuve d'examen est *[25 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.
- La puntuación máxima para esta prueba de examen es *[25 puntos]*.

*Write a commentary on **one** of the following:*

1.

Down the street there is a radio-repair shop run by an elderly Italian, Joe Vitale. Early in the summer there appeared across the front of his store a strange sign: *The Black Wido*[1]. And in smaller lettering: WATCH THIS WINDOW FOR NEWS OF THE BLACK WIDO. So our neighborhood wondered, waited. A few days later two yellowed photographs were added to the display; these, taken some twenty years before, showed Mr. Vitale as a husky man dressed in a black knee-length bathing suit, a black swimming cap and a mask. Typed captions below the pictures explained that Joe Vitale, whom we'd all known only as a stoop-shouldered, sad-eyed radio-repair man, had once been, in a more supreme incarnation, a champion swimmer and a lifeguard at Rockaway Beach.

We were warned to continue watching the windows; our reward came the following week: in a bold streamer, Mr. Vitale announced that The Black Wido was about to resume his career. There was a poem in the window, and the poem was called "The Dream of Joe Vitale"; it told of how he'd dreamed of again breasting the waves, conquering the sea.

On the next day appeared a final notice; it was an invitation, really, one which said we were all welcome to come to Rockaway on August 20, for this day he planned to swim from that beach to Jones Beach, a far piece. Through the intervening summer days, Mr. Vitale sat outside his store on a camp stool, observing the reactions of passers-by to his various declarations, sat there, dreamy and detached, nodding, smiling politely when neighbors stopped to wish him luck. A smart-aleck[2] kid asked him why he'd left out the last letter of Wido, and he answered very gently that widow with a *w* is for ladies.

For a while nothing more happened. Then one morning the world woke up and laughed at the dream of Joe Vitale. His story was in every paper; the tabloids put his picture on the front pages. And sorry pictures they were, too, for here he was, in a moment not of triumph, but agony, here he was standing on the beach at Rockaway with policemen on either side. And in their accounts this is the attitude most of the papers took: once upon a time there was a mad silly old man who rubbed himself with grease and trotted down to the sea, but when the lifeguards saw him out swimming so far, they put to their boats and brought him to shore; such a shy one, this comical old man, for the instant their backs were turned, he was off again, and so out the lifeguards rowed once more, and The Black Wido, forced upon the beach like a half-dead shark, returned to hear not the mermaids singing, but curses, catcalls, police whistles.

The proper thing to do would be to go and tell Joe Vitale how sorry you are, how brave you think him, and say, well, whatever you can: the death of a dream is no less sad than death, and indeed, demands of those who have lost as deep a mourning. But his radio store is closed; it has been for a long time; there is no sign of him anywhere, and his poem has slipped from place, has fallen beyond view.

Truman Capote, *The Dogs Bark: Public People and Private Places* (1951). Used with permission.

1 black wido(w): poisonous spider
2 smart-aleck: a person given to irritating displays of intelligence

- How does the writer use detail to construct a portrait of Joe Vitale?
- Discuss the role of "dream" in the passage.
- In what ways is the story made interesting by its manner of telling (for example, suspense, humour, voice, organization)?
- What role does the final paragraph have in completing this passage?

The Cat's Song

Mine, says the cat, putting out his paw of darkness.
My lover, my friend, my slave, my toy, says
the cat making on your chest his gesture of drawing
milk from his mother's forgotten breasts.

Let us walk in the woods, says the cat.
I'll teach you to read the tabloid of scents,
to fade into shadow, wait like a trap, to hunt.
Now I lay this plump warm mouse on your mat.

You feed me, I try to feed you, we are friends,
says the cat, although I am more equal than you.
Can you leap twenty times the height of your body?
Can you run up and down trees? Jump between roofs?

Let us rub our bodies together and talk of touch.
My emotions are pure as salt crystals and as hard.
My lusts glow like my eyes. I sing to you in the mornings
walking round and round your bed and into your face.

Come I will teach you to dance as naturally
as falling asleep and waking and stretching long, long.
I speak greed with my paws and fear with my whiskers.
Envy lashes my tail. Love speaks me entire, a word
of fur. I will teach you to be still as an egg
and to slip like the ghost of wind through the grass.

"The cat's song" from MARS AND HER CHILDREN by Marge Piercy, copyright ©1992 by Middlemarsh, Inc. Used by permission of Alfred A. Knopf, a division of Random House, Inc. Any third party material use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House, Inc. for permission. For on-line information about other Random House, Inc. books and authors, see the Internet web site at http://www.randomhouse.com.

– In what ways does the poet use imagery to portray the cat?
– What are the attitudes of the cat as shown in its various invitations and directions?
– Explore the nature of the relationship between the speaker, the cat, and whomever is addressed by this voice.
– How do the last six lines add to or develop the poem?

*Write a commentary on **one** of the following:*

1.

Non-Paying Passengers

Walk down any busy street. Sit in a crowded restaurant. Take a seat in a well-filled cinema. In particular, board a packed train. The chances are that somewhere in the immediate vicinity is a ghost. An actual, visible, audible, and – heaven help us – a solid ghost.

This is an unpalatable truth, that would be greeted with derision were it widely broadcast. Certainly, Percy Fortesque would have become gravely embarrassed if such a possibility had been presented to him as an undeniable fact, his assumption being he was either in the presence of a crank or a madman.

He was therefore totally unprepared when he saw the face of his dead wife staring at him from a window of the five-forty-five train which was standing at Platform 16 at Waterloo Station. She was sitting in the corner seat, wearing that blank, long-suffering look he remembered so well, and her steel-rimmed glasses reflected the light from an overhead platform lamp, so that they resembled miniature suns.

Percy's heart gave one violent thump and the shock froze his reasoning powers into icy splinters of fear, so that he could only keep walking and finally seat himself in the compartment next to the driver's cab. Then his brain gradually resumed its natural function and thoughts came tripping over one another in a vain effort to present a rational theory.

"That woman could not possibly have been Doris." He repeated this comforting assertion over and over again, and was delighted to note a marked improvement in his morale. He then moved on to list a number of excellent reasons why a defunct wife could not possibly be travelling on the five-forty-five from Waterloo. "One, she's dead. I was with her when she died. She said: 'Oh, dear,' and died. Two, she was cremated and her ashes sprinkled under a rosebush." Percy was very pleased now that he had decided on cremation. The fire was so final. Old-fashioned burial meant the component parts were still around. The bones still in existence. The skull intact. And … goodness gracious … sealed up in a wooden box, she could still be in one piece. But the cremation oven disintegrated: it was as though she had never been. She did not exist.

Then his nasty, inquiring brain recalled the memory of that face framed in a train window and began to go over the salient points. She had been wearing that awful blue hat that Percy had so detested; and … oh, good Lord … there had been that little wen* on the left side of her chin. The comforting thought of a Doris double began to fade. Surely the arm of coincidence could not be that long? But what was the alternative? Percy shifted uneasily and a dour-faced woman to his left shot him a suspicious glance. A Doris-ghost on a rush-hour train? An apparition on the five-forty-five? Percy giggled and the dour-faced woman tried to edge away.

When he alighted at Richmond he had to have a second look. His heart once again began to beat unnaturally fast and anticipation made icy fingers to trail down his spine – but he had to seek reassurance. Surely a second look would prove beyond doubt that he had been mistaken. Been deceived by a trick of light. Deluded by a quirk of imagination.

He walked slowly along the platform, daring to look into each window, and disinterested faces stared back at him. Newspapers were rustled, one saucy-eyed girl winked at him, but so far there was no sign of the face. A whistle blew, a voice shouted: "Right, Charlie!" and the train began to draw away. Percy stopped and faced the train as the carriages flashed by. Then, just as hope was maturing into blessed relief, he had a glimpse of Doris's face. Blue hat, steel-rimmed glasses, wen and all. He had the impression that just as the carriage tore out of his line of view, she turned her head so as to get a last look at him.

It really was too much. He fainted on the platform and a porter revived him with a cup of tea from the station buffet.

Ronald Chetwynd-Hayes, *The 10th Fontana Book of Great Ghost Stories* (1974)

*wen: cyst or lump

– Consider the ways in which the first two paragraphs introduce the story.

– How are the characters of Percy and Doris conveyed through the use of detail?

– Comment on the balance in the passage between the supernatural and the everyday.

– Comment on the elements which contribute to the comic tone of the passage.

2.

Dinner Party 1940

"Do you mind the news while we eat?"
So guests assenting
The well-bred voice from Daventry[1]
Mingled with sounds from the pantry
And slowly through the ether spilled
Its syllables … not silencing
augmenting
The show of wit which never fails
Thanks to 7.30 cock-tails … "and at Narvik[2]
Where for five days a storm has raged
a few were killed … "
"More mutton, Alice?" "Yes, it's delicious, dear,
Yesterday at bridge I held three aces, three …"
"in the Baltic
it is reported from Stockholm that the
soldiers fled …
leaving a number of dead" …
"But don't you like it cold with guava-jelly?"
The well-bred voice from Daventry
Did not grow less well-bred
And did not speak of more than three or four hundred dead
And did not really silence the sounds from the pantry
Or the show of wit which never fails
Thanks to 7.30 cock-tails.
Cold mutton is delicious with guava-jelly
And does not seriously incommode
Like cold lead in the belly.

Philip Sherlock, *The Penguin Book of Caribbean Verse in English* (1986)

[1] Daventry: centre of BBC broadcasting at the time
[2] Narvik: scene of battle in Norway

– Comment on the setting and situation in the poem.
– Discuss the contrasting voices and sounds.
– Comment on the imagery and literary techniques such as rhyme, repetition and alliteration.
– Discuss the ways in which the final three lines contribute to the overall meaning of the poem.

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Standard level – Paper 1
Anglais A : littérature – Niveau moyen – Épreuve 1
Inglés A: literatura – Nivel medio – Prueba 1

Monday 4 May 2015 (morning)
Lundi 4 mai 2015 (matin)
Lunes 4 de mayo de 2015 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

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Instrucciones para los alumnos

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Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.

1.

7:07 a.m. (by my digital bedside clock)

I must tell you something. When I woke up just a few moments ago I had the most alarming sensation. It was a feeling of instant alertness. Usually my mind lags vaguely behind my brain when it wakes, like the cranking up of an old lethargic engine, taking several seconds to gain full speed. But this morning I know something's up because when my eyes opened my mind opened too, eager as a young person's, with the immediacy of a lightbulb once you've flicked the switch. It's as if my body has sensed something before my brain has had a chance to work it out.

Then, with a bolt of understanding, it strikes me.

My little sister, Vivien, is dead.

Dead right here in this house, fifteen yards away in her room in the east wing, along the landing and left through the glass-paned double doors. I feel a sick surge of dread rising from the core of my stomach, spreading menace throughout my frail body. Pricking it coldly. Smothering all my usual morning aches.

Let me think now. I heard her during the night at five to one, when she got up to make her usual cup of tea, but I didn't hear her again, as I have every other night she's been here, going to the lavatory at five, and I haven't yet heard her this morning going down to get her tea even though it's now well past seven. Every other morning she's been like clockwork, straight down to the kitchen at seven on the dot*.

I'm still in bed with the blankets pulled up to my chin and my hands locked by my sides. I haven't moved a muscle since I woke. I don't dare, for fear that somehow it might upset the delicate balance of life and death that has threatened the house this morning. If I strain my eyes to the right, I can just about see my bedside clock. It makes me feel safer, knowing that it's there, looking after the time for me.

I think I should tell you there's a much more substantial reason for my knowing that she's dead than not having heard her this morning. Did I tell you last night, when I found the poisons upstairs in the laboratory, that I took down a tin of potassium cyanide powder from the very top shelf? I secreted it up the left sleeve of my dressing-gown (pinching the cuff round the bottom so it wouldn't fall out) and took it downstairs to the kitchen. I put half a teaspoonful in her milk in the fridge, then hid the tin behind the bottles in the drinks cabinet in the library. And you know how she likes to take her tea milky.

But, of course, the problem is I can't be *absolutely one hundred per cent sure* she's dead unless I go and check her. What if she's not dead? What if she's just *half* dead? (You can never be sure of getting the correct concentration per pound of body mass.) I can't have her being found half dead: she'll be prodded and probed until they find out she's been poisoned. I can't think why it didn't occur to me before that I'll have to actually go and check her. I can't possibly do that. It's not within my boundary. I've not been in that part of the house for forty-seven years. I wouldn't feel safe.

Poppy Adams, *The Behaviour of Moths* (2008)

* on the dot: precisely

(a) What does the reader discover about the relationship between the narrator and her sister?

(b) How is the character of the narrator revealed as the passage develops?

2.

Grandmother and Child

The waves that danced about the rock have gone,
The tide has stolen the rock as time has stolen
The quiet old lady who waited beneath the trees
That moved with a sad sea-sound in the summer wind.

When death was as near as the wind among the leaves,
Troubling the waking fear in the heart of the child
As the wind was troubling the shadows on the sunlit lawn
The grandmother seemed as frail as the frailest leaf.

But she sat so still in the shade of the summer trees
With the wind of death on her cheeks and her folded hands,
Her strength seemed large and cool, as the rock in the sea
Seemed large and cool in the green and restless waves.

As the rock remains in the sea, deep down and strong,
The rock-like strength of the lady beneath the trees
Remains in the mind of the child, more real than death,
To challenge the child's strength in the hour of fear.

Ruth Dallas, *An Anthology of Twentieth Century New Zealand Poetry* (1979).
Used with permission.

(a) Comment on the difference in focus between the first three stanzas and the last.

(b) How and to what effect does the poet use devices involving elements of nature to develop the poem?

M13/1/AXENG/SP1/ENG/TZ2/XX

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ENGLISH A: LITERATURE – STANDARD LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL MEDIO – PRUEBA 1

Thursday 2 May 2013 (morning)
Jeudi 2 mai 2013 (matin)
Jueves 2 de mayo de 2013 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

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INSTRUCCIONES PARA LOS ALUMNOS

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*Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.*

1.

THE FIRST WORLD WAR was a tragic and unnecessary conflict. Unnecessary because the train of events that led to its outbreak might have been broken at any point during the five weeks of crisis that preceded the first clash of arms, had prudence or common goodwill found a voice; tragic because the consequences of the first clash ended the lives of ten million human beings, tortured the emotional lives of millions more, destroyed the benevolent and optimistic culture of the European continent and left, when the guns at last fell silent four years later, a legacy of political rancour and racial hatred so intense that no explanation of the causes of the Second World War can stand without reference to those roots. The Second World War, five times more destructive of human life and incalculably more costly in material terms, was the direct outcome of the First. On 18 September 1922, Adolf Hitler, the demobilised frontfighter, threw down a challenge to defeated Germany that he would realise seventeen years later: "It cannot be that two million Germans should have fallen in vain … No, we do not pardon, we demand – vengeance!"

The monuments to the vengeance he took stand throughout the continent he devastated, in the reconstructed centres of his own German cities, flattened by the strategic bombing campaign that he provoked, and of those – Leningrad, Stalingrad, Warsaw, Rotterdam, London – that he himself laid waste. The derelict fortifications of the Atlantic Wall, built in the vain hope of holding his enemies at bay, are monuments to his desire for vengeance; so, too, are the decaying hutments of Auschwitz and the remnants of the obliterated extermination camps at Sobibor, Belzec and Treblinka. A child's shoe in the Polish dust, a scrap of rusting barbed wire, a residue of pulverised bone near the spot where the gas chambers worked, these are as much relics of the First as of the Second World War. They have their antecedents in the scraps of barbed wire that litter the fields where the trenches ran, filling the French air with the smell of rust on a damp morning, in the mildewed military leather a visitor finds under a hedgerow, in the verdigrised brass[1] of a badge or button, corroded clips of ammunition and pockmarked shards of shell. They have their antecedents also in the anonymous remains still upturned today by farmers ploughing the bloodsoaked soil of the Somme – "I stop work at once. I have a great respect for your English dead" – just as the barely viewable film of bodies being heaped into the mass graves at Belsen in 1945 has its antecedents in the blurred footage of French soldiers stacking the cordwood[2] of their dead comrades after the Second Battle of Champagne in 1915. The First World War inaugurated the manufacture of mass death that the Second brought to a pitiless consummation.

John Keegan, *The First World War* (1998)

[1] verdigrised brass: brass that has become green through weathering
[2] cordwood: stacked firewood

(a) By what means does the writer convey his attitude towards his subject in this passage?

(b) How does the writer use detail to make his argument more powerful?

I Am Tourist

I am Tourist
I fly across the seas with a cold glass in my hand
Watching Burt Reynolds movies
I am Tourist
With my chocolate-coloured spectacles
And my blue travellers chequetacles
And my video camera purring at the Sights
I am Tourist
With my Tourist Wife
We live the full and beautiful
Tourist Life
We are taken to a hill tribe
They live on a hill
They sell us many boxes
Painted green and grey
They are ugly boxes but very inexpensive
Then they put on hairy masks
And scarlet knickerbockers
They bang their stomachs and circle round us
Is it a wedding? Is it a funeral?
Whatever it is we video it all
And it is picturesque but it is not inexpensive
On the way back to the hotel
I tell our Guide
No more painted boxes
No more picturesque ceremonies
No more hill tribes
I want a mattress
And a pool and a bar
Just like back home
I am Tourist

Adrian Mitchell, *Blue Coffee: Poems 1985–1996* (1996)

(a) What image of a tourist is the poet portraying?

(b) Through what techniques is humour created in this poem?

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Standard level – Paper 1
Anglais A : littérature – Niveau moyen – Épreuve 1
Inglés A: literatura – Nivel medio – Prueba 1

Monday 2 May 2016 (morning)
Lundi 2 mai 2016 (matin)
Lunes 2 de mayo de 2016 (mañana)

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1.

Once upon a time, I am ten years old and my dad is driving me home from the park.

We're floating through the streets in our family car, a rust-red Ford LTD station wagon with the windows covered in a layer of dust and the loose suspension that makes it feel less like a car and more like a scrappy little boat sailing down the avenue. I am tired and sweat-crusted and eating half of an orange Popsicle[1].

Sitting here in the front next to my dad, he in his uncomfortable-looking blue-gray slacks that he always wears, even on Saturdays, me in soccer shorts, sun beating down on my head, so hot even my hair is hot, my legs stuck to the vinyl seat, trying to concentrate on not letting the melting rivulets of orange-flavored sugar water run too far down the side of my skinny forearm, squinting through the windshield. I remember this day, I know what happens, and yet I still feel like I don't know what will happen.

"Kids at school say that you," I start to say.

"That I? I'm what?"

"That you're, uh."

"Strange?"

"Crazy."

I actually say this. I remember saying this. I remember regretting that I had said it even as I was saying it. I regret it even now. Regret what it started, regret all that came after.

He keeps his eyes on the road. I can't tell if he's mad. He doesn't say anything. I'm scared I've angered him somehow; I have a ten-year-old's crude sense of having found a subject that is dangerous, a son's sense of having wandered into the line of fire, into some sort of yet-to-be-discovered axis running between my father and me, and yet, and still, for some reason I keep going. Not to hurt him, no, I keep going just because, for the first time in my young life, it feels like my father is here, in the car, with me, listening to me, that for the first time ever I have his attention not as a boy, his son, but as a person, as a future man, as someone who is just starting to go out into the world and bring parts of it back, parts that can remind him that I won't always be his to teach, parts that may remind him of how small our family is.

I ask him if it's true what they say.

He says what's that.

"Do you really think it's possible to travel to the past?"

He's got to be mad now. He doesn't get mad often, but when he does. Not good. I'm sure he's mad, I'm positive, I'm considering how much it would hurt if I opened the car door and just jumped out, but then he just laughs and takes his foot off the gas and pulls into the slow lane. "We're time traveling right now," he says, the cars speeding by and honking in Dopplerized frequencies[2].

And then he pulls completely off the road into the parking lot of a video rental store and shuts off the engine and I am thinking he's doing this to somehow prove his point even further, that he's going to explain to me how even now, completely motionless, we are still time traveling, I am thinking I'm about to get a lecture about how I would understand this if I just kept up with my math homework, but instead, my father turns to me and tells me, in all seriousness, this idea he has had, a secret plan, an *invention*.

My father, the inventor. I had never thought of him that way before that afternoon, although a small part of me felt lifted, opened, as if the world was bigger than I'd imagined, that there were parts of my father I could never have guessed at. I thought of him as old, as someone with a job, as, well, Dad. Not someone with dreams or ideas. My father had ambition. Ambition he had never previously shared with me, and why would he, I was ten, but he also didn't share it with my mother, or anyone else. He kept it inside, in his study, in a box, in himself.

"Chapter 12" from HOW TO LIVE SAFELY IN A SCIENCE FICTIONAL UNIVERSE: A NOVEL by Charles Yu, copyright © 2010 by Charles Yu. Used by permission of Pantheon Books, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved.

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1 Popsicle: a water-based frozen snack on a stick, also called an ice-lolly

2 Dopplerized frequencies: this relates to the Doppler effect in physics, which is the effect created by soundwaves so that sirens and other warning sounds seem louder and higher-pitched when they are coming from behind you and then lower as they move away from you.

(a) In what ways are the events described in this passage important in shaping the narrator's perceptions of his father?

(b) How do structural features (for example, sentence length, dialogue, paragraphing, etc) help to convey the narrator's feelings?

2.

The Kindness

Banff, Alberta

The mother elk & 2 babies are sniffing
the metal handle of the bear-proof trash bin.
I remember the instructions for city people:
3 football fields of space between you &
the elk if their babies are with them.
I'm backing up slowly,
watching the calves run into each other
as they bend to eat grass/look up
at the mother at the same time.
The caramel color of their coat,
the sloping line of their small snouts &
I want to hold that beauty,
steal it for me,
but I'm only on football field # 2 & backing
into the woods past the lodge pole pines.
Their fragility their awkward bumping
opens me to a long ago time—
a hand on the door,
I was walking in
to the psych hospital in Pittsburgh,
feeling broken & stripped down—
a hand on the door
from around my body
& I looked up to see the body
of a man, who said:
Let me get that for you
—a hand on the door
& the bottom of me
dropped/
I couldn't breathe for the kindness.
I couldn't say how deep that went
for me.
I had been backing up, awkward/
I had been blind to my own beauty.

"The Kindness" from the forthcoming book *Jackknife*, by Jan Beatty, © 2017.
Reprinted by permission of the University of Pittsburgh Press.

(a) In what ways, and to what end/s, does the poem reveal an awareness and an appreciation of beauty?

(b) Consider how stylistic choices (for example, imagery, diction, structure, etc) help establish the tone of the poem.

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ENGLISH A: LITERATURE – STANDARD LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL MEDIO – PRUEBA 1

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1.

Acceptance Speech

The radio's replaying last night's winners
and the gratitude of the glamorous,
everyone thanking everybody for making everything
so possible, until I want to shush
the faucet, dry my hands, join in right here
at the cluttered podium of the sink, and thank

my mother for teaching me the true meaning of okra,
my children for putting back the growl in hunger,
my husband, *primo uomo* of dinner, for not
begrudging me this starring role—

without all of them, I know this soup
would not be here tonight.

And let me just add that I could not
have made it without the marrow bone, that blood—
brother to the broth, and the tomatoes
who opened up their hearts, and the self-effacing limas,
the blonde sorority of corn, the cayenne
and oregano who dashed in
in the nick of time.

Special thanks, as always, to the salt—
you know who you are—and to the knife,
who revealed the ripe beneath the rind,
the clean truth underneath the dirty peel.

I hope I've not forgotten anyone—
oh, yes, to the celery and the parsnip,
those bit players only there to swell the scene,
let me just say: sometimes I know exactly how you feel.

But not tonight, not when it's all
coming to something and the heat is on and
I'm basking in another round
of blue applause.

From *The Zones of Paradise* by Lynn Powell, copyright © 2003 Lynn Powell.
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(a) Consider the situation and attitude of the speaker especially in relation to the opening and closing stanzas.

(b) Discuss the sources and importance of humour in the poem.

2.

THE floor under the little rock overhang was level and sandy. He crawled in as usual with his dustpan and brush and sat up. At the back of the tiny cave was a brick wall darkened with soot like the back of a fireplace. The row of bricks below the rock roof was missing. That, he supposed, was where the smoke went, although there was no trace of a fire on the clean sand floor. He knelt in front of the wall, poked his brush up into the gap and began to sweep away busily. Soot poured down, piling up on the floor in front of him. He brushed harder. Then the spiders began, small at first, but black as pitch and very active. He watched them scrabbling up the mound of soot, black on black, and brushed no more. Larger and larger spiders slithered out of the rift. He backed away until the tip of the overhang was pressing against his shoulders and waited for what he knew was coming.

But as usual, its arrival was swifter and more brutal than he was prepared for. It squeezed through the narrow gap and landed heavily but silently on the floor of the cave. King spider, the size of a young dog. Its many-faceted eyes took in everything at once, including Conrad pressed against the dripping rock roof. It, too, began to clamber up the mound of soot. He knew it was biding its time, waiting to attack, yet he did not move. To get out from under the overhang he would have had to bend his head and shoulders towards it and twist his legs beneath him. In doing this, he might lose his balance and lurch towards it, or at least make a sudden movement which would draw attention to himself. So he remained crouched on his knees, staring and stock-still, the soles of his feet pointing towards freedom.

He awoke shivering, staring with wide eyes at the black space between the wardrobe and the chest of drawers. Betsy lay with her back to him, her knees drawn up like a baby. She breathed slowly and deeply, as though she were breathing underwater, slow motion even in sleep. But reassuring. He put his hand on the long swell of her hip and stroked the blanket gratefully. Nothing moved in the darkness. There were no spiders. He settled back against the pillows and studied the blue ink of the window. He felt vaguely ashamed that, at his age, the strings of terror still ran so pure.

Quietly, so as not to disturb his wife, he got out of bed, pulled jeans and sweater over his pyjamas and went out on to the landing, closing the door softly. He paused in the darkness, listening. Only the faint hum of the refrigerator downstairs and the creak of the dog's basket as the creature lifted its head to attend.

He switched on the landing light, climbed the aluminium ladder, unlocked the trapdoor and clambered into the attic, pulling the ladder up behind him. Softly, he lowered the trapdoor again and switched on the lights. His pictures stared at him from around the room, muddy ominous shapes. Like the dream spiders, he thought, but without the power of dreams. Blackness without terror. Mere gloom.

A Alvarez, *Hunt* (1978) Copyright ©Al Alvarez

(a) How does the writer convey the states of mind of the main character?

(b) Consider the significance of the dream sequence to the passage as a whole.

N01/101/S(1)

INTERNATIONAL BACCALAUREATE
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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Thursday 8 November 2001 (afternoon)
Jeudi 8 novembre 2001 (après-midi)
Jueves 8 de noviembre de 2001 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

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- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

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INSTRUCCIONES PARA LOS ALUMNOS

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*Write a commentary on **one** of the following passages.*

1. (a)

He could not go forward, he would not turn back; he stood awaiting death. It did not keep him long waiting.

By some mysterious coincidence, almost instantaneously as he fell, the firing ceased, a few desultory shots at long intervals serving rather to accentuate than break the silence. It was as if both sides has suddenly repented of their profitless crime. Four stretcher-bearers of ours, following a sergeant with a white flag, soon afterward moved unmolested into the field, and made straight for Brayle's body. Several Confederate officers and men came out to meet them, and with uncovered heads assisted them to take their sacred burden. As it was borne toward us we heard beyond the hostile works fifes and a muffled drum — a dirge. A generous enemy honored the fallen brave.

Amongst the dead man's effects was a soiled Russia-leather pocketbook. In the distribution of mementos of our friend, which the general, as administrator, decreed, this fell to me.

A year after the close of the war, on my way to California, I opened and idly inspected it. Out of an overlooked compartment fell a letter without envelope or address. It was a woman's handwriting, and began with words of endearment, but no name.

It had the following date line: San Francisco, Cal., July 9, 1862." The signature was "Darling," in marks of quotation. Incidentally, in the body of the text, the writer's full name was given — Marian Mendenhall.

The letter showed evidence of cultivation and good breeding, but it was an ordinary love letter, if a love letter can be ordinary. There was not much in it, but there was something. It was this:

"Mr Winters, whom I shall always hate for it, has been telling that at some battle in Virginia, where he got his hurt, you were seen crouching behind a tree. I think he wants to injure you in my regard, which he knows the story would do if I believed it. I could bear to hear of my soldier lover's death, but not of his cowardice."

These were the words which on that sunny afternoon, in a distant region, had slain a hundred men. Is woman weak?

One evening I called on Miss Mendenhall to return the letter to her. I intended, also, to tell her what she had done — but not that she did it. I found her in a handsome dwelling on Rincon Hill. She was beautiful, well bred — in a word, charming.

"You knew Lieutenant Herman Brayle," I said, rather abruptly. "You know doubtless, that he fell in battle. Among his effects was found this letter from you. My errand here is to place it in your hands."

She mechanically took the letter, glanced through it with deepening colour, and then, looking at me with a smile, said:

"It is very good of you, though I am sure it was hardly worth while." She started suddenly and changed colour. "This stain," she said, "is it — surely it is not — "

"Madam," I said, "pardon me, but that is the blood of the truest and bravest heart that ever beat."

She hastily flung the letter on the blazing coals. "Uh! I cannot bear the sight of blood!" she said. "How did he die?"

I had involuntarily risen to rescue that scrap of paper, sacred even to me, and now stood partly behind her. As she asked the question she turned her face about and slightly upward. The light of the burning letter was reflected in her eyes and touched her cheek with a tinge of crimson like the stain upon its page. I had never seen anything so beautiful as this detestable creature.

"He was bitten by a snake," I replied.

from Ambrose Bierce, *Killed at Resaca*, (1891).

- To what extent is the narrator important to the effect of this passage?
- What role has diction to play in conveying feeling in this passage?
- How does the passage treat the role of women in times of war?
- Comment on the effectiveness of the final line.

importance of narrator

diction → feeling/emotions

role of women (in times of war)

effectiveness of final line.

1. (b)

Originally

We came from our own country in a red room
which fell through the fields, our mother singing
our father's name to the turn of the wheels.
My brothers cried, one of them bawling *Home,*
Home, as the miles rushed back to the city,
the street, the house, the vacant rooms
where we didn't live any more. I stared
at the eyes of a blind boy, holding its paw glum.
All childhood is an emigration. Some are slow,
leaving you standing, resigned, up an avenue
where no one you know stays. Others are sudden.
Your accent wrong. Corners, which seem familiar,
leading to unimagined, pebble-dashed estates[1], big boys
eating worms and shouting words you don't understand.
My parent's anxiety stirred like a loose tooth
in my head. *I want our own country,* I said.

But then you forget, or don't recall, or change,
and, seeing your brother swallow a slug, feel only
a skelf[2] of shame. I remember my tongue
shedding its skin like a snake, my voice
in the classroom sounding just like the rest. Do I only think
I lost a river, culture, speech, sense of first space
and the right place? Now. *Where do you come from?*
strangers ask. *Originally?* And I hesitate.

Carol Ann Duffy, *Dream State: The New Scottish Poets* (1994).

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1 estates: planned residential districts, usually built by local councils.

2 skelf: a splinter, a trace

– What do you take to be the tone of the poem and how is it created?

– How does the poet treat memory in the poem?

– What are the effects of repetition and parallelism in the poem?

– What, for you, are the most striking thoughts and feelings in the poem?

M10/1/A1ENG/SP1/ENG/TZ2/XX

22100091

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Tuesday 4 May 2010 (morning)
Mardi 4 mai 2010 (matin)
Martes 4 de mayo de 2010 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

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INSTRUCCIONES PARA LOS ALUMNOS

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*Write a commentary on **one** passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.*

1.

From Juliet to Sidney

28th January 1946

Dear Sidney,

Yes, dinner with pleasure. I'll wear my new dress and eat like a pig.

I am so glad I didn't embarrass S&S about Gilly and the teapot – I was worried. Susan suggested I make a 'dignified statement' to the press too, about Rob Dartry and why we didn't marry. I couldn't possibly do that. I honestly don't think I'd mind looking a fool, if it didn't make Rob look a worse one. But it would – and of course, he wasn't a fool at all. But he'd *sound like it*. I'd much prefer to say nothing and look like a feckless, flighty, cold-hearted bitch.

But I'd like you to know why – I'd have told you before, but you were in the Navy in 1942, and you never met Rob. Even Sophie never met him – she was up at Bedford that autumn and I swore her to secrecy afterwards. The longer I put off saying anything, the less important it became for you to know, especially in the light of how it made me look – witless and foolish for getting engaged in the first place.

I thought I was in love (*that's* the pathetic part – my idea of being in love). In preparation for sharing my home with a husband, I made room for him so he wouldn't feel like a visiting aunt. I cleared out half my drawers, half my cupboard, half my bathroom cabinet, half my desk. I gave away my padded hangers and brought in those heavy wooden ones. I took my teddy bear off the bed and put her in the attic. Now my flat was meant for two instead of one.

On the afternoon before our wedding, Rob was moving in the last of his clothes and belongings while I delivered my Izzy article to the *Spectator*. Then I tore home, flew up the stairs and threw open the door to find Rob sitting on the low stool in front of my bookcase, surrounded by cardboard boxes. He was sealing the last one up with tape and string. There were eight boxes – *eight boxes* of my books bound up and ready for the basement!

He looked up and said 'Hello, darling. Don't mind the mess, the caretaker said he'd help me carry these down to the basement.' He nodded towards my bookshelves and said, 'Don't they look wonderful?'

Well, there were no words! I was too appalled to speak. Sidney, every single shelf – where my books had stood – was filled with athletic trophies: silver cups, gold cups, blue rosettes, red ribbons. There were awards for every game that could possibly be played with a wooden object: cricket bats, squash racquets, tennis racquets, oars, golf clubs, ping-pong bats, bows and arrows, snooker cues, lacrosse sticks, hockey sticks and polo mallets. There were statues for everything a man could jump over, either by himself or on a horse. Next came the framed certificates – for shooting the most birds on such and such a date, for First Place in running races, for Last Man Standing in some filthy tug of war against Scotland.

All I could do was scream, 'How dare you! What have you DONE?! Put my books back!'

Well, that's how it started. Eventually, I said something to the effect that I could never marry a man whose idea of bliss was to strike out at little balls and little birds. Rob countered with remarks about damned bluestockings and shrews. And it all degenerated from there – the only thought we probably had in common was, What the hell have we talked about for the last four months? What, indeed? He huffed and puffed and snorted – and left. And I unpacked my books.

Remember the night last year when you met my train to tell me my home had been bombed flat? You thought I was laughing in hysteria? I wasn't – it was in irony – if I'd let Rob store all my books in the basement, I'd still have them, every one.

From *THE GUERNSEY LITERARY AND POTATO PEEL PIE SOCIETY*
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see the Internet web site at http://www.randomhouse.com.

– How is the personality of Juliet conveyed?

– How does the story told in the letter reveal the character of Rob?

– Comment on the use of the listing of details in this passage.

– In what ways does the fact that this passage is a letter affect its style?

PIANO AND DRUMS

When at break of day at a riverside
I hear jungle drums telegraphing
the mystic rhythm, urgent, raw
like bleeding flesh, speaking of
primal youth and the beginning.
I see the panther ready to pounce,
the leopard snarling about to leap
and the hunters crouch with spears poised;

And my blood ripples, turns torrent,
topples the years and at once I'm
in my mother's lap a suckling
at once I'm walking simple
paths with no innovations,
rugged, fashioned with the naked
warmth of hurrying feet and groping hearts
in green leaves and wild flowers pulsing.

Then I hear a wailing piano
solo speaking of complex ways
in tear-furrowed concerto;
of far-away lands
and new horizons with
coaxing diminuendo, counterpoint,
crescendo. But lost in the labyrinth
of its complexities, it ends in the middle
of a phrase at a daggerpoint.

And I lost in the morning mist
of an age at a riverside keep
wandering in the mystic rhythm
of jungle drums and the concerto.

Gabriel Okara, *Pergamon Poets II* (1968)

– What is the significance of the title?

– What do we learn about the speaker?

– Consider the various uses of contrast in the passage.

– Discuss the choice and effects of imagery in the poem.

IB DIPLOMA PROGRAMME
PROGRAMME DU DIPLÔME DU BI
PROGRAMA DEL DIPLOMA DEL BI

ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Friday 2 May 2003 (morning)
Vendredi 2 mai 2003 (matin)
Viernes 2 de mayo de 2003 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

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Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.

1. (a)

She looked away up into the sky: the palest kind of blue, a big quiet light. High up, two birds were flying together, drawing a straight line through the air like aircraft in formation.

Just over the brow of the hill was a fork in the road and a flaking wooden sign. One fork pointed downhill towards CASCADE RIVULET, the other uphill, to HANGING ROCK. Someone had tied a stone on the end of a bit of string and hung it from the sign. She laughed aloud, suddenly, a noise like a bark.

The dog twisted its head to look up at her in surprise and she stopped laughing. She glanced around, as if someone might have heard her, laughing on an empty road, and looked at the rock again. It was not really all that funny.

Below her, she could see Cascade Rivulet glinting metallically between the trees. The road ahead of her turned a sudden-sharp corner down the slope, so steep it had washed away into long corrugations, and then all at once there was the river, and the bridge.

She recognised it straight away from its picture in the paper, a humble little thing, the bend giving it an apologetic look. It was hard to see why the town was *split*[1] on it. She walked down to it, feeling stones rolling away from under her shoes down the slope. A white ute[2] was parked at the far end of the bridge but there was no sign of anyone, only a flat paddock in which some cows stood all lined up the same way like ornaments along a mantelpiece.

She stopped in the middle of the bridge and looked down at the river. Sun shone through the transparent amber water and lit up rounded rocks just under the surface, and fans of white sand. Where a band of sun cast a slice of black shadow, the water was dark and secretive.

She wanted to go down there, under the bridge, and saw that the fence at one end had collapsed, the wooden posts leaning crookedly where the bank had been scoured out by flood. She would not have actually forced her way through anyone's fence. She knew how farmers felt about them, and about city folk who had no respect for them. But someone had been there before her. She could see where the post had been eased further sideways in the soft ground, and a rip down the dirt of the bank, where someone's heels had slid.

Underneath, the bridge was a quaint, clumsy thing, a clutter of primitive timbers wedged against each other into crude simple joints. Where each horizontal met a vertical, each had had a piece removed so they were locked tightly together.

It was like two people holding hands.

From a distance the old wood looked nothing more interesting than grey, but close up, each timber had its own colour and its own personality. One was pink-grey with fine streaks of red like dried blood in the grain. Another was green-grey with circular blooms of brown-grey lichen, the next was the bleached blue-grey with a kinked grain like an old-fashioned marcel wave.[3]

She stood with her shoes sinking slowly in the damp sand, looking up into the underbelly of the bridge, feeling the muscles twitching in her thighs after the fast walk. It was all coarse and clumsy, but as well as the subtle textures of the grain, the shapes fitted together in a satisfying way, and there was what they called at the Museum an *interplay* between the light and the shadow that drew the eye back to look again and again.

She got a notebook and pencil out of her pocket and stood drawing squares and long rectangles that interlinked and interlocked, glancing between her page and the pencil.

When she had filled a page she turned over and started again. She spent a long time getting the angles right where one rectangle came in and locked into another. It looked so simple as to be not worth a second glance, but drawing it showed how complicated it really was.

When she had covered the third page she felt she had the shapes right, and started to shade the squares and rectangles with her pencil. *Light, dark, light, dark.* It was in no way a realistic drawing of the way the bridge looked, but it was what it might look like if you reduced it to its essence: simple squares and rectangles, simple lights and darks, arranged in a way that was not as simple as it seemed.

from Kate Grenville, *The Idea of Perfection* (1999)

1 split: the local community is divided between those who believe the old bridge is part of the area's cultural heritage, and those who think it should be demolished and a new utilitarian bridge erected in its place.

2 ute: pick-up truck

3 marcel wave: hair style

– Comment on the presentation of the main character.

– Explore the significance of the bridge.

– How does setting contribute to your understanding of the passage as a whole?

– Consider the use of contrast in the passage.

1. (b)

Otherwise

I come
from an opposite country
to yours, where water spirals
and the moon waxes
otherwise
my stars assemble in unfamiliar patterns
and I watch often
not traffic or television
but hour by hour the huge tide
absently fingering rocks and small shells
and the wet brown kelp
where fish go sliding through.

if you were with me now
on my favourite beach
we'd watch the distant seismograph
of silver peaks darkening to indigo
and walk on the breakwater
towards the harbour mouth,
disturbing the flocks of terns
that wheel up shrieking in slim wild voices
to land again behind us
renewing their conference. I would slip
my cold hand in your pocket
you'd look at me and grin
and we would walk together quietly
right to the very end,
where big chained rocks hold back
the same Pacific ocean, lumbering in.

Cilla McQueen, from *Axis: poems and drawings* (2001)

– What significance can you find in the title?

– How is the relationship between the speaker and the person addressed developed?

– How does the use of setting contribute to your understanding of the poem?

– Comment on the poet's style (for example, language, imagery, diction, form).

M11/1/A1ENG/SP1/ENG/TZ1/XX

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Tuesday 3 May 2011 (morning)
Mardi 3 mai 2011 (matin)
Martes 3 de mayo de 2011 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

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*Write a commentary on **one** of the following:*

1.

Now it's June, and night is brief as the brush of a wing, only an hour of yellow stars in a sky that never darkens beyond deep, tender blue.

No one sleeps. Crowds surge out of cafés and wander the streets, not caring where they go as long as they can lift their faces and drink the light. It's been dark for so many months.

A line of young men, arm in arm, drunk, stern with the effort of keeping on their feet, sways on the corner of Universitetskaya Embankment and Lieutenant Schmidt's bridge. They won't go home. They can't bear to part from one another. They'll walk, that's what they'll do, from one end of the city to another, from island to island, across stone bridges and shining water.

These are the nights that seal each generation of Leningraders' to their city. These nights are their baptism. The summer light will flood every grain of Leningrad stone, as it floods every cell of their own bodies. At three o'clock in the morning, in full sun, they'll find themselves in some backstreet of little wooden houses, miles from anywhere. There'll be a cat licking its paws in a doorway, a lime tree with electric-green leaves hanging over a high wooden fence, and an old woman slowly making her way down the street with a little bunch of jasmine pinned to her jacket. Each flower will be as white and distinct as a star against the shabby grey. And she'll smile at the young men as if she's their grandmother. She won't disapprove of their drunkenness, their shouting and singing. She'll understand exactly how they feel.

However old you are, you can't stay indoors on a night like this. It stirs again, the promise and recklessness of white nights. Peter's icy, blood-sodden marshes bear up the city like a swan. The swan's wings are still folded, but they are trembling in the summer light, stirring, and getting ready to fly. Darkness scarcely touches them.

The wind breathes softly. Water laps under the midnight bridges. And suddenly you know that there's no greater possible happiness than to be here, even when you're so old you're beyond walking. You lean out of your apartment window, with stiff joints and fading strength, over the city that will outlive you.

But Anna is not in Leningrad tonight. She's out in the country, at the dacha[2], alone with her father and Kolya. She doesn't belong in the crowds of students celebrating the end of their examinations. She doesn't share the jokes any more, or know which books everyone's reading. Hers is a daylight city of trams packed with overworked mothers, racing from work to food queue to kitchen and back again.

The white nights rouse up too many longings. Anna has a duty to crush them. She has five-year-old Kolya, her job at the nursery, and her responsibilities. It's no good letting herself dream of student life. She'll never have long days in a studio, mind and body trained on the movement of hand across paper. It's no good remembering what it was like to be seventeen, only six years ago, with graduation from school a year ahead of her, and a crowd of friends round the table at the Europe, packed together, laughing and talking so loudly that you could hardly hear what anyone said. The words didn't matter. The noise of happiness was what mattered, and the warmth of someone else's arm pressed against yours. There was a smell of sunburnt skin, coffee, cigarettes and marigolds.

Don't think about all that. She's at the dacha, leaning out of the window and resting her elbows on warm, silver-grey wood. It's very quiet. Behind her, Kolya sleeps in his cot-bed. They have a bedroom divided in two by a plywood partition. One half for her father, the other for Anna and Kolya. Downstairs, the living-room opens on to the verandah. Every sound echoes in the dacha's wooden shell.

Helen Dunmore, *The Siege* (2001)

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1 Leningraders: residents of the city of Leningrad, founded by Peter the Great of Russia (1672–1725) and known then and today as St Petersburg

2 dacha: a small holiday cottage

Helen Dunmore (2001), The Siege, extract produced with permission of A P Watt Ltd on behalf of Helen Dunmore

- Describe the mood of the "white nights" (named as such in line 20) in the opening paragraphs and analyse how it is created.
- Consider the presentation of Anna.
- Comment on the narrative voice.

- mood.
- presentation of Anna.
- narrative voice.

2.

Wife Hits Moose

Sometime around dusk moose lifts
his heavy, primordial jaw, dripping, from pondwater
and, without psychic struggle,
decides the day, for him, is done: time
to go somewhere else. Meanwhile, wife
drives one of those roads that cut straight north,
a highway dividing the forests

[not yet fat enough for the paper companies.
This time of year full dark falls
about eight o'clock – pineforest and blacktop
blend. Moose reaches road, fails
to look both ways, steps
deliberately, ponderously … Wife
hits moose, hard.]

at a slight angle (brakes slammed, car
spinning) and moose rolls over hood, antlers –
as if diamond-tipped – scratch windshield, car
damaged: rib-of-moose imprint
on fender, hoof shatters headlight.
Annoyed moose lands on feet and walks away.
Wife is shaken, unhurt, amazed.

– Does moose believe in a Supreme Intelligence?
Speaker does not know.
– Does wife believe in a Supreme Intelligence?
Speaker assumes as much: spiritual intimacies
being between the spirit and the human.
– Does speaker believe in a Supreme Intelligence?
Yes. Thank You.

Thomas Lux, *New and Selected Poems* (1997)

"Wife Hits Moose" from HALF-PROMISED LAND by Thomas Lux. Copyright (c) 1986 by Thomas Lux. Used by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

– How is the accident presented in the first three stanzas?

– How do form and structure support the poem's meaning?

– Consider the relationship between moose, wife and speaker.

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Higher level – Paper 1
Anglais A : littérature – Niveau supérieur – Épreuve 1
Inglés A: literatura – Nivel superior – Prueba 1

Wednesday 3 May 2017 (afternoon)
Mercredi 3 mai 2017 (après-midi)
Miércoles 3 de mayo de 2017 (tarde)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

Write a literary commentary on **one** of the following:

1.

In Bermondsey the shop windows were dusty. When you put your face close and peered, you saw old flypapers, pale cuts of meat, powdery cakes, strings of onions flaking onto yellowing newsprint. In the Highway the shops were full of birds. Cage upon cage piled high, each full of clustering creatures like sparrows but bright as sweets, red and black, white and yellow, purple and green, and some as gently lavender as the veins on a baby's head. It took the breath away to see them so crowded, each wing crushed against its fellows on either side. In the Highway green parakeets perched upon lamp posts. Cakes and tarts shone like jewels, tier on tier behind high glass windows. A black man with gold teeth and white eyes carried a snake around his neck.

How could I know what was possible and what was not? And when the impossible in all its beauty came walking towards me down the very middle of Ratcliffe Highway, why would I know how to behave?

Of course, I'd seen a cat before. You couldn't sleep for them in Bermondsey, creeping about over the roofs and wailing like devils. They lived in packs, spiky, wild-eyed, stalking the wooden walkways and bridges, fighting with the rats. But this cat...

The Sun himself came down and walked on earth.

Just as the birds of Bermondsey were small and brown, and those of my new home were large and rainbow-hued, so it seemed the cats of Ratcliffe Highway must be an altogether superior breed to our scrawny south-of-the-river mogs*. This cat was the size of a small horse, solid, massively chested, rippling powerfully about the shoulders. He was gold, and the pattern painted so carefully all over him, so utterly perfect, was the blackest black in the world. His paws were the size of footstools, his chest snow white.

I'd seen him somewhere, his picture in a poster in London Street, over the river. He was jumping through a ring of fire and his mouth was open. A mythical beast.

I have no recall of one foot in front of the other, cobblestones under my feet. He drew me like honey draws a wasp. I had no fear. I came before the godly indifference of his face and looked into his clear yellow eyes. His nose was a slope of downy gold, his nostrils pink and moist as a pup's. He raised his thick, white dotted lips and smiled, and his whiskers bloomed.

I became aware of my heart somewhere too high up, beating as if it was a little fist trying to get out.

Nothing in the world could have prevented me from lifting my hand and stroking the broad warm nap of his nose. Even now I feel how beautiful that touch was. Nothing had ever been so soft and clean. A ripple ran through his right shoulder as he raised his paw – bigger than my head – and lazily knocked me off my feet. It was like being felled by a cushion. I hit the ground but was not much hurt, only winded, and after that it was a dream. There was, I remember, much screaming and shouting, but from a distance, as if I was talking underwater. The world turned upside down and went by me in a bright stream, the ground moved under me, my hair hung in my eyes. There was a kind of joy in me, I do know that – and nothing that could go by the name of fear, only a wildness. I was in his jaws. His breath burned the back of my neck. My bare toes trailed, hurting distantly. I could see his feet, fawny orange with white toes, pacing the ground away, gentle as feathers.

Carol Birch, Jamrach's *Menagerie*, CANONGATE BOOKS LIMITED (2011)

* mogs: slang word for cats

2.

Blaze

The unfunny irony of it became a family joke
how she'd stood gossiping at the door with
– of all people at that fatal moment –
the insurance man.

Beyond the Providential[1] shoulder
half her attention's on her white border:
cool blooms, shades of everything cold.
She waves to a neighbour sailing out with her pram.
Behind her, the dull safety of the house,
the half-known caverns of her children's bedrooms.

She chats, smiles at nothing much,
until the mordant reek of smoke
from the kitchen reaches him, then her.
Next, the clutch of panic checking all responses.
She watches flames run lovingly over everything,
brightness, then black, patterning her eyes.

What to save for whom.
Photographs, toys or letters?
She scoops the cat and his one last little life
from the bathtub upstairs.

She tells of the heat, describes the hungry fire
to her stony-faced husband
the raging beauty of it, the glorious energy.
You should have seen. It was like drowning in light!
but he finds no excuses for her.
Does her survival mean a thing to him?

Next day, her children laugh
at shapes of melted Tupperware[2] and glass.
They eat cold meals from the garage freezer
and whisper their relief.
She's still trembling.
Everything in the kitchen's gone
the treacherous toaster killed.)
Time for a re-fit.
Time to re-think her life.

Christine West, www.poetryfoundation.org (2006)

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1 Providential: the Provident, a financial services organization
2 Tupperware: plastic containers used for storing food

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Higher level – Paper 1
Anglais A : littérature – Niveau supérieur – Épreuve 1
Inglés A: literatura – Nivel superior – Prueba 1

Monday 4 May 2015 (morning)
Lundi 4 mai 2015 (matin)
Lunes 4 de mayo de 2015 (mañana)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

2215–0061
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Write a literary commentary on **one** of the following:

1.

Girls were getting up all over London. In striped pyjamas, in flowered Vivella[1] nightgowns, in cotton shifts they had made themselves and unevenly hemmed, or in sheer nylon to which an old cardigan had been added for warmth, girls were pushing back bedclothes and groping for slippers. They were tying the cords of dressing-gowns and pulling pins from their hair, they were putting the shilling in the meter[2] and the kettle on the gas ring. Those who shared were nudging each other out of the way and saying, "And it's only Tuesday." Those who lived alone were moaning and switching on radio or television. Some said prayers; one sang.

It is hard to say what they had least of—past, present, or future. It is hard to say how or why they stood it, the cold room, the wet walk to the bus, the office in which they had no prospects and no fun. The weekends washing hair and underwear, and going in despondent pairs to the pictures[3]. For some, who could not have done otherwise, it was their fate, decreed by Mum, Dad, and a lack of funds or gumption. Others had come from the ends of the earth to do it—had arrived from Auckland or Karachi or Jo'burg, having saved for years to do just this, having wrung or cajoled the wherewithal out of tear-stained parents. Not all were very young, but all, or nearly all, wished for a new dress, a boyfriend, and eventual domesticity. No two, however, were identical: which was the victory of nature over conditioning, advertising, and the behavioural sciences—no triumph, but an achievement against the odds.

Among the awakening women, that New Year, was Caroline Bell.

Caro had passed another examination and moved to another flat, where there were high ceilings, and draughts at long windows. Learning the address, Christian had remarked, "I didn't know there was anything cheap round there."

"It's over a shop," Caro told him, by way of reassurance.

For the first time she had a table and two chairs of her own, and a gold-coloured rug from India.

In the morning she was closing one of the windows, had drawn it down and was leaning both hands on the hasps[4]. On the inside sill there was a sprinkling of soot and flaked white paint. A branch of quince blossom, brought by Ted Tice the week before, was propped in a glass vase. Caro was standing at her second-floor window in a green dressing-gown and thinking of the women, of whom she was one—the women, waking yet dormant, who were getting up all over London.

Across the street a man on the curb looked up at her; looked up in the same swift, focusing way that she looked down. He appeared to have arrived at a destination, and might have been a figure in a spy story keeping watch on a fateful house: a wide, tall, motionless man in a dark-blue coat, who held a black stick and stood with feet apart and his bare dark head raised, confident that the house, or the world, would yield to siege.

She leaned, he looked. From her arched figure to his inexorable one was no great distance, and their eyes now met as they might have done in a room. There was momentary, complex stillness until, with a show of normality, Caro lifted her hands and dissolved the spell.

He slightly bowed as if he came from a graceful nation, France or Italy. They resumed their motions of interruption, crossing roads or rooms, Caro's bare feet on the yellow carpet, Caro's thin fingers yanking a dress from a hanger, the man's wide hand raised for a cab.

All the girls of London shuddered, waiting for the bus. Some had knitted themselves unbecoming brown Balaclavas[5], with worse mittens to match. Some held a boiled egg, still hot, in their glove—which warmed the hand, and could be eaten cold at lunchtime in the ladies' room. At that hour all London was ashudder, waiting for the bus.

From THE TRANSIT OF VENUS by Shirley Hazzard, copyright © 1980 by Shirley Hazzard. Used by permission of Viking Books, an imprint of Penguin Publishing Group, a division of Random House LLC. Reprinted by permission of the author.

2.

Meditation on a Bone

A piece of bone, found at Trondhjem in 1901, had the following runic inscription (about 1050 CE) cut on it: "I loved her as a maiden; I will not trouble Erlend's detestable wife; better she should be a widow."*

Words scored upon a bone,
Scratched in despair or rage
Nine hundred years have gone;
Now, in another age
They burn with passion on
A scholar's tranquil page.

The scholar takes his pen
And turns the bone about
And writes those words again
Once more they seethe and shout,
And through a human brain
Undying hate rings out.

"I loved her when a maid;
I loathe and love the wife
That warms another's bed:
Let him beware his life!"
The scholar's hand is stayed
His pen becomes a knife.

To grave in living bone
The fierce archaic cry.
He sits and reads his own
Dull sum of misery
A thousand years have flown
Before that ink is dry.

And, in a foreign tongue,
A man, who is not he,
Reads and his heart is wrung
This ancient grief to see
And thinks: When I am dung,
What bone shall speak for me?

A D Hope, *Quadrant* (1957)

* runic: an early medieval northern European alphabet

IB DIPLOMA PROGRAMME
PROGRAMME DU DIPLÔME DU BI
PROGRAMA DEL DIPLOMA DEL BI

N07/1/A1ENG/SP1/ENG/TZ0/XX+

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Friday 9 November 2007 (afternoon)
Vendredi 9 novembre 2007 (après-midi)
Viernes 9 de noviembre de 2007 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

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INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.

© IBO 2007

***Write** a commentary on **one** of the following. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.*

1. (a)

The town made the most of the drama. Neighbors came by regularly for news and everyone shouted out their support on their way to and from the market. In some places there are people of quiet disposition and few words, but around Shahkot they were a very rare exception. People visited their friends a great deal, and when they visited their friends, they talked the whole time, and in this way a great deal of information was passed back and forth, from even the most remote and isolated of places.

So although for one awful day it seemed as if Sampath had vanished forever, the next afternoon the watchman of the university research forest bicycled into town to bring his married sister some curd. Along with the curd, he also brought the news that, in the old orchard outside Shahkot, someone had climbed a tree and had not yet come back down. Nobody could tell why. The man, he said, would answer no questions.

"If someone in this country is crazy enough to climb up a tree, you can be sure it is Sampath," said Mr. Chawla. "There is no doubting the matter. Thank goodness the property no longer belongs to that judge or he would have Sampath clapped in jail for making a disturbance in his trees. We must just get him down without delay."

Holding hands, the family ran together to the bus stop, their rubber slippers slapping against their heels. They caught the same bus Sampath had taken on his journey out of Shahkot and got off close to where he had leapt from the window to run up the hillside, and here, far beyond the edge of the town, they made their way down the crisscross of little paths that led into an old orchard that had once borne enough fruit for it to be shipped to and sold in New Delhi. But it had been abandoned for many years now, the fruit acquiring the tang of the wilderness, the branches growing into each other, and these days was used only by an occasional goatherd grazing his flock. The orchard trees stretched almost all the way up the hillside, bordering at its edge, the university research forest.

With determination and purpose, the Chawla family clacked about, shouting up into the leaves. At last, at the far corner of the farthest guava grove, right near the crumbling wall that bordered the forest, they discovered Sampath sitting in his tree eating a guava, his legs dangling beneath him. He had been watching their efforts with some alarm.

What on earth was he to say? He imagined himself declaring, "I am happy over here." Or asking, in a surprised fashion: "But why have you come to visit me?" He could answer their accusations with a defiant: "But for some people it is normal to sit in trees." Or, serene with newfound dignity, he could say, "I am adopting a simple way of life. From now on I have no relatives." However, he did not wish to hurt anyone's feelings. Perhaps he could leave out the last line and add instead that everybody was his relative. He could hold onto the branches and shout: "Pull at me all you want, but you'll have to break my arms before I'll let go." He could scream: "Try to move a mountain before you try to move me."

In the end, as it happened, he said nothing at all.

"What are you doing up there?" shouted Mr. Chawla. "Get down at once."

Sampath looked sturdily into the leafy world about him, trying to steady his wildly fluttering heart. He concentrated on the way the breeze ran over the foliage, like a hand runs over an animal's dark fur to expose a silvery underside.

Pinky felt a sudden surge of embarrassment for her brother. "Get out of the tree – the whole family is being shamed," she said bitterly.

"Oh come down, Sampath, please," his grandmother exclaimed. "You are going to fall sick up there. Look at your thin yellow face! We had better take you to the doctor straight away."

Still, he was silent.

Looking at her son, Kulfi felt the past come rushing back to her, engulfing her in the memory of a time when she was young, when her mind was full of dark corners, when her thoughts grew deep and underground and could not be easily uttered aloud. She remembered the light of a far star in her eyes, an unrecognizable look that had made her a stranger to herself when she stared into the mirror. She remembered the desperation she had sometimes felt, that rose about her as if she were being surrounded and enclosed by an enormous wall. She looked at her son sitting up in the tree and felt her emotions shift, like a vast movement of the spheres*, and then she said: "Let him be."

"Let him be!" said Mr. Chawla. "Do families allow their sons to climb up trees? You are the number one most strange mother in the world. Your son climbs up a tree and leaves home and you say: "Let him be." With you as his mother, no wonder he has turned out like this. How can I keep normality within this family? I take it as a full-time job and yet it defies possibility. We must formulate a plan. Only monkeys climb up trees."

Reprinted by permission of Aragi Inc. First published in the novel, *Hullabaloo in the Guava Orchard* , by Kiran Desai (1998)

* spheres: planets

– What do you see as the attitude of this narrator to the events of the extract?

– How does the pace at which the passage moves contribute to its interest and effect?

– How important to the success of the passage is the use of detail?

– What is your final assessment of Sampath and his behaviours?

1. (b)

So this is Nebraska

The gravel road rides with a slow gallop
over the fields, the telephone lines
streaming behind, its billow of dust
full of the sparks of redwing blackbirds.

On either side, those dear old ladies,
the loosening barns, their little windows
dulled by cataracts of hay and cobwebs
hide broken tractors under their skirts.

So this is Nebraska. A Sunday
afternoon, July. Driving along
with your hand out squeezing the air,
a meadowlark waiting on every post.

Behind a shelterbelt of cedars,
hip-deep in hollyhocks, pollen and bees,
a pickup* kicks its fenders off
and settles back to read the clouds.

You feel like that; you feel like letting
your tires go flat, like letting the mice
build a nest in your muffler, like being
no more than a truck in the weeds,

clucking with chickens or sticky with honey
or holding a skinny old man in your lap
while he watches the road, waiting
for someone to wave to. You feel like
waving. You feel like stopping the car
and dancing around on the road. You wave
instead and leave your hand out gliding
larklike over the wheat, over the houses,

"So this is Nebraska" from the book, *Flying at Night:Poems 1965-1985*, by Ted Kooser, © 2005.
All rights controlled by the University of Pittsburgh Press, Pittsburgh PA 15260.
Used by permission of University of Pittsburgh Press.

* pickup: a truck, a lorry

– What aspects of the American state of Nebraska does the poet seem to want you to appreciate?

– What is the mood or atmosphere of the poem?

– What role does personification play in the poem?

– How does the form of the poem complement mood and meaning?

free spirited laid nature taming book. the laid free back aspect.

the road.

the right & left turn

travelling through Nebraska.

~~factors~~ picked personified personality of ppl of Nebraska (us).

IB DIPLOMA PROGRAMME
PROGRAMME DU DIPLÔME DU BI
PROGRAMA DEL DIPLOMA DEL BI

N03/101/S(1)

ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Wednesday 12 November 2003 (afternoon)
Mercredi 12 novembre 2003 (après-midi)
Miércoles 12 de noviembre de 2003 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- Ne pas ouvrir cette épreuve avant d'y être autorisé.
- Rédiger un commentaire sur un seul des passages. Le commentaire ne doit pas nécessairement répondre aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le désirez.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.

Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.

1. (a)

The air smelled like diamonds. It was sharp in their lungs. Jane lay in a hole in the sand dug by the tide 'round her bones; she was cold. Further on there was Sloan without Sybil. There was Nolly. None of them moved. Theirs was a not-life, a state of nonbeing, a coma from which they were waking, a stage in the life of a worm. Their hearts were beating, their lungs emptied and filled, but the wall they had ridden onto the shore had collapsed on their memory; none of them knew whose body this was, whose pain she was feeling, or even, most strange, if the pain was the proof that she was still living. Each one, when she was able to, wept. No one was glad to discover that she was still alive. This was not life as she'd known it. This was a torture. Gradually, slowly, they moved. They were not far from each other. From where she was, Gaby could make out the shapes of some others, all orange. Things that could not swim were swimming: trees, the horizon, a bee. Colors swam. There were orange forms crawling out of the earth. Gaby tried to move and remembered her knees. Needles were turning in them, her knees had been shaved on the coral. They stung. *Basta*[1]! she wanted to say, but her tongue was covered with sand. How many hours it took them to wake didn't matter. They woke. They woke slowly. They couldn't move. Life preservers had saved them, sleeveless orange jackets defining their species among the corpses of fishes strewn at the high water line. By noon of that day the heat raised a stench of dead fish and dried seaweed. The adjutant storks had returned with gannets and jungle crows – carrion[2] eaters arrived. They stalked around Oopi, testing her palatability,[3] pecking her till she jacked herself into a sit. Her head hurt and the sun was too bright. She was confused. She was wearing one shoe. She picked herself up and felt dizzy. This orange thing was hot and it wouldn't come off when she pulled it. How long had she slept? She was scratchy and stiff. What was the name of this game? Where was breakfast? She walked down the slope to the water and squatted and peed through her knickers. Something about it suggested that it wasn't right but it felt like the right thing to do. She took off her shoe and forgot it. Something smelled awful. She noticed the fish. She walked up the beach and the birds ran at her, letting her know their opinion. They were eating the fish by the dozens, scissoring out the gray flesh with their beaks. She felt thirsty. Amanda was clutching her head in her hands and Oopi sat down in the sand next to her. "I'm thirsty," she said. "This orange thing is bothering me."

"Take it off, then," Amanda tried to say kindly. The boats were both gone. She had been sitting and staring for hours, waiting for Help.

Marianne Wiggins, from *John Dollar* (1989)

---

1 Basta: enough

2 carrion: dead or decaying flesh

3 palatability: tastiness

– By what means does the writer convey the feelings of the girls?

– How does the passage present a sense of the environment for this incident?

– What effect does sentence structure have on the writing in this passage?

1. (b)

Parachute

Paraechute men say
The first jump
Takes the breath away
Feet in the air disturbs
Till you get used to it

Solid ground
Is now where you left it
As you plunge down
Perhaps head first
As you listen to
Your arteries talking
You learn to sustain hope

Suddenly you are only
Holding an open umbrella
In a windy place
As the warm earth
Reaches out to you
Reassures you
The vibrating interim is over

You try to land
Where green grass yields
And carry your pack
Across the fields

The violent arrival
Puts out the joint
Earth has nowhere to go
You are at the starting point

Jumping across worlds
In condensed time
After the awkward fall
We are always at the starting point

Lenrie Peters, from *A New Book of African Verse* (1984)

– How are bodily sensations handled in the poem?

– How do punctuation and stanzaic structure work in the poem?

– What reflections may the poem seek to provoke?

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ENGLISH A: LITERATURE – STANDARD LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL MEDIO – PRUEBA 1

Monday 5 May 2014 (morning)
Lundi 5 mai 2014 (matin)
Lunes 5 de mayo de 2014 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a guided literary analysis on one passage only. In your answer you must address both of the guiding questions provided.
- The maximum mark for this examination paper is *[20 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse littéraire dirigée d'un seul des passages. Les deux questions d'orientation fournies doivent être traitées dans votre réponse.
- Le nombre maximum de points pour cette épreuve d'examen est *[20 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un análisis literario guiado sobre un solo pasaje. Debe abordar las dos preguntas de orientación en su respuesta.
- La puntuación máxima para esta prueba de examen es *[20 puntos]*.

*Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.*

1.

There were three of us, and he now made the fourth. We hadn't expected to add to our tight number: cliques and pairings had happened long before, and we were already beginning to imagine our escape from school into life. His name was Adrian Finn, a tall, shy boy who initially kept his eyes down and his mind to himself. For the first day or two, we took little notice of him: at our school there was no welcoming ceremony, let alone its opposite, the punitive induction. We just registered his presence and waited.

The masters were more interested in him than we were. They had to work out his intelligence and sense of discipline, calculate how well he'd previously been taught, and if he might prove "scholarship material". On the third morning of that autumn term, we had a history class with Old Joe Hunt, wryly affable in his three-piece suit, a teacher whose system of control depended on maintaining sufficient but not excessive boredom.

"Now, you'll remember that I asked you to do some preliminary reading about the reign of Henry VIII." Colin, Alex and I squinted at one another, hoping that the question wouldn't be flicked, like an angler's fly, to land on one of our heads. "Who might like to offer a characterisation of that age?" He drew his own conclusion from our averted eyes. "Well, Marshall, perhaps. How would you describe Henry VIII's reign?"

Our relief was greater than our curiosity, because Marshall was a cautious know-nothing who lacked the inventiveness of true ignorance. He searched for possible hidden complexities in the question before eventually locating a response.

"There was unrest, sir."

An outbreak of barely controlled smirking; Hunt himself almost smiled.

"Would you, perhaps, care to elaborate?"

Marshall nodded slow assent, thought a little longer, and decided it was no time for caution. "I'd say there was great unrest, sir."

"Finn, then. Are you up in this period?"

The new boy was sitting a row ahead and to my left. He had shown no evident reaction to Marshall's idiocies.

"Not really, sir, I'm afraid. But there is one line of thought according to which all you can truly say of any historical event – even the outbreak of the First World War, for example – is that 'something happened'."

"Is there, indeed? Well, that would put me out of a job, wouldn't it?" After some sycophantic laughter, Old Joe Hunt pardoned our holiday idleness and filled us in on the polygamous royal butcher.

At the next break, I sought out Finn. "I'm Tony Webster." He looked at me warily. "Great line to Hunt." He seemed not to know what I was referring to. "About something happening."

"Oh. Yes. I was rather disappointed he didn't take it up."

That wasn't what he was supposed to say.

Another detail I remember: the three of us, as a symbol of our bond, used to wear our watches with the face on the inside of the wrist. It was an affectation, of course, but perhaps something more. It made time feel like a personal, even a secret, thing. We expected Adrian to note the gesture, and follow suit; but he didn't.

Julian Barnes, *The Sense of an Ending* (2012)

(a) Comment on the situation in this classroom.

(b) What techniques does the author use to portray the characters in this passage?

2.

Moon

Last night, when the moon
slipped into my attic room
as an oblong of light,
I sensed she'd come to commiserate.

It was August. She traveled
with a small valise
of darkness, and the first few stars
returning to the northern sky,

and my room, it seemed,
had missed her. She pretended
an interest in the bookcase
while other objects

stirred, as in a rock pool,
with unexpected life:
strings of beads in their green bowl gleamed,
the paper-crowded desk,

the books, too, appeared inclined
to open and confess.
Being sure the moon
harbored some intention,

I waited, watched for an age
her cool gaze shift
first toward a flower sketch
pinned on the far wall

then glide down to recline
along the pinewood floor.
Before I'd had enough, *Moon,*
I said, *We're both scarred now.*

Are they quite beyond you,
the simple words of love? Say them:
You are not my mother;
with my mother, I waited unto death.

Kaveen Jamie, *The Overhaul* (2012)

(a) Comment on the links between the mother, the moon and the speaker.

(b) Discuss the use of imagery and its contribution to the meaning of the poem.

IB DIPLOMA PROGRAMME
PROGRAMME DU DIPLÔME DU BI
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M05/1/A1ENG/SP1/ENG/TZ0/XX+

22050083

ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Thursday 5 May 2005 (afternoon)
Jeudi 5 mai 2005 (après-midi)
Jueves 5 de mayo de 2005 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire sur un seul des passages. Le commentaire ne doit pas nécessairement répondre aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le désirez.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.

a commentary on one passage only. It is not compulsory for you to respond directly to the guiding ions provided. However, you are encouraged to use them as starting points for your commentary.

Child and Insect

He cannot hold his hand huge enough.
How can he cage the sudden clockwork fizz
he has snatched from the grassblades?
He races back, how quick he is,
look! to his mother
through the shrieking meadow.
But kneeling at her side
finds only a silence in his fearful clutch.
Revealed, the grasshopper
lies broken on his palm.
It is
nothing now: its dead struts snapped
even the brittle lidless eyes
crushed into the tangle.
Sunlight
and the landscape flood away
in tears.
For horror he dare not
look at what is cradled in his fingers
and will not be comforted.
O,
will not.

Yet quick and now
as if by magic the undead insect
with a flick re-
assembles itself
throbs
and is latched to a leaf a yard away.
And once again incredibly it skirls unspoilt
its chirruping music.
He weeps, sick with relief and rage.
'There now, my love. It wasn't hurt at all.'
His mother laughs and puts an arm
around him.
Tearfully
he shakes her off.

He will not rejoice (in time ~~he may~~
but that is not yet certain) after
such betrayal of his grief.
He must not
have tears torn from him
by petty trickery.

Before his mother's eyes he would not care
to do it (and perhaps not ever)
but gladly in this instant he
could snatch the creature up and
shatter it
for leaving him so naked.

Robert Druce (1980)

– Discuss the appropriateness of the title.
– How does the poem convey the shifting emotions of the child?
– Comment on the poet's use of sensory imagery.
– How does the poet use form and structure to convey meaning?

1. (b)

Wimsey did not want to hear anymore. He made his way down to the belfry[1] door and climbed the stair to the ringing chamber. The bells were still sounding their frenzied call. He passed the sweating ringers and climbed again – up through the clock-chamber, piled with household goods, and up and on to the bell-chamber itself. As his head rose through the floor, the brazen fury of the bells fell about his ears like the blows from a thousand beating hammers. The whole tower was drenched and drunken with noise. It rocked and reeled with the reeling of the bells, and staggered like a drunken man. Stunned and shaken, Wimsey set his foot on the last ladder.

Halfway up he stopped, clinging desperately with his hands. He was pierced through and buffeted by the clamour. Through the brazen crash and clatter there went one high note, shrill and sustained, that was like a sword in the brain. All the blood in his body seemed to rush to his head, swelling it to bursting-point. He released his hold on the ladder and tried to shut out the uproar with his fingers, but such a sick giddiness overcame him that he swayed, ready to fall. It was not noise – it was brute pain, a grinding, bludgeoning, ran-dan[2], crazy, intolerable torment. He felt himself screaming, but could not hear his own cry. His ear-drums were cracking; his senses swam away. It was infinitely worse than any roar of heavy artillery. That had beaten and deafened, but this unendurable shrill clangour was a raving madness, an assault of devils. He could move neither forward nor backwards though his failing wits urged him, 'I must get out – I must get out of this.' The belfry heaved and wheeled about him as the bells dipped and swung within the reach of an outstretched hand. Mouth up, mouth down, they brawled with their tongues of bronze, and through it all that shrill, high, sweet, relentless note went stabbing and shivering.

He could not go down, for his head dizzied and stomach retched at the thought of it. With a last, desperate sanity he clutched at the ladder and forced his tottering limbs upward. Foot by foot, rung by rung, he fought his way to the top. Now the trap-door was close above his head. He raised a leaden hand and thrust the bolt aside. Staggering, feeling as though his bones were turned to water, and with blood running from his nose and ears, he felt rather than stepped, out upon the windy roof. As he flung the door to behind him, the demoniac clangour sank back into the pit, to rise again, transmuted to harmony, through the louvres of the belfry windows.

The Nine Tailors
Dorothy L. Sayers, Landsborough Publications 1959

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1 belfry: a bell tower

2 ran-dan: a loud banging noise (dialect or slang)

his attempt to escape from the belfry.

- How does the writer convey Wimsey's situation? Wimsey's situation
- How are tension and menace created in the passage? tension / menace.
- Discuss the writer's use of structure (*e.g.* sentence, paragraph, development of ideas). use of structure sentence/ paragraph/ development of ideas
- Comment on the effect of the last sentence. last sentence (effect).

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Standard level – Paper 1
Anglais A : littérature – Niveau moyen – Épreuve 1
Inglés A: literatura – Nivel medio – Prueba 1

Wednesday 3 May 2017 (afternoon)
Mercredi 3 mai 2017 (après-midi)
Miércoles 3 de mayo de 2017 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a guided literary analysis on one passage only. In your answer you must address both of the guiding questions provided.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse littéraire dirigée d'un seul des passages. Les deux questions d'orientation fournies doivent être traitées dans votre réponse.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un análisis literario guiado sobre un solo pasaje. Debe abordar las dos preguntas de orientación en su respuesta.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.

1.

She disappointed us by giving us an ordinary lesson, complete with vocabulary word drills, comprehension questions, and recitation. She didn't seem to care for the material, however. She sighed every few minutes and rubbed her glasses with a frilly perfumed handkerchief that she withdrew, magician style, from her left sleeve.

After reading we moved on to arithmetic. It was my favorite time of the morning, when the lazy autumn sunlight dazzled its way through ribbons of clouds past the windows on the east side of the classroom, and crept across the linoleum floor. On the playground the first group of children, the kindergartners, were running on the quack grass* just beyond the monkey bars. We were doing multiplication tables. Miss Ferenczi had made John Wazny stand up at his desk in the front row. He was supposed to go through the tables of six. From where I was sitting, I could smell the Vitalis soaked into John's plastered hair. He was doing fine until he came to six times eleven and six times twelve. "Six times eleven," he said, "is sixty-eight. Six times twelve is…" He put his fingers to his head, quickly and secretly sniffed his fingertips, and said, "seventy-two." Then he sat down.

"Fine," Miss Ferenczi said. "Well now. That was very good."

"Miss Ferenczi!" One of the Eddy twins was waving her hand desperately in the air. "Miss Ferenczi! Miss Ferenczi!"

"Yes?"

"John said that six times eleven is sixty-eight and you said he was right!"

"*Did* I?" She gazed at the class with a jolly look breaking across her marionette's face. "Did I say that? Well, what *is* six times eleven?"

"It's sixty-six!"

She nodded. "Yes. So it is. But, and I know some people will not entirely agree with me, at some times it is sixty-eight."

"When? When is it sixty-eight?"

We were all waiting.

"In higher mathematics, which you children do not yet understand, six times eleven can be considered to be sixty-eight." She laughed through her nose. "In higher mathematics numbers are… more fluid. The only thing a number does is contain a certain amount of something. Think of water. A cup is not the only way to measure a certain amount of water, is it?" We were staring, shaking our heads. "You could use saucepans or thimbles. In either case, the water *would be the same*. Perhaps," she started again, "it would be better for you to think that six times eleven is sixty-eight only when I am in the room."

"Why is it sixty-eight," Mark Poole asked, "when you're in the room?"

"Because it's more interesting that way," she said, smiling very rapidly behind her blue-tinted glasses. "Besides, I'm your substitute teacher, am I not?" We all nodded. "Well, then, think of six times eleven equals sixty-eight as a substitute fact."

"A substitute fact?"

"Yes." Then she looked at us carefully. "Do you think," she asked, "that anyone is going to be hurt by a substitute fact?"

We looked back at her.

"Will the plants on the windowsill be hurt?" We glanced at them. There were sensitive plants thriving in a green plastic tray, and several wilted ferns in small clay pots. "Your dogs and cats, or your moms and dads?" She waited. "So," she concluded, "what's the problem?"

"But it's wrong," Janice Weber said, "isn't it?"

"What's your name, young lady?"

"Janice Weber."

"And you think it's wrong, Janice?"

"I was just asking."

"Well, all right. You were just asking. I think we've spent enough time on this matter by now, don't you, class? You are free to think what you like. When your teacher, Mr. Hibler, returns, six times eleven will be sixty-six again, you can rest assured. And it will be that for the rest of your lives in Five Oaks. Too bad, eh?" She raised her eyebrows and glinted herself at us. "But for now, it wasn't. So much for that. Let us go to your assigned problems for today, as painstakingly outlined, I see, in Mr. Hibler's lesson plan. Take out a sheet of paper and write your names in the upper left-hand corner.

"Gryphon" from THROUGH THE SAFETY NET: STORIES by Charles Baxter, copyright (c) 1985 by Charles Baxter. Used by permission of Vintage Books, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved.

* quack grass: weedy grass

(a) Comment on the interactions between the teacher and the children, and what these interactions imply about life and learning.

(b) What techniques does the author use to create humour while also conveying ideas implied in the passage?

2.

The Bat

Lightless, unholy, eldritch[1] thing,
Whose murky and erratic wing
Swoops so sickeningly, and whose
Aspect to the female Muse[2]
Is a demon's, made of stuff
Like tattered, sooty waterproof,
Looking dirty, clammy, cold.

Wicked, poisonous, and old:
I have maligned thee! …for the Cat
Lately caught a little bat.
Seized it softly, bore it in.
On the carpet, dark as sin
In the lamplight, painfully
It limped about, and could not fly.

Even fear must yield to love,
And pity makes the depths to move.
Though sick with horror, I must stoop,
Grasp it gently, take it up,
And carry it, and place it where
It could resume the twilight air.

Strange revelation! warm as milk,
Clean as a flower, smooth as silk!
O what a piteous face appears,
What great fine thin translucent ears!
What chestnut down and crapy[3] wings,
Finer than any lady's things —
And O a little one that clings!

Warm, clean, and lovely, though not fair,
And burdened with a mother's care:
Go hunt the hurtful fly, and bear
My blessing to your kind in air.

Ruth Pitter, 'The Bat', in *Collected Poems* (1996)

eldritch: weird and sinister or ghostly
Muse: a source of creative inspiration
crapy: delicately wrinkled, also spelled "crepey"

(a) Comment on the development of the speaker's attitude towards the bat.

(b) How do the literary devices employed by the poet contribute to this development?

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Higher level – Paper 1
Anglais A : littérature – Niveau supérieur – Épreuve 1
Inglés A: literatura – Nivel superior – Prueba 1

Monday 4 May 2015 (morning)
Lundi 4 mai 2015 (matin)
Lunes 4 de mayo de 2015 (mañana)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

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Write a literary commentary on **one** of the following:

1.

I stood up and began walking back to the house, but the girl grabbed my hand and pulled me, trying to drag me to the trees. I resisted, suspecting a CT[1] ambush. I shaded my eyes and squinted at the slopes, but the tea-pickers had not yet reached this section of the estate and there was no sign of any Home Guard[2]. Crying more loudly, the girl yanked my arm again. I followed her, but froze when we came to the jungle fringe.

For the first time since the war ended, I was about to re-enter the rainforest. I feared that if I went in I would never come out again. Before I could turn around, the girl tightened her grip on my hand and pulled me into the ferns.

Insects ground out metallic, clicking sounds. The cicadas wove a mesh of noise over everything. Birdcalls hammered sharp, shiny nails into the air. It was like walking into a busy ironmonger's workshop in the back-alleys of Georgetown. Sunlight sifted down through the lattices of branches and leaves overhead, unable to sink far enough to dispel the soggy gloom at ground level. Vines hung from the branches in broad, sagging nooses. The girl took us along a narrow animal track, the stones greased with moss that threatened to send me sprawling at the slightest lapse in concentration. For fifteen, twenty minutes I followed her beneath tree ferns that spread their fronds over us, watering the light into a translucent green.

We emerged into a small clearing. The girl stopped and pointed to a bamboo shack beneath the trees, the roof covered in a balding thatch of nipah[3] fronds. The door was half-open, but it was dark inside. We moved closer to the hut, making as little noise as possible. In the trees behind us, branches cracked and then something heavy dropped to the ground. I spun around on my heel and looked back. The trees were still. Perhaps it was only a ripened durian[4], its armour of thorns shredding the leaves as it fell. I became aware of another sound running beneath the noise of the jungle, a vibration pitched so low it was almost soothing. It was coming from inside the hut.

The door refused to move when I nudged it with my foot. I tried again, pushing harder this time. It swung open all the way. On the beaten-earth floor three bodies lay in a moat of blood so dark and thick they seemed to be glued to it. Hundreds of flies crawled over their faces, distended bellies and loincloths. Their throats had been slit. The girl screamed and I clamped my palm over her mouth. She struggled, swinging her arms madly, but I held on to her tightly. The flies rose from the bodies and swarmed to the underside of the thatch roof, blackening it like an infestation of mould.

Tan Twan Eng, *The Garden of Evening Mists* (2012), Myrmidon Books Ltd.
Reprinted with permission.

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1 CT: communist terrorist
2 Home Guard: local volunteer defence force
3 nipah: type of palm
4 durian: Malaysian fruit with a hard, spiky shell

2.

The Pigeon

Throb, throb from the mixer
Spewing out concrete.
And at the heads of the cables
Stand the serpent-warders,
Sweating and straining,
Thrusting those cruel mouths to their prey.

Hark how the steel tongues hiss
As they stab.
The men sway under the effort,
And their eyes are bloodshot with the din,
The clatter that shatters the brain.
Throb, throb from the mixer
Spewing out concrete.

The crowd stands by
Watching the smoothers;
Fascinated by the flat, wet levels
Of newlaid cement.

See how those curdled lakes
Glisten under the sky,
Virginal.

Then the dusty air suddenly divides,
And a pigeon from a plane-tree
Flutters down to bathe its wings in that mirage of water.

But deceived, and angry,
Bewildered by the din,
The throb, throb from the mixer
Spewing out concrete,
It backs upon its wing,
Threshes air, and is gone.

But there, in the deflowered bed,
Is the seal of its coral foot,
Set till rocks crumble.

'The Pigeon' by Richard Church reprinted by permission of Pollinger Limited (www.pollingerltd.com) on behalf of the Estate of Richard Church

N14/1/AXENG/HP1/ENG/TZ0/XX

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ENGLISH A: LITERATURE – HIGHER LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL SUPERIOR – PRUEBA 1

Tuesday 4 November 2014 (morning)
Mardi 4 novembre 2014 (matin)
Martes 4 de noviembre de 2014 (mañana)

2 hours / 2 heures / 2 horas

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
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INSTRUCTIONS DESTINÉES AUX CANDIDATS

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INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es *[20 puntos]*.

© International B...

*Write a literary commentary **on one** of the following:*

1.

Her mother had given her the name Agnes, believing that a good-looking woman was even more striking when her name was a homely one. Her mother was named Cyrena and was beautiful to match but had always imagined her life would have been more interesting, that she herself would have had a more dramatic, arresting effect on the world and not ended up in Cassell, Iowa[1], if she had been named Enid or Hagar or Maude. And so she named her first daughter Agnes, and when Agnes turned out not to be attractive at all but puffy and prone to a rash between her eyebrows, her hair a flat and bilious[2] hue, her mother back-pedaled and named her second daughter Linnea Elise (who turned out to be a lovely, sleepy child with excellent bones, a sweet, full mouth and a rubbery mole above her lip which later in life could be removed without difficulty, everyone was sure).

Agnes herself had always been a bit at odds with her name. There was a brief period in her life, in her mid-twenties, when she had tried to pass it off as French—she had put in the *accent grave*[3] and encouraged people to call her "On-yez". This was when she was living in New York City and often getting together with her cousin, a painter who took her to parties in TriBeCa[4] lofts or at beach houses or at mansions on lakes upstate. She would meet a lot of not very bright rich people who found the pronunciation of her name intriguing. It was the rest of her they were unclear on. "On-yez, where are you from, dear?" asked a black-slacked, frosted-haired woman whose skin was papery and melanomic with suntan. "Originally." She eyed Agnes's outfit as if it might be what in fact it was: a couple of blue things purchased in a department store in Cedar Rapids.

"Where am I from?" Agnes said it softly. "Iowa." She had a tendency not to speak up.

"Where?" the woman scowled, bewildered.

"Iowa." Agnes repeated loudly.

The woman in black touched Agnes's wrist and leaned in confidentially. She moved her mouth in a concerned and exaggerated way, like an exercise. "No, dear," she said. "*Here* we say *0-hi-o*."

That had been in Agnes's mishmash decade, after college. She had lived improvisationally then, getting this job or that, in restaurants or offices, taking a class or two, not thinking too far ahead, negotiating the precariousness and subway flus and scrimping for an occasional facial or a play. Such a life required much expendable self-esteem. It engaged gross quantities of hope and despair and set them wildly side by side, like a Third World country of the heart. Her days grew messy with contradictions. When she went for walks, for her health, cinders would spot her cheeks, and soot would settle in the furled leaf of each ear. Her shoes became unspeakable. Her blouses darkened in a breeze, and a blast of bus exhaust might linger in her hair for hours. Finally her old asthma returned and, with a hacking, incessant cough, she gave up. "I feel like I've got five years to live," she told people, "so I'm moving back to Iowa so that it'll feel like fifty."

When she packed up to leave she knew she was saying goodbye to something important, which was not that bad in a way because it meant that at least you had said hello to it to begin with, which most people in Cassell, Iowa could not claim to have done.

A year later she married a boyish man twelve years her senior, a Cassell realtor[5] named Joe, and together they bought a house on a little street called Birch Court. She taught a night class at the Arts Hall and did volunteer work on the Transportation Commission in town. It was life like a glass of water: half-full, half-empty, half-full; oops, half-empty. Over the next six years she and Joe tried to have a baby, but one night at dinner, looking at each other in a lonely way over the meat loaf, they realized with a shock that they probably never would. Nonetheless they still tried, vandalizing what romance was left in their marriage.

Lorrie Moore, *Birds of America* (1998)

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1 Cassell, Iowa: Fictional small town in midwestern USA

2 bilious: pale and sickly

3 *accent grave*: French punctuation mark above the letter "e", for example, Agnès, changing the pronunciation

4 TriBeCa: fashionable New York City neighbourhood

5 realtor: an agent for the purchase and sale of land and buildings

2.

The Hug

A woman is reading a poem on the street
and another woman stops to listen. We stop too,
with our arms around each other. The poem
is being read and listened to out here
in the open. Behind us
no one is entering or leaving the houses.

Suddenly a hug comes over me and I'm
giving it to you, like a variable star shooting light
off to make itself comfortable, then
subsiding. I finish but keep on holding
you. A man walks up to us and we know he hasn't
come out of nowhere, but if he could, he
would have. He looks homeless because of how
he needs. "Can I have one of those?" he asks you,
and I feel you nod. I'm surprised,
surprised you don't tell him how
it is – that I'm yours, only
yours, etc., exclusive as a nose to
its face. Love – that's what we're talking about, love
that nabs you with "for me
only" and holds on.

So I walk over to him and put my
arms around him and try to
hug him like I mean it. He's got an overcoat on
so thick I can't feel
him past it. I'm starting the hug
and thinking, "How big a hug is this supposed to be?
How long shall I hold this hug?" Already
we could be eternal, his arms falling over my
shoulders, my hands not
meeting behind his back, he is so big!

I put my head into his chest and snuggle
in. I lean into him. I lean my blood and my wishes
into him. He stands for it. This is his
and he's starting to give it back so well I know he's
getting it. This hug. So truly, so tenderly
we stop having arms and I don't know if
my lover has walked away or what, or
if the woman is still reading the poem, or the houses –
what about them? – the houses.

Clearly, a little permission is a dangerous thing.
But when you hug someone you want it
to be a masterpiece of connection, the way the button
on his coat will leave the imprint of
a planet in my cheek
when I walk away. When I try to find some place
to go back to.

Tess Gallagher, *My Black Horse: New and Selected Poems* (1995)

M10/1/A1ENG/HP1/ENG/TZ2/XX

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ENGLISH A1 – HIGHER LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU SUPÉRIEUR – ÉPREUVE 1
INGLÉS A1 – NIVEL SUPERIOR – PRUEBA 1

Tuesday 4 May 2010 (morning)
Mardi 4 mai 2010 (matin)
Martes 4 de mayo de 2010 (mañana)

2 hours / 2 heures / 2 horas

INSTRUCTIONS TO CANDIDATES

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INSTRUCCIONES PARA LOS ALUMNOS

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*Write a commentary on **one** of the following:*

1.

In her soft-carpeted, thick-curtained, richly furnished chamber, Mrs Marroner lay sobbing on the wide, soft bed.

She sobbed bitterly, chokingly, despairingly; her shoulders heaved and shook convulsively; her hands were tight-clenched. She had forgotten her elaborate dress, the more elaborate bedcover; forgotten her dignity, her self-control, her pride. In her mind was an overwhelming, unbelievable horror, an immeasurable loss, a turbulent, struggling mass of emotion.

In her reserved, superior, Boston-bred life, she had never dreamed that it would be possible for her to feel so many things at once, and with such trampling intensity.

She tried to cool her feelings into thoughts; to stiffen them into words; to control herself — and could not. It brought vaguely to her mind an awful moment in the breakers at York Beach, one summer in girlhood when she had been swimming under water and could not find the top.

In her uncarpeted, thin-curtained, poorly furnished chamber on the top floor, Gerta Petersen lay sobbing on the narrow, hard bed.

She was of larger frame than her mistress, grandly built and strong; but all her proud young womanhood was prostrate now, convulsed with agony, dissolved in tears. She did not try to control herself. She wept for two.

If Mrs Marroner suffered more from the wreck and ruin of a longer love — perhaps a deeper one; if her tastes were finer, her ideals loftier, if she bore the pangs of bitter jealousy and outraged pride, Gerta had personal shame to meet, a hopeless future, and a looming present which filled her with unreasoning terror.

She had come like a meek young goddess into that perfectly ordered house, strong, beautiful, full of goodwill and eager obedience, but ignorant and childish — a girl of eighteen.

Mr Marroner had frankly admired her, and so had his wife. They discussed her visible perfections and as visible limitations with that perfect confidence which they had so long enjoyed. Mrs Marroner was not a jealous woman. She had never been jealous in her life — till now.

Gerta had stayed and learned their ways. They had both been fond of her. Even the cook was fond of her. She was what is called 'willing', was unusually teachable and plastic; and Mrs Marroner, with her early habits of giving instruction, tried to educate her somewhat.

"I never saw anyone so docile," Mrs Marroner had often commented, "It is perfection in a servant, but almost a defect in character. She is so helpless and confiding."

She was precisely that: a tall, rosy-cheeked baby; rich womanhood without, helpless infancy within. Her braided wealth of dead gold hair, her grave blue eyes, her mighty shoulders and long, firmly moulded limbs seemed those of a primal earth spirit, but she was only an ignorant child, with a child's weakness.

When Mr Marroner had to go abroad for his firm, unwillingly, hating to leave his wife, he had told her he felt quite safe to leave her in Gerta's hands — she would take care of her.

"Be good to your mistress, Gerta," he told the girl that last morning at breakfast. "I leave her to you to take care of. I shall be back in a month at latest."

Then he turned, smiling, to his wife, "And you must take care of Gerta, too," he said, "I expect you'll have her ready for college when I get back."

This was seven months ago. Business had delayed him from week to week, from month to month. He wrote to his wife, long, loving, frequent letters, deeply regretting the delay, explaining how necessary, how profitable it was, congratulating her on the wide resources she had, her well-filled, well-balanced mind, her many interests.

"If I should be eliminated from your scheme of things, by any of those 'acts of God' mentioned on the tickets, I do not feel that you would be an utter wreck," he said. "That is very comforting to me. Your life is so rich and wide that no one loss, even a great one, would wholly crinple you. But nothing of this sort is likely to happen and I shall be home again in three weeks — if this thing gets settled. And you will be looking so lovely, with that eager light in your eyes and the changing flush I know so well — and love so well. My dear wife! We shall have to have a new honeymoon — other moons come every month, why shouldn't the mellifluous[2] kind?"

He often asked after 'little Gerta', sometimes enclosed a picture postcard to her, joked with his wife about her laborious efforts to educate "the child", was so loving and merry and wise. All this was racing through Mrs Marroner's mind as she lay there with the broad, hemstitched border of fine linen sheeting crushed and twisted in one hand, and the other holding a soddened handkerchief.

She had tried to teach Gerta, and had grown to love the patient, sweet-natured child, in spite of her dullness. At work with her hands, she was clever, if not quick, and could keep small accounts from week to week. But to the woman who held a Ph.D., who had been on the faculty of a college, it was like baby-tending.

Perhaps having no babies of her own made her love the big child the more, though the years between them were but fifteen.

To the girl she seemed quite old, of course; and her young heart was full of grateful affection for the patient care which made her feel so much at home in this new land.

And then she had noticed a shadow on the girl's bright face. She looked nervous, anxious, worried. When the bell rang, she seemed startled, and would rush hurriedly to the door. Her peals of frank laughter no longer rose from the area gate as she stood talking with the always admiring tradesmen.

Mrs Marroner had laboured long to teach her more reserve with men, and flattered herself that her words were at last effective. She suspected the girl of homesickness, which was denied. She suspected her of illness, which was denied also. At last she suspected her of something which could not be denied.

Charlotte Perkins Gilman, *Turned* (1911)

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1 plastic: capable of being moulded, compliant

2 mellifluous: sweetly flowing (as honey)

Minority

I was born a foreigner.
I carried on from there
to become a foreigner everywhere
I went, even in the place
planted with my relatives,
six-foot tubers sprouting roots,
their fingers and faces pushing up
new shoots of maize and sugar cane.

All kinds of places and groups
of people who have an admirable
history would, almost certainly,
distance themselves from me.

I don't fit,
like a clumsily-translated poem;

like food cooked in milk of coconut
where you expected ghee[1] or cream,
the unexpected aftertaste
of cardamom or neem[2].

There's always that point where
the language flips
into an unfamiliar taste;
where words tumble over
a cunning trip-wire on the tongue;
where the frame slips,
the reception of an image
not quite tuned, ghost-outlined,
that signals, in their midst,
an alien.

And so I scratch, scratch
through the night, at this
growing scab of black on white.
Everyone has the right
to infiltrate a piece of paper.
A page doesn't fight back.

[1] ghee: Indian butter
[2] neem: a tree native to India

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And, who knows, these lines
may scratch their way
into your head –
through all the chatter of community,
family, clattering spoons,
children being fed –
immigrate into your bed,
squat in your home,
and in a corner, eat your bread.

until, one day, you meet
the stranger sidling down your street,
realise you know the face
simplified to bone,
look into its outcast eyes
and recognise it as your own.

Imtiaz Dharker, *Minority*, published in Postcards from God, Bloodaxe Books (1997)
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1 ghee: a class of clarified butter that originated in the Indian subcontinent

2 neem: the shoots and flowers of the neem tree are eaten as a vegetable in India

M09/1/A1ENG/HP1/ENG/TZ1/XX

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ENGLISH A1 – HIGHER LEVEL – PAPER 1
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INGLÉS A1 – NIVEL SUPERIOR – PRUEBA 1

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*Write a commentary on **one** of the following:*

1.

The music of the ship was howling around him. The low whistlings; the tortured rumbles; the wheezy sputters of breeze flowing through it. The clatter of loose wainscoting. The clank of chains. The groaning of boards. The blare of wind. Never before had he felt rain quite like it. It seemed to spew from the clouds, not merely to fall. He watched the wave rise up from a quarter of a mile away. Rolling. Foaming. Rushing. Surging. Beginning to thicken and swell in strength. Now it was a battlement of ink-black water, almost crumpling under its own weight; but still rising, and now roaring. It smashed into the side of the bucking *Star*, like a punch thrown by an invisible god. He was aware of being flung backwards into the edge of a bench, the dull crack of metal against the base of his spine. The ship creaked violently and pitched into a tilt, downing slowly, almost on to beam ends. A clamour of terrified screams rose up from steerage. A hail of cups and splintering plates. A man's bellow: 'Knockdown! Knockdown!' One of the starboard lifeboats snapped from its bow-chain and swung loose like a mace, shattering through the wall of the wheelhouse.

The boom of the billows striking the prow a second time. A blind of salt lashed him; drenched him through. Waves churning over his body. The slip of his body down the boards towards the water. A shredding *skreek* of metal on metal. The grind of the engine ripped from the ocean. The ship began to right itself. Snappings of wood filled the air like gunshots. The wail of the klaxon being sounded for clear-all-decks. The man with the club-foot was helping a sailor to grab a woman who was being swept on her back towards the broken rail. She was screaming in terror; grasping; clutching. Somehow they seized her and dragged her below. Hand by hand, gripping the slimy life-rope like a mountaineer, Dixon made it back to the First-Class deckhouse.

Two stewards were in the passageway distributing canisters of soup. Passengers were to retire to their quarters immediately. There was no need for concern. The storm would pass. It was entirely to be expected. A matter of the season. The ship could not capsize; it never had in eighty years. The lifebelts were merely a matter of precaution. But the Captain had ordered everyone to remain below. Laura looking pleadingly at him from the end of the corridor, her terrified sons bawling into her skirts. The three of them being grabbed by an angry-faced Merridith and dragged into her cabin like sacks.

'Inside, sir. Inside! Don't come out until you're called.'

He had found dry clothes and eaten all his soup. After an hour, the storm had levelled down a little. The Chief Steward had knocked on his door with a message from the Captain. All passengers were strictly confined for the rest of the day. No exceptions whatsoever were permitted. The hatches were about to be battened down.

From *Star of the Sea* by Joseph O'Connor, published by Secker & Warburg.
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FIELD OF AUTUMN

Slow moves the acid breath of noon
over the copper-coated hill,
slow from the wild crab's* bearded breast
the palsied apples fall.

Like coloured smoke the day hangs fire,
taking the village without sound;
the vulture-headed sun lies low
chained to the violet ground.

The horse upon the rocky height
rolls all the valley in his eye,
but dares not raise his foot or move
his shoulders from the fly.

The sheep, snail-backed against the wall,
lifts her blind face but does not know
the cry her blackened tongue gives forth
is the first bleat of snow.

Each bird and stone, each roof and well,
feels the gold foot of autumn pass;
each spider binds with glittering snare
the splintered bones of grass.

Slow moves the hour that sucks our life,
slow drops the late wasp from the flower,
the rose tree's thread of scent draws thin
and snaps upon the air.

Laurie Lee, *"The Bloom of Candles"* (1947)

* crab: crab apple tree

Peony

Questions

(a) What do you understand of the characters and the situation in the passage?

(b) How does the writer effectively convey the context and feelings of the narrative voice?

This excerpt from "The Jade Peony" by Wayson Choi conveys the mystery and insightful fear of the unknown of a young boy who has just lost his mother. Although the passage refrains from giving sufficient details, the reader is still able to understand the essentials of the situation: A young boy is lying in a bed with his dying mother and is then taken into the care of a family friend.

The reader confirms the death of the mother with the narrator's description of the "rigid arms" (line 8), which implies the limpness of the mother's lifeless arms, and the boy's realization that "my mommy's voice…would never say again…" (lines 23-24). Also, from the apparent urgency and, perhaps, panic of the first paragraph, the reader may infer that something – most likely an emergency – has gone terribly wrong.

The development of the Chin family characters then expands on this confirmation (of the mother's death) to help develop the reader's understanding. Mrs. Chin is shown as a very nurturing and maternal woman – a foil to her husband's practical leadership in giving instructions (line 3) – who comforts the boy as the mother dies. She pulls the boy "up, up, up, from the dark…" and carries him away to her family's cabin, a safe place. These actions indicate the switching of maternal roles between the boy's mother and Mrs. Chin as the biological mother passes on.

Also, the other Chin characters help to convey the situation. For example, in line 13, the expressions of the Chin children reflect back the "vacant stare" of the young boy to indicate his scared yet insightful awareness of the situation. Once they are in the Chin family's cabin, Mr. Chin dynamically changes from practical leader to nurturing father, mirroring the comfort given by Mrs. Chin. His actions to return to normality – telling old stories, singing songs, etc. (lines 17-21) – further indicate the absence of the boy's mother, showing how the Chin family is so kindly taking in the now motherless boy.

Considering that the reader is left void of a complete description of the situation, the mysteriousness of this lack of detail also effectively helps to convey the similar mysteriousness felt by the boy, the narrating voice. It seems that the boy is aware of his mother's death, at least to some degree. For example, he has a "vacant stare" (line 13) and he does not say anything as he eats his jook (line 16). Still, he does not fully grasp the concept, or the repercussions rather, of his mother's death. For example, he remembers the "joy and excitement" of the storytelling night just before realizing his "mommy's voice…would never say again…" (line 24).

Aside from a paralleled mysteriousness experienced by both the reader and the boy, Choi also cleverly uses tone and sensory descriptions to convey the context and feeling of the narrating voice (of the boy). Especially in the first paragraph, Choi appeals to the auditory senses; he narrates and sets the scene by describing what the boy hears. First there is the voice of Herby Chin calling for help, then the boy hears the back door open and the sound of voices coming from the kitchen. In lines 1-3, the boy describes the scene by telling everything he hears from the other bedroom. This conveys the uneasiness of the unknown, since the boy is only hearing what is going on; he cannot see anything in the other room. Surely the boy is scared, but his observant mind conveys his insight and awareness of the situation.

Choi also uses an appeal to the tactile senses, developing a tone of urgency, which helps to convey the uneasiness felt by the boy. For example, in line 17, Mrs. Chin scrubs her hands furiously simultaneously as the boy hears the siren to indicate her urgent and almost unsatiable desire to clean the blood from her hands. This may also demonstrate (figuratively) the feelings of the boy and the Chin family to move past the mother's death – they hope to get ride of the stains of the pain in an attempt to return to normality.

Aside from his sensory appeal, Choi also uses an effective word choice to convey the sense of urgency. Most noticably, he uses the word "rush" twice (line 1 & line 5) as well as other phrases with a connotation of quickness (which indicates the level of panic felt in the emergency). For example, a chair falls over (due to the rushing of people in the kitchen), the curtains are "whipped" back, the blinds "whirled" and "snapped" up. Mrs. Chin "shoves" aside the pillows on the bed to comfort the boy.

As the passage progresses, the sense of urgency slows as Choi picks up another more reflective and observant tone. The diction, especially of lines 25-30, is much less urgent and has a sense of calmness to it (conveyed by the sensory description of the freshly baked pie, the epitome of comfort). Ultimately this helps to demonstrate the probable acceptance and understanding of the boy. This gives the reader a final peace of mind, as the mysteriousness and urgency that are conveyed at the beginning finally come to a close, and the reader solidifies his or her understanding of the characters and the situation.

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phone calls.

2 Sometimes strength may be found in the most unlikely of places. The poem 'Grandmother and child' by Ruth Dallas explores a grandmother's quiet, resilient strength and its lasting and profound effects on her grandchild. The third party omniscient speaker uses natural imagery to evoke the themes of death and strength, and conveys the profundity of the relationship between the grandmother and child through structure.

Natural imagery is used to show the inevitability of death and highlight how, although unpleasant, it is unavoidable. Interestingly, the use of natural imagery for this purpose conveys a sense of serenity and tranquility regarding this difficult theme. Dallas describes death as to be "as near as the wind among the leaves" This image is common and unpretentious in daily life, but it is also ostensibly harmless and not as catastrophic or devastating as death is traditionally portrayed as. The "wind among the leaves" may be gentle, but it nonetheless disturbs the child who feels a "waking fear" Therefore an alternative reading is that although

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death may be gentle. It is this gentleness and unassuming quality that makes it fearful. Indeed the next image of the "wind [troubling] the shadows on the ~~dusty~~ sunlit lawn" suggests that the wind, a metaphor for death, is disturbing the peace and joy of the sunlight.

Another way natural imagery is employed is to show the quiet strength of the grandmother. In the poem, the grandmother is represented by a "rock" which "seemed large and cool in the green and restless waves". The adjectives "large" and "cool" suggest a certain resilience as the rock, the grandmother, is figuratively a large presence. "Cool" suggests that she is not easily swayed or made afraid. It implies a sense of emotional detachment and strength, as the grandmother is not susceptible to folly, whims or rash, 'hot' emotions. The grandmother's consistency and resilience can also be seen in her "quiet" and "still" nature. These adjectives imply tranquility and may suggest that the grandmother is akin to nature in her strength. Although she is quiet and unmoving her strength emanates from her ~~and seeps~~ and is tangible around her. This is similar to nature in that nature is resolute and ~~[illegible]~~ omnipresent.

Dallas also makes use of ~~structure~~ a regular structure to emphasise the resilience and consistency of the character of the grandmother. The poem is structured in four stanzas of four lines, or quatrains. Each line has twelve syllables and the metre is consistent. This allows the reader of the poem to experience the consistent, quiet strength

of the grandmother. To the ear, the sounds of the poem reflect how both nature and the grandmother are ~~ambiguous~~ and consistent. Furthermore, this structural choice ~~suggests that~~ helps to create a tranquil ~~yet mildly nostalgic~~ tone. The use of an omniscient speaker allows the reader to appreciate not just the emotions of the child, but also the grandmother's link with the wider, natural world.

Structure is also used as a way to highlight the relationship between the grandmother and the child. Firstly, the title of the poem, 'Grandmother and Child', alludes to the close, perhaps familial relationship between the two people. ~~It suggests that~~ The first three stanzas of the poem relate to the strength of the grandmother and the theme of death. Sellars uses images such as "the quiet old lady who waited beneath the trees" to describe the grandmother. This image is significant because it suggests that the grandmother ~~was~~ was close to nature. It is almost as if she has assimilated into the natural environment. However, the ~~fact~~ fact that she is waiting ~~for~~ beneath trees "that moved with a sad sea-sound" again suggests her concrete, resolute nature. ~~Even~~ Amidst the sound and movement, she is still. The adjective "sad" suggests a melancholic nature, and perhaps can be interpreted to mean a sense of regret. The effect of sibilance here also augments the nostalgic tone. Conversely, the last stanza is focused on the effects of the grandmother on the child.

The last stanza of the poem suggests

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the deep and lasting effect not only the grandmother, but her death as well, has made on the child. Dallas writes that "the rock remains in the sea, deep down and strong". The rock is a symbol for the grandmother. This suggests that she will always be a part of nature, a unifying, omnipresent force. This effect is seen on the child, as the "rock-like strength of the lady beneath the trees" remains "in the mind of the child." The simile "rock-like" evokes a hard, resolute strength while the reference to the "mind of the child" suggests that she persists and lives in the child's memory. This suggests that the child is unable to forget the grandmother and alludes to the pervasive nature of her strength. However an alternative reading suggests that this memory is in fact negative, as it is "more real

But this reading is notsupported by thedescription of the "quietold lady" who sits with 'her folded hands' calmlywaiitng for death.

in the child by the grandmother is greater or more threatening than death. The adjective "real" may in this instance imply danger, a more plausible, tangible fear or danger. However, it can equally be read as this would suggest that the grandmother exuded a guilt, constant danger which persists even after her death.

The poet uses imagery to suggest create ambiguity as to the nature of the relationship between the grandmother and the child. The first line of the poem, suggests "The waves danced about the rock have gone" as a result of the grandmother's death, the "rock" is a symbol for the grandmother and it can be seen that the "waves" are a symbol for the

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2 child's ~~loss~~ The use of the verb "danced" implies joy and energy. That they have "gone" implies that the child is no longer joyful because of the grandmother's death. Ambiguity is introduced in the last ~~line~~ line, as Dallas writes that the memory of the grandmother "[challenges] the child's strength in the hour of fear." This can be interpreted two ways. Firstly, that the fearsome and negative memory of the grandmother causes the child's strength to waver in dire situations. The "hour of fear" may be interpreted as such a situation. However, the second reading suggests that the memory of the grandmother is positive, but that it was because she was so well loved by the child that it causes the child grief. The verb "challenge" in this context suggests that the pain of losing the grandmother ~~causes~~ constitutes a challenge to the child's strength as it creates sadness ~~in~~ when strength is needed. Here, Dallas creates ambiguity which may in itself be interpreted to mean that the memories we have of loved ones or family may not be universally positive. Instead, they may be positive in some aspects and negative in others. The only thing we may be certain of is

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that they are "gone". This message creates a nostalgic tone in the poem and the emotional atmosphere is one of loss and remembrance. The poem is lyrical, and uses contrasting images to convey the complexity of emotions surrounding both the feelings of the child toward the grandmother and more generally, feelings of loss and the creation of memories of the dead.

The juxtaposition of natural imagery and descriptions of the grandmother suggest the complex nature of strength. She is described as "barely" "the" wind of death on her cheeks" and "as frail as the frailest leaf". The "wind of death" suggests an ominous feeling and the fact that she is facing it and it is hitting her cheeks, suggests fearlessness and strength. Dallas implies that she is not afraid even when ~~she~~ face to face with death. This is contrasted with the simile "as" frail as the frailest leaf". The repetition of the adjective "frail" suggests the grandmother's physical weakness. The use of the intensified "frailest" heightens this image and the reader is aware that the grandmother is extremely incredibly weak. The comparison to a "leaf" also suggests that she is at the ~~mercy~~ mercy of greater powers, perhaps of the wind, or death. Despite this the prospect of facing ~~death~~, an omnipotent force. she "sat so still" This reinforces the grandmothers resolute courage and bravery ~~and~~ and not only her strength. The image of a "frail", ~~physically~~ physically weak woman facing the greater winds of death

04BA02

~~create~~ suggest admiration and respect. The use of "so" implies that despite it all, the grandmother retained her composure and thus although she may not be physically ~~strong~~ strong, she possesses a great emotional ~~and~~ strength and courage.

Ruth Dallas' 'Grandmother and Child' is a poem that ~~deals with the themes~~ explores the themes of strength, death and loss through the use of natural imagery, simile, metaphor and structure. Dallas conveys the often ambiguous relations between loved ones, and how this is complicated further by death. The reader sees how pervasive and ubiquitous a person's memory can be and how it can remain with one for many years. Dallas challenges and subverts the ~~stereo~~ traditional notions of strength as physical and presents the grandmother as resolute, resilient and an embodiment of the common saying a 'force of nature'. 'Grandmother and Child' is a profound work that explores death, strength and memory but ultimately conveys the message that the relationships between human beings ~~and their impacts on our lives~~ can impact our lives in permanent and inescapable ways, ~~and~~ and these impacts can be positive or negative, or more commonly, both.

2

A. F. Moritz's ~~poem~~ 'Better Days' is a reflective poem that explores the speaker's ~~nostalgic memories of his~~ transition from boyhood into adulthood, in order to express the surprising importance of adversity and struggle in the path towards happiness and fulfilment. The poet's delineation of the frivolousness and of the momentary pleasures of the joyful memories of youth, in comparison to the meaningfulness of the struggles of life impresses upon the reader the details of life taken for granted, ultimately suggesting that it is the moments of challenge and struggle that define who one becomes.

Good on content, not on style.

Moritz begins his poem by depicting the joyful carefreeness of youth as a transitory phase of rebellion and pleasure-seeking that is lost in adulthood. Moritz commences his poem with the word "Never" which instills a bitter tone of finality due to it's trochaic rhythm, stressing how the amusements of youth are irretrievable. The metaphor "wash of sweetness and awe" depicts the sorrowful ephemerality of the adrenaline and enthusiasm that fills memories of the laid-back atmosphere of youth, further emphasising the speed in which time passes by. The word "wash" is particularly meaningful as it pertinently illustrates how youth is clean the cleansing and quality and purity of youth which is untainted by the difficulties and

brutality in his life as an adult. The juxtaposition between the positive connotations of the words "sweetness" and "love" create a semantic field of tranquility, peace, and happiness, further contrasting with the phrase "Never anymore" which foreboades the short-livedness of such enjoyment. The use of enjambement in the first stanza further extends this image by quickening the pace of the lines, illustrating the underlying quick rapidity of the fading away of juvenility, and further evoking a sense of nostalgia from the reader for the unfortunate departure of youth.

Maitz continues the speaker's contemplation of his memories of the past by depicting how his youth was defined by a hedonistic, rebellious and adventurous approach to life. The poet's illustration of the fleetingness of this period however, ultimately suggests that there is more to life than the insignificant escapades of youth. Firstly, Maitz effectively encapsulates the freedom and reckless carefreeness of youth in his descriptions: "moist nights full of girls", "boys ripened" and "holy drunkenness". The listing of these haphazard images and the synaesthesia of the "moist nights" and "boys ripened" which depicts a mix of the tactile and visual senses illustrates the chaotic intermingling of these sharp snapshots of the revelry of youth and the confusion of drunkenness. The oxymoronic phrase "holy drunkenness" in

particular ~~emphasises~~ illustrates the ~~shocking~~ way ~~contrasts~~ ~~profanities and~~ youth believe these ~~simple~~ pleasures ~~joys~~ to be their heaven. The's shocking mixture of the ~~heavenly~~ divine with the profane ~~further~~ illustrates the naivety and irresponsibility of the period. Yet in the midst of all this loss of control Maritz hints at the underlying security that comes with youth with his line "defiantly that never/ failed or brought disaster" which illustrates that beneath the complete loss of control of drunkenness and parties lies the stable foundation ~~of~~ and support that comes with being young and knowing there is more of life to live and plenty of family to help. The repetition of the word "never" from the first stanza however again ~~further~~ ominously reminds the reader that such ~~the~~ pleasures are ~~only~~ only momentary and time must naturally pass.

~~Month further explores the escapades of youth with this depiction of the~~ Maritz punctures the speaker's reflections on the happiness of youth by ~~as~~ with a dawning realisation of the way such memories have been taken for granted and the way less ~~joyful~~ joyous, pleasant memories have come to hold greater value in adulthood. This is best depicted in the fourth stanza which ~~features~~ ~~are~~ a poignant change in tone with the phrase "All these things accepted".

The caesura of the full stop preceding "All" ~~comma~~ inadvertently marks an ~~abrupt~~ ~~in direction~~ end to the reveries of youth and invokes a tone of thoughtfulness. The use of the euphemistic past participle ("accepted") further highlights how in hindsight there lies something beyond the whirlwind adventure of infancy. This is ~~further~~ stressed again with the word "once" which ~~has a~~ echoes the finality of the "never" in stanza one. The "unnoticing hunger" with which the realities of youth were devoured adds to the nostalgia ~~of~~ for the subconscious, effortless eagerness ~~and~~, enthusiasm, dynamism and energy of youth. The naturalness of this phenomena of youthful dynamism is developed in the simile "as an infant / accepts the nipple" which depicts the unquestioning ~~quality of the~~ ~~intrinsic knowledge of what must be~~ ~~way life flows and is~~ acceptance of the ~~shocking~~ ~~a~~ hard-back, carefree irresponsibility of youth and highlights the ease with which life would flow. This part of the poem effectively depicts how life has a set structure at youth that is readily accepted and easily taken for granted, but only truly appreciated when one ~~per~~ must make their own life choices in ~~the~~ adulthood. In this way the "nipple" symbolises the security and support of that time. Something which is absent in adulthood.

However, ~~the~~ Heaney goes on to show ~~moves away from~~ the greater value of the challenges of the

turning point between childhood and adulthood as the most valuable aspect of a person's memories in the second half of the poem which explores how memories of adversity are far more prominent in hindsight. This is shown when the poet writes how memories of struggle came "unscummored", "blotting out" everything else. The word "unscummored" continues the imagery of the divine from "holy drunkenness" and expresses how the speaker cannot control the incoming of these unpleasant memories. Similarly the word "blotting" juxtaposes against the "wash" of childhood, illustrating a further antithesis between the loveliness of youth and the innocuity and mystery of adulthood and manhood. Likewise, the word "blotting" also marks how adulthood and struggle creates character, something absent in the "wash" and cleanliness of youth. The great importance of this time in a person's life is further emphasised by the poet's description of how the "poverty" and "struggle" of life mark the "muddy seedtime of early manhood". The word "muddy" further extends the poet's symbolic motif of cleanliness and dirtiness depicting how the transition into into adulthood is neither as clear or as simple and secure as the period of childhood. Yet the word "seedtime" offers some reassurance, metaphorically depicting how it is in a time of hardship that character truly grows and blooms. All in all, Manita reminds

readers that although youth is past it is simply the beginning of a much grander life cycle.

In the final stanzas of the poem Moritz explores the memories that hold the most value to the speaker. The memories mark a change in the role of the speaker which becomes more active as the poet shifts from the detached stative verbs of the first half of the poem ("accepted") to a flurry of rhetorical questions and active interaction. This change notes the greater definition and character the persona has gained after the "poverty" of adulthood. The speaker's inquisitive questions about the nature of the old man's visits to the diner ("What did he fill it with?", "And where's he gone") suggest a greater consciousness of those around him than the drinking escapades of youth making how the speaker has developed following the troubles of young manhood. This clear admiration for the persistance of the old man which is a common theme in the final stanzas ("studious wakes", "night after night", "eager eyes") depicts this incredulity at the desperation for knowledge and enthusiasm of someone who has less long to live. The old man's incredible tenacity is further appreciated by the synaesthetic phrase "sonlight" which captures how despite the unpleasantness of his surroundings (as denoted

by the acerbity of the word "sour"/ he is able to prevail. More importantly, the "light" also marks how the light of heaven and death is not far yet the man chooses to live life to the fullest no matter its length. These observations of the man mark the speaker's realisations of the importance of not wasting time and living life to the fullest no matter if days are "better" or not.

The final stanzas of the poem convey Maritz's message that just like the transitory phase of youth struggle too is passing and by persevering one can find that moments of challenge and ~~Stress~~ struggle are amongst the most valuable of life's experiences. The persona's sentimental descriptions of the old man as a "friend" shows that it was the stranger and not the unnamed "boys" and "girls" of youth that inspired him to strive for a better tomorrow in his time of struggle. The word "hoped" illustrated how the old men's dedication to his work was a source of inspiration for the boy and depicts a sense of renewed optimism from the "muddy" days. In this sense the existential and philosophical final line of the ~~line~~ poem; "I have disappeared, into the heaven of better days" can be read not ~~particularly~~ as sign of the death of the speaker but this transition into a period of joy from that of difficulty. The title of the poem

2

The title of the poem is therefore relevant because it illustrates how life will continuously move between cycles of better days and times of difficulty. In this sense the poem offers readers a reason to keep persevering.

The natural free verse nature of the poem's structure adds to the success of its execution as it places the speaker in a stable parallel to the reader creating a sense of comfort and empathy.

All in all, 'Better Days' is about the overall importance of hardship in building character and strength in life. The speaker's pondering questions about the cycle of happiness and hardship encourages readers not to give up when challenged and inspires them to persevere as it is the challenges of life that make an impact on one's memories so better days may come.

Thorough and purposeful argument

N08/1/A1ENG/SP1/ENG/TZ0/XX

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Wednesday 12 November 2008 (afternoon)
Mercredi 12 novembre 2008 (après-midi)
Miércoles 12 de noviembre de 2008 (tarde)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

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INSTRUCCIONES PARA LOS ALUMNOS

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- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.

*Write a commentary on **one** passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.*

1. (a)

The biggest heart in the world is inside the blue whale. It weighs more than seven tons. It's as big as a room. It *is* a room, with four chambers. A child could walk around in it, head high, bending only to step through the valves. The valves are as big as the swinging doors in a saloon. This house of a heart drives a creature a hundred feet long. When this creature is born it is twenty feet long and weighs four tons. It is waaaaay bigger than your car. It drinks a hundred gallons of milk from its mama every day and gains two hundred pounds a day, and when it is seven or eight years old it endures an unimaginable puberty and then it essentially disappears from human ken, for next to nothing is known of the mating habits, travel patterns, diet, social life, language, social structure, diseases, spirituality, wars, stories, despairs, and arts of the blue whale. There are perhaps ten thousand blue whales in the world, living in every ocean on earth, and of the largest mammal who ever lived we know nearly nothing. But we know this: the animals with the largest hearts in the world generally travel in pairs, and their penetrating moaning cries, their piercing yearning tongue, can be heard underwater for miles and miles.

Mammals and birds have hearts with four chambers. Reptiles and turtles have hearts with three chambers. Fish have hearts with two chambers. Insects and mollusks have hearts with one chamber. Worms have hearts with one chamber, although they may have as many as eleven single-chambered hearts. Unicellular bacteria have no hearts at all; but even they have fluid eternally in motion, washing from one side of the cell to the other, swirling and whirling. No living being is without interior liquid motion. We all churn inside.

So much held in a heart in a lifetime. So much held in a heart in a day, an hour, a moment. We are utterly open with no one, in the end — not mother and father, not wife or husband, not lover, not child, not friend. We open windows to each but we live alone in the house of the heart. Perhaps we must. Perhaps we could not bear to be so naked, for fear of a constantly harrowed heart. When young we think there will come one person who will savor and sustain us always; when we are older we know this is the dream of a child, that all hearts finally are bruised and scarred, scored and torn, repaired by time and will, patched by force of character, yet fragile and rickety forevermore, no matter how ferocious the defense and how many bricks you bring to the wall. You can brick up your heart as stout and tight and hard and cold and impregnable as you possibly can and down it comes in an instant, felled by a woman's second glance, a child's apple breath, the shatter of glass in the road, the words "I have something to tell you," a cat with a broken spine dragging itself into the forest to die, the brush of your mother's papery ancient hand in the thicket of your hair, the memory of your father's voice early in the morning echoing from the kitchen where he is making pancakes for his children.

Reprinted from The American Scholar, Volume 73, No. 4, Autumn 2004.

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- Discuss the relation of fact to speculation in the passage.
- What use does the writer make of numbers, proportions and comparisons?
- How are metaphors used to achieve emotional effects in the passage?
- How are particular sentence structures used to good effect in the passage?

1. (b)

In the Rear-View Mirror

Thinking about them as you saw them last,
you see them standing there behind your back,
leaning out into the road to wave goodbye,
lingering even as growing speed and distance
diminish them until they neatly fit
head to foot in the mirror-strip you glance at.
Tiny in your lengthening wake, still waving,
they could be nameless people on a postcard,
too far away for you to make out faces.
Then, at the first turn, they're lost completely,
places taken by someone's windbreak pines,
a split-rail fence, and then, as the wheel straightens,
nothing but empty road. Ahead of you
are towns where you will never know a soul,
exits following exits you will pass
and never take, amassing a stiff toll
finally to make good on. Fortunately
you carry along with you that higher-powered
reflective instrument that you can use
no matter how far down the road you've gone
to bring them back in view as large as life,
putting yourself in the picture, too, which makes
thinking about them as you saw them lasting.

Robert Shaw, *Below the Surface* (1999)

– On what particular common experience does the poet base his reflection in the poem?

– How does the poet use mirrors both literally and figuratively?

– How do the opening and closing of the poem contribute to its effectiveness?

– How are matters of size and distance important to the poem?

Diploma Programme
Programme du diplôme
Programa del Diploma

English A: literature – Higher level – Paper 1
Anglais A : littérature – Niveau supérieur – Épreuve 1
Inglés A: literatura – Nivel superior – Prueba 1

Monday 2 May 2016 (morning)
Lundi 2 mai 2016 (matin)
Lunes 2 de mayo de 2016 (mañana)

2 hours / 2 heures / 2 horas

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Write a literary commentary on one passage only.
- The maximum mark for this examination paper is **[20 marks]**.

Instructions destinées aux candidats

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire littéraire sur un seul des passages.
- Le nombre maximum de points pour cette épreuve d'examen est de **[20 points]**.

Instrucciones para los alumnos

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario literario sobre un solo pasaje.
- La puntuación máxima para esta prueba de examen es **[20 puntos]**.

3 pages/páginas

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Write a literary commentary on **one** of the following:

1.

The Interrogators

It is some time ago now. The pines are wedges of silver, on either side of the road. Fresh snow crunches under the tyres, with their thick tracks, while the road keeps turning and descending, through a country of frozen lakes, a buried country. We left the main road ten minutes ago. Now we are filtering through these layers of green, silver and air.

There are a few houses, with small windows, hunched under their loads of snow; a smell of woodsmoke, after we have stopped by the low wooden house with the notice outside. These houses cannot be empty, yet we are not being watched, it is too cold at the windows. The people are presumably huddled around their stoves, burning wood, papers; the insignia[1] were the first things to go. They eat from the pannikins[2] on the dresser, a cold potato, sometimes the leaf of a discovered vegetable. Always they carry these pannikins with them, hoping to discover something edible as they walk around. In mittened hands, or attached to belts, knocking their buttocks. The wooden houses, gashed by snow, are scattered under the pines, as if hurled apart by an explosion. The village has no centre, unless this house with the notice is the centre.

There is a desk, with green blotter and an inkwell, several neat bundles of printed forms. On the blotter lies a yellowed sheet of paper inscribed with some lines in sloping gothic script. The room smells, warm, woodsmoke and faint local tobacco, a suspicion of rum, doubtful, but stale, it invades first the nostrils, then the folds of the thick blue material of our clothes. The windowpanes are opaque round the edges, steam inside and frost outside. The transparent centre reveals the road, churned with tracks, hanging boughs of pine, and then the nearest two houses, their dark walls quite suddenly facing away, as if just caught in the act; and the door creaks as a little man steps in, takes his green hat off, and is seating himself at the desk.

He is as trim and brittle as an elf. The green forester's jacket and trousers, the black knee-boots, belong exactly to this body. His face is wrinkled, the white pointed beard wags as he speaks, his eyes are blue ice. The officer facing him is immediately ashamed of his stomach, so large, shamefully large, and he cannot draw it in. Yet he makes the effort, now that he has to draw breath to speak.

Outside, somebody is there. The black shape against the snow, a head enveloped in a scarf, whoever it is he moves to the window, peers in, then abruptly clears off, into a silence disturbed first by his boots, then only by the sifting sounds of the snowflakes falling against the glass.

The forester has little to say, in fact. No, there never were any batteries[3] here. But 35 kilometres north. No, these forests are empty, there was nothing hidden here. We never saw anything like that. The people who live here have always lived here, only one refugee family, from the east. No accumulators[4]. No search-lights. The lake is that way, it is frozen.

Christopher Middleton, *Our Flowers & Nice Bones* (1969) by permission of Carcanet Press Limited.

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[1] insignia: a distinguishing badge or emblem of military rank

[2] pannikins: small metal drinking cups

[3] batteries: fortified emplacements for heavy guns

[4] accumulators: large rechargeable electric cells

The Right Mask

One night a poem came up to a poet
From now on, it said, you must wear a mask.
What kind of mask? asked the poet.
A rose mask, said the poem.
I've used it already, said the poet,
I've exhausted it.
Then wear the mask that's made out of
a nightingale's song, use that mask.
Oh, it's an old mask, said the poet,
it's all used up.
Nonsense, said the poem, it's the perfect mask,
still, try on the god mask,
now that mask illuminates heaven.
It's a tight mask, said the poet,
and the stars crawl about in it like ants.
Then try on the troubador's* mask, or the singer's mask,
try on all the popular masks.
I have, said the poet, but they fit so easily.

The poem was getting impatient,
it stamped its feet like a child,
it screamed. Then try on your own face,
try the one mask that terrifies,
the mask only you could possibly use,
the mask only you could wear out.

The poet tore at his face til it bled,
this mask? he yelled, this mask?
Yes, said the poem, yes.

But the poet was tired of masks,
he had lived too long with them,
he snatched at the poem and stuck it in his face.
Its screams were muffled, it went, it tried to be lyrical,
it wiggled into his eyes and mouth.

Next day his friends were afraid of him,
he looked so distorted.
Now it's the right mask, said the poem, the right mask.
It clung to him lovingly and never let go again.

"The Right Mask" from *Selected Poems* by Brian Patten. Published by Penguin, 2007. Copyright © Brian Patten. Reproduced by permission of the author c/o Rogers, Coleridge & White Ltd, 20 Powis Mews, London W11 1JN.

* troubador: medieval travelling poet and singer of love songs

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ENGLISH A: LITERATURE – STANDARD LEVEL – PAPER 1
ANGLAIS A : LITTÉRATURE – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A: LITERATURA – NIVEL MEDIO – PRUEBA 1

Monday 5 May 2014 (morning)
Lundi 5 mai 2014 (matin)
Lunes 5 de mayo de 2014 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a guided literary analysis on one passage only. In your answer you must address both of the guiding questions provided.
- The maximum mark for this examination paper is *[20 marks]*.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez une analyse littéraire dirigée d'un seul des passages. Les deux questions d'orientation fournies doivent être traitées dans votre réponse.
- Le nombre maximum de points pour cette épreuve d'examen est *[20 points]*.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un análisis literario guiado sobre un solo pasaje. Debe abordar las dos preguntas de orientación en su respuesta.
- La puntuación máxima para esta prueba de examen es *[20 puntos]*.

*Write a guided literary analysis on **one** passage only. In your answer you must address both of the guiding questions provided.*

1.

Shortly after my eighth birthday, I woke up. Just like that. Four years and four months after I slipped into a coma, I slipped out again. Not only could my eyes see, but I used the lids to blink. I opened my mouth and asked for cordial—I wanted to taste something sweet. Only people regaining consciousness in movies ask for water. In real life you think of cocktails with pineapple chunks and little umbrellas.

There were a lot of joyous faces in my bedroom the week I returned to the land of the living. People seemed genuinely pleased to see me, and they all said "Welcome back," as if I'd been away on a long voyage and any moment I was going to pull out the presents. My mother hugged me and covered my hands in wet kisses that I could now wipe on my pajamas. Even my father was jubilant, no longer the unfortunate man with the freak-show stepson, the Amazing Sleeping Kid. But little four-year-old Terry: he was in hiding. My sudden rebirth was too much of a shock. My mother breathlessly called for him to come and meet his brother, but Terry was a no-show. I was still too tired and weak to be offended. Later, when everything went into the toilet, I was forced to consider what it must have been like for Terry's developing mind to grow up next to a corpse and then to be told "That creepy mummy over there is your brother." It must have been spooky, especially at night when the moonlight hit my frozen face and my unmoving eyeballs fixed on the poor kid, as if they had solidified that way on purpose, just to stare.

On the third day after my resurrection, my father thundered in and said "Let's get you up and about." He and my mother grabbed my arms and helped me out of bed. My legs were sad, dead things, so they dragged me around the room as if I were a drunk friend they were escorting out of a bar. Then my father got the idea. "Hey! You've probably forgotten what you look like!"

It was true. I had. A vague image of a little boy's face drifted somewhere in my mind, but I couldn't be sure if it was me or someone who had once hated me. With my bare feet trailing behind, my father dragged me into the bathroom to look at myself in a mirror. It was a crushing spectacle. Even ugly people know beauty when they don't see it.

Terry couldn't avoid me forever. It was about time we were properly introduced. Soon after everyone had lost interest in congratulating me on waking up, he came into the room and sat on his bed, bouncing rhythmically, hands pressed down on his knees as if to keep them from flying away.

I lay back in bed gazing at the ceiling and pulled the covers over me. I could hear my brother breathing. I could hear myself breathing too—so could anyone; the air whistled noisily through my throat. I felt awkward and ridiculous. I thought: He'll speak when he's ready. My eyelids weighed a ton, but I wouldn't allow them the satisfaction of closing. I was afraid the coma was waiting.

It took an hour for Terry to bridge the distance between us.

Steve Toltz, *A Fraction of the Whole* (2008)

(a) Comment on the attitude of the narrator to coming out of his coma.

(b) Discuss the use of imagery and other literary devices in the passage.

The Tantrum

Struck with grief you were, though only four,
The day your mother cut her mermaid hair
And stood, a stranger, smiling at the door.

They frowned, tsk-tsked your wilful, cruel despair,
When you slunk beneath the long piano strings
And sobbed until your lungs hiccupped for air,

Unbribable with curses, cake, playthings.
You mourned a mother now herself no more,
But brave and fashionable. The golden rings

That fringed her naked neck, whom were they for?
Not you, but for the world, now in your place,
A full eclipse. You wept down on the floor;

She wept up in her room. They told you this:
That she could grow it back, and just as long,
They told you, lying always about loss,

For you know she never did. And they were wrong.

AE Stallings, *Archaic Smile* (1999)

(a) Evaluate the appropriateness or suitability of the poem's title.

(b) How do rhyme, and any other structural features, contribute to the effect of the poem?

M09/1/A1ENG/SP1/ENG/TZ2/XX

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Monday 4 May 2009 (morning)
Lundi 4 mai 2009 (matin)
Lunes 4 de mayo de 2009 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

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*Write a commentary on **one** passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you are encouraged to use them as starting points for your commentary.*

1.

I stay down the grave awhile after the girls have gone. There don't seem no reason to come out. Our Pa don't bother to come after me, or stand at the top of the hole and shout. He knows where he can get me when he wants. "This cemetery has a high wall round it," he always says. "You can climb out but in the end you always come back through the front gate, feet first."

The sky's pretty from eight feet down. It looks the colour of that girl's fur. Her muff, she called it. The fur was so soft. I wanted to put my face in it the way I saw her do.

I lie back on the ground and watch the sky. Sometimes a bird flies across, high above me. Bits of dirt from the sides of the hole crumble and fall on my face. I don't worry about the hole collapsing. For the deeper graves we use grave-boards to shore up the sides, but we don't bother with little ones like this. This one's in clay, good and damp so it holds up. It's happened before, the hole caving in, but mostly in sand, or when the clay's dried out. Men have got killed down graves. Our Pa always tells me to put a hand over my face and stick my other hand up if I'm down a grave and it falls in. Then I'll have an air hole through the dirt and they can see by my fingers where I am.

Someone comes then and looks into the grave. He's black against the light, so I can't see who it is. But I know it's not our Pa – he don't smell of the bottle.

"What are you doing down there, Simon?" the man says.

Then I know who it is. I jump to my feet and brush the dirt off my back and bum and legs.

"Just resting, sir."

"You're not paid to rest."

"I'm not paid nothing, sir," I say before I can stop myself.

"Oh? I should think you earn plenty from all you learn here. You're learning a trade."

"Learning don't feed me, sir."

"Enough of your insolence, Simon. You are but a servant of the London Cemetery Company. There are plenty more waiting outside the gate who would gladly take your place. Don't you forget that. Now, have you finished that grave?"

"Yes, sir."

"Then cover it over and go and find your father. He should be putting away the tools. God knows he needs the help. I don't know why I keep him on."

I know why. Our Pa knows this place better'n anybody. He can take apart any grave, remember who's buried how far down and whether it's sand or clay. He learned it all from our Granpa. And he's fast digging when he wants to be. His arms are hard as rocks. He's best when he's had a bit of the bottle but not too much. Then he and Joe dig and laugh and I haul up and dump the bucket. But once he's had too much it's Joe and me does all the digging and dumping.

I look round for the long tree branch with the stumps on it what I use to climb out the little graves. Our Pa must've taken it out.

"Mr Jackson," I call, but he's gone already. I shout again but he don't come back. Our Pa will think I've got out and covered the grave – he won't come back either.

I try to dig toeholds into the sides of the hole so I can climb out, but there's no spade, only my hands, and the ground's too hard. 'Sides, it's firm now but I don't know for sure it'll last. I don't want it to cave in on me.

It's cold in the hole now I'm stuck in it. I squat on my heels and wrap my arms round my legs. Every now and again I call out. There's four other graves being dug today and a couple of monuments going up, but none of them near me. Still, maybe a visitor will hear me, or one of them girls'll come back. Sometimes I hear voices and I call out "Help! Help!" But no one comes. People stay away from graves just dug. They think something's going to pop out the hole and grab 'em.

Tracy Chevalier, *Fallling Angels*, Harper Collins (2001)

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– What observations can be made about the narrator?
– What impact does the setting have?
– What do the conflicts that emerge contribute to the passage?
– Comment on the use and effectiveness of language (diction, imagery, sentence structure, *etc.*).

Route 62

What do mountains dream of?
Lying slumbering in the sheet of heat
Smoothed gently across the Little Karoo*.
No wind. Only warmth, but it doesn't press.
It floats, tenderly draping the spines and ribs
Into which history has folded these ranges.
Raging hormones of the earth's adolescence
Blasted entire continents into the sky
Leaving the remnants to drift down and lie
Locked into peace, immobile, their flanks
Not even twitching in the drowsy summer
Afternoons. Now they breathe in time with
The slowly passing centuries of geology's clock,
The beat too deep to resonate in our bones.
But the mountains hear it in their sleep:
Tick, and then the pause: aeons later, tock.

Helen Moffett, *Lovely Beyond Any Singing*, Cape Town: Double Storey Books (2005)
Used here with the permission of the author, Helen Moffett; taken from Lovely Beyond Any Singing: Landscapes in South African writing, 2006, Double Storey/Jutas of Cape Town, South Africa.

* Little Karoo: farm region of flat plain surrounded by mountains

– What does the opening question contribute to the poem?

– Discuss the significance of personification used in this poem.

– What does the poet achieve through her use of language (diction, imagery, sound devices, *etc.*)?

– Consider the passage of time as presented in this poem.

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ENGLISH A1 – STANDARD LEVEL – PAPER 1
ANGLAIS A1 – NIVEAU MOYEN – ÉPREUVE 1
INGLÉS A1 – NIVEL MEDIO – PRUEBA 1

Tuesday 3 May 2011 (morning)
Mardi 3 mai 2011 (matin)
Martes 3 de mayo de 2011 (mañana)

1 hour 30 minutes / 1 heure 30 minutes / 1 hora 30 minutos

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Write a commentary on one passage only. It is not compulsory for you to respond directly to the guiding questions provided. However, you may use them if you wish.

INSTRUCTIONS DESTINÉES AUX CANDIDATS

- N'ouvrez pas cette épreuve avant d'y être autorisé(e).
- Rédigez un commentaire sur un seul des passages. Le commentaire ne doit pas nécessairement répondre aux questions d'orientation fournies. Vous pouvez toutefois les utiliser si vous le désirez.

INSTRUCCIONES PARA LOS ALUMNOS

- No abra esta prueba hasta que se lo autoricen.
- Escriba un comentario sobre un solo fragmento. No es obligatorio responder directamente a las preguntas que se ofrecen a modo de guía. Sin embargo, puede usarlas si lo desea.

*Write a commentary on **one** of the following:*

1.

Edwin reached for a slice of pizza, raising its limp triangle to his mouth and taking a bite. He had barely spoken since returning from Frances's house, and yet, despite his silence, he felt wide awake, as if experiencing the aftershocks of some electrical surge that continued to flow through his body. His brain buzzed, and the only way he could keep control of the information that assaulted him from all directions was by concentrating as hard as he could on as little as possible. The pizza slice in his hand, the taste of sweet tomato paste in his mouth, the warmth of the red wine in his glass, the look of concern on Matilda's face.

She had been watching him like a hawk, but for the moment he could think of nothing to say to her. He could not imagine himself talking ever again. If he did, he knew his voice would crack and then his body would follow suit. His body the surface of a frozen puddle stepped on by a curious, playful child: its beautiful clean surface cracking, fracturing and then destroyed, becoming no more than a shallow muddy pool.

And then it dawned on him: he already was that muddy pool. He had been since the moment he recognised his father in that photograph, when he *knew* finally, that his father had deceived him.

Anger welled up in Edwin as he remembered his father: that kind, quiet man who had stroked his hair and read to him at bedtime, the man who had stood alone listening to the piano tunes that filtered through the sanatorium garden, the expression of loss so deeply lined in his face. That gentle, considerate man, Edwin thought bitterly, had been little more than a liar. The fact that his mother had left suddenly seemed less important: what mattered was the fact that his father – a man for whom Edwin had felt the utmost respect and love – had known all along where she was. That she was alive. All those years, thought Edwin … all those years: those birthdays and Christmases when I waited and waited for Jess to return … Albert could have taken me to see her. Albert knew where she was and he said nothing.

'Where is that picture taken, do you think?' he had asked Frances, his voice even then beginning to break.

'That one?' replied Frances, taking the photograph from Edwin's hand. 'It's not a very good one of your mother, is it? She looks very awkward – but maybe that's because Alberta is tugging at her dress. And look at that dress! It's so glamorous, it's like something pulled from a dress-up box. God, she looks uncomfortable – but look at her waist! Twins. She'd given birth to twins, and yet look at her. Her waist is tiny.'

Edwin had looked at his mother's waist and a wave of pain washed over him. 'Twins?' he wanted to protest. 'Not twins. She had three children. I was her child first. She held me in her arms and told me she loved me and I believed her. I had her first!'

Instead, he repeated, 'Do you know where the picture was taken?'

Once more Frances had scrutinised the image, shaking her head and turning the photo in her hand as if expecting to find an inscription on the back. There was nothing. She shook her head and murmured, 'Well, it could be taken at Franz but I don't recognise it – it looks too formal, almost as if it's the botanic gardens somewhere. I wonder if it's Dunedin? Jess went there from time to time – once a year or so – but she often left Beth and Alberta with my mother during those trips. It might be Dunedin, though. Or Hokitika. Thomas was from near Hokitika, originally.'

'Thomas?' It was the first time Edwin had heard the name.

'Thomas. Her husband. He was such a wonderful man.'

Laurence Fearnley, *edwin+matilda* (2007)

© Laurence Fearnely "edwin+matilda" 2007 Penguin NZ. Used with permission.

- What do we learn about Edwin's mother and father?
- Discuss the use of imagery in this passage.
- Comment on the contrast between Edwin's thoughts and actions.
- Comment on the structure of the passage.

Rising Five

'I'm rising five', he said,
'Not four', and little coils of hair
Un-clicked themselves upon his head.
His spectacles, brimful of eyes to stare
At me and the meadow, reflected cones of light
Above his toffee-buckled cheeks. He'd been alive
Fifty-six months or perhaps a week more:

But rising five.

Around him in the field the cells of spring
Bubbled and doubled buds unbuttoned; shoot
And stem shook out the creases from their frills,
And every tree was swilled with green.
It was the season after blossoming,
Before the forming of the fruit;

But rising June.

And in the sky
The dust dissected the tangential light:

But rising night;

But rising soon.

The new buds push the old leaves from the bough,
We drop our youth behind us like a boy
Throwing away his toffee-wrappers. We never see the flower,
But only the fruit in the flower; never the fruit,
But only the rot in the fruit. We look for the marriage bed
In the baby's cradle, we look for the grave in the bed:

But rising dead.

Norman Nicholson, *The Pot Geranium* (1954)

– What is the role of the little boy who is rising five?

– How do repetition and other structural devices bring out the meaning of the poem?

– Discuss the use of imagery in this poem.

– With particular attention to lines 24 to 31 consider ways in which the poet is warning us of the effects of looking to the future.

role of the boy.

imagery - repetition / structural devices

24-31. looking to the future.

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1

1

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 from Lydia Minatoya, *The Strangeness of Beauty*. ©1999 by Lydia Minatoya. The setting is Japan in 1920. Chie and her daughter Naomi are members of the House of Fuji, a noble family.

Akira came directly, breaking all tradition. Was that it? Had he followed form—had he asked his mother to speak to his father to approach a
Line go-between—would Chie have been more receptive?

He came on a winter's eve. He pounded on the door while a cold rain beat on the shuttered veranda, so at first Chie thought him only the wind. The maid knew better. Chie heard her soft scuttling footsteps, the creak of the door. Then the maid brought a calling card to the drawing room, for Chie.

Chie was reluctant to go to her guest; perhaps she was feeling too cozy. She and Naomi were reading at a low table set atop a charcoal brazier. A thick quilt spread over the sides of the table so their legs were tucked inside with the heat.

"Who is it at this hour, in this weather?" Chie questioned as she picked the name card off the maid's lacquer tray.

"Shinoda, Akira. Kobe Dental College," she read.

Naomi recognized the name. Chie heard a soft intake of air.

"I think you should go," said Naomi.

Akira was waiting in the entry. He was in his early twenties, slim and serious, wearing the black military-style uniform of a student. As he bowed—his hands hanging straight down, a black cap in one, a yellow oil-paper umbrella in the other—Chie glanced beyond him. In the glistening surface of the courtyard's rain-drenched paving stones, she saw his reflection like a dark double.

"Madame," said Akira, "forgive my disruption, but I come with a matter of urgency."

His voice was soft, refined. He straightened and stole a deferential peek at her face.

In the dim light his eyes shone with sincerity. Chie felt herself starting to like him.

"Come inside, get out of this nasty night. Surely your business can wait for a moment or two."

"I don't want to trouble you. Normally I would approach you more properly but I've received word of a position. I've an opportunity to go to America, as dentist for Seattle's Japanese community."

"Congratulations," Chie said with amusement. "That is an opportunity, I'm sure. But how am I involved?"

Even noting Naomi's breathless reaction to the name card, Chie had no idea. Akira's message, delivered like a formal speech, filled her with maternal amusement. You know how children speak so earnestly, so hurriedly, so endearingly about things that have no importance in an adult's mind? That's how she viewed him, as a child.

1

It was how she viewed Naomi. Even though Naomi was eighteen and training endlessly in the arts needed to make a good marriage, Chie had made no effort to find her a husband.

Akira blushed.

"Depending on your response, I may stay in Japan. I've come to ask for Naomi's hand."

Suddenly Chie felt the dampness of the night.

"Does Naomi know anything of your . . . ambitions?"

"We have an understanding. Please don't judge my candidacy by the unseemliness of this proposal. I ask directly because the use of a go-between takes much time. Either method comes down to the same thing: a matter of parental approval. If you give your consent, I become Naomi's yoshi.* We'll live in the House of Fuji. Without your consent, I must go to America, to secure a new home for my bride."

Eager to make his point, he'd been looking her full in the face. Abruptly, his voice turned gentle. "I see I've startled you. My humble apologies. I'll take no more of your evening. My address is on my card. If you don't wish to contact me, I'll reapproach you in two weeks' time. Until then, good night."

He bowed and left. Taking her ease, with effortless grace, like a cat making off with a fish.

"Mother?" Chie heard Naomi's low voice and turned from the door. "He has asked you?"

The sight of Naomi's clear eyes, her dark brows gave Chie strength. Maybe his hopes were preposterous.

"Where did you meet such a fellow? Imagine! He thinks he can marry the Fuji heir and take her to America all in the snap of his fingers!"

Chie waited for Naomi's ripe laughter.

Naomi was silent. She stood a full half minute looking straight into Chie's eyes. Finally, she spoke. "I met him at my literary meeting."

Naomi turned to go back into the house, then stopped.

"Mother."

"Yes?"

"I mean to have him."

* a man who marries a woman of higher status and takes her family's name

1

Which choice best describes what happens in the passage?

A) One character argues with another character who intrudes on her home.

B) One character receives a surprising request from another character.

C) One character reminisces about choices she has made over the years.

D) One character criticizes another character for pursuing an unexpected course of action.

2

Which choice best describes the developmental pattern of the passage?

A) A careful analysis of a traditional practice

B) A detailed depiction of a meaningful encounter

C) A definitive response to a series of questions

D) A cheerful recounting of an amusing anecdote

3

As used in line 1 and line 65, "directly" most nearly means

A) frankly.

B) confidently.

C) without mediation.

D) with precision.

4

Which reaction does Akira most fear from Chie?

A) She will consider his proposal inappropriate.

B) She will mistake his earnestness for immaturity.

C) She will consider his unscheduled visit an imposition.

D) She will underestimate the sincerity of his emotions.

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CONTINUE

5

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

A) Line 33 ("His voice . . . refined")
B) Lines 49-51 ("You . . . mind")
C) Lines 63-64 ("Please . . . proposal")
D) Lines 71-72 ("Eager . . . face")

6

In the passage, Akira addresses Chie with

A) affection but not genuine love.
B) objectivity but not complete impartiality.
C) amusement but not mocking disparagement.
D) respect but not utter deference.

7

The main purpose of the first paragraph is to

A) describe a culture.
B) criticize a tradition.
C) question a suggestion.
D) analyze a reaction.

8

As used in line 2, "form" most nearly means

A) appearance.
B) custom.
C) structure.
D) nature.

9

Why does Akira say his meeting with Chie is "a matter of urgency" (line 32)?

A) He fears that his own parents will disapprove of Naomi.
B) He worries that Naomi will reject him and marry someone else.
C) He has been offered an attractive job in another country.
D) He knows that Chie is unaware of his feelings for Naomi.

10

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

A) Line 39 ("I don't . . . you")
B) Lines 39-42 ("Normally . . . community")
C) Lines 58-59 ("Depending . . . Japan")
D) Lines 72-73 ("I see . . . you")

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CONTINUE

1

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

This passage is adapted from Francis J. Flynn and Gabrielle S. Adams, "Money Can't Buy Love: Asymmetric Beliefs about Gift Price and Feelings of Appreciation." ©2008 by Elsevier Inc.

Every day, millions of shoppers hit the stores in full force—both online and on foot—searching frantically for the perfect gift. Last year, Americans spent over $30 billion at retail stores in the month of December alone. Aside from purchasing holiday gifts, most people regularly buy presents for other occasions throughout the year, including weddings, birthdays, anniversaries, graduations, and baby showers. This frequent experience of gift-giving can engender ambivalent feelings in gift-givers. Many relish the opportunity to buy presents because gift-giving offers a powerful means to build stronger bonds with one's closest peers. At the same time, many dread the thought of buying gifts; they worry that their purchases will disappoint rather than delight the intended recipients.

Anthropologists describe gift-giving as a positive social process, serving various political, religious, and psychological functions. Economists, however, offer a less favorable view. According to Waldfogel (1993), gift-giving represents an objective waste of resources. People buy gifts that recipients would not choose to buy on their own, or at least not spend as much money to purchase (a phenomenon referred to as "the deadweight loss of Christmas"). To wit, givers are likely to spend $100 to purchase a gift that receivers would spend only $80 to buy themselves. This "deadweight loss" suggests that gift-givers are not very good at predicting what gifts others will appreciate. That in itself is not surprising to social psychologists. Research has found that people often struggle to take account of others' perspectives—their insights are subject to egocentrism, social projection, and multiple attribution errors.

What is surprising is that gift-givers have considerable experience acting as both gift-givers and gift-recipients, but nevertheless tend to overspend each time they set out to purchase a meaningful gift. In the present research, we propose a unique psychological explanation for this overspending problem—i.e., that gift-givers equate how much they spend with how much recipients will appreciate the gift (the more expensive the gift, the stronger a gift-recipient's feelings of appreciation). Although a link between gift price and feelings of appreciation might seem intuitive to gift-givers, such an assumption may be unfounded. Indeed, we propose that gift-recipients will be less inclined to base their feelings of appreciation on the magnitude of a gift than givers assume.

Why do gift-givers assume that gift price is closely linked to gift-recipients' feelings of appreciation? Perhaps givers believe that bigger (i.e., more expensive) gifts convey stronger signals of thoughtfulness and consideration. According to Camerer (1988) and others, gift-giving represents a symbolic ritual, whereby gift-givers attempt to signal their positive attitudes toward the intended recipient and their willingness to invest resources in a future relationship. In this sense, gift-givers may be motivated to spend more money on a gift in order to send a "stronger signal" to their intended recipient. As for gift-recipients, they may not construe smaller and larger gifts as representing smaller and larger signals of thoughtfulness and consideration.

The notion of gift-givers and gift-recipients being unable to account for the other party's perspective seems puzzling because people slip in and out of these roles every day, and, in some cases, multiple times in the course of the same day. Yet, despite the extensive experience that people have as both givers and receivers, they often struggle to transfer information gained from one role (e.g., as a giver) and apply it in another, complementary role (e.g., as a receiver). In theoretical terms, people fail to utilize information about their own preferences and experiences in order to produce more efficient outcomes in their exchange relations. In practical terms, people spend hundreds of dollars each year on gifts, but somehow never learn to calibrate their gift expenditures according to personal insight.

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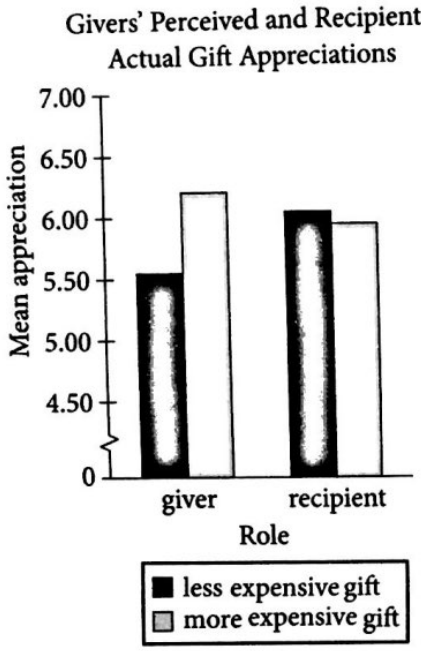

11

The authors most likely use the examples in lines 1-9 of the passage ("Every . . . showers") to highlight the

A) regularity with which people shop for gifts.
B) recent increase in the amount of money spent on gifts.
C) anxiety gift shopping causes for consumers.
D) number of special occasions involving gift-giving.

12

In line 10, the word "ambivalent" most nearly means

A) unrealistic.
B) conflicted.
C) apprehensive.
D) supportive.

13

The authors indicate that people value gift-giving because they feel it

A) functions as a form of self-expression.
B) is an inexpensive way to show appreciation.
C) requires the gift-recipient to reciprocate.
D) can serve to strengthen a relationship.

14

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

A) Lines 10-13 ("Many . . . peers")
B) Lines 22-23 ("People . . . own")
C) Lines 31-32 ("Research . . . perspectives")
D) Lines 44-47 ("Although . . . unfounded")

15

The "social psychologists" mentioned in paragraph 2 (lines 17-34) would likely describe the "deadweight loss" phenomenon as

A) predictable.
B) questionable.
C) disturbing.
D) unprecedented.

16

The passage indicates that the assumption made by gift-givers in lines 41-44 may be

A) insincere.
B) unreasonable.
C) incorrect.
D) substantiated.

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CONTINUE

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17

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

A) Lines 53-55 ("Perhaps . . . consideration")
B) Lines 55-60 ("According . . . relationship")
C) Lines 63-65 ("As . . . consideration")
D) Lines 75-78 ("In . . . relations")

18

As it is used in line 54, "convey" most nearly means

A) transport.
B) counteract.
C) exchange.
D) communicate.

19

The authors refer to work by Camerer and others (line 56) in order to

A) offer an explanation.
B) introduce an argument.
C) question a motive.
D) support a conclusion.

20

The graph following the passage offers evidence that gift-givers base their predictions of how much a gift will be appreciated on

A) the appreciation level of the gift-recipients.
B) the monetary value of the gift.
C) their own desires for the gifts they purchase.
D) their relationship with the gift-recipients.

21

The authors would likely attribute the differences in gift-giver and recipient mean appreciation as represented in the graph to

A) an inability to shift perspective.
B) an increasingly materialistic culture.
C) a growing opposition to gift-giving.
D) a misunderstanding of intentions.

Questions 22-31 are based on the following passage and supplementary material.

This passage is adapted from J. D. Watson and F. H. C. Crick, "Genetical Implications of the Structure of Deoxyribonucleic Acid." ©1953 by Nature Publishing Group. Watson and Crick deduced the structure of DNA using evidence from Rosalind Franklin and R. G. Gosling's X-ray crystallography diagrams of DNA and from Erwin Chargaff's data on the base composition of DNA.

The chemical formula of deoxyribonucleic acid (DNA) is now well established. The molecule is a very long chain, the backbone of which consists of a regular alternation of sugar and phosphate groups. To each sugar is attached a nitrogenous base, which can be of four different types. Two of the possible bases—adenine and guanine—are purines, and the other two—thymine and cytosine—are pyrimidines. So far as is known, the sequence of bases along the chain is irregular. The monomer unit, consisting of phosphate, sugar and base, is known as a nucleotide.

The first feature of our structure which is of biological interest is that it consists not of one chain, but of two. These two chains are both coiled around a common fiber axis. It has often been assumed that since there was only one chain in the chemical formula there would only be one in the structural unit. However, the density, taken with the X-ray evidence, suggests very strongly that there are two.

The other biologically important feature is the manner in which the two chains are held together. This is done by hydrogen bonds between the bases. The bases are joined together in pairs, a single base from one chain being hydrogen-bonded to a single base from the other. The important point is that only certain pairs of bases will fit into the structure. One member of a pair must be a purine and the other a pyrimidine in order to bridge between the two chains. If a pair consisted of two purines, for example, there would not be room for it.

We believe that the bases will be present almost entirely in their most probable forms. If this is true, the conditions for forming hydrogen bonds are more restrictive, and the only pairs of bases possible are: adenine with thymine, and guanine with cytosine. Adenine, for example, can occur on either chain; but when it does, its partner on the other chain must always be thymine.

The phosphate-sugar backbone of our model is completely regular, but any sequence of the pairs of bases can fit into the structure. It follows that in a long molecule many different permutations are possible, and it therefore seems likely that the precise sequence of bases is the code which carries the genetical information. If the actual order of the bases on one of the pair of chains were given, one could write down the exact order of the bases on the other one, because of the specific pairing. Thus one chain is, as it were, the complement of the other, and it is this feature which suggests how the deoxyribonucleic acid molecule might duplicate itself.

The table shows, for various organisms, the percentage of each of the four types of nitrogenous bases in that organism's DNA.

Base Composition of DNA

Organism	Percentage of base in organism's DNA: adenine (%)	guanine (%)	cytosine (%)	thymine (%)
Maize	26.8	22.8	23.2	27.2
Octopus	33.2	17.6	17.6	31.6
Chicken	28.0	22.0	21.6	28.4
Rat	28.6	21.4	20.5	28.4
Human	29.3	20.7	20.0	30.0
Grasshopper	29.3	20.5	20.7	29.3
Sea urchin	32.8	17.7	17.3	32.1
Wheat	27.3	22.7	22.8	27.1
Yeast	31.3	18.7	17.1	32.9
E. coli	24.7	26.0	25.7	23.6

Adapted from Manju Bansal, "DNA Structure: Revisiting the Watson-Crick Double Helix." ©2003 by Current Science Association, Bangalore.

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CONTINUE

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22

The authors use the word "backbone" in lines 3 and 39 to indicate that

A) only very long chains of DNA can be taken from an organism with a spinal column.

B) the main structure of a chain in a DNA molecule is composed of repeating units.

C) a chain in a DNA molecule consists entirely of phosphate groups or of sugars.

D) nitrogenous bases form the main structural unit of DNA.

23

A student claims that nitrogenous bases pair randomly with one another. Which of the following statements in the passage contradicts the student's claim?

A) Lines 5-6 ("To each . . . types")

B) Lines 9-10 ("So far . . . irregular")

C) Lines 23-25 ("The bases . . . other")

D) Lines 27-29 ("One member . . . chains")

24

In the second paragraph (lines 12-19), what do the authors claim to be a feature of biological interest?

A) The chemical formula of DNA

B) The common fiber axis

C) The X-ray evidence

D) DNA consisting of two chains

25

The authors' main purpose of including the information about X-ray evidence and density is to

A) establish that DNA is the molecule that carries the genetic information.

B) present an alternate hypothesis about the composition of a nucleotide.

C) provide support for the authors' claim about the number of chains in a molecule of DNA.

D) confirm the relationship between the density of DNA and the known chemical formula of DNA.

26

Based on the passage, the authors' statement "If a pair consisted of two purines, for example, there would not be room for it" (lines 29-30) implies that a pair

A) of purines would be larger than the space between a sugar and a phosphate group.

B) of purines would be larger than a pair consisting of a purine and a pyrimidine.

C) of pyrimidines would be larger than a pair of purines.

D) consisting of a purine and a pyrimidine would be larger than a pair of pyrimidines.

27

The authors' use of the words "exact," "specific," and "complement" in lines 47-49 in the final paragraph functions mainly to

A) confirm that the nucleotide sequences are known for most molecules of DNA.

B) counter the claim that the sequences of bases along a chain can occur in any order.

C) support the claim that the phosphate-sugar backbone of the authors' model is completely regular.

D) emphasize how one chain of DNA may serve as a template to be copied during DNA replication.

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CONTINUE

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28

Based on the table and passage, which choice gives the correct percentages of the purines in yeast DNA?

A) 17.1% and 18.7%

B) 17.1% and 32.9%

C) 18.7% and 31.3%

D) 31.3% and 32.9%

29

Do the data in the table support the authors' proposed pairing of bases in DNA?

A) Yes, because for each given organism, the percentage of adenine is closest to the percentage of thymine, and the percentage of guanine is closest to the percentage of cytosine.

B) Yes, because for each given organism, the percentage of adenine is closest to the percentage of guanine, and the percentage of cytosine is closest to the percentage of thymine.

C) No, because for each given organism, the percentage of adenine is closest to the percentage of thymine, and the percentage of guanine is closest to the percentage of cytosine.

D) No, because for each given organism, the percentage of adenine is closest to the percentage of guanine, and the percentage of cytosine is closest to the percentage of thymine.

30

According to the table, which of the following pairs of base percentages in sea urchin DNA provides evidence in support of the answer to the previous question?

A) 17.3% and 17.7%

B) 17.3% and 32.1%

C) 17.3% and 32.8%

D) 17.7% and 32.8%

31

Based on the table, is the percentage of adenine in each organism's DNA the same or does it vary, and which statement made by the authors is most consistent with that data?

A) The same; "Two of . . . pyrimidines" (lines 6-8)

B) The same; "The important . . . structure" (lines 25-26)

C) It varies; "Adenine . . . thymine" (lines 36-38)

D) It varies; "It follows . . . information" (lines 41-45)

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CONTINUE

Questions 32-41 are based on the following passage.

This passage is adapted from Virginia Woolf, *Three Guineas*. ©1938 by Harcourt, Inc. Here, Woolf considers the situation of women in English society.

Close at hand is a bridge over the River Thames, an admirable vantage ground for us to make a survey. The river flows beneath; barges pass, laden with timber, bursting with corn; there on one side are the domes and spires of the city; on the other, Westminster and the Houses of Parliament. It is a place to stand on by the hour, dreaming. But not now. Now we are pressed for time. Now we are here to consider facts; now we must fix our eyes upon the procession—the procession of the sons of educated men.

There they go, our brothers who have been educated at public schools and universities, mounting those steps, passing in and out of those doors, ascending those pulpits, preaching, teaching, administering justice, practising medicine, transacting business, making money. It is a solemn sight always—a procession, like a caravanserai crossing a desert. . . . But now, for the past twenty years or so, it is no longer a sight merely, a photograph, or fresco scrawled upon the walls of time, at which we can look with merely an esthetic appreciation. For there, trapesing along at the tail end of the procession, we go ourselves. And that makes a difference. We who have looked so long at the pageant in books, or from a curtained window watched educated men leaving the house at about nine-thirty to go to an office, returning to the house at about six-thirty from an office, need look passively no longer. We too can leave the house, can mount those steps, pass in and out of those doors, . . . make money, administer justice. . . . We who now agitate these humble pens may in another century or two speak from a pulpit. Nobody will dare contradict us then; we shall be the mouthpieces of the divine spirit—a solemn thought, is it not? Who can say whether, as time goes on, we may not dress in military uniform, with gold lace on our breasts, swords at our sides, and something like the old family coal-scuttle on our heads, save that that venerable object was never decorated with plumes of white horsehair. You laugh—indeed the shadow of the private house still makes those dresses look a little queer. We have worn private clothes so long. . . . But we have not come here to laugh, or to talk of fashions—men's and women's. We are here, on the bridge, to ask ourselves certain questions. And they are very important questions; and we have very little time in which to answer them. The questions that we have to ask and to answer about that procession during this moment of transition are so important that they may well change the lives of all men and women for ever. For we have to ask ourselves, here and now, do we wish to join that procession, or don't we? On what terms shall we join that procession? Above all, where is it leading us, the procession of educated men? The moment is short; it may last five years; ten years; or perhaps only a matter of a few months longer. . . . But, you will object, you have no time to think; you have your battles to fight, your rent to pay, your bazaars to organize. That excuse shall not serve you, Madam. As you know from your own experience, and there are facts that prove it, the daughters of educated men have always done their thinking from hand to mouth; not under green lamps at study tables in the cloisters of secluded colleges. They have thought while they stirred the pot, while they rocked the cradle. It was thus that they won us the right to our brand-new sixpence. It falls to us now to go on thinking; how are we to spend that sixpence? Think we must. Let us think in offices; in omnibuses; while we are standing in the crowd watching Coronations and Lord Mayor's Shows; let us think . . . in the gallery of the House of Commons; in the Law Courts; let us think at baptisms and marriages and funerals. Let us never cease from thinking—what is this "civilization" in which we find ourselves? What are these ceremonies and why should we take part in them? What are these professions and why should we make money out of them? Where in short is it leading us, the procession of the sons of educated men?

32

The main purpose of the passage is to

A) emphasize the value of a tradition.
B) stress the urgency of an issue.
C) highlight the severity of social divisions.
D) question the feasibility of an undertaking.

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CONTINUE

33

The central claim of the passage is that

A) educated women face a decision about how to engage with existing institutions.

B) women can have positions of influence in English society only if they give up some of their traditional roles.

C) the male monopoly on power in English society has had grave and continuing effects.

D) the entry of educated women into positions of power traditionally held by men will transform those positions.

34

Woolf uses the word "we" throughout the passage mainly to

A) reflect the growing friendliness among a group of people.

B) advance the need for candor among a group of people.

C) establish a sense of solidarity among a group of people.

D) reinforce the need for respect among a group of people.

35

According to the passage, Woolf chooses the setting of the bridge because it

A) is conducive to a mood of fanciful reflection.

B) provides a good view of the procession of the sons of educated men.

C) is within sight of historic episodes to which she alludes.

D) is symbolic of the legacy of past and present sons of educated men.

36

Woolf indicates that the procession she describes in the passage

A) has come to have more practical influence in recent years.

B) has become a celebrated feature of English public life.

C) includes all of the richest and most powerful men in England.

D) has become less exclusionary in its membership in recent years.

37

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

A) Lines 12-17 ("There . . . money")

B) Lines 17-19 ("It . . . desert")

C) Lines 23-24 ("For . . . ourselves")

D) Lines 30-34 ("We . . . pulpit")

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CONTINUE

1

38

Woolf characterizes the questions in lines 53-57 ("For we . . . men") as both

A) controversial and threatening.
B) weighty and unanswerable.
C) momentous and pressing.
D) provocative and mysterious.

39

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

A) Lines 46-47 ("We . . . questions")
B) Lines 48-49 ("And . . . them")
C) Line 57 ("The moment . . . short")
D) Line 62 ("That . . . Madam")

40

Which choice most closely captures the meaning of the figurative "sixpence" referred to in lines 70 and 71?

A) Tolerance
B) Knowledge
C) Opportunity
D) Perspective

41

The range of places and occasions listed in lines 72-76 ("Let us . . . funerals") mainly serves to emphasize how

A) novel the challenge faced by women is.
B) pervasive the need for critical reflection is.
C) complex the political and social issues of the day are.
D) enjoyable the career possibilities for women are.

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CONTINUE

Questions 42-52 are based on the following passages.

Passage 1 is adapted from Michael Slezak, "Space Mining: the Next Gold Rush?" ©2013 by New Scientist. Passage 2 is from the editors of *New Scientist*, "Taming the Final Frontier." ©2013 by New Scientist.

Passage 1

Follow the money and you will end up in space. That's the message from a first-of-its-kind forum on mining beyond Earth.

Line

Convened in Sydney by the Australian Centre for Space Engineering Research, the event brought together mining companies, robotics experts, lunar scientists, and government agencies that are all working to make space mining a reality.

The forum comes hot on the heels of the 2012 unveiling of two private asteroid-mining firms. Planetary Resources of Washington says it will launch its first prospecting telescopes in two years, while Deep Space Industries of Virginia hopes to be harvesting metals from asteroids by 2020. Another commercial venture that sprung up in 2012, Golden Spike of Colorado, will be offering trips to the moon, including to potential lunar miners.

Within a few decades, these firms may be meeting earthly demands for precious metals, such as platinum and gold, and the rare earth elements vital for personal electronics, such as yttrium and lanthanum. But like the gold rush pioneers who transformed the western United States, the first space miners won't just enrich themselves. They also hope to build an off-planet economy free of any bonds with Earth, in which the materials extracted and processed from the moon and asteroids are delivered for space-based projects.

In this scenario, water mined from other worlds could become the most desired commodity. "In the desert, what's worth more: a kilogram of gold or a kilogram of water?" asks Kris Zacny of HoneyBee Robotics in New York. "Gold is useless. Water will let you live."

Water ice from the moon's poles could be sent to astronauts on the International Space Station for drinking or as a radiation shield. Splitting water into oxygen and hydrogen makes spacecraft fuel, so ice-rich asteroids could become interplanetary refuelling stations.

Companies are eyeing the iron, silicon, and aluminium in lunar soil and asteroids, which could be used in 3D printers to make spare parts or machinery. Others want to turn space dirt into concrete for landing pads, shelters, and roads.

Passage 2

The motivation for deep-space travel is shifting from discovery to economics. The past year has seen a flurry of proposals aimed at bringing celestial riches down to Earth. No doubt this will make a few billionaires even wealthier, but we all stand to gain: the mineral bounty and spin-off technologies could enrich us all.

But before the miners start firing up their rockets, we should pause for thought. At first glance, space mining seems to sidestep most environmental concerns: there is (probably!) no life on asteroids, and thus no habitats to trash. But its consequences —both here on Earth and in space—merit careful consideration.

Part of this is about principles. Some will argue that space's "magnificent desolation" is not ours to despoil, just as they argue that our own planet's poles should remain pristine. Others will suggest that glutting ourselves on space's riches is not an acceptable alternative to developing more sustainable ways of earthly life.

History suggests that those will be hard lines to hold, and it may be difficult to persuade the public that such barren environments are worth preserving. After all, they exist in vast abundance, and even fewer people will experience them than have walked through Antarctica's icy landscapes.

There's also the emerging off-world economy to consider. The resources that are valuable in orbit and beyond may be very different to those we prize on Earth. Questions of their stewardship have barely been broached—and the relevant legal and regulatory framework is fragmentary, to put it mildly.

Space miners, like their earthly counterparts, are often reluctant to engage with such questions. One speaker at last week's space-mining forum in Sydney, Australia, concluded with a plea that regulation should be avoided. But miners have much to gain from a broad agreement on the for-profit exploitation of space. Without consensus, claims will be disputed, investments risky, and the gains made insecure. It is in all of our long-term interests to seek one out.

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CONTINUE

42

In lines 9-17, the author of Passage 1 mentions several companies primarily to

A) note the technological advances that make space mining possible.
B) provide evidence of the growing interest in space mining.
C) emphasize the large profits to be made from space mining.
D) highlight the diverse ways to carry out space mining operations.

43

The author of Passage 1 indicates that space mining could have which positive effect?

A) It could yield materials important to Earth's economy.
B) It could raise the value of some precious metals on Earth.
C) It could create unanticipated technological innovations.
D) It could change scientists' understanding of space resources.

44

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

A) Lines 18-22 ("Within . . . lanthanum")
B) Lines 24-28 ("They . . . projects")
C) Lines 29-30 ("In this . . . commodity")
D) Lines 41-44 ("Companies . . . machinery")

45

As used in line 19, "demands" most nearly means

A) offers.
B) claims.
C) inquiries.
D) desires.

46

What function does the discussion of water in lines 35-40 serve in Passage 1?

A) It continues an extended comparison that begins in the previous paragraph.
B) It provides an unexpected answer to a question raised in the previous paragraph.
C) It offers hypothetical examples supporting a claim made in the previous paragraph.
D) It examines possible outcomes of a proposal put forth in the previous paragraph.

47

The central claim of Passage 2 is that space mining has positive potential but

A) it will end up encouraging humanity's reckless treatment of the environment.
B) its effects should be thoughtfully considered before it becomes a reality.
C) such potential may not include replenishing key resources that are disappearing on Earth.
D) experts disagree about the commercial viability of the discoveries it could yield.

48

As used in line 68, "hold" most nearly means

A) maintain.
B) grip.
C) restrain.
D) withstand.

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49

Which statement best describes the relationship between the passages?

A) Passage 2 refutes the central claim advanced in Passage 1.

B) Passage 2 illustrates the phenomenon described in more general terms in Passage 1.

C) Passage 2 argues against the practicality of the proposals put forth in Passage 1.

D) Passage 2 expresses reservations about developments discussed in Passage 1.

50

The author of Passage 2 would most likely respond to the discussion of the future of space mining in lines 18-28, Passage 1, by claiming that such a future

A) is inconsistent with the sustainable use of space resources.

B) will be difficult to bring about in the absence of regulations.

C) cannot be attained without technologies that do not yet exist.

D) seems certain to affect Earth's economy in a negative way.

51

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

A) Lines 60-63 ("Some . . . pristine")

B) Lines 74-76 ("The resources . . . Earth")

C) Lines 81-83 ("One . . . avoided")

D) Lines 85-87 ("Without . . . insecure")

52

Which point about the resources that will be highly valued in space is implicit in Passage 1 and explicit in Passage 2?

A) They may be different resources from those that are valuable on Earth.

B) They will be valuable only if they can be harvested cheaply.

C) They are likely to be primarily precious metals and rare earth elements.

D) They may increase in value as those same resources become rare on Earth.

STOP

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

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Test #1

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

Whey to Go

Greek yogurt—a strained form of cultured yogurt—has grown enormously in popularity in the United States since it was first introduced in the country in the late 1980s.

From 2011 to 2012 alone, sales of Greek yogurt in the US increased by 50 percent. The resulting increase in Greek yogurt production has forced those involved in the business to address the detrimental effects that the yogurt-making process may be having on the environment. Fortunately, farmers and others in the

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CONTINUE

Greek yogurt business have found many methods of controlling and eliminating most environmental threats. Given these solutions as well as the many health benefits of the food, the advantages of Greek yogurt **1** outdo the potential drawbacks of its production.

[1] The main environmental problem caused by the production of Greek yogurt is the creation of acid whey as a by-product. [2] Because it requires up to four times more milk to make than conventional yogurt does, Greek yogurt produces larger amounts of acid whey, which is difficult to dispose of. [3] To address the problem of disposal, farmers have found a number of uses for acid whey. [4] They can add it to livestock feed as a protein **2** supplement, and people can make their own Greek-style yogurt at home by straining regular yogurt. [5] If it is improperly introduced into the environment, acid-whey runoff **3** can pollute waterways, depleting the oxygen content of streams and rivers as it decomposes. [6] Yogurt manufacturers, food **4** scientists; and government officials are also working together to develop additional solutions for reusing whey. **5**

1

A) NO CHANGE
B) defeat
C) outperform
D) outweigh

2

Which choice provides the most relevant detail?

A) NO CHANGE
B) supplement and convert it into gas to use as fuel in electricity production.
C) supplement, while sweet whey is more desirable as a food additive for humans.
D) supplement, which provides an important element of their diet.

3

A) NO CHANGE
B) can pollute waterway's,
C) could have polluted waterways,
D) has polluted waterway's,

4

A) NO CHANGE
B) scientists: and
C) scientists, and
D) scientists, and,

5

To make this paragraph most logical, sentence 5 should be placed

A) where it is now.
B) after sentence 1.
C) after sentence 2.
D) after sentence 3.

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CONTINUE

2

6 Though these conservation methods can be costly and time-consuming, they are well worth the effort. Nutritionists consider Greek yogurt to be a healthy food: it is an excellent source of calcium and protein, serves **7** to be a digestive aid, and **8** it contains few calories in its unsweetened low- and non-fat forms. Greek yogurt is slightly lower in sugar and carbohydrates than conventional yogurt is. **9** Also, because it is more concentrated, Greek yogurt contains slightly more protein per serving, thereby helping people stay

6

The writer is considering deleting the underlined sentence. Should the writer do this?

A) Yes, because it does not provide a transition from the previous paragraph.

B) Yes, because it fails to support the main argument of the passage as introduced in the first paragraph.

C) No, because it continues the explanation of how acid whey can be disposed of safely.

D) No, because it sets up the argument in the paragraph for the benefits of Greek yogurt.

7

A) NO CHANGE

B) as

C) like

D) for

8

A) NO CHANGE

B) containing

C) contains

D) will contain

9

A) NO CHANGE

B) In other words,

C) Therefore,

D) For instance,

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10 satiated for longer periods of time. These health benefits have prompted Greek yogurt's recent surge in popularity. In fact, Greek yogurt can be found in an increasing number of products such as snack food and frozen desserts. Because consumers reap the nutritional benefits of Greek yogurt and support those who make and sell **11** it, therefore farmers and businesses should continue finding safe and effective methods of producing the food.

redundant.

2 dependent clauses joined together.

10

(A) NO CHANGE
B) fulfilled
C) complacent
D) sufficient

filled.

11

A) NO CHANGE
(B) it, farmers
C) it, so farmers
D) it: farmers

start with Noun.

Dependent Clause, Independent Clause.

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

Dark Snow

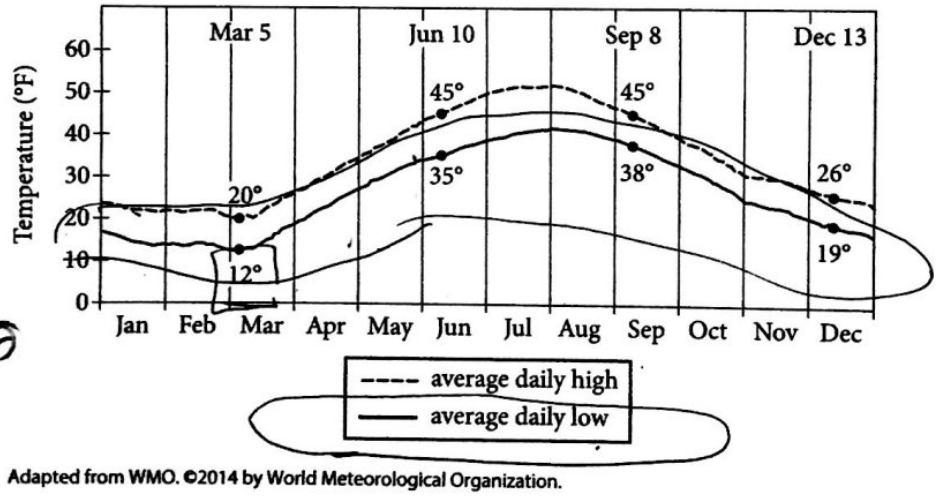
Most of Greenland's interior is covered by a thick layer of ice and compressed snow known as the Greenland Ice Sheet. The size of the ice sheet fluctuates seasonally: in summer, average daily high temperatures in Greenland can rise to slightly above 50 degrees Fahrenheit, partially melting the ice; in the winter, the sheet thickens as additional snow falls, and average daily low temperatures can drop 12 to as low as 20 degrees.

12

Which choice most accurately and effectively represents the information in the graph?

A) NO CHANGE
B) to 12 degrees Fahrenheit.
C) to their lowest point on December 13.
D) to 10 degrees Fahrenheit and stay there for months.

Average Daily High and Low Temperatures Recorded at Nuuk Weather Station, Greenland (1961—1990)



Adapted from WMO. ©2014 by World Meteorological Organization.

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Typically, the ice sheet begins to show evidence of thawing in late **13** summer. This follows several weeks of higher temperatures. **14** For example, in the summer of 2012, virtually the entire Greenland Ice Sheet underwent thawing at or near its surface by mid-July, the earliest date on record. Most scientists looking for the causes of the Great Melt of 2012 have focused exclusively on rising temperatures. The summer of 2012 was the warmest in 170 years, records show. But Jason **15** Box, an associate professor of geology at Ohio State, believes that another factor added to the early **16** thaw; the "dark snow" problem.

13

Which choice most effectively combines the two sentences at the underlined portion?

A) summer, following
B) summer, and this thawing follows
C) summer, and such thawing follows
D) summer and this evidence follows

14

A) NO CHANGE
B) However,
C) As such,
D) Moreover,

15

A) NO CHANGE
B) Box an associate professor of geology at Ohio State,
C) Box, an associate professor of geology at Ohio State,
D) Box, an associate professor of geology, at Ohio State

16

A) NO CHANGE
B) thaw; and it was
C) thaw:
D) thaw: being

According to Box, a leading Greenland expert, tundra fires in 2012 from as far away as North America produced great amounts of soot, some **17** of it drifted over Greenland in giant plumes of smoke and then **18** fell as particles onto the ice sheet. Scientists have long known that soot particles facilitate melting by darkening snow and ice, limiting **19** it's ability to reflect the Sun's rays. As Box explains, "Soot is an extremely powerful light absorber. It settles over the ice and captures the Sun's heat." The result is a self-reinforcing cycle. As the ice melts, the land and water under the ice become exposed, and since land and water are darker than snow, the surface absorbs even more heat, which **20** is related to the rising temperatures.

17

A) NO CHANGE
B) soot
C) of which
D) DELETE the underlined portion.

18

A) NO CHANGE
B) falls
C) will fall
D) had fallen

19

A) NO CHANGE
B) its
C) there
D) their

20

Which choice best completes the description of a self-reinforcing cycle?

A) NO CHANGE
B) raises the surface temperature.
C) begins to cool at a certain point.
D) leads to additional melting.

[1] Box's research is important because the fires of 2012 may not be a one-time phenomenon. [2] According to scientists, rising Arctic temperatures are making northern latitudes greener and thus more fire prone. [3] The pattern Box observed in 2012 may repeat **21** itself again, with harmful effects on the Arctic ecosystem. [4] Box is currently organizing an expedition to gather this crucial information. [5] The next step for Box and his team is to travel to Greenland to perform direct sampling of the ice in order to determine just how much the soot is contributing to the melting of the ice sheet. [6] Members of the public will be able to track his team's progress—and even help fund the expedition—through a website Box has created. **22**

21

A) NO CHANGE
B) itself,
C) itself, with damage and
D) itself possibly,

22

To make this paragraph most logical, sentence 4 should be placed

A) where it is now.
B) after sentence 1.
C) after sentence 2.
D) after sentence 5.

Questions 23-33 are based on the following passage.

Coworking: A Creative Solution

When I left my office job as a website developer at a small company for a position that allowed me to work full-time from home, I thought I had it made: I gleefully traded in my suits and dress shoes for sweatpants and slippers, my frantic early-morning bagged lunch packing for a leisurely midday trip to my refrigerator. The novelty of this comfortable work-from-home life, however, **23** soon got worn off quickly. Within a month, I found myself feeling isolated despite having frequent email and instant messaging contact with my colleagues. Having become frustrated trying to solve difficult problems, **24** no colleagues were nearby to share ideas. It was during this time that I read an article **25** into coworking spaces.

23

A) NO CHANGE
B) was promptly worn
C) promptly wore
D) wore

24

A) NO CHANGE
B) colleagues were important for sharing ideas.
C) ideas couldn't be shared with colleagues.
D) I missed having colleagues nearby to consult.

25

A) NO CHANGE
B) about
C) upon
D) for

The article, published by *Forbes* magazine, explained that coworking spaces are designated locations that, for a fee, individuals can use to conduct their work. The spaces are usually stocked with standard office **26** equipment, such as photocopiers, printers, and fax machines. **27** In these locations, however, the spaces often include small meeting areas and larger rooms for hosting presentations. **28** The cost of launching a new coworking business in the United States is estimated to be approximately $58,000.

26

A) NO CHANGE
B) equipment, such as:
C) equipment such as:
D) equipment, such as,

27

A) NO CHANGE
B) In addition to equipment,
C) For these reasons,
D) Likewise,

28

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

A) Kept, because it provides a detail that supports the main topic of the paragraph.
B) Kept, because it sets up the main topic of the paragraph that follows.
C) Deleted, because it blurs the paragraph's main focus with a loosely related detail.
D) Deleted, because it repeats information that has been provided in an earlier paragraph.

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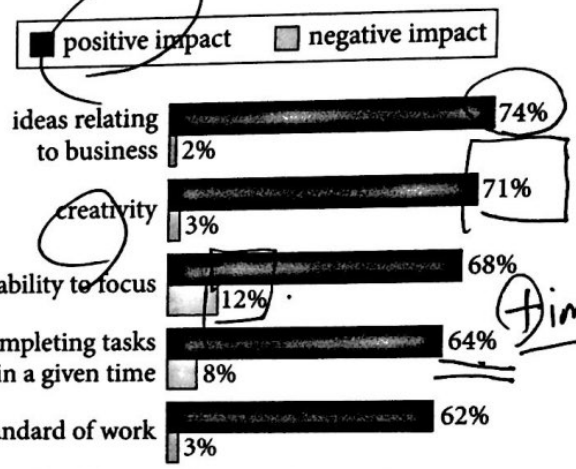
CONTINUE

What most caught my interest, though, was a quotation from someone who described coworking spaces as "melting pots of creativity." The article refers to a 2012 survey in which **29** 64 percent of respondents noted that coworking spaces prevented them from completing tasks in a given time. The article goes on to suggest that the most valuable resources provided by coworking spaces are actually the people **30** whom use them.

29

At this point, the writer wants to add specific information that supports the main topic of the paragraph.

Perceived Effect of Coworking on Business Skills



Adapted from "The 3rd Global Coworking Survey." ©2013 by Deskmag.

Which choice most effectively completes the sentence with relevant and accurate information based on the graph above?

A) NO CHANGE

B) 71 percent of respondents indicated that using a coworking space increased their creativity.

C) respondents credited coworking spaces with giving them 74 percent of their ideas relating to business.

D) respondents revealed that their ability to focus on their work improved by 12 percent in a coworking space.

30

A) NO CHANGE

B) whom uses

C) who uses

D) who use

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[1] Thus, even though I already had all the equipment I needed in my home office, I decided to try using a coworking space in my city. [2] Because I was specifically interested in coworking's reported benefits related to creativity, I chose a facility that offered a bright, open work area where I wouldn't be isolated. [3] Throughout the morning, more people appeared. [4] Periods of quiet, during which everyone worked independently, were broken up occasionally with lively conversation. **31**

I liked the experience so much that I now go to the coworking space a few times a week. Over time, I've gotten to know several of my coworking **32** colleagues: another website developer, a graphic designer, a freelance writer, and several mobile app coders. Even those of us who work in disparate fields are able to **33** share advice and help each other brainstorm. In fact, it's the diversity of their talents and experiences that makes my coworking colleagues so valuable.

31

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

> After filling out a simple registration form and taking a quick tour of the facility, I took a seat at a table and got right to work on my laptop.

The best placement for the sentence is immediately

A) before sentence 1.
B) after sentence 1.
C) after sentence 2.
D) after sentence 3.

32

A) NO CHANGE
B) colleagues;
C) colleagues,
D) colleagues

33

A) NO CHANGE
B) give some wisdom
C) proclaim our opinions
D) opine

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Questions 34-44 are based on the following passage.

The Consolations of Philosophy

Long viewed by many as the stereotypical useless major, philosophy is now being seen by many students and prospective employers as in fact a very useful and practical major, offering students a host of transferable skills with relevance to the modern workplace. **34** In broad terms, philosophy is the study of meaning and the values underlying thought and behavior. But **35** more pragmatically, the discipline encourages students to analyze complex material, question conventional beliefs, and express thoughts in a concise manner.

Because philosophy **36** teaching students not what to think but how to think, the age-old discipline offers consistently useful tools for academic and professional achievement. **37** A 1994 survey concluded that only 18 percent of American colleges required at least one philosophy course. **38** Therefore, between 1992 and 1996, more than 400 independent philosophy departments were eliminated from institutions.

34

(A) NO CHANGE
B) For example,
C) In contrast,
D) Nevertheless,

35

(A) NO CHANGE
B) speaking in a more pragmatic way,
C) speaking in a way more pragmatically,
D) in a more pragmatic-speaking way,

36

A) NO CHANGE
(B) teaches
C) to teach
D) and teaching

37

Which choice most effectively sets up the information that follows?

A) Consequently, philosophy students have been receiving an increasing number of job offers.
B) Therefore, because of the evidence, colleges increased their offerings in philosophy.
C) Notwithstanding the attractiveness of this course of study, students have resisted majoring in philosophy.
(D) However, despite its many utilitarian benefits, colleges have not always supported the study of philosophy.

38

A) NO CHANGE
B) Thus,
(C) Moreover,
D) However,

More recently, colleges have recognized the practicality and increasing popularity of studying philosophy and have markedly increased the number of philosophy programs offered. By 2008 there were 817 programs, up from 765 a decade before. In addition, the number of four-year graduates in philosophy has grown 46 percent in a decade. Also, studies have found that those students who major in philosophy often do better than students from other majors in both verbal reasoning and analytical **39** writing. These results can be measured by standardized test scores. On the Graduate Record Examination (GRE), for example, students intending to study philosophy in graduate school **40** has scored higher than students in all but four other majors.

These days, many **41** student's majoring in philosophy have no intention of becoming philosophers; instead they plan to apply those skills to other disciplines. Law and business specifically benefit from the complicated theoretical issues raised in the study of philosophy, but philosophy can be just as useful in engineering or any field requiring complex analytic skills. **42** That these skills are transferable across professions

39

Which choice most effectively combines the sentences at the underlined portion?

A) writing as
B) writing, and these results can be
C) writing, which can also be
D) writing when the results are

40

A) NO CHANGE
B) have scored
C) scores
D) scoring

41

A) NO CHANGE
B) students majoring
C) students major
D) student's majors

42

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

> The ancient Greek philosopher Plato, for example, wrote many of his works in the form of dialogues.

Should the writer make this addition here?

A) Yes, because it reinforces the passage's main point about the employability of philosophy majors.
B) Yes, because it acknowledges a common counterargument to the passage's central claim.
C) No, because it blurs the paragraph's focus by introducing a new idea that goes unexplained.
D) No, because it undermines the passage's claim about the employability of philosophy majors.

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CONTINUE

43 which makes them especially beneficial to twenty-first-century students. Because today's students can expect to hold multiple jobs—some of which may not even exist yet—during 44 our lifetime, studying philosophy allows them to be flexible and adaptable. High demand, advanced exam scores, and varied professional skills all argue for maintaining and enhancing philosophy courses and majors within academic institutions.

43

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

DC. incomplete sentence. ✓

44

A) NO CHANGE
B) one's
C) his or her
D) their

That those skills are transferable. makes

students.
their
(pronoun usage).

STOP

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

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As you read the passage below, consider how Jimmy Carter uses

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

Adapted from former US President Jimmy Carter, Foreword to *Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey* by Subhankar Banerjee. ©2003 by Subhankar Banerjee.

1 The Arctic National Wildlife Refuge stands alone as America's last truly great wilderness. This magnificent area is as vast as it is wild, from the windswept coastal plain where polar bears and caribou give birth, to the towering Brooks Range where Dall sheep cling to cliffs and wolves howl in the midnight sun.

2 More than a decade ago, [my wife] Rosalynn and I had the fortunate opportunity to camp and hike in these regions of the Arctic Refuge. During bright July days, we walked along ancient caribou trails and studied the brilliant mosaic of wildflowers, mosses, and lichens that hugged the tundra. There was a timeless quality about this great land. As the never-setting sun circled above the horizon, we watched muskox, those shaggy survivors of the Ice Age, lumber along braided rivers that meander toward the Beaufort Sea.

3 One of the most unforgettable and humbling experiences of our lives occurred on the coastal plain. We had hoped to see caribou during our trip, but to our amazement, we witnessed the migration of tens of thousands of caribou with their newborn calves. In a matter of a few minutes, the sweep of tundra before us became flooded with life, with the sounds of grunting animals and clicking hooves filling the air. The dramatic procession of the Porcupine caribou herd was a once-in-a-lifetime wildlife spectacle. We understand firsthand why some have described this special birthplace as "America's Serengeti."

4 Standing on the coastal plain, I was saddened to think of the tragedy that might occur if this great wilderness was consumed by a web of roads and pipelines, drilling rigs and industrial facilities. Such proposed developments would forever destroy the wilderness character of America's only Arctic Refuge and disturb countless numbers of animals that depend on this northernmost terrestrial ecosystem.

5 The extraordinary wilderness and wildlife values of the Arctic Refuge have long been recognized by both Republican and Democratic presidents. In 1960, President Dwight D. Eisenhower established the original 8.9 million-acre Arctic National Wildlife Range to preserve its unique wildlife, wilderness, and recreational values. Twenty years later, I signed the Alaska National Interest Lands Conservation Act, monumental legislation that safeguarded more than 100 million acres of national parks, refuges, and forests in Alaska. This law specifically created the Arctic National Wildlife Refuge, doubled the size of the former range, and restricted development in areas that are clearly incompatible with oil exploration.

6 Since I left office, there have been repeated proposals to open the Arctic Refuge coastal plain to oil drilling. Those attempts have failed because of tremendous opposition by the American people, including the Gwich'in Athabascan Indians of Alaska and Canada, indigenous people whose culture has depended on the Porcupine caribou herd for thousands of years. Having visited many aboriginal peoples around the world, I can empathize with the Gwich'ins' struggle to safeguard one of their precious human rights.

7 We must look beyond the alleged benefits of a short-term economic gain and focus on what is really at stake. At best, the Arctic Refuge might provide 1 to 2 percent of the oil our country consumes each day. We can easily conserve more than that amount by driving more fuel-efficient vehicles. Instead of tearing open the heart of our greatest refuge, we should use our resources more wisely.

8 There are few places on earth as wild and free as the Arctic Refuge. It is a symbol of our national heritage, a remnant of frontier America that our first settlers once called wilderness. Little of that precious wilderness remains.

9 It will be a grand triumph for America if we can preserve the Arctic Refuge in its pure, untrammeled state. To leave this extraordinary land alone would be the greatest gift we could pass on to future generations.

Write an essay in which you explain how Jimmy Carter builds an argument to persuade his audience that the Arctic National Wildlife Refuge should not be developed for industry. In your essay, analyze how Carter uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

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Eliana Dockterman in "The Digital Parent Trap" would argue about the benefits to early exposure using technology.

As you read the passage below, consider how Eliana Dockterman uses

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

evidence. reasoning. word choice (stylistic).

Adapted from Eliana Dockterman, "The Digital Parent Trap." ©2013 by Time Inc. Originally published August 19, 2013.

1 By all measures, this generation of American kids (ages 3 to 18) is the tech-savviest in history: 27% of them use tablets, 43% use smartphones, and 52% use laptops. And in just a few weeks they will start the most tech-saturated school year ever: Los Angeles County alone will spend $30 million on classroom iPads this year, outfitting 640,000 kids by late 2014.

statistics as evidence. (of how prevalent the use of technology is).

2 Yet, according to the latest findings from the research firm Grunwald Associates, barely half of U.S. parents agree that mobile technology should play a more prominent ~~role in schools~~. Some are even paying as much as $24,000 to send their kids to monthlong "digital detox" programs like the one at Capio Nightingale Hospital in the U.K. . . .

evidence. - research from Grunwald Associates. - detox programs. Capio Nightingale Hospital in the U.K.

3 So who's right—the mom trying to protect her kids from the perils of new technology or the dad who's coaching his kids to embrace it? It's an urgent question at a time when more than 80% of U.S. school districts say they are on the cusp of incorporating Web-enabled tablets into everyday curriculums.

4 For years, the Parental Adage was simple: The less time spent with screens, the better. That thinking stems from, among other things, reports about the rise of cyberbullying . . . as well as the fact that social media—specifically the sight of others looking happy in photos—can make kids feel depressed and insecure.

reasoning - cyberbullying - social media (depressed/insecure) (emotion).

5 There's also a fundamental aversion to sitting kids in front of screens, thanks to decades of studies proving that watching too much TV can lead to obesity, violence and attention-deficit/hyperactivity disorder.

evidence. reasoning. - obesity - violence - attention-deficit hyperactivity disorder. (studies show) proven by studies.

Although, some downside/opposite of the issue at hand.

6 In that vein, the Waldorf Schools—a consortium of private K-12 schools in North America designed to "connect children to nature" and "ignite passion for lifelong learning"—limit tech in the classroom and bar the use of smartphones, laptops, televisions and even radios at home. "You could say some computer games develop creativity," says Lucy Wurtz, an administrator at the Waldorf School in Los Altos, Calif., minutes from Silicon Valley. "But I don't see any benefit. Waldorf kids knit and build things and paint—a lot of ~~really practical and~~ creative endeavors."

alternative solution

7 But it's not that simple. While there are dangers inherent in access to Facebook, new research suggests that social-networking sites also offer unprecedented learning opportunities. "Online, kids can engage with specialized communities of interest,"

says Mimi Ito, an anthropologist at the University of California at Irvine who's studying how technology affects young adults. "They're no longer limited by what's offered in school."

8 Early tech use has cognitive benefits as well. Although parenting experts have questioned the value of educational games—as Jim Taylor, author of *Raising Generation Tech*, puts it, "they're a load of crap . . . meant to make money"—new studies have shown they can add real value. In a recent study by SRI, a nonprofit research firm, kids who played games like Samorost (solving puzzles) did 12% better on logic tests than those who did not. And at MIT's Education Arcade, playing the empire-building game Civilization piqued students' interest in history and was directly linked to an improvement in the quality of their history-class reports.

9 The reason: engagement. On average, according to research cited by MIT, students can remember only 10% of what they read, 20% of what they hear and 50% of what they see demonstrated. But when they're actually doing something themselves—in the virtual worlds on iPads or laptops—that retention rate skyrockets to 90%.

10 This is a main reason researchers like Ito say the American Academy of Pediatrics' recommendation of a two-hour screen-time limit is an outdated concept: actively browsing pages on a computer or tablet is way more brain-stimulating than vegging out in front of the TV.

11 The most convincing argument for early-age tech fluency, however, is more basic: staying competitive. "If you look at applying for college or a job, that's on the computer," says Shawn Jackson, principal of Spencer Tech, a public school in one of Chicago's lower-income neighborhoods. Ditto the essential skills for jobs in fast-growing sectors such as programming, engineering and biotechnology. "If we're not exposing our students to this stuff early," Jackson continues, "they're going to be left behind." . . .

12 None of this means kids deserve unfettered access to the gadget of their choice—especially if, as McGrath notes, they've already been caught abusing it. As with any childhood privilege, monitoring is key. But parents should keep an open mind about the benefits of tech fluency.

middle ground.

Write an essay in which you explain how Eliana Dockterman builds an argument to persuade her audience that there are benefits to early exposure to technology. In your essay, analyze how Dockterman uses 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 Dockterman's claims, but rather explain how Dockterman builds an argument to persuade her audience.

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1

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 Saki, "The Schartz-Metterklume Method." Originally published in 1911.

Lady Carlotta stepped out on to the platform of the small wayside station and took a turn or two up and down its uninteresting length, to kill time till the train should be pleased to proceed on its way. Then, in the roadway beyond, she saw a horse struggling with a more than ample load, and a carter of the sort that seems to bear a sullen hatred against the animal that helps him to earn a living. Lady Carlotta promptly betook her to the roadway, and put rather a different complexion on the struggle. Certain of her acquaintances were wont to give her plentiful admonition as to the undesirability of interfering on behalf of a distressed animal, such interference being "none of her business." Only once had she put the doctrine of non-interference into practice, when one of its most eloquent exponents had been besieged for nearly three hours in a small and extremely uncomfortable may-tree by an angry boar-pig, while Lady Carlotta, on the other side of the fence, had proceeded with the water-colour sketch she was engaged on, and refused to interfere between the boar and his prisoner. It is to be feared that she lost the friendship of the ultimately rescued lady. On this occasion she merely lost the train, which gave way to the first sign of impatience it had shown throughout the journey, and steamed off without her. She bore the desertion with philosophical indifference; her friends and relations were thoroughly well used to the fact of her luggage arriving without her.

She wired a vague non-committal message to her destination to say that she was coming on "by another train." Before she had time to think what her next move might be she was confronted by an imposingly attired lady, who seemed to be taking a prolonged mental inventory of her clothes and looks.

"You must be Miss Hope, the governess I've come to meet," said the apparition, in a tone that admitted of very little argument.

"Very well, if I must I must," said Lady Carlotta to herself with dangerous meekness.

"I am Mrs. Quabarl," continued the lady; "and where, pray, is your luggage?"

"It's gone astray," said the alleged governess, falling in with the excellent rule of life that the absent are always to blame; the luggage had, in point of fact, behaved with perfect correctitude. "I've just telegraphed about it," she added, with a nearer approach to truth.

"How provoking," said Mrs. Quabarl; "these railway companies are so careless. However, my maid can lend you things for the night," and she led the way to her car.

During the drive to the Quabarl mansion Lady Carlotta was impressively introduced to the nature of the charge that had been thrust upon her; she learned that Claude and Wilfrid were delicate, sensitive young people, that Irene had the artistic temperament highly developed, and that Viola was

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1

something or other else of a mould equally commonplace among children of that class and type in the twentieth century.

"I wish them not only to be TAUGHT," said Mrs. Quabarl, "but INTERESTED in what they learn. In their history lessons, for instance, you must try to make them feel that they are being introduced to the life-stories of men and women who really lived, not merely committing a mass of names and dates to memory. French, of course, I shall expect you to talk at meal-times several days in the week."

"I shall talk French four days of the week and Russian in the remaining three."

"Russian? My dear Miss Hope, no one in the house speaks or understands Russian."

"That will not embarrass me in the least," said Lady Carlotta coldly.

Mrs. Quabarl, to use a colloquial expression, was knocked off her perch. She was one of those imperfectly self-assured individuals who are magnificent and autocratic as long as they are not seriously opposed. The least show of unexpected resistance goes a long way towards rendering them cowed and apologetic. When the new governess failed to express wondering admiration of the large newly-purchased and expensive car, and lightly alluded to the superior advantages of one or two makes which had just been put on the market, the discomfiture of her patroness became almost abject. Her feelings were those which might have animated a general of ancient warfaring days, on beholding his heaviest battle-elephant ignominiously driven off the field by slingers and javelin throwers.

1

Which choice best summarizes the passage?

A) A woman weighs the positive and negative aspects of accepting a new job.

B) A woman does not correct a stranger who mistakes her for someone else.

C) A woman impersonates someone else to seek revenge on an acquaintance.

D) A woman takes an immediate dislike to her new employer.

2

In line 2, "turn" most nearly means

A) slight movement.

B) change in rotation.

C) short walk.

D) course correction.

3

The passage most clearly implies that other people regarded Lady Carlotta as

A) outspoken.

B) tactful.

C) ambitious.

D) unfriendly.

4

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

A) Lines 10-14 ("Certain . . . business")

B) Lines 22-23 ("It is . . . lady")

C) Lines 23-26 ("On this . . . her")

D) Lines 30-32 ("She . . . train")

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CONTINUE

5

The description of how Lady Carlotta "put the doctrine of non-interference into practice" (lines 14-15) mainly serves to

A) foreshadow her capacity for deception.
B) illustrate the subtle cruelty in her nature.
C) provide a humorous insight into her character.
D) explain a surprising change in her behavior.

6

In line 55, "charge" most nearly means

A) responsibility.
B) attack.
C) fee.
D) expense.

7

The narrator indicates that Claude, Wilfrid, Irene, and Viola are

A) similar to many of their peers.
B) unusually creative and intelligent.
C) hostile to the idea of a governess.
D) more educated than others of their age.

8

The narrator implies that Mrs. Quabarl favors a form of education that emphasizes

A) traditional values.
B) active engagement.
C) artistic experimentation.
D) factual retention.

9

As presented in the passage, Mrs. Quabarl is best described as

A) superficially kind but actually selfish.
B) outwardly imposing but easily defied.
C) socially successful but irrationally bitter.
D) naturally generous but frequently imprudent.

10

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

A) Lines 49-50 ("How . . . careless")
B) Lines 62-68 ("I wish . . . memory")
C) Lines 70-73 ("I shall . . . Russian")
D) Lines 77-82 ("She was . . . apologetic")

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CONTINUE

1

Questions 11-20 are based on the following passage and supplementary material.

This passage is adapted from Taras Grescoe, *Straphanger: Saving Our Cities and Ourselves from the Automobile*. ©2012 by Taras Grescoe.

Though there are 600 million cars on the planet, and counting, there are also seven billion people, which means that for the vast majority of us getting around involves taking buses, ferryboats, commuter trains, streetcars, and subways. In other words, traveling to work, school, or the market means being a straphanger: somebody who, by choice or necessity, relies on public transport, rather than a privately owned automobile.

Half the population of New York, Toronto, and London do not own cars. Public transport is how most of the people of Asia and Africa, the world's most populous continents, travel. Every day, subway systems carry 155 million passengers, thirty-four times the number carried by all the world's airplanes, and the global public transport market is now valued at $428 billion annually. A century and a half after the invention of the internal combustion engine, private car ownership is still an anomaly.

And yet public transportation, in many minds, is the opposite of glamour—a squalid last resort for those with one too many impaired driving charges, too poor to afford insurance, or too decrepit to get behind the wheel of a car. In much of North America, they are right: taking transit is a depressing experience. Anybody who has waited far too long on a street corner for the privilege of boarding a lurching, overcrowded bus, or wrestled luggage onto subways and shuttles to get to a big city airport, knows that transit on this continent tends to be underfunded, ill-maintained, and ill-planned. Given the opportunity, who wouldn't drive? Hopping in a car almost always gets you to your destination more quickly.

It doesn't have to be like this. Done right, public transport can be faster, more comfortable, and cheaper than the private automobile. In Shanghai, German-made magnetic levitation trains skim over elevated tracks at 266 miles an hour, whisking people to the airport at a third of the speed of sound. In provincial French towns, electric-powered streetcars run silently on rubber tires, sliding through narrow streets along a single guide rail set into cobblestones. From Spain to Sweden, Wi-Fi equipped high-speed trains seamlessly connect with highly ramified metro networks, allowing commuters to work on laptops as they prepare for same-day meetings in once distant capital cities. In Latin America, China, and India, working people board fast-loading buses that move like subway trains along dedicated busways, leaving the sedans and SUVs of the rich mired in dawn-to-dusk traffic jams. And some cities have transformed their streets into cycle-path freeways, making giant strides in public health and safety and the sheer livability of their neighborhoods—in the process turning the workaday bicycle into a viable form of mass transit.

If you credit the demographers, this transit trend has legs. The "Millennials," who reached adulthood around the turn of the century and now outnumber baby boomers, tend to favor cities over suburbs, and are far more willing than their parents to ride buses and subways. Part of the reason is their ease with iPads, MP3 players, Kindles, and smartphones: you can get some serious texting done when you're not driving, and earbuds offer effective insulation from all but the most extreme commuting annoyances. Even though there are more teenagers in the country than ever, only ten million have a driver's license (versus twelve million a generation ago). Baby boomers may have been raised in Leave It to Beaver suburbs, but as they retire, a significant contingent is favoring older cities and compact towns where they have the option of walking and riding bikes. Seniors, too, are more likely to use transit, and by 2025, there will be 64 million Americans over the age of sixty-five. Already, dwellings in older neighborhoods in Washington, D.C., Atlanta, and Denver, especially those near light-rail or subway stations, are commanding enormous price premiums over suburban homes. The experience of European and Asian cities shows that if you make buses, subways, and trains convenient, comfortable, fast, and safe, a surprisingly large percentage of citizens will opt to ride rather than drive.

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CONTINUE

Figure 1

Primary Occupation of Public Transportation Passengers in US Cities

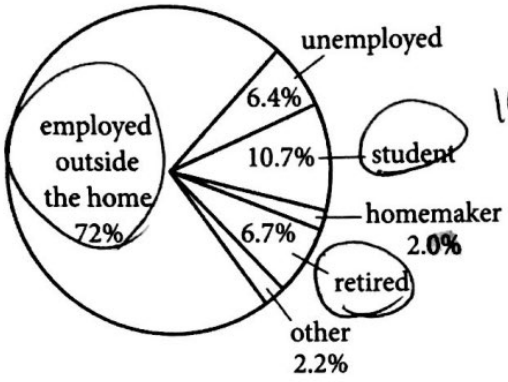

Figure 2

Purpose of Public Transportation Trips in US Cities

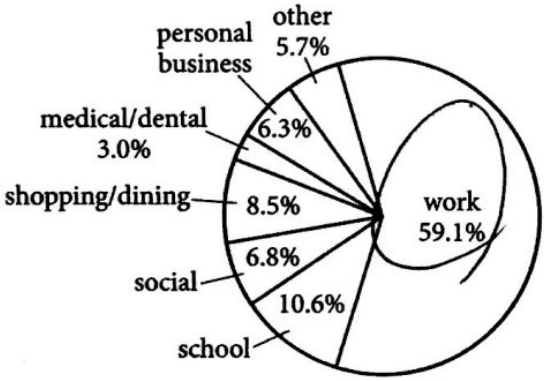

Figure 1 and figure 2 are adapted from the American Public Transportation Association, "A Profile of Public Transportation Passenger Demographics and Travel Characteristics Reported in On-Board Surveys." ©2007 by American Public Transportation Association.

11

What function does the third paragraph (lines 20-34) serve in the passage as a whole?

A) It acknowledges that a practice favored by the author of the passage has some limitations.

B) It illustrates with detail the arguments made in the first two paragraphs of the passage.

C) It gives an overview of a problem that has not been sufficiently addressed by the experts mentioned in the passage.

D) It advocates for abandoning a practice for which the passage as a whole provides mostly favorable data.

12

Which choice does the author explicitly cite as an advantage of automobile travel in North America?

A) Environmental impact

B) Convenience

C) Speed

D) Cost

13

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

A) Lines 5-9 ("In . . . automobile")

B) Lines 20-24 ("And . . . car")

C) Lines 24-26 ("In . . . experience")

D) Lines 32-34 ("Hopping . . . quickly")

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14

The central idea of the fourth paragraph (lines 35-57) is that

A) European countries excel at public transportation.

B) some public transportation systems are superior to travel by private automobile.

C) Americans should mimic foreign public transportation systems when possible.

D) much international public transportation is engineered for passengers to work while on board.

15

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

A) Line 35 ("It . . . this")

B) Lines 35-37 ("Done . . . automobile")

C) Lines 37-40 ("In . . . sound")

D) Lines 44-48 ("From . . . cities")

16

As used in line 58, "credit" most nearly means

A) endow.

B) attribute.

C) believe.

D) honor.

17

As used in line 61, "favor" most nearly means

A) indulge.

B) prefer.

C) resemble.

D) serve.

18

Which choice best supports the conclusion that public transportation is compatible with the use of personal electronic devices?

A) Lines 59-63 ("The . . . subways")

B) Lines 63-67 ("Part . . . annoyances")

C) Lines 68-70 ("Even . . . ago")

D) Lines 77-81 ("Already . . . homes")

19

Which choice is supported by the data in the first figure?

A) The number of students using public transportation is greater than the number of retirees using public transportation.

B) The number of employed people using public transportation and the number of unemployed people using public transportation is roughly the same.

C) People employed outside the home are less likely to use public transportation than are homemakers.

D) Unemployed people use public transportation less often than do people employed outside the home.

20

Taken together, the two figures suggest that most people who use public transportation

A) are employed outside the home and take public transportation to work.

B) are employed outside the home but take public transportation primarily in order to run errands.

C) use public transportation during the week but use their private cars on weekends.

D) use public transportation only until they are able to afford to buy a car.

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CONTINUE

Questions 21-30 are based on the following passage.

This passage is adapted from Thor Hanson, *Feathers*. ©2011 by Thor Hanson. Scientists have long debated how the ancestors of birds evolved the ability to fly. The ground-up theory assumes they were fleet-footed ground dwellers that captured prey by leaping and flapping their upper limbs. The tree-down theory assumes they were tree climbers that leapt and glided among branches.

At field sites around the world, Ken Dial saw a pattern in how young pheasants, quail, tinamous, and other ground birds ran along behind their parents. "They jumped up like popcorn," he said, describing how they would flap their half-formed wings and take short hops into the air. So when a group of graduate students challenged him to come up with new data on the age-old ground-up-tree-down debate, he designed a project to see what clues might lie in how baby game birds learned to fly.

Ken settled on the Chukar Partridge as a model species, but he might not have made his discovery without a key piece of advice from the local rancher in Montana who was supplying him with birds. When the cowboy stopped by to see how things were going, Ken showed him his nice, tidy laboratory setup and explained how the birds' first hops and flights would be measured. The rancher was incredulous. "He took one look and said, in pretty colorful language, 'What are those birds doing on the ground? They hate to be on the ground! Give them something to climb on!' " At first it seemed unnatural—ground birds don't like the ground? But as he thought about it Ken realized that all the species he'd watched in the wild preferred to rest on ledges, low branches, or other elevated perches where they were safe from predators. They really only used the ground for feeding and traveling. So he brought in some hay bales for the Chukars to perch on and then left his son in charge of feeding and data collection while he went away on a short work trip.

Barely a teenager at the time, young Terry Dial was visibly upset when his father got back. "I asked him how it went," Ken recalled, "and he said, 'Terrible! The birds are cheating!' " Instead of flying up to their perches, the baby Chukars were using their legs. Time and again Terry had watched them run right up the side of a hay bale, flapping all the while. Ken dashed out to see for himself, and that was the "aha" moment. "The birds were using their wings and legs cooperatively," he told me, and that single observation opened up a world of possibilities.

Working together with Terry (who has since gone on to study animal locomotion), Ken came up with a series of ingenious experiments, filming the birds as they raced up textured ramps tilted at increasing angles. As the incline increased, the partridges began to flap, but they angled their wings differently from birds in flight. They aimed their flapping down and backward, using the force not for lift but to keep their feet firmly pressed against the ramp. "It's like the spoiler on the back of a race car," he explained, which is a very apt analogy. In Formula One racing, spoilers are the big aerodynamic fins that push the cars downward as they speed along, increasing traction and handling. The birds were doing the very same thing with their wings to help them scramble up otherwise impossible slopes.

Ken called the technique WAIR, for wing-assisted incline running, and went on to document it in a wide range of species. It not only allowed young birds to climb vertical surfaces within the first few weeks of life but also gave adults an energy-efficient alternative to flying. In the Chukar experiments, adults regularly used WAIR to ascend ramps steeper than 90 degrees, essentially running up the wall and onto the ceiling.

In an evolutionary context, WAIR takes on surprising explanatory powers. With one fell swoop, the Dials came up with a viable origin for the flapping flight stroke of birds (something gliding animals don't do and thus a shortcoming of the tree-down theory) and an aerodynamic function for half-formed wings (one of the main drawbacks to the ground-up hypothesis).

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CONTINUE

21

Which choice best reflects the overall sequence of events in the passage?

A) An experiment is proposed but proves unworkable; a less ambitious experiment is attempted, and it yields data that give rise to a new set of questions.

B) A new discovery leads to reconsideration of a theory; a classic study is adapted, and the results are summarized.

C) An anomaly is observed and simulated experimentally; the results are compared with previous findings, and a novel hypothesis is proposed.

D) An unexpected finding arises during the early phase of a study; the study is modified in response to this finding, and the results are interpreted and evaluated.

22

As used in line 7, "challenged" most nearly means

A) dared.

B) required.

C) disputed with.

D) competed with.

23

Which statement best captures Ken Dial's central assumption in setting up his research?

A) The acquisition of flight in young birds sheds light on the acquisition of flight in their evolutionary ancestors.

B) The tendency of certain young birds to jump erratically is a somewhat recent evolved behavior.

C) Young birds in a controlled research setting are less likely than birds in the wild to require perches when at rest.

D) Ground-dwelling and tree-climbing predecessors to birds evolved in parallel.

24

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

A) Lines 1-4 ("At field . . . parents")

B) Lines 6-11 ("So when . . . fly")

C) Lines 16-19 ("When . . . measured")

D) Lines 23-24 ("At first . . . the ground")

25

In the second paragraph (lines 12-32), the incident involving the local rancher mainly serves to

A) reveal Ken Dial's motivation for undertaking his project.

B) underscore certain differences between laboratory and field research.

C) show how an unanticipated piece of information influenced Ken Dial's research.

D) introduce a key contributor to the tree-down theory.

26

After Ken Dial had his "'aha' moment" (line 41), he

A) tried to train the birds to fly to their perches.

B) studied videos to determine why the birds no longer hopped.

C) observed how the birds dealt with gradually steeper inclines.

D) consulted with other researchers who had studied Chukar Partridges.

27

The passage identifies which of the following as a factor that facilitated the baby Chukars' traction on steep ramps?

A) The speed with which they climbed

B) The position of their flapping wings

C) The alternation of wing and foot movement

D) Their continual hopping motions

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28

As used in line 61, "document" most nearly means

A) portray.
B) record.
C) publish.
D) process.

29

What can reasonably be inferred about gliding animals from the passage?

A) Their young tend to hop along beside their parents instead of flying beside them.
B) Their method of locomotion is similar to that of ground birds.
C) They use the ground for feeding more often than for perching.
D) They do not use a flapping stroke to aid in climbing slopes.

30

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

A) Lines 4-6 ("They jumped . . . air")
B) Lines 28-29 ("They really . . . traveling")
C) Lines 57-59 ("The birds . . . slopes")
D) Lines 72-74 ("something . . . theory")

Questions 31-41 are based on the following passages.

Passage 1 is adapted from Talleyrand et al., *Report on Public Instruction.* Originally published in 1791. Passage 2 is adapted from Mary Wollstonecraft, *A Vindication of the Rights of Woman.* Originally published in 1792. Talleyrand was a French diplomat; the *Report* was a plan for national education. Wollstonecraft, a British novelist and political writer, wrote *Vindication* in response to Talleyrand.

Passage 1

That half the human race is excluded by the other half from any participation in government; that they are native by birth but foreign by law in the very land where they were born; and that they are property-owners yet have no direct influence or representation: are all political phenomena apparently impossible to explain on abstract principle. But on another level of ideas, the question changes and may be easily resolved. The purpose of all these institutions must be the happiness of the greatest number. Everything that leads us farther from this purpose is in error; everything that brings us closer is truth. If the exclusion from public employments decreed against women leads to a greater sum of mutual happiness for the two sexes, then this becomes a law that all Societies have been compelled to acknowledge and sanction.

Any other ambition would be a reversal of our primary destinies; and it will never be in women's interest to change the assignment they have received.

It seems to us incontestable that our common happiness, above all that of women, requires that they never aspire to the exercise of political rights and functions. Here we must seek their interests in the wishes of nature. Is it not apparent, that their delicate constitutions, their peaceful inclinations, and the many duties of motherhood, set them apart from strenuous habits and onerous duties, and summon them to gentle occupations and the cares of the home? And is it not evident that the great conserving principle of Societies, which makes the division of powers a source of harmony, has been expressed and revealed by nature itself, when it divided the functions of the two sexes in so obviously distinct a manner? This is sufficient; we need not invoke principles that are inapplicable to the question. Let us not make rivals of life's companions. You must, you truly must allow the persistence of a union that no interest, no rivalry, can possibly undo. Understand that the good of all demands this of you.

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CONTINUE

Passage 2

Contending for the rights of woman, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of man, she will stop the progress of knowledge and virtue; for truth must be common to all, or it will be inefficacious with respect to its influence on general practice. And how can woman be expected to co-operate unless she know why she ought to be virtuous? unless freedom strengthen her reason till she comprehend her duty, and see in what manner it is connected with her real good? If children are to be educated to understand the true principle of patriotism, their mother must be a patriot; and the love of mankind, from which an orderly train of virtues spring, can only be produced by considering the moral and civil interest of mankind; but the education and situation of woman, at present, shuts her out from such investigations. . . .

Consider, sir, dispassionately, these observations—for a glimpse of this truth seemed to open before you when you observed, "that to see one half of the human race excluded by the other from all participation of government, was a political phenomenon that, according to abstract principles, it was impossible to explain." If so, on what does your constitution rest? If the abstract rights of man will bear discussion and explanation, those of woman, by a parity of reasoning, will not shrink from the same test: though a different opinion prevails in this country, built on the very arguments which you use to justify the oppression of woman—prescription.

Consider—I address you as a legislator—whether, when men contend for their freedom, and to be allowed to judge for themselves respecting their own happiness, it be not inconsistent and unjust to subjugate women, even though you firmly believe that you are acting in the manner best calculated to promote their happiness? Who made man the exclusive judge, if woman partake with him the gift of reason?

In this style, argue tyrants of every denomination, from the weak king to the weak father of a family; they are all eager to crush reason; yet always assert that they usurp its throne only to be useful. Do you not act a similar part, when you force all women, by denying them civil and political rights, to remain immured in their families groping in the dark?

31

As used in line 21, "common" most nearly means

A) average.
B) shared.
C) coarse.
D) similar.

32

It can be inferred that the authors of Passage 1 believe that running a household and raising children

A) are rewarding for men as well as for women.
B) yield less value for society than do the roles performed by men.
C) entail very few activities that are difficult or unpleasant.
D) require skills similar to those needed to run a country or a business.

33

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

A) Lines 4-6 ("they are . . . representation")
B) Lines 13-17 ("If the . . . sanction")
C) Lines 25-30 ("Is it . . . home")
D) Lines 30-35 ("And . . . manner")

34

According to the author of Passage 2, in order for society to progress, women must

A) enjoy personal happiness and financial security.
B) follow all currently prescribed social rules.
C) replace men as figures of power and authority.
D) receive an education comparable to that of men.

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CONTINUE

35

As used in line 50, "reason" most nearly means

A) motive.
B) sanity.
C) intellect.
D) explanation.

36

In Passage 2, the author claims that freedoms granted by society's leaders have

A) privileged one gender over the other.
B) resulted in a general reduction in individual virtue.
C) caused arguments about the nature of happiness.
D) ensured equality for all people.

37

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

A) Lines 41-45 ("Contending . . . virtue")
B) Lines 45-47 ("truth . . . practice")
C) Lines 65-66 ("If so . . . rest")
D) Lines 72-78 ("Consider . . . happiness")

38

In lines 61-65, the author of Passage 2 refers to a statement made in Passage 1 in order to

A) call into question the qualifications of the authors of Passage 1 regarding gender issues.
B) dispute the assertion made about women in the first sentence of Passage 1.
C) develop her argument by highlighting what she sees as flawed reasoning in Passage 1.
D) validate the concluding declarations made by the authors of Passage 1 about gender roles.

39

Which best describes the overall relationship between Passage 1 and Passage 2?

A) Passage 2 strongly challenges the point of view in Passage 1.
B) Passage 2 draws alternative conclusions from the evidence presented in Passage 1.
C) Passage 2 elaborates on the proposal presented in Passage 1.
D) Passage 2 restates in different terms the argument presented in Passage 1.

40

The authors of both passages would most likely agree with which of the following statements about women in the eighteenth century?

A) Their natural preferences were the same as those of men.
B) They needed a good education to be successful in society.
C) They were just as happy in life as men were.
D) They generally enjoyed fewer rights than men did.

41

How would the authors of Passage 1 most likely respond to the points made in the final paragraph of Passage 2?

A) Women are not naturally suited for the exercise of civil and political rights.
B) Men and women possess similar degrees of reasoning ability.
C) Women do not need to remain confined to their traditional family duties.
D) The principles of natural law should not be invoked when considering gender roles.

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CONTINUE

Questions 42-52 are based on the following passage and supplementary material.

This passage is adapted from Richard J. Sharpe and Lisa Heyden, "Honey Bee Colony Collapse Disorder is Possibly Caused by a Dietary Pyrethrum Deficiency." ©2009 by Elsevier Ltd. Colony collapse disorder is characterized by the disappearance of adult worker bees from hives.

Honey bees are hosts to the pathogenic large ectoparasitic mite *Varroa destructor* (Varroa mites). These mites feed on bee hemolymph (blood) and can kill bees directly or by increasing their susceptibility to secondary infection with fungi, bacteria or viruses. Little is known about the natural defenses that keep the mite infections under control.

Pyrethrums are a group of flowering plants which include *Chrysanthemum coccineum*, *Chrysanthemum cinerariifolium*, *Chrysanthemum marschalli*, and related species. These plants produce potent insecticides with anti-mite activity. The naturally occurring insecticides are known as pyrethrums. A synonym for the naturally occurring pyrethrums is pyrethrin and synthetic analogues of pyrethrums are known as pyrethroids. In fact, the human mite infestation known as scabies (*Sarcoptes scabiei*) is treated with a topical pyrethrum cream.

We suspect that the bees of commercial bee colonies which are fed mono-crops are nutritionally deficient. In particular, we postulate that the problem is a diet deficient in anti-mite toxins: pyrethrums, and possibly other nutrients which are inherent in such plants. Without, at least, intermittent feeding on the pyrethrum producing plants, bee colonies are susceptible to mite infestations which can become fatal either directly or due to a secondary infection of immunocompromised or nutritionally deficient bees. This secondary infection can be viral, bacterial or fungal and may be due to one or more pathogens. In addition, immunocompromised or nutritionally deficient bees may be further weakened when commercially produced insecticides are introduced into their hives by bee keepers in an effort to fight mite infestation. We further postulate that the proper dosage necessary to prevent mite infestation may be better left to the bees, who may seek out or avoid pyrethrum containing plants depending on the amount necessary to defend against mites and the amount already consumed by the bees, which in higher doses could be potentially toxic to them.

This hypothesis can best be tested by a trial wherein a small number of commercial honey bee colonies are offered a number of pyrethrum producing plants, as well as a typical bee food source such as clover, while controls are offered only the clover. Mites could then be introduced to each hive with note made as to the choice of the bees, and the effects of the mite parasites on the experimental colonies versus control colonies.

It might be beneficial to test wild-type honey bee colonies in this manner as well, in case there could be some genetic difference between them that affects the bees' preferences for pyrethrum producing flowers.

Pathogen Occurrence in Honey Bee Colonies With and Without Colony Collapse Disorder

Pathogen	Percent of colonies affected by pathogen	
	Colonies with colony collapse disorder (%)	Colonies without colony collapse disorder (%)
Viruses		
IAPV	83	5
KBV	100	76
Fungi		
Nosema apis	90	48
Nosema ceranae	100	81
All four pathogens	77	0

Adapted from Diana L. Cox-Foster et al., "A Metagenomic Survey of Microbes in Honey Bee Colony Collapse Disorder." ©2007 by American Association for the Advancement of Science.

The table above shows, for colonies with colony collapse disorder and for colonies without colony collapse disorder, the percent of colonies having honey bees infected by each of four pathogens and by all four pathogens together.

42

How do the words "can," "may," and "could" in the third paragraph (lines 19-41) help establish the tone of the paragraph?

A) They create an optimistic tone that makes clear the authors are hopeful about the effects of their research on colony collapse disorder.

B) They create a dubious tone that makes clear the authors do not have confidence in the usefulness of the research described.

C) They create a tentative tone that makes clear the authors suspect but do not know that their hypothesis is correct.

D) They create a critical tone that makes clear the authors are skeptical of claims that pyrethrums are inherent in mono-crops.

43

In line 42, the authors state that a certain hypothesis "can best be tested by a trial." Based on the passage, which of the following is a hypothesis the authors suggest be tested in a trial?

A) Honeybees that are exposed to both pyrethrums and mites are likely to develop a secondary infection by a virus, a bacterium, or a fungus.

B) Beekeepers who feed their honeybee colonies a diet of a single crop need to increase the use of insecticides to prevent mite infestations.

C) A honeybee diet that includes pyrethrums results in honeybee colonies that are more resistant to mite infestations.

D) Humans are more susceptible to varroa mites as a result of consuming nutritionally deficient food crops.

44

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

A) Lines 3-5 ("These mites . . . viruses")

B) Lines 16-18 ("In fact . . . cream")

C) Lines 19-21 ("We suspect . . . deficient")

D) Lines 24-28 ("Without . . . bees")

45

The passage most strongly suggests that beekeepers' attempts to fight mite infestations with commercially produced insecticides have what unintentional effect?

A) They increase certain mite populations.

B) They kill some beneficial forms of bacteria.

C) They destroy bees' primary food source.

D) They further harm the health of some bees.

46

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

A) Lines 1-2 ("Honey bees . . . mites")

B) Lines 6-7 ("Little . . . control")

C) Lines 31-35 ("In addition . . . infestation")

D) Lines 47-50 ("Mites . . . control colonies")

47

As used in line 35, "postulate" most nearly means to

A) make an unfounded assumption.

B) put forth an idea or claim.

C) question a belief or theory.

D) conclude based on firm evidence.

48

The main purpose of the fourth paragraph (lines 42-50) is to

A) summarize the results of an experiment that confirmed the authors' hypothesis about the role of clover in the diets of wild-type honeybees.

B) propose an experiment to investigate how different diets affect commercial honeybee colonies' susceptibility to mite infestations.

C) provide a comparative nutritional analysis of the honey produced by the experimental colonies and by the control colonies.

D) predict the most likely outcome of an unfinished experiment summarized in the third paragraph (lines 19-41).

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CONTINUE

1

49

An unstated assumption made by the authors about clover is that the plants

A) do not produce pyrethrums.

B) are members of the *Chrysanthemum* genus.

C) are usually located near wild-type honeybee colonies.

D) will not be a good food source for honeybees in the control colonies.

50

Based on data in the table, in what percent of colonies with colony collapse disorder were the honeybees infected by all four pathogens?

A) 0 percent

B) 77 percent

C) 83 percent

D) 100 percent

51

Based on data in the table, which of the four pathogens infected the highest percentage of honeybee colonies without colony collapse disorder?

A) IAPV

B) KBV

C) *Nosema apis*

D) *Nosema ceranae*

52

Do the data in the table provide support for the authors' claim that infection with varroa mites increases a honeybee's susceptibility to secondary infections?

A) Yes, because the data provide evidence that infection with a pathogen caused the colonies to undergo colony collapse disorder.

B) Yes, because for each pathogen, the percent of colonies infected is greater for colonies with colony collapse disorder than for colonies without colony collapse disorder.

C) No, because the data do not provide evidence about bacteria as a cause of colony collapse disorder.

D) No, because the data do not indicate whether the honeybees had been infected with mites.

STOP

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

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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 William Maxwell, *The Folded Leaf*. ©1959 by William Maxwell. Originally published in 1945.

The Alcazar Restaurant was on Sheridan Road near Devon Avenue. It was long and narrow, with tables for two along the walls and tables for four down the middle. The decoration was *art moderne*, except for the series of murals depicting the four seasons, and the sick ferns in the front window. Lymie sat down at the second table from the cash register, and ordered his dinner. The history book, which he propped against the catsup and the glass sugar bowl, had been used by others before him. Blank pages front and back were filled in with maps, drawings, dates, comic cartoons, and organs of the body, also with names and messages no longer clear and never absolutely legible. On nearly every other page there was some marginal notation, either in ink or in very hard pencil. And unless someone had upset a glass of water, the marks on page 177 were from tears.

While Lymie read about the Peace of Paris, signed on the thirtieth of May, 1814, between France and the Allied powers, his right hand managed again and again to bring food up to his mouth. Sometimes he chewed, sometimes he swallowed whole the food that he had no idea he was eating. The Congress of Vienna met, with some allowance for delays, early in November of the same year, and all the powers engaged in the war on either side sent plenipotentiaries. It was by far the most splendid and important assembly ever convoked to discuss and determine the affairs of Europe. The Emperor of Russia, the King of Prussia, the Kings of Bavaria, Denmark, and Wurttemberg, all were present in person at the court of the Emperor Francis I in the Austrian capital. When Lymie put down his fork and began to count them off, one by one, on the fingers of his left hand, the waitress, whose name was Irma, thought he was through eating and tried to take his plate away. He stopped her. Prince Metternich (his right thumb) presided over the Congress, and Prince Talleyrand (the index finger) represented France.

A party of four, two men and two women, came into the restaurant, all talking at once, and took possession of the center table nearest Lymie. The women had shingled hair and short tight skirts which exposed the underside of their knees when they sat down. One of the women had the face of a young boy but disguised by one trick or another (rouge, lipstick, powder, wet bangs plastered against the high forehead, and a pair of long pendent earrings) to look like a woman of thirty-five, which as a matter of fact she was. The men were older. They laughed more than there seemed any occasion for, while they were deciding between soup and shrimp cocktail, and their laughter was too loud. But it was the women's voices, the terrible not quite sober pitch of the women's voices which caused Lymie to skim over two whole pages without knowing what was on them. Fortunately he realized this and went back. Otherwise he might never have known about the

secret treaty concluded between England, France, and Austria, when the pretensions of Prussia and Russia, acting in concert, seemed to threaten a renewal of the attack. The results of the Congress were stated clearly at the bottom of page 67 and at the top of page 68, but before Lymie got halfway through them, a coat that he recognized as his father's was hung on the hook next to his chair. Lymie closed the book and said, "I didn't think you were coming."

Time is probably no more unkind to sporting characters than it is to other people, but physical decay unsustained by respectability is somehow more noticeable. Mr. Peters' hair was turning gray and his scalp showed through on top. He had lost weight also; he no longer filled out his clothes the way he used to. His color was poor, and the flower had disappeared from his buttonhole. In its place was an American Legion button.

Apparently he himself was not aware that there had been any change. He straightened his tie self-consciously and when Irma handed him a menu, he gestured with it so that the two women at the next table would notice the diamond ring on the fourth finger of his right hand. Both of these things, and also the fact that his hands showed signs of the manicurist, one can blame on the young man who had his picture taken with a derby hat on the back of his head, and also sitting with a girl in the curve of the moon. The young man had never for one second deserted Mr. Peters. He was always there, tugging at Mr. Peters' elbow, making him do things that were not becoming in a man of forty-five.

1

Over the course of the passage, the primary focus shifts from

A) Lymie's inner thoughts to observations made by the other characters.

B) an exchange between strangers to a satisfying personal relationship.

C) the physical setting of the scene to the different characters' personality traits.

D) Lymie's experience reading a book to descriptions of people in the restaurant.

2

The main purpose of the first paragraph is to

A) introduce the passage's main character by showing his nightly habits.

B) indicate the date the passage takes place by presenting period details.

C) convey the passage's setting by describing a place and an object.

D) foreshadow an event that is described in detail later in the passage.

3

It can reasonably be inferred that Irma, the waitress, thinks Lymie is "through eating" (line 37) because

A) he has begun reading his book.

B) his plate is empty.

C) he is no longer holding his fork.

D) he has asked her to clear the table.

4

Lymie's primary impression of the "party of four" (line 42) is that they

A) are noisy and distracting.

B) are a refreshing change from the other customers.

C) resemble characters from his history book.

D) represent glamour and youth.

5

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

A) Lines 45-47 ("The women . . . down")

B) Lines 47-52 ("One . . . was")

C) Lines 55-59 ("But . . . them")

D) Line 69 ("Lymie . . . book")

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CONTINUE

6

The narrator indicates that Lymie finally closes the history book because

A) his father has joined him at the table.
B) the people at the other table are too disruptive.
C) he has finished the chapter about the Congress.
D) he is preparing to leave the restaurant.

7

The primary impression created by the narrator's description of Mr. Peters in lines 74-79 is that he is

A) healthy and fit.
B) angry and menacing.
C) nervous and hesitant.
D) aging and shriveled.

8

The main idea of the last paragraph is that Mr. Peters

A) neglects to spend any time with his family members.
B) behaves as if he is a younger version of himself.
C) is very conscious of symbols of wealth and power.
D) is preoccupied with the knowledge that he is growing old.

1

9

Which choice best supports the conclusion that Mr. Peters wants to attract attention?

A) Lines 80-81 ("Apparently . . . change")
B) Lines 81-85 ("He straightened . . . hand")
C) Lines 90-91 ("The young . . . Mr. Peters")
D) Lines 91-93 ("He was . . . forty-five")

10

As used in line 93, "becoming" most nearly means

A) emerging.
B) fitting.
C) developing.
D) happening.

not appropriate to his age.

Questions 11-21 are based on the following passages.

Passage 1 is adapted from Catharine Beecher, *Essay on Slavery and Abolitionism*. Originally published in 1837.
Passage 2 is adapted from Angelina E. Grimké, *Letters to Catharine Beecher*. Originally published in 1838. Grimké encouraged Southern women to oppose slavery publicly.
Passage 1 is Beecher's response to Grimké's views.
Passage 2 is Grimké's response to Beecher.

Passage 1

Heaven has appointed to one sex the superior, and to the other the subordinate station, and this without any reference to the character or conduct of either. It is therefore as much for the dignity as it is for the interest of females, in all respects to conform to the duties of this relation. . . . But while woman holds a subordinate relation in society to the other sex, it is not because it was designed that her duties or her influence should be any the less important, or all-pervading. But it was designed that the mode of gaining influence and of exercising power should be altogether different and peculiar. . . .

A man may act on society by the collision of intellect, in public debate; he may urge his measures by a sense of shame, by fear and by personal interest; he may coerce by the combination of public sentiment; he may drive by physical force, and he does not outstep the boundaries of his sphere. But all the power, and all the conquests that are lawful to woman, are those only which appeal to the kindly, generous, peaceful and benevolent principles.

Woman is to win every thing by peace and love; by making herself so much respected, esteemed and loved, that to yield to her opinions and to gratify her wishes, will be the free-will offering of the heart. But this is to be all accomplished in the domestic and social circle. There let every woman become so cultivated and refined in intellect, that her taste and judgment will be respected; so benevolent in feeling and action; that her motives will be reverenced;—so unassuming and unambitious, that collision and competition will be banished;—so "gentle and easy to be entreated," as that every heart will repose in her presence; then, the fathers, the husbands, and the sons, will find an influence thrown around them, to which they will yield not only willingly but proudly. . . .

A woman may seek the aid of co-operation and combination among her own sex, to assist her in her appropriate offices of piety, charity, maternal and domestic duty; but whatever, in any measure, throws a woman into the attitude of a combatant, either for herself or others—whatever binds her in a party conflict—whatever obliges her in any way to exert coercive influences, throws her out of her appropriate sphere. If these general principles are correct, they are entirely opposed to the plan of arraying females in any Abolition movement.

Passage 2

The investigation of the rights of the slave has led me to a better understanding of my own. I have found the Anti-Slavery cause to be the high school of morals in our land—the school in which *human rights* are more fully investigated, and better understood and taught, than in any other. Here a great fundamental principle is uplifted and illuminated, and from this central light, rays innumerable stream all around.

Human beings have *rights*, because they are *moral* beings: the rights of *all* men grow out of their moral nature; and as all men have the same moral nature, they have essentially the same rights. These rights may be wrested from the slave, but they cannot be alienated: his title to himself is as perfect now, as is that of Lyman Beecher:[1] it is stamped on his moral being, and is, like it, imperishable. Now if rights are founded in the nature of our moral being, then the *mere circumstance of sex* does not give to man higher rights and responsibilities, than to woman. To suppose that it does, would be to deny the self-evident truth, that the "physical constitution is the mere instrument of the moral nature." To suppose that it does, would be to break up utterly the relations, of the two natures, and to reverse their functions, exalting the animal nature into a monarch, and humbling the moral into a slave; making the former a proprietor, and the latter its property.

When human beings are regarded as *moral* beings, *sex*, instead of being enthroned upon the summit, administering upon rights and responsibilities, sinks into insignificance and nothingness. My doctrine then is, that whatever it is morally right for man to do, it is morally right for woman to do. Our duties originate, not from difference of sex, but from the diversity of our relations in life, the various gifts and talents committed to our care, and the different eras in which we live.

[1] Lyman Beecher was a famous minister and the father of Catharine Beecher.

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CONTINUE

11

In Passage 1, Beecher makes which point about the status of women relative to that of men?

A) Women depend on men for their safety and security, but men are largely independent of women.

B) Women are inferior to men, but women play a role as significant as that played by men.

C) Women have fewer rights than men do, but women also have fewer responsibilities.

D) Women are superior to men, but tradition requires women to obey men.

12

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

A) Lines 6-10 ("But . . . all-pervading")

B) Lines 13-14 ("A man . . . debate")

C) Lines 16-18 ("he may coerce . . . sphere")

D) Lines 41-46 ("but whatever . . . sphere")

13

In Passage 1, Beecher implies that women's effect on public life is largely

A) overlooked, because few men are interested in women's thoughts about politics.

B) indirect, because women exert their influence within the home and family life.

C) unnecessary, because men are able to govern society themselves.

D) symbolic, because women tend to be more idealistic about politics than men are.

14

As used in line 2, "station" most nearly means

A) region.

B) studio.

C) district.

D) rank.

15

As used in line 12, "peculiar" most nearly means

A) eccentric.

B) surprising.

C) distinctive.

D) infrequent.

16

What is Grimké's central claim in Passage 2?

A) The rights of individuals are not determined by race or gender.

B) Men and women must learn to work together to improve society.

C) Moral rights are the most important distinction between human beings and animals.

D) Men and women should have equal opportunities to flourish.

17

In Passage 2, Grimké makes which point about human rights?

A) They are viewed differently in various cultures around the world.

B) They retain their moral authority regardless of whether they are recognized by law.

C) They are sometimes at odds with moral responsibilities.

D) They have become more advanced and refined throughout history.

18

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

A) Lines 58-61 ("Human . . . same rights")

B) Lines 61-65 ("These . . . imperishable")

C) Lines 71-76 ("To suppose . . . property")

D) Lines 77-81 ("When . . . nothingness")

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CONTINUE

19

Which choice best states the relationship between the two passages?

A) Passage 2 illustrates the practical difficulties of a proposal made in Passage 1.

B) Passage 2 takes issue with the primary argument of Passage 1.

C) Passage 2 provides a historical context for the perspective offered in Passage 1.

D) Passage 2 elaborates upon several ideas implied in Passage 1.

20

Based on the passages, both authors would agree with which of the following claims?

A) Women have moral duties and responsibilities.

B) Men often work selflessly for political change.

C) The ethical obligations of women are often undervalued.

D) Political activism is as important for women as it is for men.

21

Beecher would most likely have reacted to lines 65-68 ("Now . . . woman") of Passage 2 with

A) sympathy, because she feels that human beings owe each other a debt to work together in the world.

B) agreement, because she feels that human responsibilities are a natural product of human rights.

C) dismay, because she feels that women actually have a more difficult role to play in society than men do.

D) disagreement, because she feels that the natures of men and women are fundamentally different.

Questions 22-31 are based on the following passage and supplementary material.

This passage is adapted from Bryan Walsh, "Whole Food Blues: Why Organic Agriculture May Not Be So Sustainable." ©2012 by Time Inc.

When it comes to energy, everyone loves efficiency. Cutting energy waste is one of those goals that both sides of the political divide can agree on, even if they sometimes diverge on how best to get there. Energy efficiency allows us to get more out of our given resources, which is good for the economy and (mostly) good for the environment as well. In an increasingly hot and crowded world, the only sustainable way to live is to get more out of less. Every environmentalist would agree.

But change the conversation to food, and suddenly efficiency doesn't look so good. Conventional industrial agriculture has become incredibly efficient on a simple land to food basis. Thanks to fertilizers, mechanization and irrigation, each American farmer feeds over 155 people worldwide. Conventional farming gets more and more crop per square foot of cultivated land—over 170 bushels of corn per acre in Iowa, for example—which can mean less territory needs to be converted from wilderness to farmland. And since a third of the planet is already used for agriculture—destroying forests and other wild habitats along the way—anything that could help us produce more food on less land would seem to be good for the environment.

Of course, that's not how most environmentalists regard their arugula [a leafy green]. They have embraced organic food as better for the planet—and healthier and tastier, too—than the stuff produced by agricultural corporations. Environmentalists disdain the enormous amounts of energy needed and waste created by conventional farming, while organic practices—forgoing artificial fertilizers and chemical pesticides—are considered far more sustainable. Sales of organic food rose 7.7% in 2010, up to $26.7 billion—and people are making those purchases for their consciences as much as their taste buds.

Yet a new meta-analysis in *Nature* does the math and comes to a hard conclusion: organic farming yields 25% fewer crops on average than conventional agriculture. More land is therefore needed to produce fewer crops—and that means organic farming may not be as good for the planet as we think.

1

In the *Nature* analysis, scientists from McGill University in Montreal and the University of Minnesota performed an analysis of 66 studies comparing conventional and organic methods across 34 different crop species, from fruits to grains to legumes. They found that organic farming delivered a lower yield for every crop type, though the disparity varied widely. For rain-watered legume crops like beans or perennial crops like fruit trees, organic trailed conventional agriculture by just 5%. Yet for major cereal crops like corn or wheat, as well as most vegetables—all of which provide the bulk of the world's calories—conventional agriculture outperformed organics by more than 25%.

The main difference is nitrogen, the chemical key to plant growth. Conventional agriculture makes use of 171 million metric tons of synthetic fertilizer each year, and all that nitrogen enables much faster plant growth than the slower release of nitrogen from the compost or cover crops used in organic farming. When we talk about a Green Revolution, we really mean a nitrogen revolution—along with a lot of water.

But not all the nitrogen used in conventional fertilizer ends up in crops—much of it ends up running off the soil and into the oceans, creating vast polluted dead zones. We're already putting more nitrogen into the soil than the planet can stand over the long term. And conventional agriculture also depends heavily on chemical pesticides, which can have unintended side effects.

What that means is that while conventional agriculture is more efficient—sometimes much more efficient—than organic farming, there are trade-offs with each. So an ideal global agriculture system, in the views of the study's authors, may borrow the best from both systems, as Jonathan Foley of the University of Minnesota explained:

> The bottom line? Today's organic farming practices are probably best deployed in fruit and vegetable farms, where growing nutrition (not just bulk calories) is the primary goal. But for delivering sheer calories, especially in our staple crops of wheat, rice, maize, soybeans and so on, conventional farms have the advantage right now.
>
> Looking forward, I think we will need to deploy different kinds of practices (especially new, mixed approaches that take the best of organic and conventional farming systems) where they are best suited—geographically, economically, socially, etc.

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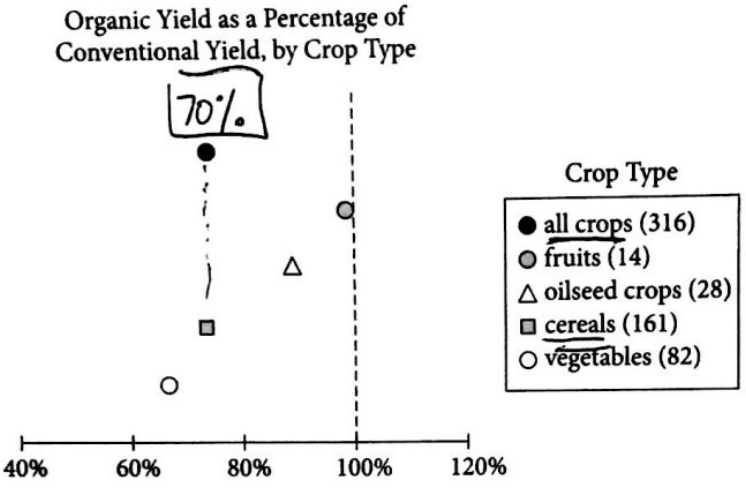
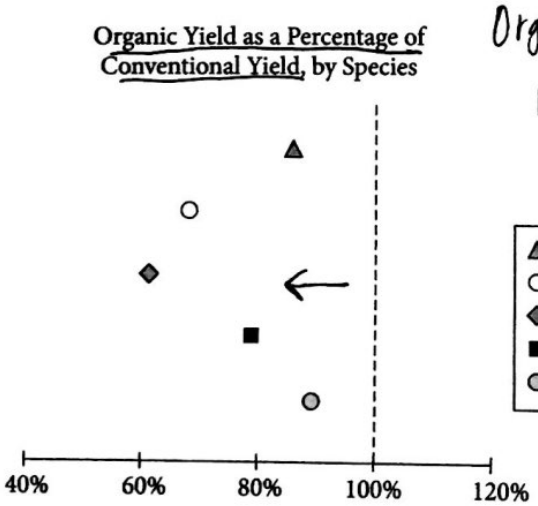
CONTINUE

Figure 1



At 100%, the organic yield is the same as the conventional yield. The number of observations for each crop type is shown in parentheses.

Figure 2



At 100%, the organic yield is the same as the conventional yield. The number of observations for each species is shown in parentheses.

Figures adapted from Verena Seufert, Navin Ramankutty, and Jonathan A. Foley, "Comparing the Yields of Organic and Conventional Agriculture." ©2012 by Nature Publishing Group.

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CONTINUE

22

As used in line 14, "simple" most nearly means

A) straightforward.
B) modest.
C) unadorned.
D) easy.

23

According to the passage, a significant attribute of conventional agriculture is its ability to

A) produce a wide variety of fruits and vegetables.
B) maximize the output of cultivated land.
C) satisfy the dietary needs of the world's population.
D) lessen the necessity of nitrogen in plant growth.

24

Which choice best reflects the perspective of the "environmentalists" (line 27) on conventional agriculture?

A) It produces inferior fruits and vegetables and is detrimental to the environment.
B) It is energy efficient and reduces the need to convert wilderness to farmland.
C) It is good for the environment only in the short run.
D) It depletes critical resources but protects wildlife habitats.

25

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

A) Lines 27-28 ("Of course . . . green")
B) Lines 28-31 ("They . . . corporations")
C) Lines 31-35 ("Environmentalists . . . sustainable")
D) Lines 42-45 ("More . . . think")

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CONTINUE

26

Which statement best expresses a relationship between organic farming and conventional farming that is presented in the passage?

A) Both are equally sustainable, but they differ dramatically in the amount of land they require to produce equivalent yields.

B) Both rely on artificial chemicals for pest control, but organic farmers use the chemicals sparingly in conjunction with natural remedies.

C) Both use nitrogen to encourage plant growth, but the nitrogen used in conventional farming comes from synthetic sources.

D) Both create a substantial amount of nitrogen runoff, but only the type of nitrogen found in fertilizers used in conventional farming can be dangerous.

27

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

A) Lines 13-14 ("Conventional . . . basis")

B) Lines 22-26 ("And since . . . environment")

C) Lines 51-53 ("They . . . widely")

D) Lines 61-65 ("Conventional . . . farming")

28

According to Foley, an "ideal global agriculture system" (line 80)

A) focuses primarily on yield percentages and global markets.

B) considers multiple factors in the selection of farming techniques.

C) weighs the economic interests of farmers against the needs of consumers.

D) puts the nutritional value of produce first and foremost.

29

In line 88, "sheer" most nearly means

A) transparent.

B) abrupt.

C) steep.

D) pure.

purely / just (pure number of calories)

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30

Which statement is best supported by the information provided in figure 1?

A) The organic yield as a percentage of conventional yield is greater for vegetables than for fruits.

B) The organic yield as a percentage of conventional yield is similar for cereals and all crops.

C) The reported number of observations for each crop type exceeds 82.

D) The organic yield as a percentage of conventional yield is greater for vegetable crops than it is for oilseed crops.

31

Which of the following claims is supported by figure 2?

A) Of the organically grown species represented, soybeans have the lowest yield.

B) The organically grown maize and barley represented are comparable in their yields to conventionally grown maize and barley.

C) Of the organically grown species represented, tomatoes have the highest yield.

D) The organically grown species represented have lower yields than their conventionally grown counterparts do.

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11

Questions 32-41 are based on the following passage and supplementary material.

This passage is adapted from John Bohannon, "Why You Shouldn't Trust Internet Comments." ©2013 by American Association for the Advancement of Science.

The "wisdom of crowds" has become a mantra of the Internet age. Need to choose a new vacuum cleaner? Check out the reviews on online merchant Amazon. But a new study suggests that such online scores don't always reveal the best choice. A massive controlled experiment of Web users finds that such ratings are highly susceptible to irrational "herd behavior"—and that the herd can be manipulated.

Sometimes the crowd really is wiser than you. The classic examples are guessing the weight of a bull or the number of gumballs in a jar. Your guess is probably going to be far from the mark, whereas the average of many people's choices is remarkably close to the true number.

But what happens when the goal is to judge something less tangible, such as the quality or worth of a product? According to one theory, the wisdom of the crowd still holds—measuring the aggregate of people's opinions produces a stable, reliable value. Skeptics, however, argue that people's opinions are easily swayed by those of others. So nudging a crowd early on by presenting contrary opinions—for example, exposing them to some very good or very bad attitudes—will steer the crowd in a different direction. To test which hypothesis is true, you would need to manipulate huge numbers of people, exposing them to false information and determining how it affects their opinions.

A team led by Sinan Aral, a network scientist at the Massachusetts Institute of Technology in Cambridge, did exactly that. Aral has been secretly working with a popular website that aggregates news stories. The website allows users to make comments about news stories and vote each other's comments up or down. The vote tallies are visible as a number next to each comment, and the position of the comments is chronological. (Stories on the site get an average of about ten comments and about three votes per comment.) It's a follow-up to his experiment using people's ratings of movies to measure how much individual people influence each other online (answer: a lot). This time, he wanted to know how much the crowd influences the individual, and whether it can be controlled from outside.

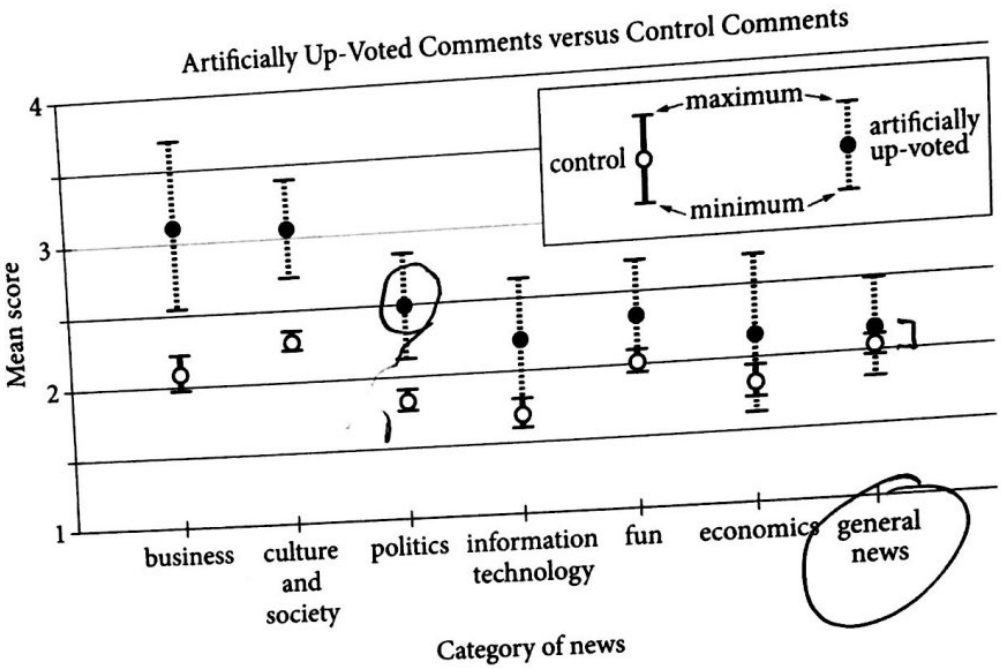
For five months, every comment submitted by a user randomly received an "up" vote (positive); a "down" vote (negative); or as a control, no vote at all. The team then observed how users rated those comments. The users generated more than 100,000 comments that were viewed more than 10 million times and rated more than 300,000 times by other users.

At least when it comes to comments on news sites, the crowd is more herdlike than wise. Comments that received fake positive votes from the researchers were 32% more likely to receive more positive votes compared with a control, the team reports. And those comments were no more likely than the control to be down-voted by the next viewer to see them. By the end of the study, positively manipulated comments got an overall boost of about 25%. However, the same did not hold true for negative manipulation. The ratings of comments that got a fake down vote were usually negated by an up vote by the next user to see them.

"Our experiment does not reveal the psychology behind people's decisions," Aral says, "but an intuitive explanation is that people are more skeptical of negative social influence. They're more willing to go along with positive opinions from other people."

Duncan Watts, a network scientist at Microsoft Research in New York City, agrees with that conclusion. "[But] one question is whether the positive [herding] bias is specific to this site" or true in general, Watts says. He points out that the category of the news items in the experiment had a strong effect on how much people could be manipulated. "I would have thought that 'business' is pretty similar to 'economics,' yet they find a much stronger effect (almost 50% stronger) for the former than the latter. What explains this difference? If we're going to apply these findings in the real world, we'll need to know the answers."

Will companies be able to boost their products by manipulating online ratings on a massive scale? "That is easier said than done," Watts says. If people detect—or learn—that comments on a website are being manipulated, the herd may spook and leave entirely.



Mean score: mean of scores for the comments in each category, with the score for each comment being determined by the number of positive votes from website users minus the number of negative votes

Adapted from Lev Muchnik, Sinan Aral, and Sean J. Taylor, "Social Influence Bias: A Randomized Experiment." ©2013 by American Association for the Advancement of Science.

32

Over the course of the passage, the main focus shifts from a discussion of an experiment and its results to

A) an explanation of the practical applications of the results.

B) a consideration of the questions prompted by the results.

C) an analysis of the defects undermining the results.

D) a conversation with a scientist who disputes the results.

33

The author of the passage suggests that crowds may be more effective at

A) creating controversy than examining an issue in depth.

B) reinforcing members' ideas than challenging those ideas.

C) arriving at accurate quantitative answers than producing valid qualitative judgments.

D) ranking others' opinions than developing genuinely original positions.

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CONTINUE

34

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

A) Line 9 ("Sometimes . . . you")
B) Lines 11-14 ("Your . . . number")
C) Lines 17-20 ("According . . . value")
D) Lines 25-28 ("To test . . . opinions")

35

Which choice best supports the view of the "skeptics" (line 20)?

A) Lines 55-58 ("Comments . . . reports")
B) Lines 58-60 ("And . . . them")
C) Lines 63-65 ("The ratings . . . them")
D) Lines 76-79 ("He . . . manipulated")

36

Which action would best address a question Watts raises about the study?

A) Providing fewer fake positive comments
B) Using multiple websites to collect ratings
C) Requiring users to register on the website before voting
D) Informing users that voting data are being analyzed

specific to this site or true for all of the internet.

37

As used in line 85, "boost" most nearly means

A) increase.
B) accelerate.
C) promote.
D) protect.

boost/promote their products.

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CONTINUE

38

As used in line 86, "scale" most nearly means

A) level.
B) wage.
C) interval.
D) scheme.

massive scale
size/level.

39

In the figure, which category of news has an artificially up-voted mean score of 2.5?

A) Business
B) Politics
C) Fun
D) General news

40

According to the figure, which category of news showed the smallest difference in mean score between artificially up-voted comments and control comments?

A) Culture and society
B) Information technology
C) Fun
D) General news ✓

41

Data presented in the figure most directly support which idea from the passage?

A) The mean score of artificially down-voted comments is similar to that of the control.
B) The patterns observed in the experiment suggest that people are suspicious of negative social influence.
C) The positive bias observed in users of the news site may not apply to human behavior in other contexts.
D) The type of story being commented on has an impact on the degree to which people can be influenced.

even in the passage.
(me) 76-79 ✓
(business, culture and society, politics ... category of news) different measure

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CONTINUE

Questions 42-52 are based on the following passage.

This passage is adapted from Joshua Foer, *Moonwalking with Einstein: The Art and Science of Remembering Everything*. ©2011 by Joshua Foer.

In 2000, a neuroscientist at University College London named Eleanor Maguire wanted to find out what effect, if any, all that driving around the labyrinthine streets of London might have on cabbies' brains. When she brought sixteen taxi drivers into her lab and examined their brains in an MRI scanner, she found one surprising and important difference. The right posterior hippocampus, a part of the brain known to be involved in spatial navigation, was 7 percent larger than normal in the cabbies—a small but very significant difference. Maguire concluded that all of that way-finding around London had physically altered the gross structure of their brains. The more years a cabbie had been on the road, the more pronounced the effect.

The brain is a mutable organ, capable—within limits—of reorganizing itself and readapting to new kinds of sensory input, a phenomenon known as neuroplasticity. It had long been thought that the adult brain was incapable of spawning new neurons—that while learning caused synapses to rearrange themselves and new links between brain cells to form, the brain's basic anatomical structure was more or less static. Maguire's study suggested the old inherited wisdom was simply not true.

After her groundbreaking study of London cabbies, Maguire decided to turn her attention to mental athletes. She teamed up with Elizabeth Valentine and John Wilding, authors of the academic monograph *Superior Memory*, to study ten individuals who had finished near the top of the World Memory Championship. They wanted to find out if the memorizers' brains were—like the London cabbies'—structurally different from the rest of ours, or if they were somehow just making better use of memory abilities that we all possess.

The researchers put both the mental athletes and a group of matched control subjects into MRI scanners and asked them to memorize three-digit numbers, black-and-white photographs of people's faces, and magnified images of snowflakes, while their brains were being scanned. Maguire and her team thought it was possible that they might discover anatomical differences in the brains of the memory champs, evidence that their brains had somehow reorganized themselves in the process of doing all that intensive remembering. But when the researchers reviewed the imaging data, not a single significant structural difference turned up. The brains of the mental athletes appeared to be indistinguishable from those of the control subjects. What's more, on every single test of general cognitive ability, the mental athletes' scores came back well within the normal range. The memory champs weren't smarter, and they didn't have special brains.

But there was one telling difference between the brains of the mental athletes and the control subjects. When the researchers looked at which parts of the brain were lighting up when the mental athletes were memorizing, they found that they were activating entirely different circuitry. According to the functional MRIs [fMRIs], regions of the brain that were less active in the control subjects seemed to be working in overdrive for the mental athletes.

Surprisingly, when the mental athletes were learning new information, they were engaging several regions of the brain known to be involved in two specific tasks: visual memory and spatial navigation, including the same right posterior hippocampal region that the London cabbies had enlarged with all their daily way-finding. At first glance, this wouldn't seem to make any sense. Why would mental athletes be conjuring images in their mind's eye when they were trying to learn three-digit numbers? Why should they be navigating like London cabbies when they're supposed to be remembering the shapes of snowflakes?

Maguire and her team asked the mental athletes to describe exactly what was going through their minds as they memorized. The mental athletes said they were consciously converting the information they were being asked to memorize into images, and distributing those images along familiar spatial journeys. They weren't doing this automatically, or because it was an inborn talent they'd nurtured since childhood. Rather, the unexpected patterns of neural activity that Maguire's fMRIs turned up were the result of training and practice.

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CONTINUE

42

According to the passage, Maguire's findings regarding taxi drivers are significant because they

A) demonstrate the validity of a new method.
B) provide evidence for a popular viewpoint.
C) call into question an earlier consensus.
D) challenge the authenticity of previous data.

43

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

A) Lines 8-12 ("The right . . . difference")
B) Lines 12-16 ("Maguire . . . effect")
C) Lines 17-20 ("The brain . . . neuroplasticity")
D) Lines 20-26 ("It had . . . true")

44

As used in line 24, "basic" most nearly means

A) initial.
B) simple.
C) necessary.
D) fundamental.

45

Which question was Maguire's study of mental athletes primarily intended to answer?

A) Does the act of memorization make use of different brain structures than does the act of navigation?
B) Do mental athletes inherit their unusual brain structures, or do the structures develop as a result of specific activities?
C) Does heightened memorization ability reflect abnormal brain structure or an unusual use of normal brain structure?
D) What is the relationship between general cognitive ability and the unusual brain structures of mental athletes?

46

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

A) Lines 27-29 ("After . . . athletes")
B) Lines 33-37 ("They . . . possess")
C) Lines 38-43 ("The researchers . . . scanned")
D) Lines 52-54 ("What's . . . range")

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47

As used in line 39, "matched" most nearly means

A) comparable.
B) identical.
C) distinguishable.
D) competing.

48

The main purpose of the fifth paragraph (lines 57-65) is to

A) relate Maguire's study of mental athletes to her study of taxi drivers.
B) speculate on the reason for Maguire's unexpected results.
C) identify an important finding of Maguire's study of mental athletes.
D) transition from a summary of Maguire's findings to a description of her methods.

49

According to the passage, when compared to mental athletes, the individuals in the control group in Maguire's second study

A) showed less brain activity overall.
B) demonstrated a wider range of cognitive ability.
C) exhibited different patterns of brain activity.
D) displayed noticeably smaller hippocampal regions.

50

The passage most strongly suggests that mental athletes are successful at memorization because they

A) exploit parts of the brain not normally used in routine memorization.
B) convert information they are trying to memorize into abstract symbols.
C) organize information into numerical lists prior to memorization.
D) exercise their brains regularly through puzzles and other mental challenges.

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1

51

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

A) Lines 66-72 ("Surprisingly . . . way-finding")
B) Lines 72-73 ("At first . . . sense")
C) Lines 79-81 ("Maguire . . . memorized")
D) Lines 85-87 ("They . . . childhood")

52

The questions in lines 74-78 primarily serve to

A) raise doubts about the reliability of the conclusions reached by Maguire.
B) emphasize and elaborate on an initially puzzling result of Maguire's study of mental athletes.
C) imply that Maguire's findings undermine earlier studies of the same phenomenon.
D) introduce and explain a connection between Maguire's two studies and her earlier work.

Why are the using parts of the brain related to spatial navigation (as used by cabbies) when they are performing acts of memorization?

STOP

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

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2

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

Prehistoric Printing

Paleontologists are using modern technology to gain a greater understanding of the distant past. With the aid of computed tomography (CT) scanning and 3-D printing, researchers are able to create accurate models of prehistoric fossils. 1 These models have expanded

1

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

Fossils provide paleontologists with a convenient way of estimating the age of the rock in which the fossils are found.

Should the writer make this addition here?

A) Yes, because it supports the paragraph's argument with an important detail.

B) Yes, because it provides a logical transition from the preceding sentence.

C) No, because it is not directly related to the main point of the paragraph.

D) No, because it undermines the main claim of the paragraph.

researchers' knowledge of ancient species and **2** swear to advance the field of paleontology in the years to come.

CT scanners use X-rays to map the surface of a fossil in minute detail, recording as many as one million data points to create a digital blueprint. A 3-D printer then builds a polymer model based on this blueprint, much as a regular computer printer reproduces digital documents on paper. **3** Whereas the head of an ordinary computer printer moves back and forth while printing ink onto paper, the corresponding part of a 3-D printer moves in multiple dimensions while squirting out thin layers of melted polymer plastic. The plastic hardens quickly, **4** it allows the printer to build the layers of the final model. Compared with older ways of modeling fossils, scanning and printing in this way is extremely versatile.

2

A) NO CHANGE
B) subscribe
C) vow
D) promise swear, promise.

3

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

A) Kept, because it helps explain why X-rays are used in CT scanners.
B) Kept, because it provides details to illustrate how a 3-D printer works.
C) Deleted, because it contradicts the passage's information about digital blueprints.
D) Deleted, because it creates confusion about how researchers gather data.

4

A) NO CHANGE
B) this
C) which
D) that

comma splice.

, which allows

IC, DC.

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[1] One significant benefit of 3-D printing technology is its ability to create scale reproductions of fossils. [2] But now 3-D scale models can be rearranged with ease, which is a huge boon to scientists. [3] A team led by Drexel University professor Kenneth Lacovara is making models of dinosaur bones one-tenth the bones' original sizes **5** in order to learn how they fit together when the animals were alive. [4] In the past, such research was limited by the weight and bulk of the fossils as well as **6** its preciousness and fragility. [5] In many cases, scientists had to rearrange bones virtually, using artists' renderings. **7**

Because CT scanners can map objects that are impossible to excavate, CT scanning and 3-D printing can also be used to reproduce fossils that scientists cannot observe firsthand. **8** By contrast, researchers

5

A) NO CHANGE
B) in order for learning
C) so that one is learning
D) so to learn

6

A) NO CHANGE
B) it's
C) their
D) there

7

To make this paragraph most logical, sentence 2 should be placed

A) where it is now.
B) before sentence 1.
C) after sentence 4.
D) after sentence 5.

8

A) NO CHANGE
B) Nonetheless,
C) Besides,
D) For example,

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from the National Museum of Brazil **9** has relied on this technique to study a fossilized skeleton that was discovered protruding from a rock at an old São Paulo railroad site. **10** The fossil was too delicate to be removed from the rock. Because of the fossil's delicate nature, the team dug up a block of stone around the fossil and brought it to their lab. With the aid of a CT scanner and a 3-D printer, they were able to produce a resin model of the fossil. Examining the model, the researchers determined that **11** one had found a new species, a 75-million-year-old crocodile. While not every discovery will be as dramatic as this one, paleontologists anticipate further expanding their knowledge of ancient life-forms as CT scanning and 3-D printing continue to make fossils more accessible.

9

A) NO CHANGE
B) relied
C) will rely
D) is relying

past tense // sp. tense. of the past (since? to the present??).

10

Which choice most effectively combines the underlined sentences?

A) The fossil could not be removed from the rock on account of it being too delicate; moreover, the team dug up a block of stone around it and brought it to their lab.
B) The team thought the fossil was too delicate to remove from the rock, and their next decision was to dig up a block of stone around the fossil and bring it to their lab.
C) The fossil was too delicate to be removed from the rock, so the team dug up a block of stone around the fossil and brought it to their lab.
D) In removing the fossil from the rock, the team found it was too delicate; then they dug up a block of stone around the fossil and brought it to their lab.

IC. DC. IC redundancy (conjunctions) relationship between sentences ✓

11

A) NO CHANGE
B) he or she
C) they
D) it

researchers.

pronoun usage, // structure. cannot alternate w/ she — are..

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CONTINUE

Questions 12-22 are based on the following passage.

Thomas Nast, the Crusading Cartoonist

"Stop them pictures!" Legend has it that the corrupt politician William "Boss" Tweed once used those words when ordering someone to offer a bribe to Thomas Nast, an artist who had become famous for cartoons that called for reforms to end corruption. **12** As a result, Tweed's attempt to silence the artist failed, and Nast's cartoons, published in magazines like *Harper's Weekly*, actually played a key role in bringing Boss Tweed and his cronies to justice.

13 There were powerful political organizations in the 1860s and the 1870s. The organizations were known as "political machines" and started taking control of city governments. These political machines were able to pack legislatures and courts with hand-picked supporters by purchasing **14** votes, a form of election fraud involving the exchange of money or favors for votes. Once a political machine had control of enough important positions, its members were able to use public funds to enrich themselves and their friends. Boss Tweed's Tammany Hall group, which controlled New York **15** City in the 1860s, stole more than $30 million,

12

A) NO CHANGE
B) Therefore,
C) Furthermore,
D) DELETE the underlined portion.

13

Which choice most effectively combines the underlined sentences?

A) Powerful political organizations in the 1860s and the 1870s started taking control of city governments, and they were known as "political machines."
B) Known as "political machines," in the 1860s and the 1870s, political organizations that were powerful started taking control of city governments.
C) City governments were taken control of in the 1860s and the 1870s, and powerful political organizations known as "political machines" did so.
D) In the 1860s and the 1870s, powerful political organizations known as "political machines" started taking control of city governments.

14

A) NO CHANGE
B) votes, being
C) votes, that is
D) votes, which it is

15

A) NO CHANGE
B) City in the 1860s,
C) City, in the 1860s,
D) City in the 1860s

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CONTINUE

the equivalent of more than $365 million today.

16 Tweed had been elected to a single two-year term in Congress in 1852. Tammany Hall was so powerful and 17 corrupt that, the *New York Times*, commented "There is absolutely nothing . . . in the city which is beyond the reach of the insatiable gang."

Given the extent of Tweed's power, it is remarkable that a single cartoonist could have played such a significant role in bringing about his downfall. Nast's cartoons depicted Tweed as a great big bloated thief. One of the artist's most 18 famous images showed Tweed with a bag of money in place of his 19 head. Another featured Tweed leaning against a ballot box with the caption "As long as I count the votes, what are you going to do about it?" These cartoons were so effective in part because many of the citizens who supported Tweed were illiterate and thus could not read the newspaper accounts of his criminal activities. Nast's cartoons, though, widely exposed the public to the injustice of Tweed's political machine.

16

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

A) Kept, because it introduces the quote from the *New York Times* in the next sentence.

B) Kept, because it adds a vital detail about Tweed that is necessary to understand his power.

C) Deleted, because it blurs the focus of the paragraph by introducing loosely related information.

D) Deleted, because it contains information that undermines the main claim of the passage.

17

A) NO CHANGE

B) corrupt, that the *New York Times* commented,

C) corrupt that the *New York Times* commented,

D) corrupt that the *New York Times*, commented

18

A) NO CHANGE

B) famous and well-known

C) famous and commonly known

D) famous, commonly known

19

Which choice adds the most relevant supporting information to the paragraph?

A) head; like many other Nast cartoons, that one was published in *Harper's Weekly*.

B) head; Nast would later illustrate Tweed's escape from prison.

C) head, one depiction that omits Tweed's signature hat.

D) head, an image that perfectly captured Tweed's greedy nature.

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2

Nast's campaign to bring down Tweed and the Tammany Hall gang was ultimately successful. In the elections of 1871, the public voted against most of the Tammany Hall candidates, greatly weakening Tweed's power. Eventually, Tweed and his gang were **20** persecuted for a number of charges, including fraud and larceny, and many of them were sent to jail. In 1875 Tweed escaped from jail and fled to Spain and unwittingly **21** brought about one final **22** pinnacle for the power of political cartoons: A Spanish police officer recognized Tweed from one of Nast's cartoons. Consequently, Tweed was sent back to jail, and Nast was hailed as the man who toppled the great Tammany Hall machine.

21

20

A) NO CHANGE
B) persecuted on
C) persecuted with
D) prosecuted on

21

A) NO CHANGE
B) bringing
C) brings
D) has brought

22

A) NO CHANGE
B) triumph
C) culmination
D) apex

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CONTINUE

Questions 23-33 are based on the following passage and supplementary material.

Rethinking Crowdfunding in the Arts

Crowdfunding is a popular way to raise money using the Internet. The process sounds simple: an artist, entrepreneur, or other innovator takes his or her ideas straight to the public via a crowdfunding website. The innovator creates a video about the project and offers, in exchange for donations, a series of "perks," from acknowledgment on a social media site to a small piece of art. Many crowdfunding programs are all-or-nothing; in other words, the innovator must garner 100 percent funding for the project or the money is refunded to the donors. At **23** it's best, the system can give creators direct access to millions of potential backers.

The home page of one leading crowdfunding site features a project to manufacture pinhole cameras on a 3-D printer. **24** The idea is obviously very attractive. An obscure method of photography may be made available to many with little expense. Within weeks, the project was 621 percent funded. In contrast, on the same page, a small Brooklyn performance venue is attempting to raise money for its current season. The venue features works of performance art showcased in a storefront window. Those who have seen the space consider it vital. **25** However, that group may not be large enough; with just fourteen days to go in the fund-raising period, the campaign is only 46 percent funded.

23

A) NO CHANGE
B) its
C) its'
D) their

misused apostrophes.

24

Which choice most effectively combines the underlined sentences?

A) With the idea being obviously very attractive, an obscure method of photography may be made available to many at little expense.
B) The idea is obviously very attractive: an obscure method of photography may be made available to many at little expense.
C) An obscure method of photography may be made available to many at little expense, and the idea is obviously very attractive.
D) An obscure method of photography, an idea that is obviously very attractive, may be made available to many at little expense.

25

A) NO CHANGE
B) Therefore,
C) In effect,
D) As a rule,

contrasting idea (relationship between sentences).

Artists such as these Brooklyn performers find that crowdfunding exacerbates problems that already exist. **26** Work, that is easily understood and appreciated, is supported, while more complex work goes unnoticed. **27** Time that could be used creating art is spent devising clever perks to draw the attention of potential contributors. **28** In addition, audiences may contain many "free **29** riders," they did not make contributions.

26

A) NO CHANGE
B) Work that is easily understood and appreciated is supported,
C) Work that is easily understood, and appreciated is supported
D) Work—that is easily understood and appreciated—is supported,

27

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

Crowdfunding tends to attract contributors from a wide variety of professional fields.

Should the writer make this addition here?

A) Yes, because it gives more information about the people who donate to crowdfunding campaigns.
B) Yes, because it reinforces the writer's point about the funding of artistic projects.
C) No, because it fails to take into account project funding received from public institutions.
D) No, because it blurs the focus of the paragraph by introducing a poorly integrated piece of information.

28

A) NO CHANGE
B) Conversely,
C) However,
D) Thus,

29

A) NO CHANGE
B) riders," not making
C) riders," who did not make
D) riders" to not make

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CONTINUE

Ironically, the success of crowdfunding may weaken overall funding for the arts if people begin to feel that paying for the art **30** loved by them is someone else's responsibility.

[1] One innovative playwright has woven the deficiencies of the system into her crowdfunding model. [2] Though the price for her tickets was higher than that of tickets for comparable shows, it was still affordable to most theatergoers—and reflected the real cost of the performance. [3] She presented the total cost for producing her play on a crowdfunding site. [4] Then she divided the total cost by the number of people she expected to attend the performance. [5] The result of the calculation was the minimum donor price, and only donors who paid at least the minimum ticket price were allowed to attend the performance. [6] By subverting the presumption that money used for her project is an altruistic donation, the playwright showed that **31** our work has monetary value to those who enjoy it. **32**

30

A) NO CHANGE
B) they love
C) loved by him or her
D) he or she loves

31

A) NO CHANGE
B) their
C) her
D) its

32

To make this paragraph most logical, sentence 2 should be placed

A) where it is now.
B) after sentence 3.
C) after sentence 4.
D) after sentence 5.

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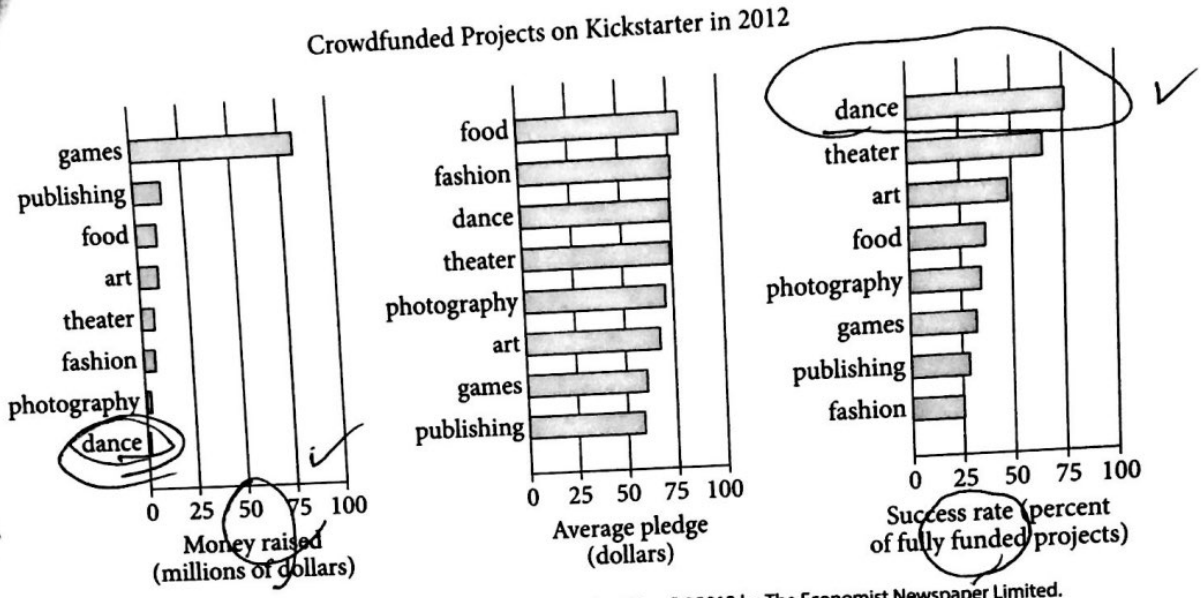
Crowdfunded Projects on Kickstarter in 2012



Adapted from "These Were the Most Successful Projects on Kickstarter Last Year." ©2013 by The Economist Newspaper Limited.

Question 33 asks about the graphic.

33

Which choice offers an accurate interpretation of the data in the graphs?

A) The project category with the lowest amount of money raised was also the most successfully funded project category.

B) The project category with the highest average pledge amount was also the most successfully funded project category.

C) The project category with the lowest average pledge amount was also the project category that raised the most money.

D) The project category with the highest average pledge amount was also the project category with the most money raised.

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CONTINUE

Questions 34-44 are based on the following passage.

Investigative Journalism: An Evolving American Tradition

[1] The recent precipitous decline of print journalism as a viable profession has exacerbated long-held concerns about the state of investigative reporting in the United States. [2] Facing lower print circulation and diminished advertising revenue, many major newspapers have reduced or eliminated investigative resources. [3] Newspapers, the traditional nurturing ground for investigative journalism, have been hit especially hard by the widespread availability of free news online. [4] To survive, investigative journalism must continue to adapt to the digital age. 34

It is not difficult to understand why a cash-strapped, understaffed publication might feel pressure to cut teams of investigative 35 reporter's—their work is expensive and time-consuming. 36 Taking on the public interest, investigative journalism involves original, often long-form reporting on such topics as 37 illegal activities, street crime, corporate wrongdoing, and political corruption. An investigative story involves one or more experienced journalists dedicating their full energy and the resources of the publisher to a piece for a prolonged period of time. Expensive legal battles may ensue. The results of this work, though costly, have

34

For the sake of the logic and cohesion of the paragraph, sentence 3 should be

A) placed where it is now.
B) placed before sentence 1.
C) placed after sentence 1.
D) DELETED from the paragraph.

35

A) NO CHANGE
B) reporters:
C) reporters,
D) reporter's;

36

A) NO CHANGE
B) Undertaken in
C) Overtaking
D) Taking off from

37

A) NO CHANGE
B) business scandals,
C) abuse of government power,
D) DELETE the underlined portion.

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CONTINUE

helped keep those in power accountable. The exposure by *Washington Post* reporters Bob Woodward and Carl Bernstein of government misconduct in the Watergate scandal resulted in the resignation of President Richard Nixon in 1974. More recently, Seymour Hersh, reporting for the *New Yorker* in 2004, helped publicize the mistreatment of Iraqi prisoners by US personnel at Abu Ghraib during the Iraq War. **38** In these and other cases, exposure from reporters has served as an important **39** blockade to or scolding of malfeasance.

38

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

> In 1954, Edward R. Murrow and Fred Friendly produced episodes of the CBS television show *See It Now* that contributed to the end of US senator Joseph McCarthy's anticommunist "witch hunts."

Should the writer make this addition here?

A) Yes, because it helps clarify that the passage's main focus is on investigations of political corruption.

B) Yes, because it offers an important counterpoint to the other cases previously described in the paragraph.

C) No, because it gives an example that is both chronologically and substantively out of place in the paragraph.

D) No, because it provides an example that is inconsistent with the passage's definition of investigative journalism.

39

A) NO CHANGE

B) interference to or condemnation of

C) drag on or reproof of

D) deterrent or rebuke to

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While worrisome, the decline of traditional print media **40** could not entail the end of investigative journalism. **41** Although many newsrooms have reduced their staff, some still employ investigative reporters. Nonprofit **42** enterprises such as the Organized Crime and Corruption Reporting Project have begun to fill the void created by staff losses at newspapers and magazines. Enterprising freelance reporters, newly funded by nonprofits, make extensive use of social media,

40

Which choice most effectively suggests that the end of investigative journalism is a real possibility but one that can be prevented?

A) NO CHANGE
B) need
C) will
D) must

41

Which choice most effectively sets up the examples in the following sentences?

A) NO CHANGE
B) Investigative journalism also declined between the 1930s and 1950s, only to be revived in the 1960s.
C) According to the Pew Research Center, more people get their national and international news from the Internet than from newspapers.
D) Indeed, recent years have witnessed innovative adjustments to changing times.

42

A) NO CHANGE
B) enterprises: such as
C) enterprises such as:
D) enterprises, such as

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including blogs and Twitter, to foster a public conversation about key issues. The Help Me Investigate project, **43** for example, solicited readers to submit tips and information related to ongoing stories to its website. Far from marking the end of investigative journalism, **44** cooperation among journalists and ordinary citizens has been facilitated by the advent of the digital age through an increase in the number of potential investigators.

43

A) NO CHANGE
B) therefore,
C) however,
D) in any case,

44

A) NO CHANGE
B) the number of potential investigators has increased since the advent of the digital age owing to the facilitation of cooperation among journalists and ordinary citizens.
C) the advent of the digital age has increased the number of potential investigators by facilitating cooperation among journalists and ordinary citizens.
D) by facilitating cooperation among journalists and ordinary citizens the advent of the digital age has increased the number of potential investigators.

STOP

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

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As you read the passage below, consider how Eric Klinenberg uses

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

Adapted from Eric Klinenberg, "Viewpoint: Air-Conditioning Will Be the End of Us." ©2013 by Time Inc. Originally published July 17, 2013.

1 Earlier this week, as the temperature in New York City hit the upper 90s and the heat index topped 100, my utility provider issued a heat alert and advised customers to use air-conditioning "wisely." It was a nice, polite gesture but also an utterly ineffectual one. After all, despite our other green tendencies, most Americans still believe that the wise way to use air conditioners is to crank them up, cooling down every room in the house—or even better, relax in the cold blasts of a movie theater or shopping mall, where someone else pays the bills. Today Americans use twice as much energy for air-conditioning as we did 20 years ago, and more than the rest of the world's nations combined. As a climate-change adaptation strategy, this is as dumb as it gets.

2 I'm hardly against air-conditioning. During heat waves, artificial cooling can save the lives of old, sick and frail people, and epidemiologists have shown that owning an AC unit is one of the strongest predictors of who survives during dangerously hot summer weeks. I've long advocated public-health programs that help truly vulnerable people, whether isolated elders in broiling urban apartments or farm workers who toil in sunbaked fields, by giving them easy access to air-conditioning.

3 I also recognize that air conditioners can enhance productivity in offices and make factories safer for workers who might otherwise wilt in searing temperatures. Used conservatively—say, to reduce indoor temperatures to the mid-70s in rooms that, because of shortsighted design, cannot be cooled by cross-ventilation from fans and windows—air conditioners may well generate enough benefits to balance the indisputable, irreversible damage they generate. But in most situations, the case for air-conditioning is made of hot air.

4 What's indefensible is our habit of converting homes, offices and massive commercial outlets into igloos on summer days, regardless of how hot it is outdoors. Recently, New York City prohibited stores from pumping arctic air out onto the searing sidewalks in an attempt to lure customers while burning through fossil fuels in suicidal fashion. I can't help but wonder whether cities like New York will ever prohibit stores from cooling their facilities below, say, 70°F. No doubt a law like that would raise even more objections than Mayor Michael Bloomberg's attempt to ban big sodas, but it might well be necessary if we can't turn down the dial on our own.

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5 I'm skeptical that American businesses and consumers will reduce their use of air-conditioning without new rules and regulations, especially now that natural gas has helped bring down energy bills and the short-term costs of cranking the AC are relatively low. Part of the problem is that in recent decades, the fastest-growing U.S. cities—places like Las Vegas, Phoenix and Austin—have effectively been built on air-conditioning. (This is also true in the Middle East and Asia, and as a result, global energy consumption is soaring precisely when it needs to be lowered.) Throughout the country, most designs for new office, commercial and residential property rely entirely on AC, rather than on time-honored cooling technologies such as shading from trees and cross-ventilation from windows and fans. As a result, there is now an expectation that indoor air will be frigid on even the steamiest days everywhere from the Deep South to the Great West. What's worse, this expectation is spreading to the nations where American culture carries influence; sales of air conditioners rose 20% in India and China last year.

6 Trying to engineer hot weather out of existence rather than adjust our culture of consumption for the age of climate change is one of our biggest environmental blind spots. If you can't stand the heat, you should know that blasting the AC will ultimately make us all even hotter. Let's put our air conditioners on ice before it's too late.

Write an essay in which you explain how Eric Klinenberg builds an argument to persuade his audience that Americans need to greatly reduce their reliance on air-conditioning. In your essay, analyze how Klinenberg uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

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As you read the passage below, consider how Christopher Hitchens uses

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

Adapted from Christopher Hitchens, "The Lovely Stones." ©2009 by Condé Nast Digital. Originally published July 2009.

1 The great classicist A. W. Lawrence . . . once remarked of the Parthenon[1] that it is "the one building in the world which may be assessed as absolutely *right*." . . .

2 Not that the beauty and symmetry of the Parthenon have not been abused and perverted and mutilated. Five centuries after the birth of Christianity the Parthenon was closed and desolated. . . . Turkish forces also used it for centuries as a garrison[2] and an arsenal, with the tragic result that in 1687 . . . a powder magazine was detonated and huge damage inflicted on the structure. Most horrible of all, perhaps, the Acropolis was made to fly a Nazi flag during the German occupation of Athens. . . .

3 The damage done by the ages to the building, and by past empires and occupations, cannot all be put right. But there is one desecration and dilapidation that can at least be partially undone. Early in the 19th century, Britain's ambassador to the Ottoman Empire, Lord Elgin, sent a wrecking crew to the Turkish-occupied territory of Greece, where it sawed off approximately half of the adornment of the Parthenon and carried it away. As with all things Greek, there were three elements to this, the most lavish and beautiful sculptural treasury in human history. Under the direction of the artistic genius Phidias, the temple had two massive pediments decorated with the figures of Pallas Athena, Poseidon, and the gods of the sun and the moon. It then had a series of 92 high-relief panels, or metopes, depicting a succession of mythical and historical battles. The most intricate element was the frieze, carved in bas-relief,[3] which showed the gods, humans, and animals that made up the annual Pan-Athens procession: there were 192 equestrian warriors and auxiliaries featured, which happens to be the exact number of the city's heroes who fell at the Battle of Marathon. Experts differ on precisely what story is being told here, but the frieze was quite clearly carved as a continuous narrative. Except that half the cast of the tale is still in Bloomsbury, in London, having been sold well below cost by Elgin to the British government in 1816 for $2.2 million in today's currency to pay off his many debts. . . .

---

1 An ancient Greek temple located on the grounds of the ancient citadel, the Acropolis of Athens

2 A military fort or base

3 Raised carvings made of stone

4 . . . [T]here has been a bitter argument about the legitimacy of the British Museum's deal. I've written a whole book about this controversy and won't oppress you with all the details, but would just make this one point. If the *Mona Lisa* had been sawed in two during the Napoleonic Wars and the separated halves had been acquired by different museums in, say, St. Petersburg and Lisbon, would there not be a general wish to see what they might look like if re-united? If you think my analogy is overdrawn, consider this: the body of the goddess Iris is at present in London, while her head is in Athens. The front part of the torso of Poseidon is in London, and the rear part is in Athens. And so on. This is grotesque. . . .

5 It is unfortunately true that [Athens] allowed itself to become very dirty and polluted in the 20th century, and as a result the remaining sculptures and statues on the Parthenon were nastily eroded by "acid rain." . . . But gradually and now impressively, the Greeks have been living up to their responsibilities. Beginning in 1992, the endangered marbles were removed from the temple, given careful cleaning with ultraviolet and infra-red lasers, and placed in a climate-controlled interior. . . .

6 About a thousand feet southeast of the temple [is] the astonishing new Acropolis Museum. . . . With 10 times the space of the old repository, it display[s] all the marvels that go with the temples on top of the hill. Most important, it show[s], for the first time in centuries, how the Parthenon sculptures looked to the citizens of old. . . .

7 The British may continue in their constipated fashion to cling to what they have so crudely amputated, but . . . the Acropolis Museum has hit on the happy idea of exhibiting . . . its own original sculptures with the London-held pieces represented by beautifully copied casts. This creates a natural thirst to see the actual re-assembly completed. So, far from emptying or weakening a museum, this controversy has created another [museum], which is destined to be among Europe's finest galleries. And one day, surely, there will be an agreement to do the right thing by the world's most "right" structure.

Write an essay in which you explain how Christopher Hitchens builds an argument to persuade his audience that the original Parthenon sculptures should be returned to Greece. In your essay, analyze how Hitchens uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 Daniyal Mueenuddin, "Nawabdin Electrician." ©2009 by Daniyal Mueenuddin.

Another man might have thrown up his hands—but not Nawabdin. His twelve daughters acted as a spur to his genius, and he looked with satisfaction in the mirror each morning at the face of a warrior going out to do battle. Nawab of course knew that he must proliferate his sources of revenue—the salary he received from K. K. Harouni for tending the tube wells would not even begin to suffice. He set up a little one-room flour mill, run off a condemned electric motor—condemned by him. He tried his hand at fish-farming in a little pond at the edge of his master's fields. He bought broken radios, fixed them, and resold them. He did not demur even when asked to fix watches, though that enterprise did spectacularly badly, and in fact earned him more kicks than kudos, for no watch he took apart ever kept time again.

K. K. Harouni rarely went to his farms, but lived mostly in Lahore. Whenever the old man visited, Nawab would place himself night and day at the door leading from the servants' sitting area into the walled grove of ancient banyan trees where the old farmhouse stood. Grizzled, his peculiar aviator glasses bent and smudged, Nawab tended the household machinery, the air conditioners, water heaters, refrigerators, and water pumps, like an engineer tending the boilers on a foundering steamer in an Atlantic gale. By his superhuman efforts he almost managed to maintain K. K. Harouni in the same mechanical cocoon, cooled and bathed and lighted and fed, that the landowner enjoyed in Lahore.

Harouni of course became familiar with this ubiquitous man, who not only accompanied him on his tours of inspection, but morning and night could be found standing on the master bed rewiring the light fixture or in the bathroom poking at the water heater. Finally, one evening at teatime, gauging the psychological moment, Nawab asked if he might say a word. The landowner, who was cheerfully filing his nails in front of a crackling rosewood fire, told him to go ahead.

"Sir, as you know, your lands stretch from here to the Indus, and on these lands are fully seventeen tube wells, and to tend these seventeen tube wells there is but one man, me, your servant. In your service I have earned these gray hairs"—here he bowed his head to show the gray—"and now I cannot fulfill my duties as I should. Enough, sir, enough. I beg you, forgive me my weakness. Better a darkened house and proud hunger within than disgrace in the light of day. Release me, I ask you, I beg you."

The old man, well accustomed to these sorts of speeches, though not usually this florid, filed away at his nails and waited for the breeze to stop.

"What's the matter, Nawabdin?"

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CONTINUE

"Matter, sir? O what could be the matter in your service. I've eaten your salt for all my years. But sir, on the bicycle now, with my old legs, and with the many injuries I've received when heavy machinery fell on me—I cannot any longer bicycle about like a bridegroom from farm to farm, as I could when I first had the good fortune to enter your employment. I beg you, sir, let me go."

"And what's the solution?" asked Harouni, seeing that they had come to the crux. He didn't particularly care one way or the other, except that it touched on his comfort—a matter of great interest to him.

"Well, sir, if I had a motorcycle, then I could somehow limp along, at least until I train up some younger man."

The crops that year had been good, Harouni felt expansive in front of the fire, and so, much to the disgust of the farm managers, Nawab received a brand-new motorcycle, a Honda 70. He even managed to extract an allowance for gasoline.

The motorcycle increased his status, gave him weight, so that people began calling him "Uncle," and asking his opinion on world affairs, about which he knew absolutely nothing. He could now range further, doing a much wider business. Best of all, now he could spend every night with his wife, who had begged to live not on the farm but near her family in Firoza, where also they could educate at least the two eldest daughters. A long straight road ran from the canal headworks near Firoza all the way to the Indus, through the heart of the K. K. Harouni lands. Nawab would fly down this road on his new machine, with bags and cloths hanging from every knob and brace, so that the bike, when he hit a bump, seemed to be flapping numerous small vestigial wings; and with his grinning face, as he rolled up to whichever tube well needed servicing, with his ears almost blown off, he shone with the speed of his arrival.

1

The main purpose of the first paragraph is to

A) characterize Nawab as a loving father.

B) outline the schedule of a typical day in Nawab's life.

C) describe Nawab's various moneymaking ventures.

D) contrast Nawab's and Harouni's lifestyles.

2

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

A) thrills.

B) complaints.

C) jolts.

D) interests.

3

The author uses the image of an engineer at sea (lines 23-28) most likely to

A) suggest that Nawab often dreams of having a more exciting profession.

B) highlight the fact that Nawab's primary job is to tend to Harouni's tube wells.

C) reinforce the idea that Nawab has had many different occupations in his life.

D) emphasize how demanding Nawab's work for Harouni is.

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CONTINUE

4

Which choice best supports the claim that Nawab performs his duties for Harouni well?

A) Lines 28-32 ("By his . . . Lahore")

B) Lines 40-42 ("The landowner . . . ahead")

C) Lines 46-49 ("In your . . . should")

D) Line 58 ("I've . . . years")

5

In the context of the conversation between Nawab and Harouni, Nawab's comments in lines 43-52 ("Sir . . . beg you") mainly serve to

A) flatter Harouni by mentioning how vast his lands are.

B) boast to Harouni about how competent and reliable Nawab is.

C) emphasize Nawab's diligence and loyalty to Harouni.

D) notify Harouni that Nawab intends to quit his job tending the tube wells.

6

Nawab uses the word "bridegroom" (line 62) mainly to emphasize that he's no longer

A) in love.

B) naive.

C) busy.

D) young.

7

It can reasonably be inferred from the passage that Harouni provides Nawab with a motorcycle mainly because

A) Harouni appreciates that Nawab has to work hard to support his family.

B) Harouni sees benefit to himself from giving Nawab a motorcycle.

C) Nawab's speech is the most eloquent that Harouni has ever heard.

D) Nawab threatens to quit if Harouni doesn't agree to give him a motorcycle.

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CONTINUE

8

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

A) Lines 65-66 ("And . . . crux")
B) Lines 66-68 ("He didn't . . . him")
C) Lines 75-76 ("He even . . . gasoline")
D) Lines 80-81 ("He could . . . business")

9

The passage states that the farm managers react to Nawab receiving a motorcycle with

A) disgust.
B) happiness.
C) envy.
D) indifference.

10

According to the passage, what does Nawab consider to be the best result of getting the motorcycle?

A) People start calling him "Uncle."
B) He's able to expand his business.
C) He's able to educate his daughters.
D) He can spend more time with his wife.

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

This passage is adapted from Stephen Coleman, Scott Anthony, and David E. Morrison, "Public Trust in the News." ©2009 by Stephen Coleman.

The news is a form of public knowledge. Unlike personal or private knowledge (such as the health of one's friends and family; the conduct of a private hobby; a secret liaison), public knowledge increases in value as it is shared by more people. The date of an election and the claims of rival candidates; the causes and consequences of an environmental disaster; a debate about how to frame a particular law; the latest reports from a war zone—these are all examples of public knowledge that people are generally expected to know in order to be considered informed citizens. Thus, in contrast to personal or private knowledge, which is generally left to individuals to pursue or ignore, public knowledge is promoted even to those who might not think it matters to them. In short, the circulation of public knowledge, including the news, is generally regarded as a public good which cannot be solely demand-driven.

The production, circulation, and reception of public knowledge is a complex process. It is generally accepted that public knowledge should be authoritative, but there is not always common agreement about what the public needs to know, who is best placed to relate and explain it, and how authoritative reputations should be determined and evaluated. Historically, newspapers such as *The Times* and broadcasters such as the BBC were widely regarded as the trusted shapers of authoritative agendas and conventional wisdom. They embodied the *Oxford English Dictionary's* definition of authority as the "power over, or title to influence, the opinions of others." As part of the general process of the transformation of authority whereby there has been a reluctance to uncritically accept traditional sources of public knowledge, the demand has been for all authority to make explicit the frames of value which determine their decisions. Centres of news production, as our focus groups show, have not been exempt from this process. Not surprisingly perhaps some news journalists feel uneasy about this renegotiation of their authority:

> Editors are increasingly casting a glance at the "most read" lists on their own and other websites to work out which stories matter to readers and viewers. And now the audience—which used to know its place—is being asked to act as a kind of journalistic ombudsman, ruling on our credibility (broadcast journalist, 2008).
>
> The result of democratising access to TV news could be political disengagement by the majority and a dumbing down through a popularity contest of stories (online news editor, 2007).

Despite the rhetorical bluster of these statements, they amount to more than straightforward professional defensiveness. In their reference to an audience "which used to know its place" and conflation between democratisation and "dumbing down," they are seeking to argue for a particular mode of public knowledge: one which is shaped by experts, immune from populist pressures; and disseminated to attentive, but mainly passive recipients. It is a view of citizenship that closes down opportunities for popular involvement in the making of public knowledge by reinforcing the professional claims of experts. The journalists quoted above are right to feel uneasy, for there is, at almost every institutional level in contemporary society, scepticism towards the epistemological authority of expert elites. There is a growing feeling, as expressed by several of our focus group participants, that the news media should be "informative rather than authoritative"; the job of journalists should be to "give the news as raw as it is, without putting their slant on it"; and people should be given "sufficient information" from which "we would be able to form opinions of our own."

At stake here are two distinct conceptions of authority. The journalists we have quoted are resistant to the democratisation of news: the supremacy of the clickstream (according to which editors raise or lower the profile of stories according to the number of readers clicking on them online); the parity of popular culture with "serious" news; the demands of some audience members for raw news rather than constructed narratives.

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CONTINUE

Percentage of Respondents Seeing News Stories as Inaccurate or Favoring One Side

	1985	1992	2003	2007	2011
News organizations...					
• Get the facts straight	55	49	36	39	25
• Often have inaccurate stories	34	44	56	53	66
• Don't know	11	7	8	8	9
• Are pretty independent	37	35	23	23	15
• Are often influenced by powerful people and organizations	53	58	70	69	80
• Don't know	10	7	7	8	5
On political and social issues, news organizations...					
• Deal fairly with all sides	34	31	26	26	16
• Tend to favor one side	53	63	66	66	77
• Don't know	13	6	8	8	7

modern audience are becoming skeptical of the authority of experts.

Adapted from "Pew Research Center for the People & the Press Report on Views of the News Media, 1985–2011." ©2011 by Pew Research Center.

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CONTINUE

11

The main purpose of the passage is to

A) analyze the technological developments that have affected the production, circulation, and reception of news stories.

B) discuss changes in the perception of the news media as a source of public knowledge.

C) show how journalists' frames of value influence the production of news stories.

D) challenge the conventional view that news is a form of public knowledge.

12

According to the passage, which expectation do traditional authorities now face?

A) They should be uninfluenced by commercial considerations.

B) They should be committed to bringing about positive social change.

C) They should be respectful of the difference between public and private knowledge.

D) They should be transparent about their beliefs and assumptions.

13

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

A) Lines 2-5 ("Unlike . . . people")

B) Lines 20-21 ("The production . . . process")

C) Lines 33-38 ("As part . . . decisions")

D) Lines 43-46 ("Editors . . . viewers")

14

As used in line 24, "common" most nearly means

A) numerous.

B) familiar.

C) widespread.

D) ordinary.

15

The authors most likely include the extended quotations in lines 43-53 to

A) present contradictory examples.

B) cite representative opinions.

C) criticize typical viewpoints.

D) suggest viable alternatives.

16

The authors indicate that the public is coming to believe that journalists' reports should avoid

A) personal judgments about the events reported.

B) more information than is absolutely necessary.

C) quotations from authorities on the subject matter.

D) details that the subjects of news reports wish to keep private.

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CONTINUE

1

17

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

A) Lines 12-16 ("Thus . . . them")
B) Lines 30-33 ("They . . . others")
C) Lines 40-42 ("Not surprisingly . . . authority")
D) Lines 70-77 ("There . . . own")

18

As used in line 74, "raw" most nearly means

A) unfiltered.
B) exposed.
C) harsh.
D) inexperienced.

19

Based on the table, in which year were people the most trusting of the news media?

A) 1985
B) 1992
C) 2003
D) 2011

20

Which statement is best supported by information presented in the table?

A) Between 1985 and 2011, the proportion of inaccurate news stories rose dramatically.
B) Between 1992 and 2003, the proportion of people who believed that news organizations were biased almost doubled.
C) Between 2003 and 2007, people's views of the accuracy, independence, and fairness of news organizations changed very little.
D) Between 2007 and 2011, people's perception that news organizations are accurate increased, but people's perception that news organizations are fair diminished.

21

The 2011 data in the table best serve as evidence of

A) "political disengagement by the majority" (line 51).
B) "the professional claims of experts" (lines 65-66).
C) "scepticism towards the epistemological authority of expert elites" (lines 69-70).
D) "the supremacy of the clickstream" (line 81).

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CONTINUE

Questions 22-32 are based on the following passage.

This passage is adapted from Elsa Youngsteadt, "Decoding a Flower's Message." ©2012 by Sigma Xi, The Scientific Research Society.

Texas gourd vines unfurl their large, flared blossoms in the dim hours before sunrise. Until they close at noon, their yellow petals and mild, squashy aroma attract bees that gather nectar and shuttle pollen from flower to flower. But "when you advertise [to pollinators], you advertise in an open communication network," says chemical ecologist Ian Baldwin of the Max Planck Institute for Chemical Ecology in Germany. "You attract not just the good guys, but you also attract the bad guys." For a Texas gourd plant, striped cucumber beetles are among the very bad guys. They chew up pollen and petals, defecate in the flowers and transmit the dreaded bacterial wilt disease, an infection that can reduce an entire plant to a heap of collapsed tissue in mere days.

In one recent study, Nina Theis and Lynn Adler took on the specific problem of the Texas gourd—how to attract enough pollinators but not too many beetles. The Texas gourd vine's main pollinators are honey bees and specialized squash bees, which respond to its floral scent. The aroma includes 10 compounds, but the most abundant—and the only one that lures squash bees into traps—is 1,4-dimethoxybenzene.

Intuition suggests that more of that aroma should be even more appealing to bees. "We have this assumption that a really fragrant flower is going to attract a lot of pollinators," says Theis, a chemical ecologist at Elms College in Chicopee, Massachusetts. But, she adds, that idea hasn't really been tested—and extra scent could well call in more beetles, too. To find out, she and Adler planted 168 Texas gourd vines in an Iowa field and, throughout the August flowering season, made half the plants more fragrant by tucking dimethoxybenzene-treated swabs deep inside their flowers. Each treated flower emitted about 45 times more fragrance than a normal one; the other half of the plants got swabs without fragrance.

The researchers also wanted to know whether extra beetles would impose a double cost by both damaging flowers and deterring bees, which might not bother to visit (and pollinate) a flower laden with other insects and their feces. So every half hour throughout the experiments, the team plucked all the beetles off of half the fragrance-enhanced flowers and half the control flowers, allowing bees to respond to the blossoms with and without interference by beetles.

Finally, they pollinated by hand half of the female flowers in each of the four combinations of fragrance and beetles. Hand-pollinated flowers should develop into fruits with the maximum number of seeds, providing a benchmark to see whether the fragrance-related activities of bees and beetles resulted in reduced pollination.

"It was very labor intensive," says Theis. "We would be out there at four in the morning, three in the morning, to try and set up before these flowers open." As soon as they did, the team spent the next several hours walking from flower to flower, observing each for two-minute intervals "and writing down everything we saw."

What they saw was double the normal number of beetles on fragrance-enhanced blossoms. Pollinators, to their surprise, did not prefer the highly scented flowers. Squash bees were indifferent, and honey bees visited enhanced flowers less often than normal ones. Theis thinks the bees were repelled not by the fragrance itself, but by the abundance of beetles: The data showed that the more beetles on a flower, the less likely a honey bee was to visit it.

That added up to less reproduction for fragrance-enhanced flowers. Gourds that developed from those blossoms weighed 9 percent less and had, on average, 20 fewer seeds than those from normal flowers. Hand pollination didn't rescue the seed set, indicating that beetles damaged flowers directly —regardless of whether they also repelled pollinators. (Hand pollination did rescue fruit weight, a hard-to-interpret result that suggests that lost bee visits did somehow harm fruit development.)

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CONTINUE

11

The new results provide a reason that Texas gourd plants never evolved to produce a stronger scent: "If you really ramp up the odor, you don't get more pollinators, but you can really get ripped apart by your enemies," says Rob Raguso, a chemical ecologist at Cornell University who was not involved in the Texas gourd study.

22

The primary purpose of the passage is to

A) discuss the assumptions and reasoning behind a theory.

B) describe the aim, method, and results of an experiment.

C) present and analyze conflicting data about a phenomenon.

D) show the innovative nature of a procedure used in a study.

23

As presented in the passage, Theis and Adler's research primarily relied on which type of evidence?

A) Direct observation

B) Historical data

C) Expert testimony

D) Random sampling

24

Which statement about striped cucumber beetles can most reasonably be inferred from the passage?

A) They feed primarily on Texas gourd plants.

B) They are less attracted to dimethoxybenzene than honey bees are.

C) They experience only minor negative effects as a result of carrying bacterial wilt disease.

D) They are attracted to the same compound in Texas gourd scent that squash bees are.

25

The author indicates that it seems initially plausible that Texas gourd plants could attract more pollinators if they

A) did not have aromatic flowers.

B) targeted insects other than bees.

C) increased their floral scent.

D) emitted more varied fragrant compounds.

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CONTINUE

26

As used in line 38, "treated" most nearly means

A) altered.
B) restored.
C) provided.
D) preserved.

27

What did Theis and Adler do as part of their study that most directly allowed Theis to reason that "bees were repelled not by the fragrance itself" (lines 70-71)?

A) They observed the behavior of bees and beetles both before and after the flowers opened in the morning.
B) They increased the presence of 1,4-dimethoxybenzene only during the August flowering season.
C) They compared the gourds that developed from naturally pollinated flowers to the gourds that developed from hand-pollinated flowers.
D) They gave bees a chance to choose between beetle-free enhanced flowers and beetle-free normal flowers.

28

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

A) Lines 45-50 ("So every . . . beetles")
B) Lines 51-53 ("Finally . . . beetles")
C) Lines 59-61 ("We would . . . open")
D) Lines 76-79 ("Gourds . . . flowers")

29

The primary function of the seventh and eighth paragraphs (lines 65-84) is to

A) summarize Theis and Adler's findings.
B) describe Theis and Adler's hypotheses.
C) illustrate Theis and Adler's methods.
D) explain Theis and Adler's reasoning.

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CONTINUE

30

In describing squash bees as "indifferent" (line 68), the author most likely means that they

A) could not distinguish enhanced flowers from normal flowers.

B) visited enhanced flowers and normal flowers at an equal rate.

C) largely preferred normal flowers to enhanced flowers.

D) were as likely to visit beetle-infested enhanced flowers as to visit beetle-free enhanced flowers.

31

According to the passage, Theis and Adler's research offers an answer to which of the following questions?

A) How can Texas gourd plants increase the number of visits they receive from pollinators?

B) Why is there an upper limit on the intensity of the aroma emitted by Texas gourd plants?

C) Why does hand pollination rescue the fruit weight of beetle-infested Texas gourd plants?

D) Why do Texas gourd plants stop producing fragrance attractive to pollinators when beetles are present?

32

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

A) Lines 17-20 ("In one . . . beetles")

B) Lines 22-25 ("The aroma . . . 1,4-dimethoxybenzene")

C) Lines 79-84 ("Hand . . . development")

D) Lines 85-86 ("The new . . . scent")

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Questions 33-42 are based on the following passages.

Passage 1 is adapted from Abraham Lincoln, "Address to the Young Men's Lyceum of Springfield, Illinois." Originally delivered in 1838. Passage 2 is from Henry David Thoreau, "Resistance to Civil Government." Originally published in 1849.

Passage 1

Let every American, every lover of liberty, every well wisher to his posterity, swear by the blood of the Revolution, never to violate in the least particular, the laws of the country; and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and Laws, let every American pledge his life, his property, and his sacred honor;—let every man remember that to violate the law, is to trample on the blood of his father, and to tear the character of his own, and his children's liberty. Let reverence for the laws, be breathed by every American mother, to the lisping babe, that prattles on her lap—let it be taught in schools, in seminaries, and in colleges;—let it be written in Primers, spelling books, and in Almanacs;—let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the *political religion* of the nation; and let the old and the young, the rich and the poor, the grave and the gay, of all sexes and tongues, and colors and conditions, sacrifice unceasingly upon its altars. . . .

When I so pressingly urge a strict observance of all the laws, let me not be understood as saying there are no bad laws, nor that grievances may not arise, for the redress of which, no legal provisions have been made. I mean to say no such thing. But I do mean to say, that, although bad laws, if they exist, should be repealed as soon as possible, still while they continue in force, for the sake of example, they should be religiously observed. So also in unprovided cases. If such arise, let proper legal provisions be made for them with the least possible delay; but, till then, let them if not too intolerable, be borne with.

There is no grievance that is a fit object of redress by mob law. In any case that arises, as for instance, the promulgation of abolitionism, one of two positions is necessarily true; that is, the thing is right within itself, and therefore deserves the protection of all law and all good citizens; or, it is wrong, and therefore proper to be prohibited by legal enactments; and in neither case, is the interposition of mob law, either necessary, justifiable, or excusable.

Passage 2

Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy is worse than the evil. It makes it worse. Why is it not more apt to anticipate and provide for reform? Why does it not cherish its wise minority? Why does it cry and resist before it is hurt?

If the injustice is part of the necessary friction of the machine of government, let it go, let it go; perchance it will wear smooth—certainly the machine will wear out. If the injustice has a spring, or a pulley, or a rope, or a crank, exclusively for itself, then perhaps you may consider whether the remedy will not be worse than the evil; but if it is of such a nature that it requires you to be the agent of injustice to another, then, I say, break the law. Let your life be a counter friction to stop the machine. What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn.

As for adopting the ways which the State has provided for remedying the evil, I know not of such ways. They take too much time, and a man's life will be gone. I have other affairs to attend to. I came into this world, not chiefly to make this a good place to live in, but to live in it, be it good or bad. A man has not everything to do, but something; and because he cannot do everything, it is not necessary that he should do something wrong. . . .

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CONTINUE

I do not hesitate to say, that those who call themselves Abolitionists should at once effectually withdraw their support, both in person and property, from the government . . . and not wait till they constitute a majority of one, before they suffer the right to prevail through them. I think that it is enough if they have God on their side, without waiting for that other one. Moreover, any man more right than his neighbors constitutes a majority of one already.

33

In Passage 1, Lincoln contends that breaking the law has which consequence?

A) It slows the repeal of bad laws.
B) It undermines and repudiates the nation's values.
C) It leads slowly but inexorably to rule by the mob.
D) It creates divisions between social groups.

34

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

A) Lines 9-12 ("let every man . . . liberty")
B) Lines 20-23 ("and let . . . altars")
C) Lines 33-35 ("If such . . . borne with")
D) Lines 36-37 ("There . . . law")

35

As used in line 24, "urge" most nearly means

A) hasten.
B) stimulate.
C) require.
D) advocate.

urge/advocate/promote.

36

The sentence in lines 24-28 ("When . . . made") primarily serves which function in Passage 1?

A) It raises and refutes a potential counterargument to Lincoln's argument.
B) It identifies and concedes a crucial shortcoming of Lincoln's argument.
C) It acknowledges and substantiates a central assumption of Lincoln's argument.
D) It anticipates and corrects a possible misinterpretation of Lincoln's argument.

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CONTINUE

37

As used in line 32, "observed" most nearly means

A) followed.
B) scrutinized.
C) contemplated.
D) noticed.

38

In Passage 2, Thoreau indicates that some unjust aspects of government are

A) superficial and can be fixed easily.
B) subtle and must be studied carefully.
C) self-correcting and may be beneficial.
D) inevitable and should be endured.

39

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

A) Lines 45-48 ("Unjust . . . once")
B) Lines 51-52 ("They . . . evil")
C) Lines 58-59 ("If the injustice . . . go")
D) Lines 75-78 ("A man . . . wrong")

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40

The primary purpose of each passage is to

A) make an argument about the difference between legal duties and moral imperatives.

B) discuss how laws ought to be enacted and changed in a democracy.

C) advance a view regarding whether individuals should follow all of the country's laws.

D) articulate standards by which laws can be evaluated as just or unjust.

41

Based on the passages, Lincoln would most likely describe the behavior that Thoreau recommends in lines 64-66 ("if it . . . law") as

A) an excusable reaction to an intolerable situation.

B) a rejection of the country's proper forms of remedy.

C) an honorable response to an unjust law.

D) a misapplication of a core principle of the Constitution.

42

Based on the passages, one commonality in the stances Lincoln and Thoreau take toward abolitionism is that

A) both authors see the cause as warranting drastic action.

B) both authors view the cause as central to their argument.

C) neither author expects the cause to win widespread acceptance.

D) neither author embraces the cause as his own.

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Questions 43-52 are based on the following passage and supplementary material.

This passage is adapted from Kevin Bullis, "What Tech Is Next for the Solar Industry?" ©2013 by MIT Technology Review.

Solar panel installations continue to grow quickly, but the solar panel manufacturing industry is in the doldrums because supply far exceeds demand. The poor market may be slowing innovation, but advances continue; judging by the mood this week at the IEEE Photovoltaics Specialists Conference in Tampa, Florida, people in the industry remain optimistic about its long-term prospects.

The technology that's surprised almost everyone is conventional crystalline silicon. A few years ago, silicon solar panels cost $4 per watt, and Martin Green, professor at the University of New South Wales and one of the leading silicon solar panel researchers, declared that they'd never go below $1 a watt. "Now it's down to something like 50 cents a watt, and there's talk of hitting 36 cents per watt," he says.

The U.S. Department of Energy has set a goal of reaching less than $1 a watt—not just for the solar panels, but for complete, installed systems—by 2020. Green thinks the solar industry will hit that target even sooner than that. If so, that would bring the direct cost of solar power to six cents per kilowatt-hour, which is cheaper than the average cost expected for power from new natural gas power plants.

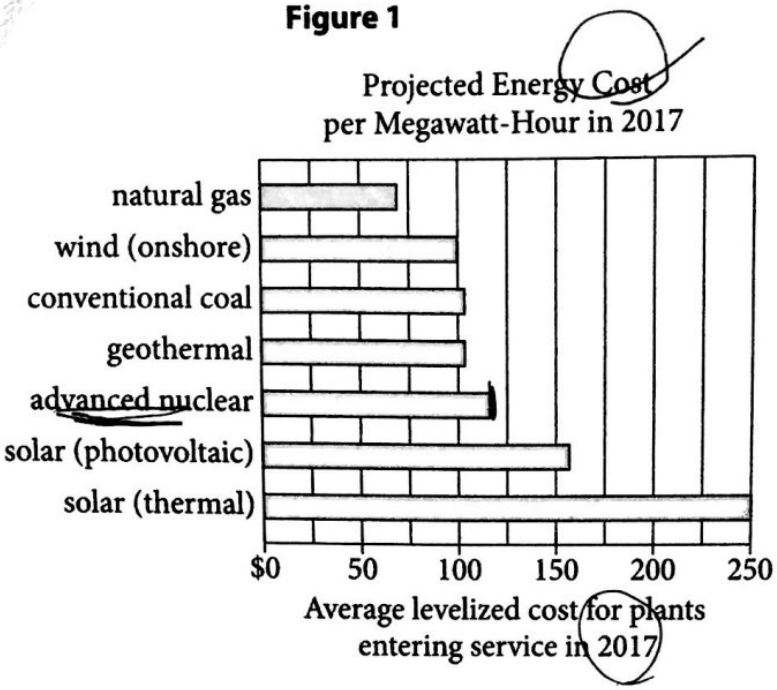
All parts of the silicon solar panel industry have been looking for ways to cut costs and improve the power output of solar panels, and that's led to steady cost reductions. Green points to something as mundane as the pastes used to screen-print some of the features on solar panels. Green's lab built a solar cell in the 1990s that set a record efficiency for silicon solar cells—a record that stands to this day. To achieve that record, he had to use expensive lithography techniques to make fine wires for collecting current from the solar cell. But gradual improvements have made it possible to use screen printing to produce ever-finer lines. Recent research suggests that screen-printing techniques can produce lines as thin as 30 micrometers—about the width of the lines Green used for his record solar cells, but at costs far lower than his lithography techniques.

Meanwhile, researchers at the National Renewable Energy Laboratory have made flexible solar cells on a new type of glass from Corning called Willow Glass, which is thin and can be rolled up. The type of solar cell they made is the only current challenger to silicon in terms of large-scale production—thin-film cadmium telluride. Flexible solar cells could lower the cost of installing solar cells, making solar power cheaper.

One of Green's former students and colleagues, Jianhua Zhao, cofounder of solar panel manufacturer China Sunergy, announced this week that he is building a pilot manufacturing line for a two-sided solar cell that can absorb light from both the front and back. The basic idea, which isn't new, is that during some parts of the day, sunlight falls on the land between rows of solar panels in a solar power plant. That light reflects onto the back of the panels and could be harvested to increase the power output. This works particularly well when the solar panels are built on sand, which is highly reflective. Where a one-sided solar panel might generate 340 watts, a two-sided one might generate up to 400 watts. He expects the panels to generate 10 to 20 percent more electricity over the course of a year.

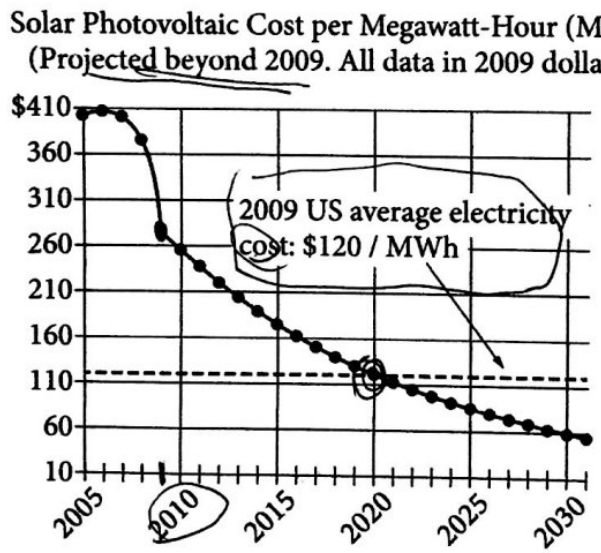
Even longer-term, Green is betting on silicon, aiming to take advantage of the huge reductions in cost already seen with the technology. He hopes to greatly increase the efficiency of silicon solar panels by combining silicon with one or two other semiconductors, each selected to efficiently convert a part of the solar spectrum that silicon doesn't convert efficiently. Adding one semiconductor could boost efficiencies from the 20 to 25 percent range to around 40 percent. Adding another could make efficiencies as high as 50 percent feasible, which would cut in half the number of solar panels needed for a given installation. The challenge is to produce good connections between these semiconductors, something made challenging by the arrangement of silicon atoms in crystalline silicon.

Figure 1



Adapted from Peter Schwartz, "Abundant Natural Gas and Oil Are Putting the Kibosh on Clean Energy." ©2012 by Condé Nast.

Figure 2



Adapted from Ramez Naam, "Smaller, Cheaper, Faster: Does Moore's Law Apply to Solar Cells?" ©2011 by Scientific American.

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43

The passage is written from the point of view of a

A) consumer evaluating a variety of options.
B) scientist comparing competing research methods.
C) journalist enumerating changes in a field.
D) hobbyist explaining the capabilities of new technology.

44

As used in line 4, "poor" most nearly means

A) weak.
B) humble.
C) pitiable.
D) obsolete.

45

It can most reasonably be inferred from the passage that many people in the solar panel industry believe that

A) consumers don't understand how solar panels work.
B) two-sided cells have weaknesses that have not yet been discovered.
C) the cost of solar panels is too high and their power output too low.
D) Willow Glass is too inefficient to be marketable.

46

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

A) Lines 1-3 ("Solar . . . demand")
B) Lines 10-15 ("A few . . . a watt")
C) Lines 22-26 ("If so . . . plants")
D) Lines 27-30 ("All . . . reductions")

47

According to the passage, two-sided solar panels will likely raise efficiency by

A) requiring little energy to operate.
B) absorbing reflected light.
C) being reasonably inexpensive to manufacture.
D) preventing light from reaching the ground.

48

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

A) Lines 58-61 ("The basic . . . plant")
B) Lines 61-62 ("That . . . output")
C) Lines 63-64 ("This . . . reflective")
D) Lines 64-66 ("Where . . . 400 watts")

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49

As used in line 69, "betting on" most nearly means

A) dabbling in.
B) gambling with.
C) switching from.
D) optimistic about.

50

The last sentence of the passage mainly serves to

A) express concern about the limitations of a material.
B) identify a hurdle that must be overcome.
C) make a prediction about the effective use of certain devices.
D) introduce a potential new area of study.

51

According to figure 1, in 2017, the cost of which of the following fuels is projected to be closest to the 2009 US average electricity cost shown in figure 2?

A) Natural gas
B) Wind (onshore)
C) Conventional coal
D) Advanced nuclear

52

According to figure 2, in what year is the average cost of solar photovoltaic power projected to be equal to the 2009 US average electricity cost?

A) 2018
B) 2020
C) 2025
D) 2027

STOP

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

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Test #6

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

A Necessary Resource for Science

In the winter of 1968, scientists David Schindler and Gregg Brunskill poured nitrates and phosphates into Lake 1 227, this is one of the 58 freshwater bodies that compose Canada's remotely located Experimental Lakes Area. Schindler and Brunskill were contaminating the water not out of malice but in the name of research. While deliberately adding chemical compounds to a lake may seem 2 destructive and irresponsible, this method of experimenting is sometimes the most effective way to influence policy and save the environment from even more damaging pollution.

1

A) NO CHANGE
B) 227. Which is one
C) 227. One
D) 227, one

comma splice. IC, DC. (description) of the lake.

2

A) NO CHANGE
B) destructive, and irresponsible this method
C) destructive and, irresponsible, this method
D) destructive and irresponsible this method,

DC, IC. ✓

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CONTINUE

12

Schindler and Brunskill were investigating possible causes for the large blooms of blue-green algae, or cyanobacteria, that had been affecting bodies of water such as Lake Erie. **3** In addition to being unsightly and odorous, these algal blooms cause oxygen depletion. Oxygen depletion kills fish and other wildlife in the lakes. Just weeks after the scientists added the nitrates and phosphates, the water in Lake 227 turned bright **4** green. It was thick with: the same type of algal blooms that had plagued Lake Erie.

3

Which choice most effectively combines the underlined sentences?

A) In addition to being unsightly and odorous, these algal blooms cause oxygen depletion: the result being that it kills fish and other wildlife in the lakes.

B) In addition to being unsightly and odorous, these algal blooms cause oxygen depletion; the algal blooms cause oxygen depletion that kills fish and other wildlife in the lakes.

C) In addition to being unsightly and odorous, these algal blooms cause oxygen depletion, and oxygen depletion caused by the algal blooms kills fish and other wildlife in the lakes.

D) In addition to being unsightly and odorous, these algal blooms cause oxygen depletion, which kills fish and other wildlife in the lakes.

4

A) NO CHANGE

B) green: it was thick with

C) green. It was thick with—

D) green, it was thick with

Schindler and Brunskill's findings were **8** shown off by the journal *Science*. The research demonstrated a clear correlation between introducing phosphates and the growth of blue-green algae. **9** For example, legislators in Canada passed laws banning phosphates in laundry detergents, which had been entering the water supply. **10**

8

A) NO CHANGE
B) put in the spotlight of
C) published in
D) put into

9

A) NO CHANGE
B) Similarly,
C) However,
D) Subsequently,

10

At this point, the writer wants to add a second policy outcome of the research described. Which choice best accomplishes this goal?

A) Lake 226 continued to develop blooms of blue-green algae for eight consecutive years after the experiment took place.
B) In the United States, many individual states have also adopted legislation to eliminate, or at least reduce, phosphorous content in laundry detergents.
C) In 1974, Schindler initiated a study of the effects of acid rain, using Lake 223 to examine how sulfuric acid altered aquatic ecosystems.
D) Aerial photos of the lakes taken before and during algal blooms helped convey the effects of phosphates in water to the public.

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CONTINUE

Experiments like these can help people understand the unintended consequences of using certain household products. **11** Of course, regulating the use of certain chemical compounds can be a controversial issue. Selectively establishing remote study locations, such as the Experimental Lakes Area, can provide scientists with opportunities to safely conduct controlled research. This research can generate evidence solid enough to persuade policy makers to take action in favor of protecting the larger environment.

11

Which choice most effectively anticipates and addresses a relevant counterargument to the argument in favor of the types of experiments described in the passage?

A) NO CHANGE

B) Many companies now offer phosphate-free alternatives for household cleaning products.

C) Obviously, scientists should not be allowed to randomly perform experiments on just any body of water.

D) Phosphates are sometimes used in agricultural fertilizers, in addition to being used in cleaning products.

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Questions 12-22 are based on the following passage.

A Little to the Left, but Not Too Much!

Italy's Tower of Pisa has been leaning southward since the initial **12** stages of it's construction over 800 years ago. **13** Indeed, if the tower's construction had not taken two centuries and involved significant breaks due to war and civil unrest, which allowed the ground beneath the tower to settle, the tower would likely have collapsed before it was completed.

12

A) NO CHANGE
B) stage's of its' of its construction
C) stage's of it's
D) stages of its

13

A) NO CHANGE Indeed.
B) Therefore, (no error) / In fact.
C) Nevertheless,
D) However,

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Luckily, the tower survived, and its tilt has made it an Italian **14** icon, it attracts visitors from all over who flock to Pisa to see one of the greatest architectural **15** weirdnesses in the world. **16** By the late twentieth century, the angle of the tower's tilt had reached an astonishing 5.5 degrees; in **17** 1990, Italy's government closed the tower to visitors and appointed a committee to find a way to save it.

14

A) NO CHANGE
B) icon, attracting
C) icon, its attracting
D) icon; attracting

15

A) NO CHANGE
B) deviations
C) oddities
D) abnormalities

16

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

Unfortunately, the tower's tilt has steadily increased over the centuries, placing the structure in danger of collapse.

Should the writer make this addition here?

A) Yes, because it provides an important restatement of the main claim in the previous sentence.
B) Yes, because it establishes an important shift in emphasis in the paragraph's discussion about the tower's tilt.
C) No, because it interrupts the paragraph's discussion with irrelevant information.
D) No, because it repeats information that is already presented in the first paragraph.

17

A) NO CHANGE
B) 1990, Italy's government, closed
C) 1990 Italy's government, closed,
D) 1990: Italy's government closed

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CONTINUE

The committee was charged with saving the tower without ruining its aesthetic, **18** which no one had yet managed to achieve. The committee's first attempt to reduce the angle of the tower's tilt—placing 600 tons of iron ingots (molded pieces of metal) on the tower's north side to create a counterweight—was derided because the bulky weights ruined the tower's appearance. The attempt at a less visible solution—sinking anchors into the ground below the tower—almost caused the tower to fall.

18

Which choice best supports the main point of the paragraph?

A) NO CHANGE

B) although not everyone on the committee agreed completely about what that aesthetic was.

C) which meant somehow preserving the tower's tilt while preventing that tilt from increasing and toppling the tower.

D) which included the pristine white marble finish that has come to be widely associated with the tower's beauty.

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[1] Enter committee member John Burland, **19** he is a geotechnical engineer from England who saved London's clock tower Big Ben from collapse. [2] Burland began a years-long process of drilling out small amounts of soil from under the tower **20** that took several years to complete and then monitoring the tower's resulting movement. [3] Twice daily, Burland evaluated these movements and made recommendations as to how much soil should be removed in the next drilling. [4] By 2001, almost 77 tons of soil had been removed, and the tower's tilt had decreased by over 1.5 degrees; the ugly iron weights were removed, and the tower was reopened to visitors. [5] Burland **21** advocated using soil extraction: removing small amounts of soil from under the tower's north side, opposite its tilt, to enable gravity to straighten the tower. **22**

The tower's tilt has not increased since, and the committee is confident that the tower will be safe for another 200 years. Burland is now working on a more permanent solution for keeping the tower upright, but he is adamant that the tower never be completely straightened. In an interview with PBS's *Nova*, Burland explained that it is very important "that we don't really change the character of the monument. That would be quite wrong and quite inappropriate."

19

A) NO CHANGE
B) Burland is
C) his being
D) DELETE the underlined portion.

comma splice IC, DC.

20

A) NO CHANGE
B) —taking several years to complete—
C) that took him several years to complete
D) DELETE the underlined portion.

redundancy error.

21

A) NO CHANGE ✓
B) advocated to use
C) advocated the using of
D) advocating to use

no error. (idiom).

22

To make this paragraph most logical, sentence 5 should be

A) placed after sentence 1.
B) placed after sentence 2.
C) placed after sentence 3.
D) DELETED from the paragraph.

placed after sentence 1.

what Burland did.

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CONTINUE

Questions 23-33 are based on the following passage and supplementary material.

The Physician Assistant Will See You Now

23 The term "paramedics" refers to health care workers who provide routine and clinical services. While the pressures of an aging population, insurance reforms, and health epidemics have increased demand for care, the supply of physicians is not expected to 24 keep pace. The Association of American Medical Colleges predicts a shortage of over 90,000 physicians by 2020; by 2025, that number could climb to more than 130,000. In some parts of the country, shortages are already a sad fact of life. A 2009 report by the Bureau of Health Professions notes that although a fifth of the US population lives in rural areas, less than a tenth of US physicians serves that population. Because a traditionalist response to the crisis—25 amping up medical-college enrollments and expanding physician training programs—is too slow and costly to address the near-term problem, alternatives are being explored. One promising avenue has been greater reliance on physician assistants (PAs).

23

Which choice is the best introduction to the paragraph?

A) NO CHANGE

B) For many Americans, finding a physician is likely to become a growing challenge.

C) Getting treatment for an illness usually requires seeing either a general practitioner or a specialist.

D) Worldwide the costs of health care are increasing at an alarming rate.

24

A) NO CHANGE

B) maintain the tempo.

C) get in line.

D) move along.

25

A) NO CHANGE

B) bolstering

C) arousing

D) revving up

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CONTINUE

26 By virtue of 27 there medical training, PAs can perform many of the jobs traditionally done by doctors, including treating chronic and acute conditions, performing minor 28 surgeries: and prescribing some medications. However, although well 29 compensated earning in 2012 a median annual salary of $90,930, PAs cost health care providers less than do the physicians who

26

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

Several factors argue in favor of such an expanded role (of the PAs). (as suggested in previous sentence).

Should the writer make this addition here?

A) Yes, because it introduces a counterargument for balance.

B) Yes, because it frames the points that the paragraph will examine.

C) No, because it does not specify the education required to be a PA.

D) No, because it presents information that is only tangential to the main argument.

27

A) NO CHANGE

B) they're

C) their

D) his or her

possessive pronoun.

their. (the PAs).

28

A) NO CHANGE

B) surgeries; and

C) surgeries, and,

D) surgeries, and

performing & prescribing ✓

29

A) NO CHANGE

B) compensated (earning in 2012 a median annual salary of $90,930), ✓

C) compensated, earning in 2012 a median annual salary of $90,930

D) compensated: earning in 2012 a median annual salary of $90,930,

interrupts but not essential to the sentence (w/o parentheses the sentence would still make sense).

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might otherwise undertake these tasks. Moreover, the training period for PAs is markedly shorter than **30** those for physicians—two to three years versus the seven to eleven required for physicians.

Physician assistants already offer vital primary care in many locations. Some 90,000 PAs were employed nationwide in 2012. Over and above their value in partially compensating for the general physician shortage has been their extraordinary contribution to rural health care. A recent review of the scholarly literature by Texas researchers found that PAs lend cost-efficient, widely appreciated services in underserved areas. **31** In addition, rural-based PAs often provide a broader spectrum of such services than do their urban and suburban counterparts, possibly as a consequence of the limited pool of rural-based physicians.

30

A) NO CHANGE
B) that compared with
C) that for
D) DELETE the underlined portion.

31

A) NO CHANGE
B) Thus,
C) Despite this,
D) On the other hand,

Increasingly, PAs and other such medical practitioners have become a critical complement to physicians. A 2013 RAND Corporation report estimates that while the number of primary care physicians will increase slowly from 2010 to 2025, the number of physician assistants and nurse-practitioners in primary care will grow at much faster rates. 32 Both by merit and from necessity, PAs are likely to greet more 33 patience than ever before.

Supply of Physicians, Physician Assistants, and Nurse-Practitioners in Primary Care Clinical Practice in 2010 and 2025

	2010		2025 (predicted)	
Provider type	Number	Percent of total	Number	Percent of total
Physicians	210,000	71	216,000	60
Physician assistants	30,000	10	42,000	12
Nurse-practitioners	56,000	19	103,000	28
Total	296,000	100	361,000	100

Adapted from David I. Auerbach et al., "Nurse-Managed Health Centers and Patient-Centered Medical Homes Could Mitigate Expected Primary Care Physician Shortage." ©2013 by Project HOPE: The People-to-People Health Foundation, Inc.

32

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

> In fact, according to the data presented in the table, physician assistants will likely outnumber physicians by 2025.

Should the writer make this addition here?

A) Yes, because it provides additional support for the main point of the paragraph.

B) Yes, because it addresses a possible counterargument to the writer's main claim.

C) No, because it is not an accurate interpretation of the data.

D) No, because it introduces irrelevant information that interrupts the flow of the passage.

33

A) NO CHANGE

B) patience, than

C) patients then

D) patients than

patients vs. patience.

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Questions 34-44 are based on the following passage.

Gold into Silver: The "Reverse Alchemy" of Superhero Comics History

34 Popular film franchises are often "rebooted" in an effort to make their characters and stories fresh and relevant for new audiences. Superhero comic books are periodically reworked to try to increase their appeal to contemporary readers. This practice is almost as 35 elderly as the medium itself and has in large part established the "ages" that compose comic book history. The shift from the Golden to the Silver Age is probably the most successful 36 example: of publishers responding to changing times and tastes.

34

Which choice most effectively combines the underlined sentences?

A) In an effort to make their characters and stories fresh and relevant for new audiences, popular film franchises, which are often "rebooted," are similar to superhero comic books, which are periodically reworked to try to increase their appeal to contemporary readers.

B) Just as popular film franchises are often "rebooted" in an effort to make their characters and stories fresh and relevant for new audiences, superhero comic books are periodically reworked to try to increase their appeal to contemporary readers.

C) Superhero comic books are periodically reworked to try to increase their appeal to contemporary readers, while popular film franchises are often "rebooted" in an effort to make their characters and stories fresh and relevant for new audiences.

D) Superhero comic books are much like popular film franchises in being often "rebooted" in an effort to make their characters and stories fresh and relevant for new audiences and periodically reworked to try to increase their appeal to contemporary readers.

35

A) NO CHANGE
B) old
C) mature
D) geriatric

36

A) NO CHANGE
B) example, of publishers
C) example of publishers,
D) example of publishers

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The start of the first ("Golden") age of comic books is often dated to 1938 with the debut of Superman in *Action Comics* #1. Besides beginning the age, Superman in many respects defined it, becoming the model on which many later superheroes were based. His characterization, as established in *Superman* #1 (1939), was relatively simple. He could "hurdle skyscrapers" and "leap an eighth of a mile"; "run faster than a streamline train"; withstand anything less than a "bursting shell"; and 37 lift a car over his head. Sent to Earth from the "doomed planet" Krypton, he was raised by human foster parents, whose love helped infuse him with an unapologetic desire to "benefit mankind." Admirable but aloof, the Golden Age Superman was arguably more paragon than character, a problem only partially solved by giving him a human alter ego. Other Golden Age superheroes were similarly archetypal: Batman was a crime-fighting millionaire, Wonder Woman a warrior princess from a mythical island.

37

Which choice is most consistent with the previous examples in the sentence?

(A) NO CHANGE
B) hold down a regular job as a newspaper reporter.
C) wear a bright blue costume with a flowing red cape.
D) live in the big city of Metropolis instead of the small town where he grew up.

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By contrast, the second ("Silver") age of comics was marked by characters that, though somewhat simplistic by today's standards, **38** were provided with origin stories often involving scientific experiments gone wrong. In addition to super villains, the new, soon-to-be-iconic characters of the **39** age: Spider-Man, the Fantastic Four, and the Hulk among them—had to cope with mundane, real-life problems, including paying the rent, dealing with family squabbles, and facing anger, loneliness, and ostracism. Their interior lives were richer and their motivations more complex. Although sales remained strong for Golden Age stalwarts Superman and, to a lesser extent, Batman, **40** subsequent decades would show the enduring appeal of these characters.

38

Which choice most effectively sets up the main idea of the following two sentences?

A) NO CHANGE

B) reflected the increasing conservatism of the United States in the 1950s.

C) engaged in bizarre adventures frequently inspired by science fiction.

D) were more "realistic" than their Golden Age counterparts.

Silver Age superheroes dealt with everyday problems and had richer interior lives and more complex motivations than their Golden Age counterparts.

39

A) NO CHANGE

B) age;

C) age,

D) age—

dash . — —

—(characters) —

40

The writer wants a conclusion to the sentence and paragraph that logically completes the discussion of the Silver Age and provides an effective transition into the next paragraph. Which choice best accomplishes these goals?

A) NO CHANGE

B) the distinctions between later stages of comic book history are less well defined than the one between the Golden and Silver Ages.

C) readers increasingly gravitated to the upstarts as the 1960s and the Silver Age drew to a close.

D) these characters themselves underwent significant changes over the course of the Silver Age.

Silver Age characters.

1960s and the Silver Age.

discussion of Bronze and other ages. ✓

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CONTINUE

More transformations would take place in the medium as the Silver Age gave way to the Bronze and Modern (and possibly Postmodern) Ages. Such efforts **41** have yielded diminishing returns, as even the complete relaunch of DC **42** Comics' superhero's, line in 2011 has failed to arrest the steep two-decade decline of comic book sales. For both commercial and, arguably, creative reasons, **43** then, no transition was more successful than **44** those from the Golden to Silver Age.

41

A) NO CHANGE
B) would have yielded
C) were yielding
D) will yield

42

A) NO CHANGE
B) Comic's superhero's
C) Comics superhero's
D) Comics' superhero

43

A) NO CHANGE
B) however,
C) nevertheless,
D) yet,

44

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

STOP

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

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As you read the passage below, consider how Jimmy Carter uses

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

Adapted from former US President Jimmy Carter, Foreword to *Arctic National Wildlife Refuge: Seasons of Life and Land, A Photographic Journey* by Subhankar Banerjee. ©2003 by Subhankar Banerjee.

1 The Arctic National Wildlife Refuge stands alone as America's last truly great wilderness. This magnificent area is as vast as it is wild, from the windswept coastal plain where polar bears and caribou give birth, to the towering Brooks Range where Dall sheep cling to cliffs and wolves howl in the midnight sun.

2 More than a decade ago, [my wife] Rosalynn and I had the fortunate opportunity to camp and hike in these regions of the Arctic Refuge. During bright July days, we walked along ancient caribou trails and studied the brilliant mosaic of wildflowers, mosses, and lichens that hugged the tundra. There was a timeless quality about this great land. As the never-setting sun circled above the horizon, we watched muskox, those shaggy survivors of the Ice Age, lumber along braided rivers that meander toward the Beaufort Sea.

3 One of the most unforgettable and humbling experiences of our lives occurred on the coastal plain. We had hoped to see caribou during our trip, but to our amazement, we witnessed the migration of tens of thousands of caribou with their newborn calves. In a matter of a few minutes, the sweep of tundra before us became flooded with life, with the sounds of grunting animals and clicking hooves filling the air. The dramatic procession of the Porcupine caribou herd was a once-in-a-lifetime wildlife spectacle. We understand firsthand why some have described this special birthplace as "America's Serengeti."

4 Standing on the coastal plain, I was saddened to think of the tragedy that might occur if this great wilderness was consumed by a web of roads and pipelines, drilling rigs and industrial facilities. Such proposed developments would forever destroy the wilderness character of America's only Arctic Refuge and disturb countless numbers of animals that depend on this northernmost terrestrial ecosystem.

5 The extraordinary wilderness and wildlife values of the Arctic Refuge have long been recognized by both Republican and Democratic presidents. In 1960, President Dwight D. Eisenhower established the original 8.9 million-acre Arctic National Wildlife Range to preserve its unique wildlife, wilderness, and recreational values. Twenty years later, I signed the Alaska National Interest Lands Conservation Act, monumental legislation that safeguarded more than 100 million acres of national parks, refuges, and forests in Alaska. This law specifically created the Arctic National Wildlife Refuge, doubled the size of the former range, and restricted development in areas that are clearly incompatible with oil exploration.

6 Since I left office, there have been repeated proposals to open the Arctic Refuge coastal plain to oil drilling. Those attempts have failed because of tremendous opposition by the American people, including the Gwich'in Athabascan Indians of Alaska and Canada, indigenous people whose culture has depended on the Porcupine caribou herd for thousands of years. Having visited many aboriginal peoples around the world, I can empathize with the Gwich'ins' struggle to safeguard one of their precious human rights.

7 We must look beyond the alleged benefits of a short-term economic gain and focus on what is really at stake. At best, the Arctic Refuge might provide 1 to 2 percent of the oil our country consumes each day. We can easily conserve more than that amount by driving more fuel-efficient vehicles. Instead of tearing open the heart of our greatest refuge, we should use our resources more wisely.

8 There are few places on earth as wild and free as the Arctic Refuge. It is a symbol of our national heritage, a remnant of frontier America that our first settlers once called wilderness. Little of that precious wilderness remains.

9 It will be a grand triumph for America if we can preserve the Arctic Refuge in its pure, untrammeled state. To leave this extraordinary land alone would be the greatest gift we could pass on to future generations.

Write an essay in which you explain how Jimmy Carter builds an argument to persuade his audience that the Arctic National Wildlife Refuge should not be developed for industry. In your essay, analyze how Carter uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

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As you read the passage below, consider how Zadie Smith uses

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

Adapted from Zadie Smith, "The North West London Blues." ©2012 by NYREV, Inc. Originally published June 2, 2012. Writer Zadie Smith wrote the following piece in response to news that several local libraries in the greater London area, including Kensal Rise and Willesden Green Libraries, would be closed down.

1 What kind of a problem is a library? It's clear that for many people it is not a problem at all, only a kind of obsolescence.[1] At the extreme pole of this view is the technocrat's total faith: with every book in the world online, what need could there be for the physical reality? This kind of argument thinks of the library as a function rather than a plurality of individual spaces. But each library is a different kind of problem and "the Internet" is no more a solution for all of them than it is their universal death knell. Each morning I struggle to find a seat in the packed university library in which I write this, despite the fact every single student in here could be at home in front of their macbook browsing Google Books. . . . Kensal Rise is being closed not because it is unpopular but because it is unprofitable, this despite the fact that the friends of Kensal Rise library are willing to run their library themselves. . . . Meanwhile it is hard not to conclude that Willesden Green is being mutilated not least because the members of the council see the opportunity for a sweet real estate deal.

2 All libraries have a different character and setting. Some are primarily for children or primarily for students, or the general public, primarily full of books or microfilms or digitized material or with a café in the basement or a market out front. Libraries are not failing "because they are libraries." Neglected libraries get neglected, and this cycle, in time, provides the excuse to close them. Well-run libraries are filled with people because what a good library offers cannot be easily found elsewhere: an indoor public space in which you do not have to buy anything in order to stay.

3 In the modern state there are very few sites where this is possible. . . . It would seem the most obvious thing in the world to say that the reason why the market is not an efficient solution to libraries is because the market has no use for a library. Nor can the experience of library life be recreated online. It's not just a matter of free books. A library is a different kind of social reality (of the three dimensional kind), which by its very existence teaches a system of values beyond the fiscal.

[1] The condition of being old-fashioned or no longer useful

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4 I don't think the argument in favor of libraries is especially ideological or ethical. I would even agree with those who say it's not especially logical. I think for most people it's emotional. Not logos or ethos but pathos. This is not a denigration: emotion also has a place in public policy. We're humans, not robots. The people protesting the closing of Kensal Rise Library love that library. They were open to any solution on the left or on the right if it meant keeping their library open. . . . A library is one of those social goods that matter to people of many different political attitudes. All that the friends of Kensal Rise and Willesden Library and similar services throughout the country are saying is: these places are important to us. We get that money is tight, we understand that there is a hierarchy of needs, and that [libraries] are not hospital beds and classroom size. But they are still a significant part of our social reality, the only thing left on the . . . street that doesn't want either your soul or your wallet.

5 If the losses of private companies are to be socialized within already struggling communities the very least we can do is listen to people when they try to tell us where in the hierarchy of their needs things like public space, access to culture, and preservation of environment lie. "But I never use the damn things!" says Mr. Notmytaxes, under the line. Sir, I believe you. However. British libraries received over 300 million visits last year, and this despite the common neglect of the various councils that oversee them. In North West London people are even willing to form human chains in front of them. People have taken to writing long pieces in newspapers to "defend" them. Just saying the same thing over and over again. Defend our libraries. We like libraries. Can we keep our libraries? We need to talk about libraries. Pleading, like children. Is that really where we are?

Write an essay in which you explain how Zadie Smith builds an argument to persuade her audience that public libraries are important and should remain open. In your essay, analyze how Smith uses 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 Smith's claims, but rather explain how Smith builds an argument to persuade her audience.

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1

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 George Eliot, *Silas Marner*. Originally published in 1861. Silas was a weaver and a notorious miser, but then the gold he had hoarded was stolen. Shortly after, Silas adopted a young child, Eppie, the daughter of an impoverished woman who had died suddenly.

Unlike the gold which needed nothing, and must be worshipped in close-locked solitude—which was hidden away from the daylight, was deaf to the song of birds, and started to no human tones—Eppie was a creature of endless claims and ever-growing desires, seeking and loving sunshine, and living sounds, and living movements; making trial of everything, with trust in new joy, and stirring the human kindness in all ~~eyes that looked~~ on her. The gold had kept his thoughts in an ever-repeated circle, leading to nothing beyond itself; but Eppie was an object compacted of changes and hopes that forced his thoughts onward, and carried them far away from their old eager pacing towards the same blank limit—carried them away to the new things that would come with the coming years, when Eppie ~~would have learned~~ to understand how her father Silas cared for her; and made him look for images of that time in the ties and charities that bound together the families of his neighbors. The gold had asked that he should sit weaving longer and longer, deafened and blinded more and more to all things except the monotony of his loom and the repetition of his web; but Eppie called him away from his weaving, and made him think all its pauses a holiday, reawakening his senses with her fresh life, even to the old winter-flies that came crawling forth in the early spring sunshine, and warming him into joy because *she* had joy.

And when the sunshine grew strong and lasting, so that the buttercups were thick in the meadows, Silas might be seen in the sunny mid-day, or in the late afternoon when the shadows were lengthening under the hedgerows, strolling out with uncovered head to carry Eppie beyond the Stone-pits to where the flowers grew, till they reached some favorite bank where he could sit down, while Eppie toddled to pluck the flowers, and make remarks to the winged things that murmured happily above the bright petals, calling "Dad-dad's" attention continually by bringing him the flowers. Then she would turn her ear to some sudden bird-note, and Silas learned to please her by making signs of hushed stillness, that they might listen for the note to come again: so that when it came, she set up her small back and laughed with gurgling triumph. Sitting on the banks in this way, Silas began to look for the once familiar herbs again; and as the leaves, with their unchanged outline and markings, lay on his palm, there was a sense of crowding remembrances from which he turned away timidly, taking refuge in Eppie's little world, that lay lightly on his enfeebled spirit.

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CONTINUE

1

As the child's mind was growing into knowledge, his mind was growing into memory: as her life unfolded, his soul, long stupefied in a cold narrow prison, was unfolding too, and trembling gradually into full consciousness.

It was an influence which must gather force with every new year: the tones that stirred Silas' heart grew articulate, and called for more distinct answers; shapes and sounds grew clearer for Eppie's eyes and ears, and there was more that "Dad-dad" was imperatively required to notice and account for. Also, by the time Eppie was three years old, she developed a fine capacity for mischief, and for devising ingenious ways of being troublesome, which found much exercise, not only for Silas' patience, but for his watchfulness and penetration. Sorely was poor Silas puzzled on such occasions by the incompatible demands of love.

1

Which choice best describes a major theme of the passage?

A) The corrupting influence of a materialistic society
B) The moral purity of young children
C) The bittersweet brevity of childhood naïveté
D) The restorative power of parental love

2

As compared with Silas's gold, Eppie is portrayed as having more

A) vitality.
B) durability.
C) protection.
D) self-sufficiency.

3

Which statement best describes a technique the narrator uses to represent Silas's character before he adopted Eppie?

A) The narrator emphasizes Silas's former obsession with wealth by depicting his gold as requiring certain behaviors on his part.
B) The narrator underscores Silas's former greed by describing his gold as seeming to reproduce on its own.
C) The narrator hints at Silas's former antisocial attitude by contrasting his present behavior toward his neighbors with his past behavior toward them.
D) The narrator demonstrates Silas's former lack of self-awareness by implying that he is unable to recall life before Eppie.

4

The narrator uses the phrase "making trial of everything" (line 7) to present Eppie as

A) friendly.
B) curious.
C) disobedient.
D) judgmental.

5

According to the narrator, one consequence of Silas adopting Eppie is that he

A) has renounced all desire for money.
B) better understands his place in nature.
C) seems more accepting of help from others.
D) looks forward to a different kind of future.

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CONTINUE

6

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

A) Lines 9-11 ("The gold . . . itself")
B) Lines 11-16 ("but Eppie . . . years")
C) Lines 41-43 ("Then . . . stillness")
D) Lines 61-63 ("shapes . . . for")

7

What function does the second paragraph (lines 30-52) serve in the passage as a whole?

A) It presents the particular moment at which Silas realized that Eppie was changing him.
B) It highlights Silas's love for Eppie by depicting the sacrifices that he makes for her.
C) It illustrates the effect that Eppie has on Silas by describing the interaction between them.
D) It reveals a significant alteration in the relationship between Silas and Eppie.

8

In describing the relationship between Eppie and Silas, the narrator draws a connection between Eppie's

A) physical vulnerability and Silas's emotional fragility.
B) expanding awareness and Silas's increasing engagement with life.
C) boundless energy and Silas's insatiable desire for wealth.
D) physical growth and Silas's painful perception of his own mortality.

9

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

A) Lines 1-9 ("Unlike . . . her")
B) Lines 30-41 ("And when . . . flowers")
C) Lines 46-48 ("Sitting . . . again")
D) Lines 53-57 ("As the . . . consciousness")

10

As used in line 65, "fine" most nearly means

A) acceptable.
B) delicate.
C) ornate.
D) keen.

1

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

This passage is adapted from David Rotman, "How Technology Is Destroying Jobs." ©2013 by MIT Technology Review.

MIT business scholars Erik Brynjolfsson and Andrew McAfee have argued that impressive advances in computer technology—from improved industrial robotics to automated translation services—are largely behind the sluggish employment growth of the last 10 to 15 years. Even more ominous for workers, they foresee dismal prospects for many types of jobs as these powerful new technologies are increasingly adopted not only in manufacturing, clerical, and retail work but in professions such as law, financial services, education, and medicine.

That robots, automation, and software can replace people might seem obvious to anyone who's worked in automotive manufacturing or as a travel agent. But Brynjolfsson and McAfee's claim is more troubling and controversial. They believe that rapid technological change has been destroying jobs faster than it is creating them, contributing to the stagnation of median income and the growth of inequality in the United States. And, they suspect, something similar is happening in other technologically advanced countries.

As evidence, Brynjolfsson and McAfee point to a chart that only an economist could love. In economics, productivity—the amount of economic value created for a given unit of input, such as an hour of labor—is a crucial indicator of growth and wealth creation. It is a measure of progress. On the chart Brynjolfsson likes to show, separate lines represent productivity and total employment in the United States. For years after World War II, the two lines closely tracked each other, with increases in jobs corresponding to increases in productivity. The pattern is clear: as businesses generated more value from their workers, the country as a whole became richer, which fueled more economic activity and created even more jobs. Then, beginning in 2000, the lines diverge; productivity continues to rise robustly, but employment suddenly wilts. By 2011, a significant gap appears between the two lines, showing economic growth with no parallel increase in job creation. Brynjolfsson and McAfee call it the "great decoupling." And Brynjolfsson says he is confident that technology is behind both the healthy growth in productivity and the weak growth in jobs.

It's a startling assertion because it threatens the faith that many economists place in technological progress. Brynjolfsson and McAfee still believe that technology boosts productivity and makes societies wealthier, but they think that it can also have a dark side: technological progress is eliminating the need for many types of jobs and leaving the typical worker worse off than before. Brynjolfsson can point to a second chart indicating that median income is failing to rise even as the gross domestic product soars. "It's the great paradox of our era," he says. "Productivity is at record levels, innovation has never been faster, and yet at the same time, we have a falling median income and we have fewer jobs. People are falling behind because technology is advancing so fast and our skills and organizations aren't keeping up."

While technological changes can be painful for workers whose skills no longer match the needs of employers, Lawrence Katz, a Harvard economist, says that no historical pattern shows these shifts leading to a net decrease in jobs over an extended period. Katz has done extensive research on how technological advances have affected jobs over the last few centuries—describing, for example, how highly skilled artisans in the mid-19th century were displaced by lower-skilled workers in factories. While it can take decades for workers to acquire the expertise needed for new types of employment, he says, "we never have run out of jobs. There is no long-term trend of eliminating work for people. Over the long term, employment rates are fairly stable. People have always been able to create new jobs. People come up with new things to do."

Still, Katz doesn't dismiss the notion that there is something different about today's digital technologies—something that could affect an even broader range of work. The question, he says, is whether economic history will serve as a useful

guide. Will the job disruptions caused by technology be temporary as the workforce adapts, or will we see a science-fiction scenario in which automated processes and robots with superhuman skills take over a broad swath of human tasks? Though Katz expects the historical pattern to hold, it is "genuinely a question," he says. "If technology disrupts enough, who knows what will happen?"

Figure 1

United States Productivity and Employment

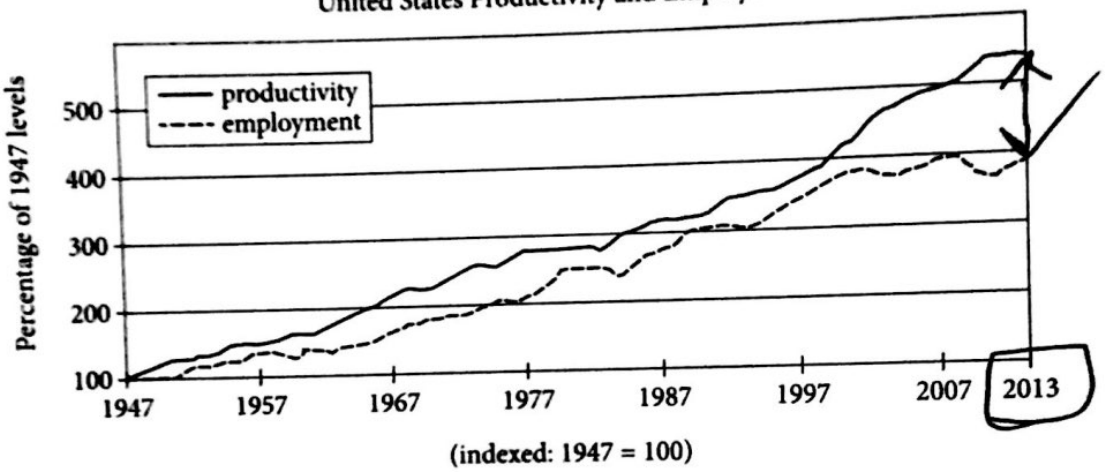
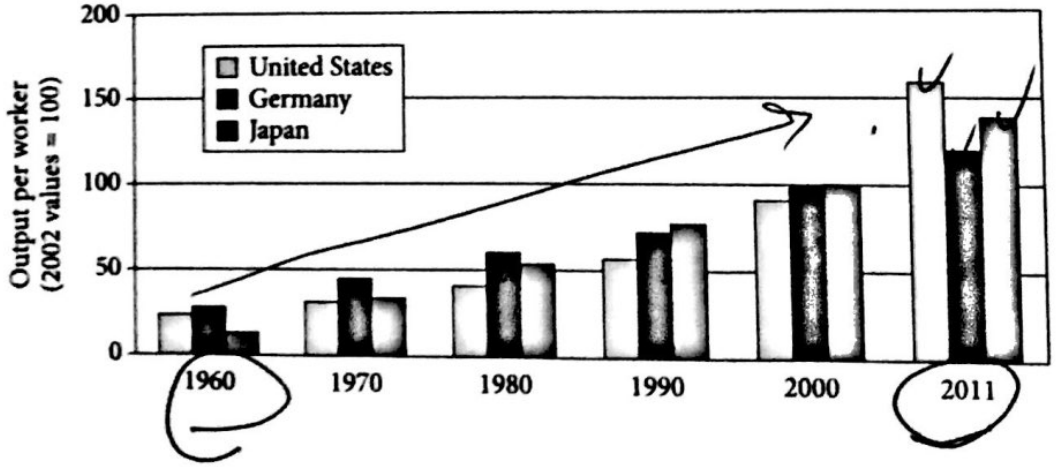


Figure 2

Output per Employed Person in Manufacturing as Factories Have Become More Automated



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CONTINUE

1

11

The main purpose of the passage is to

A) examine the role of technology in workers' lives during the last century.

B) advocate for better technology to enhance workplace conditions.

C) argue for changes in how technology is deployed in the workplace.

D) assess the impact of advancements in technology on overall job growth.

12

According to Brynjolfsson and McAfee, advancements in technology since approximately the year 2000 have resulted in

A) low job growth in the United States.

B) global workplace changes.

C) more skilled laborers in the United States.

D) no global creation of new jobs.

13

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

A) Lines 1-6 ("MIT . . . years")

B) Lines 13-15 ("That . . . agent")

C) Lines 21-23 ("And . . . countries")

D) Lines 35-38 ("as businesses . . . jobs")

14

The primary purpose of lines 26-28 ("the amount . . . labor") is to

A) describe a process.

B) highlight a dilemma.

C) clarify a claim.

D) explain a term.

15

As used in line 35, "clear" most nearly means

A) pure.

B) keen.

C) untroubled.

D) unmistakable.

16

Which of the following best characterizes Katz's attitude toward "today's digital technologies" (lines 81-82)?

A) He is alarmed about countries' increasing reliance on them.

B) He is unconcerned about their effect on the economy.

C) He is uncertain how they might affect job growth.

D) He is optimistic that they will spur job creation to a degree not seen since the mid-nineteenth century.

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17

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

A) Lines 68-72 ("Katz . . . factories")
B) Lines 73-75 ("While . . . jobs")
C) Line 79 ("People come . . . do")
D) Lines 91-92 ("If . . . happen")

18

As used in line 83, "range" most nearly means

A) region.
B) scope.
C) distance.
D) position.

19

According to figure 1, which of the following years showed the widest gap between percentages of productivity and employment?

A) 1987
B) 1997
C) 2007
D) 2013

20

Which statement is supported by figure 2?

A) The country with the greatest growth in output per manufacturing worker from 1960 to 1990 was Germany.
B) Japan experienced its smallest increase in output per manufacturing worker from 2000 to 2011.
C) Each of the three countries experienced an increase in its output per manufacturing worker from 1960 to 2011.
D) Of the three countries, the United States had the greatest output per manufacturing worker for each of the years shown.

21

Which additional information, if presented in figure 2, would be most useful in evaluating the statement in lines 57-60 ("Productivity . . . jobs")?

A) The median income of employees as it compares across all three countries in a single year
B) The number of people employed in factories from 1960 to 2011
C) The types of organizations at which output of employed persons was measured
D) The kinds of manufacturing tasks most frequently taken over by machines

fewer jobs.

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CONTINUE

Questions 22-31 are based on the following passage.

This passage is adapted from Patricia Waldron, "Why Birds Fly in a V Formation." ©2014 by American Association for the Advancement of Science.

Anyone watching the autumn sky knows that migrating birds fly in a V formation, but scientists have long debated why. A new study of ibises finds Line that these big-winged birds carefully position their 5 wingtips and sync their flapping, presumably to catch the preceding bird's updraft—and save energy during flight.

There are two reasons birds might fly in a V formation: It may make flight easier, or they're 10 simply following the leader. Squadrons of planes can save fuel by flying in a V formation, and many scientists suspect that migrating birds do the same. Models that treated flapping birds like fixed-wing airplanes estimate that they save energy by drafting 15 off each other, but currents created by airplanes are far more stable than the oscillating eddies coming off of a bird. "Air gets pretty unpredictable behind a flapping wing," says James Usherwood, a locomotor biomechanist at the Royal Veterinary College at the 20 University of London in Hatfield, where the research took place.

The study, published in *Nature*, took advantage of an existing project to reintroduce endangered northern bald ibises (*Geronticus eremita*) to Europe. 25 Scientists used a microlight plane to show hand-raised birds their ancestral migration route from Austria to Italy. A flock of 14 juveniles carried data loggers specially built by Usherwood and his lab. The device's GPS determined each bird's flight 30 position to within 30 cm, and an accelerometer showed the timing of the wing flaps.

Just as aerodynamic estimates would predict, the birds positioned themselves to fly just behind and to the side of the bird in front, timing their wing beats 35 to catch the uplifting eddies. When a bird flew directly behind another, the timing of the flapping reversed so that it could minimize the effects of the downdraft coming off the back of the bird's body. "We didn't think this was possible," Usherwood 40 says, considering that the feat requires careful flight and incredible awareness of one's neighbors. "Perhaps these big V formation birds can be thought of quite like an airplane with wings that go up and down."

The findings likely apply to other long-winged birds, such as pelicans, storks, and geese, Usherwood says. Smaller birds create more complex wakes that would make drafting too difficult. The researchers did not attempt to calculate the bird's energy savings 50 because the necessary physiological measurements would be too invasive for an endangered species. Previous studies estimate that birds can use 20 percent to 30 percent less energy while flying in a V.

55 "From a behavioral perspective it's really a breakthrough," says David Lentink, a mechanical engineer at Stanford University in Palo Alto, California, who was not involved in the work. "Showing that birds care about syncing their wing 60 beats is definitely an important insight that we didn't have before."

Scientists do not know how the birds find that aerodynamic sweet spot, but they suspect that the animals align themselves either by sight or 65 by sensing air currents through their feathers. Alternatively, they may move around until they find the location with the least resistance. In future studies, the researchers will switch to more common birds, such as pigeons or geese. They plan to 70 investigate how the animals decide who sets the course and the pace, and whether a mistake made by the leader can ripple through the rest of the flock to cause traffic jams.

. "It's a pretty impressive piece of work as it is, but 75 it does suggest that there's a lot more to learn," says Ty Hedrick, a biologist at the University of North Carolina, Chapel Hill, who studies flight aerodynamics in birds and insects. However they do it, he says, "birds are awfully good hang-glider 80 pilots."

22

The main purpose of the passage is to

A) describe how squadrons of planes can save fuel by flying in a V formation.

B) discuss the effects of downdrafts on birds and airplanes.

C) explain research conducted to study why some birds fly in a V formation.

D) illustrate how birds sense air currents through their feathers.

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23

The author includes the quotation "Air gets pretty unpredictable behind a flapping wing" (lines 17-18) to

A) explain that the current created by a bird differs from that of an airplane.

B) stress the amount of control exerted by birds flying in a V formation.

C) indicate that wind movement is continuously changing.

D) emphasize that the flapping of a bird's wings is powerful.

24

What can reasonably be inferred about the reason Usherwood used northern bald ibises as the subjects of his study?

A) The ibises were well acquainted with their migration route.

B) Usherwood knew the ibises were familiar with carrying data loggers during migration.

C) The ibises have a body design that is similar to that of a modern airplane.

D) The ibises were easily accessible for Usherwood and his team to track and observe.

25

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

A) Lines 3-7 ("A new . . . flight")

B) Lines 10-12 ("Squadrons . . . same")

C) Lines 22-24 ("The study . . . Europe")

D) Lines 29-31 ("The device's . . . flaps")

26

What is the most likely reason the author includes the 30 cm measurement in line 30?

A) To demonstrate the accuracy with which the data loggers collected the data

B) To present recorded data about how far an ibis flies between successive wing flaps

C) To provide the wingspan length of a juvenile ibis

D) To show how far behind the microlight plane each ibis flew

27

What does the author imply about pelicans, storks, and geese flying in a V formation?

A) They communicate with each other in the same way as do ibises.

B) They have the same migration routes as those of ibises.

C) They create a similar wake to that of ibises.

D) They expend more energy than do ibises.

28

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

A) Lines 35-38 ("When . . . body")

B) Lines 47-48 ("Smaller . . . difficult")

C) Lines 52-54 ("Previous . . . a V")

D) Lines 66-67 ("Alternatively . . . resistance")

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CONTINUE

29

What is a main idea of the seventh paragraph (lines 62-73)?

A) Different types of hierarchies exist in each flock of birds.

B) Mistakes can happen when long-winged birds create a V formation.

C) Future research will help scientists to better understand V formations.

D) Long-winged birds watch the lead bird closely to keep a V formation intact.

30

The author uses the phrase "aerodynamic sweet spot" in line 63 most likely to

A) describe how the proper structural design of an airplane helps to save fuel.

B) show that flying can be an exhilarating experience.

C) describe the birds' synchronized wing movement.

D) suggest that a certain position in a V-formation has the least amount of wind resistance.

31

As used in line 72, "ripple" most nearly means

A) fluctuate.

B) spread.

C) wave.

D) undulate.

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1

1 Poem
2 SAT Writing
Essay #1, #3, #5
3 Writing
4 Reading

Questions 32-41 are based on the following passages.

Passage 1 is adapted from Alexis de Tocqueville, *Democracy in America, Volume 2*. Originally published in 1840. Passage 2 is adapted from Harriet Taylor Mill, "Enfranchisement of Women." Originally published in 1851. As United States and European societies grew increasingly democratic during the nineteenth century, debates arose about whether freedoms enjoyed by men should be extended to women as well.

Passage 1

I have shown how democracy destroys or modifies the different inequalities which originate in society; but is this all? or does it not ultimately affect
Line that great inequality of man and woman which has
5 seemed, up to the present day, to be eternally based in human nature? I believe that the social changes which bring nearer to the same level the father and son, the master and servant, and superiors and inferiors generally speaking, will raise woman and
10 make her more and more the equal of man. But here, more than ever, I feel the necessity of making myself clearly understood; for there is no subject on which the coarse and lawless fancies of our age have taken a freer range.

15 There are people in Europe who, confounding together the different characteristics of the sexes, would make of man and woman beings not only equal but alike. They would give to both the same functions, impose on both the same duties, and grant
20 to both the same rights; they would mix them in all things—their occupations, their pleasures, their business. It may readily be conceived, that by thus attempting to make one sex equal to the other, both are degraded, and from so preposterous a medley of
25 the works of nature nothing could ever result but weak men and disorderly women.

It is not thus that the Americans understand that species of democratic equality which may be established between the sexes. They admit, that as
30 nature has appointed such wide differences between the physical and moral constitution of man and woman, her manifest design was to give a distinct employment to their various faculties; and they hold that improvement does not consist in making beings
35 so dissimilar do pretty nearly the same things, but in getting each of them to fulfill their respective tasks in the best possible manner. The Americans have applied to the sexes the great principle of political economy which governs the manufactures of our age,
40 by carefully dividing the duties of man from those of woman, in order that the great work of society may be the better carried on.

Passage 2

As society was constituted until the last few generations, inequality was its very basis; association
45 grounded on equal rights scarcely existed; to be equals was to be enemies; two persons could hardly coöperate in anything, or meet in any amicable relation, without the law's appointing that one of them should be the superior of the other.
50 Mankind have outgrown this state, and all things now tend to substitute, as the general principle of human relations, a just equality, instead of the dominion of the strongest. But of all relations, that between men and women, being the nearest and
55 most intimate, and connected with the greatest number of strong emotions, was sure to be the last to throw off the old rule, and receive the new; for, in proportion to the strength of a feeling is the tenacity with which it clings to the forms and
60 circumstances with which it has even accidentally become associated. . . .

. . . The proper sphere for all human beings is the largest and highest which they are able to attain to. What this is, cannot be ascertained without complete
65 liberty of choice. . . . Let every occupation be open to all, without favor or discouragement to any, and employments will fall into the hands of those men or women who are found by experience to be most capable of worthily exercising them. There need be
70 no fear that women will take out of the hands of men any occupation which men perform better than they. Each individual will prove his or her capacities, in the only way in which capacities can be proved,—by trial; and the world will have the benefit of the best
75 faculties of all its inhabitants. But to interfere beforehand by an arbitrary limit, and declare that whatever be the genius, talent, energy, or force of

1

mind, of an individual of a certain sex or class, those faculties shall not be exerted, or shall be exerted only in some few of the many modes in which others are permitted to use theirs, is not only an injustice to the individual, and a detriment to society, which loses what it can ill spare, but is also the most effectual way of providing that, in the sex or class so fettered, the qualities which are not permitted to be exercised shall not exist.

32

As used in line 9, "raise" most nearly means

A) increase.
B) cultivate.
C) nurture.
D) elevate.

33

In Passage 1, Tocqueville implies that treatment of men and women as identical in nature would have which consequence?

A) Neither sex would feel oppressed.
B) Both sexes would be greatly harmed.
C) Men would try to reclaim their lost authority.
D) Men and women would have privileges they do not need.

34

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

A) Lines 15-18 ("There . . . alike")
B) Lines 18-20 ("They . . . rights")
C) Lines 22-24 ("It may . . . degraded")
D) Lines 27-29 ("It is . . . sexes")

35

As used in line 53, "dominion" most nearly means

A) omnipotence.
B) supremacy.
C) ownership.
D) territory.

36

In Passage 2, Mill most strongly suggests that gender roles are resistant to change because they

A) have long served as the basis for the formal organization of society.
B) are matters of deeply entrenched tradition.
C) can be influenced by legislative reforms only indirectly.
D) benefit the groups and institutions currently in power.

37

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

A) Lines 43-44 ("As society . . . basis")
B) Lines 46-49 ("two . . . other")
C) Lines 58-61 ("in proportion . . . associated")
D) Lines 67-69 ("employments . . . them")

38

Both authors would most likely agree that the changes in gender roles that they describe would be

A) part of a broad social shift toward greater equality.
B) unlikely to provide benefits that outweigh their costs.
C) inevitable given the economic advantages of gender equality.
D) at odds with the principles of American democracy.

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CONTINUE

1

39

Tocqueville in Passage 1 would most likely characterize the position taken by Mill in lines 65-69 in Passage 2 ("Let . . . them") as

A) less radical about gender roles than it might initially seem.

B) persuasive in the abstract but difficult to implement in practice.

C) ill-advised but consistent with a view held by some other advocates of gender equality.

D) compatible with economic progress in the United States but not in Europe.

40

Which choice best describes the ways that the two authors conceive of the individual's proper position in society?

A) Tocqueville believes that an individual's position should be defined in important ways by that individual's sex, while Mill believes that an individual's abilities should be the determining factor.

B) Tocqueville believes that an individual's economic class should determine that individual's position, while Mill believes that class is not a legitimate consideration.

C) Tocqueville believes that an individual's temperament should determine that individual's position, while Mill believes that temperament should not be a factor in an individual's position.

D) Tocqueville believes that an individual's position should be determined by what is most beneficial to society, while Mill believes it should be determined by what an individual finds most rewarding.

41

Based on Passage 2, Mill would most likely say that the application of the "great principle of political economy" (lines 38-39, Passage 1) to gender roles has which effect?

A) It prevents many men and women from developing to their full potential.

B) It makes it difficult for men and women to sympathize with each other.

C) It unintentionally furthers the cause of gender equality.

D) It guarantees that women take occupations that men are better suited to perform.

Writing.
★ Practice Test 8.
Reading+Writing
★ Practice Test 9.

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CONTINUE

1

Questions 42-52 are based on the following passage and supplementary material.

This passage is adapted from Brian Greene, "How the Higgs Boson Was Found." ©2013 by Smithsonian Institution. The Higgs boson is an elementary particle associated with the Higgs field. Experiments conducted in 2012–2013 tentatively confirmed the existence of the Higgs boson and thus of the Higgs field.

Nearly a half-century ago, Peter Higgs and a handful of other physicists were trying to understand the origin of a basic physical feature: mass. You can think of mass as an object's heft or, a little more precisely, as the resistance it offers to having its motion changed. Push on a freight train (or a feather) to increase its speed, and the resistance you feel reflects its mass. At a microscopic level, the freight train's mass comes from its constituent molecules and atoms, which are themselves built from fundamental particles, electrons and quarks. But where do the masses of these and other fundamental particles come from?

When physicists in the 1960s modeled the behavior of these particles using equations rooted in quantum physics, they encountered a puzzle. If they imagined that the particles were all massless, then each term in the equations clicked into a perfectly symmetric pattern, like the tips of a perfect snowflake. And this symmetry was not just mathematically elegant. It explained patterns evident in the experimental data. But—and here's the puzzle—physicists knew that the particles did have mass, and when they modified the equations to account for this fact, the mathematical harmony was spoiled. The equations became complex and unwieldy and, worse still, inconsistent.

What to do? Here's the idea put forward by Higgs. Don't shove the particles' masses down the throat of the beautiful equations. Instead, keep the equations pristine and symmetric, but consider them operating within a peculiar environment. Imagine that all of space is uniformly filled with an invisible substance—now called the Higgs field—that exerts a drag force on particles when they accelerate through it. Push on a fundamental particle in an effort to increase its speed and, according to Higgs, you would feel this drag force as a resistance. Justifiably, you would interpret the resistance as the particle's mass.

For a mental toehold, think of a ping-pong ball submerged in water. When you push on the ping-pong ball, it will feel much more massive than it does outside of water. Its interaction with the watery environment has the effect of endowing it with mass. So with particles submerged in the Higgs field.

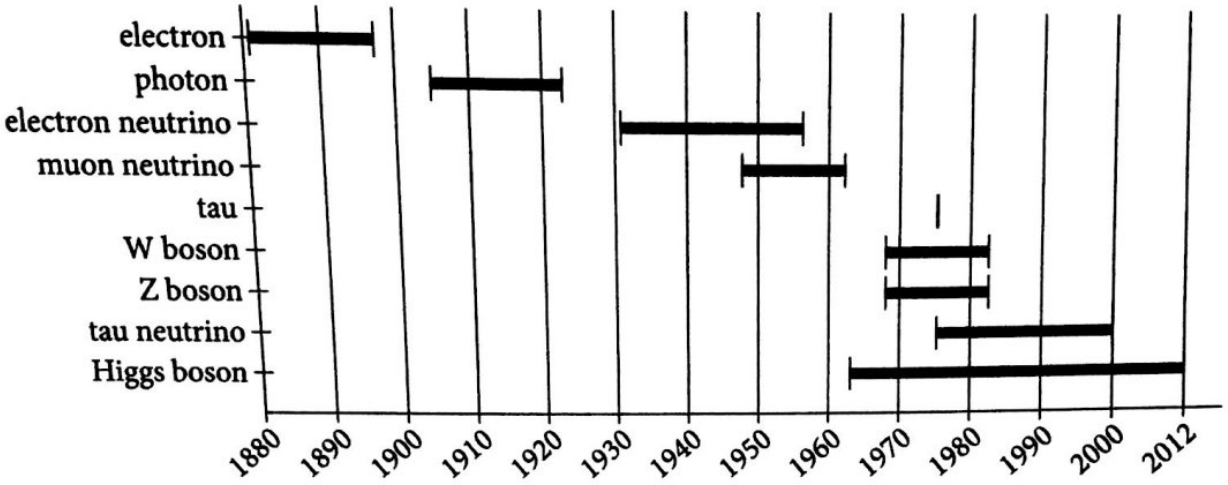
In 1964, Higgs submitted a paper to a prominent physics journal in which he formulated this idea mathematically. The paper was rejected. Not because it contained a technical error, but because the premise of an invisible something permeating space, interacting with particles to provide their mass, well, it all just seemed like heaps of overwrought speculation. The editors of the journal deemed it "of no obvious relevance to physics."

But Higgs persevered (and his revised paper appeared later that year in another journal), and physicists who took the time to study the proposal gradually realized that his idea was a stroke of genius, one that allowed them to have their cake and eat it too. In Higgs's scheme, the fundamental equations can retain their pristine form because the dirty work of providing the particles' masses is relegated to the environment.

While I wasn't around to witness the initial rejection of Higgs's proposal in 1964 (well, I was around, but only barely), I can attest that by the mid-1980s, the assessment had changed. The physics community had, for the most part, fully bought into the idea that there was a Higgs field permeating space. In fact, in a graduate course I took that covered what's known as the Standard Model of Particle Physics (the quantum equations physicists have assembled to describe the particles of matter and the dominant forces by which they influence each other), the professor presented the Higgs field with such certainty that for a long while I had no idea it had yet to be established experimentally.

On occasion, that happens in physics. Mathematical equations can sometimes tell such a convincing tale, they can seemingly radiate reality so strongly, that they become entrenched in the vernacular of working physicists, even before there's data to confirm them.

Years from Introduction of Concept of Particle to Experimental Confirmation



Adapted from the editors of *The Economist*, "Worth the Wait." ©2012 by The Economist Newspaper Limited.

42

Over the course of the passage, the main focus shifts from

A) a technical account of the Higgs field to a description of it aimed at a broad audience.

B) a review of Higgs's work to a contextualization of that work within Higgs's era.

C) an explanation of the Higgs field to a discussion of the response to Higgs's theory.

D) an analysis of the Higgs field to a suggestion of future discoveries that might build upon it.

43

The main purpose of the analogy of the ping-pong ball (line 40) is to

A) popularize a little-known fact.

B) contrast competing scientific theories.

C) criticize a widely accepted explanation.

D) clarify an abstract concept.

44

The author most strongly suggests that the reason the scientific community initially rejected Higgs's idea was that the idea

A) addressed a problem unnoticed by other physicists.

B) only worked if the equations were flawless.

C) rendered accepted theories in physics obsolete.

D) appeared to have little empirical basis.

45

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

A) Lines 30-32 ("Instead . . . environment")

B) Lines 46-48 ("In 1964 . . . mathematically")

C) Lines 48-53 ("Not . . . speculation")

D) Lines 67-70 ("The physics . . . space")

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46

The author notes that one reason Higgs's theory gained acceptance was that it

A) let scientists accept two conditions that had previously seemed irreconcilable.

B) introduced an innovative approach that could be applied to additional problems.

C) answered a question that earlier scientists had not even raised.

D) explained why two distinct phenomena were being misinterpreted as one phenomenon.

47

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

A) Lines 36-39 ("Push . . . mass")

B) Lines 43-45 ("Its interaction . . . field")

C) Lines 55-63 ("But . . . environment")

D) Lines 78-83 ("On occasion . . . them")

48

Which statement best describes the technique the author uses to advance the main point of the last paragraph?

A) He recounts a personal experience to illustrate a characteristic of the discipline of physics.

B) He describes his own education to show how physics has changed during his career.

C) He provides autobiographical details to demonstrate how Higgs's theory was confirmed.

D) He contrasts the status of Higgs's theory at two time periods to reveal how the details of the theory evolved.

49

As used in line 77, "established" most nearly means

A) validated.

B) founded.

C) introduced.

D) enacted.

50

What purpose does the graph serve in relation to the passage as a whole?

A) It indicates that the scientific community's quick acceptance of the Higgs boson was typical.

B) It places the discussion of the reception of the Higgs boson into a broader scientific context.

C) It demonstrates that the Higgs boson was regarded differently than were other hypothetical particles.

D) It clarifies the ways in which the Higgs boson represented a major discovery.

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51

Which statement is best supported by the data presented in the graph?

A) The W boson and the Z boson were proposed and experimentally confirmed at about the same time.

B) The Higgs boson was experimentally confirmed more quickly than were most other particles.

C) The tau neutrino was experimentally confirmed at about the same time as the tau.

D) The muon neutrino took longer to experimentally confirm than did the electron neutrino.

52

Based on the graph, the author's depiction of Higgs's theory in the mid-1980s is most analogous to which hypothetical situation?

A) The muon neutrino was widely disputed until being confirmed in the early 1960s.

B) Few physicists in 2012 doubted the reality of the tau neutrino.

C) No physicists prior to 1960 considered the possibility of the W or Z boson.

D) Most physicists in 1940 believed in the existence of the electron neutrino.

STOP

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

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2

Test#7.

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

NASA: A Space Program with Down-to-Earth Benefits

The National Aeronautics and Space Administration (NASA) is a US government agency whose budget is frequently 1 many times contested. Many people think of NASA's programs as trivial. In truth, the agency has a widespread positive 2 effect on society by serving as a catalyst for innovation and scientific understanding,

1

A) NO CHANGE
B) oftentimes redundancy error.
C) repeatedly
D) DELETE the underlined portion.

2

A) NO CHANGE
B) affect on
C) effect to
D) affects on

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CONTINUE

3 to create jobs, and showing humanity its place within the universe.

In 1958, the program's first year, very few people believed that it was even possible for a manned spacecraft to leave the atmosphere and orbit Earth. But by initiating and collaborating on projects such as the Apollo Moon missions, the space shuttle program, the Hubble Space 4 Telescope, and unmanned planetary exploration, NASA has continually challenged its scientists and engineers to do things that were previously thought impossible. All along, these NASA projects have 5 greatly increased international cooperation. A short list of inventions 6 elaborated by NASA includes communications satellites, invisible braces, and cordless tools. All these inventions 7 spawns new industries, and with those industries, jobs. NASA also sponsors the Small Business Innovation Research and Small Business Technology Transfer programs, which are specifically designed to support technological development in the private sector.

3

A) NO CHANGE
B) creating jobs,
C) for job creation,
D) the creation of jobs,

// structure.

4

A) NO CHANGE ✓
B) Telescope; and
C) Telescope and;
D) Telescope and,

1, 2, and —.

5

Which choice most effectively sets up the list of examples that follows in the next sentence?

A) NO CHANGE
B) garnered national publicity for the agency.
C) generated a steady stream of ~~new technology~~.
D) made a lot of money for the agency.

6

A) NO CHANGE
B) evolved
C) developed
D) progressed

7

A) NO CHANGE
B) spawned
C) has spawned
D) spawning

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CONTINUE

[1] A report by the Space Foundation estimated that NASA contributed $180 billion to the economy in 2005. [2] More than 60 percent of the contribution **8** coming from commercial goods and services created by companies using space-related technology. [3] This translates as excellent returns from an agency that received approximately 17.7 billion in tax dollars in 2014. [4] This investment by taxpayers enhances not only the national economy but also the United States' competitiveness in the international market. [5] Moreover, the benefits of NASA funding extend beyond the purely economic, as astrophysicist Neil deGrasse Tyson indicated in his testimony before the US Senate: "For . . . a penny on a dollar—we can transform the country from a sullen, dispirited nation, weary of economic struggle, to one where it has reclaimed its twentieth-century birthright to dream of tomorrow." **9**

8

A) NO CHANGE
B) which came
C) to come
D) came

9

To make this paragraph most logical, sentence 1 should be placed

A) where it is now.
B) after sentence 2.
C) after sentence 3.
D) after sentence 4.

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CONTINUE

2

Tyson's expansive vision for the agency hints at another mission of NASA's, illuminated in this observation by Apollo 14 astronaut Edgar Mitchell: "You develop an instant global consciousness, a people orientation, an intense dissatisfaction with the state of the world, and a compulsion to do something about it." **10** With world population topping seven billion, humanity is in need of some perspective. **11** Therefore, we should continue to support NASA not only for practical reasons but also because it is a necessary vehicle for increasing our awareness of how we can fulfill our responsibilities to the planet and each other.

10

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

> In addition, NASA has facilities in Washington, DC, Florida, Texas, California, and other states.

Should the writer make this addition here?

A) Yes, because it serves as a counterargument to the quotation from astrophysicist Neil deGrasse Tyson.

B) Yes, because it reinforces the passage's point about the importance of NASA's work.

C) No, because it undermines the passage's claim about the economic benefits of NASA's work.

D) No, because it blurs the paragraph's focus by introducing information that does not support the paragraph's claim about the importance of NASA's work.

11

A) NO CHANGE

B) Instead,

C) For example,

D) However,

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CONTINUE

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

Professional Development: A Shared Responsibility

New theories, **12** new practices too, and technologies are transforming the twenty-first-century workplace at lightning speed. To perform their jobs successfully in this dynamic environment, workers in many **13** fields—from social services to manufacturing, must continually acquire relevant knowledge and update key skills. This practice of continued education, also known as professional development, benefits not only employees but also their employers. **14** Accordingly, meaningful professional development is a shared responsibility: it is the responsibility of employers to provide useful programs, and it is also the responsibility of employees to take advantage of the opportunities offered to them.

Critics of employer-provided professional development argue that employees **15** might consider a popular career path. If employees find themselves falling behind in the workplace, these critics **16** contend. Then it is the duty of those employees to identify, and even pay

12

A) NO CHANGE
B) also new practices,
C) in addition to practices,
D) practices,

13

A) NO CHANGE
B) fields
C) fields,
D) fields;

14

A) NO CHANGE
B) Nevertheless,
C) Regardless,
D) Similarly,

15

Which choice best establishes the argument that follows?

A) NO CHANGE
B) should lean heavily on their employers.
C) must be in charge of their own careers.
D) will be ready for changes in the job market.

16

A) NO CHANGE
B) contend; then
C) contend then
D) contend, then

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CONTINUE

for, appropriate resources to **17** show them how and why they are falling behind and what they should do about it. This argument ignores research pointing to high employee turnover and training of new staff as significant costs plaguing employers in many fields. Forward-thinking employers recognize the importance of investing in the employees they have rather than hiring new staff when the skills of current workers **18** get old and worn out.

17

A) NO CHANGE
B) address their deficiencies.
C) deal with their flaws and shortcomings.
D) allow them to meet their employers' needs in terms of the knowledge they are supposed to have.

18

A) NO CHANGE
B) are no good anymore.
C) become obsolete.
D) have lost their charm.

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CONTINUE

The most common forms of professional development provided to employees **19** includes coaching, mentoring, technical assistance, and workshops. Some employers utilize several approaches simultaneously, developing a framework that suits the particular needs of their employees. **20** Around the same time, the figure illustrates a simple yet comprehensive professional-development model created for special education personnel. As the figure suggests, **21** receiving coaching and consultation is the overarching framework, while the opportunity to belong to professional networks and participate in activities such as foundation and skill-building workshops is relatively unimportant.

Professional-Development Framework

Adapted from Northern Suburban Special Education District, "Professional Development Framework." ©2014 by Northern Suburban Special Education Program.

19

A) NO CHANGE
B) include
C) including
D) has included

20

A) NO CHANGE
B) Besides that,
C) Nevertheless,
D) DELETE the underlined portion and begin the sentence with a capital letter.

21

Which choice makes the writer's description of the figure most accurate?

A) NO CHANGE
B) participation in foundation and skill-building workshops is the overarching framework within which staff receive coaching and consultation as well as the opportunity to belong to a professional network.
C) membership in a professional network is the overarching framework within which staff receive coaching and consultation as well as the opportunity to attend foundation and skill-building workshops.
D) receiving coaching and consultation is the overarching framework within which staff have the opportunity to belong to a professional network as well as attend foundation and skill-building workshops.

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CONTINUE

2

A recent trend in professional development that has provided advantages to both employers and employees is online instruction. From an employer perspective, the first and perhaps most obvious advantage is the lower cost of online professional development compared with that of in-person workshops and training. Employers can also **22** identify, which employees have successfully completed instructional modules and which need to be offered additional training. For employees, online professional development provides the opportunity to receive instruction at their own pace and interact with other professionals online. This exciting trend has the potential to make the shared responsibility of professional development less burdensome for both employers and employees.

22

A) NO CHANGE
B) identify:
C) identify
D) identify—

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CONTINUE

Questions 23-33 are based on the following passage.

The Evolution of Slow Food

In 1986, McDonald's caused a stir in Italy when it opened a restaurant next to Rome's historic Spanish Steps. Young, on-the-go eaters were thrilled; 23 specifically, those who prized regional foods and Italy's convivial culture built on cooking and long meals feared that the restaurant signaled the death of a way of life. To counter the rise of fast food and fast 24 life, a cohort of chefs, journalists, and sociologists spearheaded a Slow Food movement, declaring loyalty to unhurried enjoyment. 25

From its beginning, the movement 26 had opposed the standardization of taste that fast food chains promote. For example, a McDonald's hamburger made in Boston tastes more or less the same as one made in Beijing. This consistency is made possible by industrial mass production. Slow Food supporters, by contrast, back methods of growing and preparing food based on regional culinary traditions. When produced using traditional methods, goat cheese made in France tastes different from goat cheese made in Vermont. A goat

23

A) NO CHANGE
B) for example,
C) however,
D) in fact,

24

A) NO CHANGE
B) life; a
C) life: a
D) life. A

25

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

> The group's philosophy was connected to the tale of the hare and the tortoise, in which the tortoise wins the race.

Should the writer make this addition here?

A) Yes, because it explains the primary belief that led to the development of the Slow Food movement.
B) Yes, because it reinforces a claim that the writer makes earlier in the paragraph.
C) No, because it blurs the paragraph's focus by introducing a new idea that is not clearly explained.
D) No, because it distracts from the paragraph's emphasis on the Slow Food movement's origins and beliefs.

26

A) NO CHANGE
B) opposes
C) will oppose
D) has opposed

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CONTINUE

2

ingests the vegetation particular to the meadow in which it grazes, which, along with other environmental 27 factors such as altitude and weather shapes the cheese's taste and texture. If all foods were produced under the industrial model, 28 we would have meals that are not very flavorful.

During 29 their early years, the movement also focused on the value of 30 spending lots of time with friends and family during long meals. It emphasized the importance of preserving these "easygoing, slow

27

A) NO CHANGE
B) factors, such as altitude and weather,
C) factors such as, altitude and weather,
D) factors, such as altitude and weather

28

Which choice most effectively supports the central point of the paragraph?

A) NO CHANGE
B) the public would not be interested in learning about traditional foods.
C) people would not be able to determine how a particular food was made.
D) consumers would lose this diversity of flavors.

29

A) NO CHANGE
B) there
C) its
D) it's

30

A) NO CHANGE
B) leisurely meals with friends and family.
C) eating slowly and in the company of loved ones such as friends and family.
D) joining friends as well as family for time-consuming meals.

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CONTINUE

pleasures." As the movement grew beyond Italy's borders—today Slow Food International boasts more than 100,000 members in 150 countries—this emphasis on pleasure **31** pictured criticism for being elitist. Critics have also asked if growing food using traditional methods, as opposed to mass production, **32** can adequately and affordably feed the world? Given the hectic pace of modern life, who among us has the time and resources for elaborate meals? Such questions, in addition to environmental concerns, are at the heart of perennial debates about food production.

Over time, Slow Food has broadened its mission to focus on food that is good, clean, and fair for all. Members assert that food should be flavorful, carrying the properties of a particular region; it should be raised using environmentally sustainable practices that preserve biodiversity; and it should be accessible to all without exploiting the labors of those who produced it. **33** In short, Slow Food runs programs that support small-scale producers in marketing regional foods in a world where food corporations threaten to drive them out of the marketplace and homogenize food choices.

31

A) NO CHANGE
B) portrayed
C) drew
D) sketched

32

A) NO CHANGE
B) adequately and affordably can feed the world?
C) can adequately and affordably feed the world.
D) adequately and affordably can feed the world.

33

A) NO CHANGE
B) Nonetheless,
C) To these ends,
D) By the same token,

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Questions 34-44 are based on the following passage.

Was the Hoax a Hoax?

For an hour on the evening of October 30, 1938, Orson Welles and other performers from the Mercury Theatre flooded the airwaves with alarming "news bulletins" about a Martian invasion supposedly occurring in Grover's Mill, New Jersey. They were performing a radio play adapted from *The War of the Worlds*, a science fiction novel by H. G. Wells. The next day, a front-page 34 headline in the *New York Times* declared, "Radio Listeners in Panic, Taking War Drama as Fact." 35 The *Times* article claimed that people had fled their homes and that police stations had been swamped with calls. This version of events persisted, and the legend became that Welles's broadcast had as many as twelve million people 36 who feared that Martians had invaded Earth.

Recently, however, scholars have questioned the accuracy of this legend, suggesting the degree of public hysteria has been grossly exaggerated. The authors of an article published in October 2013 go 37 so far to assign blame for the distortion to the newspaper industry.

34

A) NO CHANGE
B) headline in the *New York Times*, declared
C) headline, in the *New York Times* declared,
D) headline, in the *New York Times*, declared

35

The writer wants to add a supporting detail to indicate that the story was widely reported. Which choice best accomplishes this goal?

A) NO CHANGE
B) Other newspapers also ran stories claiming that the broadcast had incited mass hysteria.
C) In 2013, many newspapers and magazines featured articles about the seventy-fifth anniversary of the broadcast.
D) The *Times* was then and is now one of the United States' most popular news sources.

36

A) NO CHANGE
B) that feared
C) fearing
D) to fear

37

A) NO CHANGE
B) as far
C) as far and
D) so far as

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CONTINUE

38 At this time, Jefferson Pooley and Michael Socolow, both professors of communication studies, argue that the newspaper industry sought to discredit the newly emerging technology of radio, which was cutting into newspapers' 39 profits. The newspaper industry tried to do this by portraying the new medium as irresponsible.

[1] Proof of ulterior motives is scarce, 40 consequently weakening Pooley and Socolow's argument. [2] For instance, the C. E. Hooper ratings indicate that a mere 2 percent of households had tuned in to the broadcast. [3] Pooley and Socolow also call into question the validity of an oft-cited report that was based on a survey conducted six weeks after the broadcast. [4] Just because some people found the broadcast unsettling, the authors contend, doesn't mean they believed it and reacted with real terror. [5] According to this report, one million people indicated that they had been "frightened" by the broadcast. [6] Ratings, however, reveal that 41 far fewer than a million people had been

38

A) NO CHANGE
B) On one hand,
C) In the article,
D) Next,

39

Which choice most effectively combines the sentences at the underlined portion?

A) profits, which is what the newspaper industry tried to do when it portrayed
B) profits, by which the newspaper industry portrayed
C) profits and tried to do this by portraying
D) profits, by portraying

40

Which choice best establishes the main idea of the paragraph?

A) NO CHANGE
B) but evidence does suggest that reports of panic have been overblown.
C) yet Pooley and Socolow maintain that the newspaper industry intentionally distorted the story.
D) making it difficult to determine what really happened in 1938.

41

A) NO CHANGE
B) many less than
C) much less then
D) much fewer then

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listening to the broadcast. [7] Furthermore, Pooley and Socolow note that this survey "conflated being 'frightened,' 'disturbed,' or 'excited' by the program with being 'panicked.'" 42

Pooley and Socolow describe a more likely scenario: most people who heard the broadcast understood they were listening to a piece of fiction, but 43 some being influenced by the sensationalized news coverage afterward, later "remembered" being more afraid than they had been. The researchers also suggest that, 44 not unlike people who got caught up in the excitement of the story when reading about it in the newspaper, the American public may have been willing to embrace the legend because of its appeal to the imagination.

42

To make this paragraph most logical, sentence 4 should be placed

A) where it is now.
B) after sentence 2.
C) after sentence 5.
D) after sentence 7.

43

A) NO CHANGE
B) some, they were
C) some,
D) some

44

Which choice most effectively signals the comparison the writer is making between the two groups mentioned?

A) NO CHANGE
B) unlike
C) not like
D) different from

STOP

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

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As you read the passage below, consider how Bobby Braun uses

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

Adapted from Bobby Braun, "Space Technology: A Critical Investment for Our Nation's Future." ©2014 by Capitol Hill Publishing Corp. Originally published in the *Hill*, October 27, 2011.

1 Aerospace remains a strong component of our national fabric and is the largest positive contributor to our nation's trade balance. However, this technological leadership position is not a given. To remain the leader in aerospace technology, we must continue to perform research and invest in the people who will create the breakthroughs of tomorrow, preserving a critical component of our nation's economic competitiveness for future generations.

2 For NASA,[1] past cutting-edge technology investments led to design and flight of the Apollo missions, the space shuttle, the International Space Station and a myriad of robotic explorers that allowed us to reach destinations across our solar system and peer across the universe. NASA remains one of the nation's premiere research and development agencies, pursuing breakthrough technologies that will expand the frontiers of aeronautics and space.

3 Unfortunately, the pioneering spirit embodied by this storied agency is endangered as a result of chronic underinvestment in basic and applied research. In a recent report on the state of NASA's technology plans, the National Research Council offered a stark assessment: "Success in executing future NASA space missions will depend on advanced technology developments that should already be underway. However, it has been years since NASA has had a vigorous, broad-based program in advanced space technology. NASA's technology base is largely depleted. Currently, available technology is insufficient to accomplish many intended space missions. Future U.S. leadership in space requires a foundation of sustained technology advances."

4 America is beginning an exciting new chapter in human space exploration. This chapter centers on full use of the International Space Station, maturation of multiple American vehicles for delivering astronauts and cargo to low-Earth orbit, development of a crew vehicle and an evolvable heavy-lift rocket—two critical building blocks for our nation's deep-space exploration future—and advancement of a suite of new in-space technologies that will allow us to send explorers safely into deep space for the first time.

---

[1] National Aeronautics and Space Administration

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5 By investing in the high payoff, transformative technology that the aerospace industry cannot tackle today, NASA will mature the systems required for its future missions while proving the capabilities and lowering the cost of other government agency and commercial space activities. Developing these solutions will create high-tech jobs.

6 NASA's technology investments continue to make a difference in the world around us. Knowledge provided by weather and navigational spacecraft, efficiency improvements in both ground and air transportation, super computers, solar- and wind-generated energy, the cameras found in many of today's cellphones, improved biomedical applications including advanced medical imaging and more nutritious infant formula, and the protective gear that keeps our military, firefighters and police safe, have all benefitted from our nation's investments in aerospace technology.

7 For many of the tens of thousands of engineering and science students in our nation's universities today, the space program provides the opportunity to invent technologies today that will form the foundation for humanity's next great leap across the solar system. For this new generation of engineers and scientists, and for those working across NASA at this moment, the future starts today. Modest, sustained federal investment in space technology, at a funding level approaching 5 percent of NASA's budget (well below the R&D[2] budget of many corporations), is the key ingredient to their success. A NASA that is reaching for grand challenges and operating at the cutting-edge is critical not only for our country's future in space but also for America's technological leadership position in the world.

8 Nearly 50 years ago, a young president gave NASA a grand challenge—one chosen not for its simplicity, but for its audacity, not for its ultimate goal or destination, but to "organize and measure the best of our energies and skills." In accomplishing that goal, NASA not only defined what we now call "rocket science," but also made a lasting imprint on the economic, national security and geopolitical landscape of the time.

9 NASA can do the same today. This is the task for which this agency was built. This is the task this agency can complete. America expects no less.

Write an essay in which you explain how Bobby Braun builds an argument to persuade his audience that the US government must continue to invest in NASA. In your essay, analyze how Braun uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

---

2 Research and development

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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 from Carlos Ruiz Zafón, *The Angel's Game*. ©2008 by Dragonworks, S.L. Translation ©2009 by Lucia Graves. The narrator, a writer, recalls his childhood in early twentieth-century Barcelona.

Even then my only friends were made of paper and ink. At school I had learned to read and write long before the other children. Where my school friends saw notches of ink on incomprehensible pages, I saw light, streets, and people. Words and the mystery of their hidden science fascinated me, and I saw in them a key with which I could unlock a boundless world, a safe haven from that home, those streets, and those troubled days in which even I could sense that only a limited fortune awaited me.

My father didn't like to see books in the house. There was something about them—apart from the letters he could not decipher—that offended him. He used to tell me that as soon as I was ten he would send me off to work and that I'd better get rid of all my scatterbrained ideas if I didn't want to end up a loser, a nobody. I used to hide my books under the mattress and wait for him to go out or fall asleep so that I could read. Once he caught me reading at night and flew into a rage. He tore the book from my hands and flung it out of the window.

"If I catch you wasting electricity again, reading all this nonsense, you'll be sorry."

My father was not a miser and, despite the hardships we suffered, whenever he could he gave me a few coins so that I could buy myself some treats like the other children. He was convinced that I spent them on licorice sticks, sunflower seeds, or sweets, but I would keep them in a coffee tin under the bed, and when I'd collected four or five reales I'd secretly rush out to buy myself a book.

My favorite place in the whole city was the Sempere & Sons bookshop on Calle Santa Ana. It smelled of old paper and dust and it was my sanctuary, my refuge. The bookseller would let me sit on a chair in a corner and read any book I liked to my heart's content. He hardly ever allowed me to pay for the books he placed in my hands, but when he wasn't looking I'd leave the coins I'd managed to collect on the counter before I left. It was only small change—if I'd had to buy a book with that pittance, I would probably have been able to afford only a booklet of cigarette papers. When it was time for me to leave, I would do so dragging my feet, a weight on my soul. If it had been up to me, I would have stayed there forever.

One Christmas Sempere gave me the best gift I have ever received. It was an old volume, read and experienced to the full.

"*Great Expectations*, by Charles Dickens," I read on the cover.

I was aware that Sempere knew a few authors who frequented his establishment and, judging by the care with which he handled the volume, I thought perhaps this Mr. Dickens was one of them.

"A friend of yours?"

"A lifelong friend. And from now on, he's your friend too."

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CONTINUE

That afternoon I took my new friend home, hidden under my clothes so that my father wouldn't see it. It was a rainy winter, with days as gray as lead, and I read *Great Expectations* about nine times, partly because I had no other book at hand, partly because I did not think there could be a better one in the whole world and I was beginning to suspect that Mr. Dickens had written it just for me. Soon I was convinced that I didn't want to do anything else in life but learn to do what Mr. Dickens had done.

1

Over the course of the passage, the main focus shifts from a

A) general discussion of the narrator's love of reading to a portrayal of an influential incident.

B) depiction of the narrator's father to an examination of an author with whom the narrator becomes enchanted.

C) symbolic representation of a skill the narrator possesses to an example of its application.

D) tale about the hardships of the narrator's childhood to an analysis of the effects of those hardships.

2

The main purpose of lines 1-10 ("Even . . . awaited me") is to

A) introduce the characters who play a part in the narrator's story.

B) list the difficult conditions the narrator endured in childhood.

C) describe the passion that drives the actions the narrator recounts.

D) depict the narrator's aspirations before he met Sempere.

3

With which of the following statements about his father would the narrator most likely agree?

A) He lacked affection for the narrator.

B) He disliked any unnecessary use of money.

C) He would not have approved of Sempere's gift.

D) He objected to the writings of Charles Dickens.

4

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

A) Lines 24-27 ("My father . . . children")

B) Lines 35-37 ("The bookseller . . . content")

C) Lines 37-38 ("He hardly . . . hands")

D) Lines 59-61 ("That afternoon . . . see it")

5

It can reasonably be inferred from the passage that the main reason that the narrator considers *Great Expectations* to be the best gift he ever received is because

A) reading the book convinced him that he wanted to be a writer.

B) he'd only ever been given sweets and snacks as gifts in the past.

C) the gift meant that Sempere held him in high regard.

D) Sempere was a friend of the book's author.

6

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

A) Lines 38-40 ("when . . . left")

B) Lines 48-49 ("It was . . . full")

C) Lines 52-55 ("I was . . . them")

D) Lines 66-68 ("Soon . . . done")

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CONTINUE

7

The narrator indicates that he pays Sempere

A) less than Sempere expects him to pay for the books.

B) nothing, because Sempere won't take his money.

C) the money he makes selling sweets to the other children.

D) much less for the books than they are worth.

8

As used in line 44, "weight" most nearly means

A) bulk.

B) burden.

C) force.

D) clout.

9

The word "friend" is used twice in lines 57-58 to

A) underline the importance of the narrator's connection to Sempere.

B) stress how friendships helped the narrator deal with his difficult home situation.

C) emphasize the emotional connection Sempere feels to reading.

D) imply that the narrator's sentiments caused him to make an irrational decision.

10

Which statement best characterizes the relationship between Sempere and Charles Dickens?

A) Sempere models his own writing after Dickens's style.

B) Sempere is an avid admirer of Dickens's work.

C) Sempere feels a personal connection to details of Dickens's biography.

D) Sempere considers himself to be Dickens's most appreciative reader.

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

This passage is adapted from Jeffrey Mervis, "Why Null Results Rarely See the Light of Day." ©2014 by American Association for the Advancement of Science.

The question of what to do with null results—when researchers fail to see an effect that should be detectable—has long been hotly debated among those conducting medical trials, where the results can have a big impact on lives and corporate bottom lines. More recently, the debate has spread to the social and behavioral sciences, which also have the potential to sway public and social policy. There were little hard data, however, on how often or why null results were squelched. "Yes, it's true that null results are not as exciting," political scientist Gary King of Harvard University says. "But I suspect another reason they are rarely published is that there are many, many ways to produce null results by messing up. So they are much harder to interpret."

In a recent study, Stanford political economist Neil Malhotra and two of his graduate students examined every study since 2002 that was funded by a competitive grants program called TESS (Time-sharing Experiments for the Social Sciences). TESS allows scientists to order up Internet-based surveys of a representative sample of US adults to test a particular hypothesis (for example, whether voters tend to favor legislators who boast of bringing federal dollars to their districts over those who tout a focus on policy matters).

Malhotra's team tracked down working papers from most of the experiments that weren't published, and for the rest asked grantees what had happened to their results. In their e-mailed responses, some scientists cited deeper problems with a study or more pressing matters—but many also believed the journals just wouldn't be interested. "The unfortunate reality of the publishing world [is] that null effects do not tell a clear story," said one scientist. Said another, "Never published, definitely disappointed to not see any major effects."

Their answers suggest to Malhotra that rescuing findings from the file drawer will require a shift in expectations. "What needs to change is the culture—the author's belief about what will happen if the research is written up," he says.

Not unexpectedly, the statistical strength of the findings made a huge difference in whether they were ever published. Overall, 42% of the experiments

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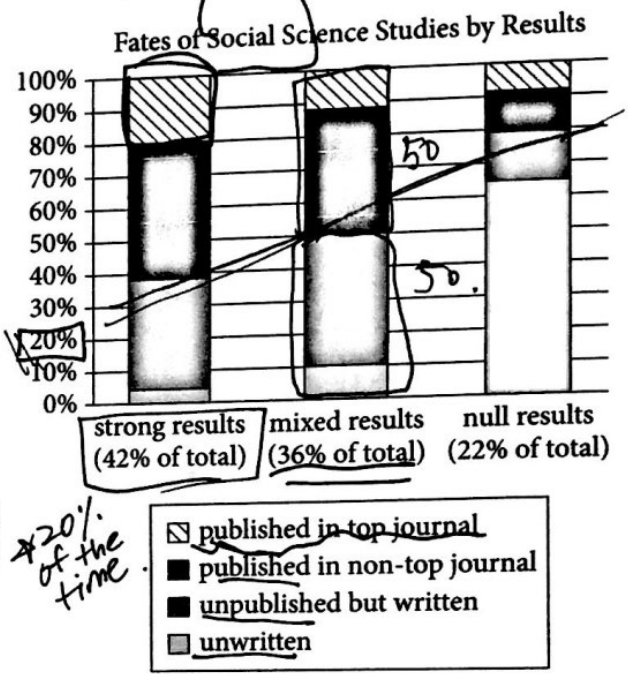
produced statistically significant results. Of those, 62% were ultimately published, compared with 21% of the null results. However, the Stanford team was surprised that researchers didn't even write up 65% of the experiments that yielded a null finding.

Scientists not involved in the study praise its "clever" design. "It's a very important paper" that "starts to put numbers on things we want to understand," says economist Edward Miguel of the University of California, Berkeley.

He and others note that the bias against null studies can waste time and money when researchers devise new studies replicating strategies already found to be ineffective. Worse, if researchers publish significant results from similar experiments in the future, they could look stronger than they should because the earlier null studies are ignored. Even more troubling to Malhotra was the fact that two scientists whose initial studies "didn't work out" went on to publish results based on a smaller sample. "The non-TESS version of the same study, in which we used a student sample, did yield fruit," noted one investigator.

A registry for data generated by all experiments would address these problems, the authors argue. They say it should also include a "preanalysis" plan, that is, a detailed description of what the scientist hopes to achieve and how the data will be analyzed. Such plans would help deter researchers from tweaking their analyses after the data are collected in search of more publishable results.



Adapted from Annie Franco, Neil Malhotra, and Gabor Simonovits, "Publication Bias in the Social Sciences: Unlocking the File Drawer." ©2014 by American Association for the Advancement of Science.

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CONTINUE

11

The passage primarily serves to

A) discuss recent findings concerning scientific studies and dispute a widely held belief about the publication of social science research.

B) explain a common practice in the reporting of research studies and summarize a study that provides support for a change to that practice.

C) describe the shortcomings in current approaches to medical trials and recommend the implementation of a government database.

D) provide context as part of a call for stricter controls on social science research and challenge publishers to alter their mindsets.

12

As used in line 21, "allows" most nearly means

A) admits.

B) tolerates.

C) grants.

D) enables.

13

As used in line 43, "strength" most nearly means

A) attribution.

B) exertion.

C) toughness.

D) significance.

14

The passage indicates that a problem with failing to document null results is that

A) the results of related studies will be misleading.

B) researchers may overlook promising areas of study.

C) mistakes in the collection of null results may be overlooked.

D) the bias against null results will be disregarded.

15

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

A) Lines 38-40 ("Their . . . expectations")

B) Lines 48-50 ("However . . . finding")

C) Lines 56-59 ("He and . . . ineffective")

D) Lines 59-62 ("Worse . . . ignored")

16

Based on the passage, to which of the following hypothetical situations would Malhotra most strongly object?

A) A research team refuses to publish null results in anything less than a top journal.

B) A research team excludes the portion of data that produced null results when reporting its results in a journal.

C) A research team unknowingly repeats a study that produced null results for another research team.

D) A research team performs a follow-up study that expands the scope of an initial study that produced null results.

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CONTINUE

17

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

A) Lines 36-37 ("Said . . . effects")
B) Lines 45-48 ("Overall . . . null results")
C) Lines 62-68 ("Even . . . investigator")
D) Lines 69-73 ("A registry . . . analyzed")

18

The last paragraph serves mainly to

A) propose a future research project to deal with some of the shortcomings of current publishing practices noted in the passage.
B) introduce a possible solution to problems discussed in the passage regarding the reporting of social science studies.
C) summarize the findings of a study about experimental results explained in the passage.
D) reinforce the importance of reexamining the results of all social science trials.

19

According to the graph, social science studies yielding strong results were

A) unwritten over 50 percent of the time.
B) unpublished but written 50 percent of the time.
C) published in a top journal approximately 20 percent of the time.
D) published in a non-top journal almost 80 percent of the time.

20

Which of the following statements is supported by the graph?

A) Studies with mixed results were just as likely to be published as they were to be left either unpublished or unwritten.
B) Studies with mixed results occurred more frequently than did studies with strong and null results combined.
C) Studies with mixed results were more likely to be published in top journals than they were to be published in non-top journals.
D) Studies with mixed results were the most common type of social science studies.

21

Which statement from the passage is most directly reflected by the data presented in the graph?

A) Lines 30-33 ("In their . . . interested")
B) Lines 33-36 ("The unfortunate . . . scientist")
C) Lines 43-45 ("Not unexpectedly . . . published")
D) Lines 52-55 ("It's a . . . Berkeley")

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Questions 22-31 are based on the following passage and supplementary material.

This passage is adapted from Rachel Ehrenberg, "Salt Stretches in Nanoworld." ©2009 by Society for Science & the Public. The "nanoworld" is the world observed on a scale one billionth that of ordinary human experience.

Inflexible old salt becomes a softy in the nanoworld, stretching like taffy to more than twice its length, researchers report. The findings may lead to new approaches for making nanowires that could end up in solar cells or electronic circuits. The work also suggests that these ultra-tiny salt wires may already exist in sea spray and large underground salt deposits.

"We think nanowires are special and go to great lengths to make them," says study coauthor Nathan Moore of Sandia National Laboratories in Albuquerque. "Maybe they are more common than we think."

Metals such as gold or lead, in which bonding angles are loosey-goosey, can stretch out at temperatures well below their melting points. But scientists don't expect this superplasticity in a rigid, crystalline material like salt, Moore says.

This unusual behavior highlights that different forces rule the nanoworld, says theoretical physicist Krzysztof Kempa of Boston College. "Forget about gravity. It plays no role," he says. Surface tension and electrostatic forces are much more important at this scale.

Moore and his colleagues discovered salt's stretchiness accidently. They were investigating how water sticks to a surface such as salt and created a super-dry salt sample for testing. After cleaving a chunk of salt about the size of a sugar cube with a razor, the scientists guided a microscope that detects forces toward the surface. When the tip was far away, there was no measured force, but within about seven nanometers a very strong attraction rapidly developed between the diamond tip of the microscope and the salt. The salt actually stretched out to glom on to the microscope tip. Using an electron microscope to see what was happening, the researchers observed the nanowires.

The initial attraction between the tip and salt might be due to electrostatic forces, perhaps good old van der Waals interactions,[1] the researchers speculate. Several mechanisms might lead to the elasticity, including the excessive surface tension found in the nanoworld (the same tension that allows a water strider to skim the surface of a pond).

The surface tension is so strong that as the microscope pulls away from the salt, the salt stretches, Kempa says. "The inside has no choice but to rearrange the atoms, rather than break," he says.

This bizarre behavior is actually mirrored in the macroworld, the researchers say. Huge underground deposits of salt can bend like plastic, but water is believed to play a role at these scales. Perhaps salty nanowires are present in these deposits as well.

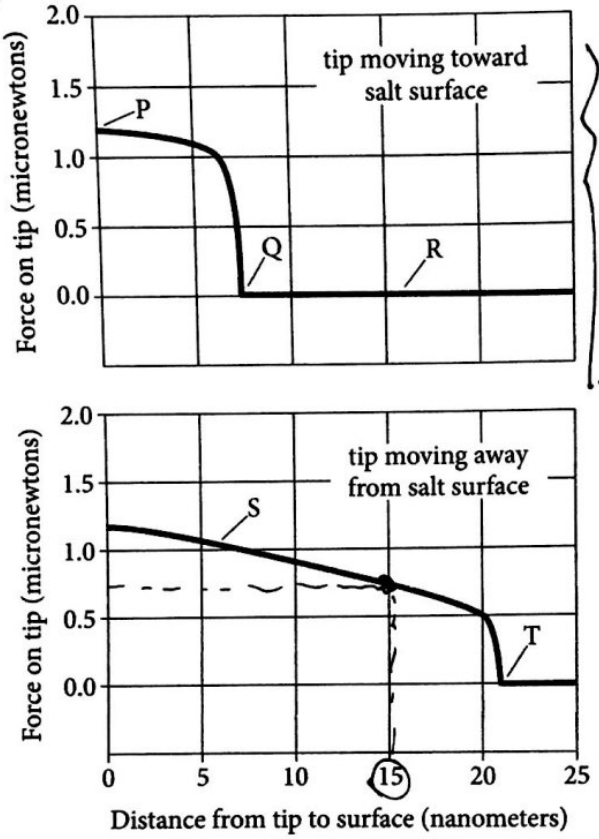
"Sodium chloride[2] is everywhere—in the air, in our bodies," Moore says. "This may change our view of things, of what's happening at the nanoscale."

The work also suggests new techniques for making nanowires, which are often created through nano-imprinting techniques, Kempa says. "We invoke the intuition of the macroworld," he says. "Maybe instead of stamping [nanowires] we should be nano-pulling them."

[1] Attractive forces between nearby atoms

[2] Common salt

Interaction of Microscope Tip with Salt Surface



Adapted from Moore et al., "Superplastic Nanowires Pulled from the Surface of Common Salt." ©2009 by American Chemical Society.

22

One central idea of the passage is that

A) sometimes materials behave contrary to expectations.

B) systems can be described in terms of inputs and outputs.

C) models of materials have both strengths and weaknesses.

D) properties of systems differ from the properties of their parts.

23

Which choice best describes the overall structure of the passage?

A) A list of several ways in which salt's properties differ from researchers' expectations

B) A presentation of a hypothesis regarding salt behavior, description of an associated experiment, and explanation of why the results weaken the hypothesis

C) A description of two salt crystal experiments, the apparent disagreement in their results, and the resolution by more sensitive equipment

D) An introduction to an interesting salt property, description of its discovery, and speculation regarding its application

24

Which choice provides the best evidence for the claim that Moore's group was surprised to observe salt stretching?

A) Lines 17-18 ("But . . . says")

B) Lines 26-28 ("They were . . . testing")

C) Lines 36-38 ("Using . . . nanowires")

D) Lines 55-56 ("Sodium . . . says")

25

As used in line 20, "rule" most nearly means

A) mark.

B) control.

C) declare.

D) restrain.

26

According to the passage, researchers have identified which mechanism as potentially responsible for the initial attraction between the microscope tip and the salt?

A) Gravity
B) Nano-imprinting
C) Surface tension
D) Van der Waals interactions

27

As used in line 42, "lead to" most nearly means

A) guide to.
B) result in.
C) point toward.
D) start with.

28

Based on the passage, which choice best describes the relationship between salt behavior in the nanoworld and in the macroworld?

A) In both the nanoworld and the macroworld, salt can be flexible.
B) Salt flexibility is expected in the nanoworld but is surprising in the macroworld.
C) Salt nanowires were initially observed in the nanoworld and later observed in the macroworld.
D) In the nanoworld, salt's interactions with water lead to very different properties than they do in the macroworld.

29

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

A) Lines 12-13 ("Maybe . . . think")
B) Lines 22-24 ("Surface . . . scale")
C) Lines 39-42 ("The initial . . . speculate")
D) Lines 51-53 ("Huge . . . scales")

30

According to the information in the graph, when the microscope tip is moving away from the salt surface and is 15 nanometers from the surface, what is the approximate force on the microscope tip, in micronewtons?

A) 0
B) 0.25
C) 0.75
D) 1.25

31

Based on the passage and the graph, which label on the graph indicates the point at which a salt nanowire breaks?

A) P
B) Q
C) R
D) T

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Questions 32-41 are based on the following passages.

These passages are adapted from the Lincoln-Douglas debates. Passage 1 is from a statement by Stephen Douglas. Passage 2 is from a statement by Abraham Lincoln. Douglas and Lincoln engaged in a series of debates while competing for a US Senate seat in 1858.

Passage 1

Mr. Lincoln likens that bond of the Federal Constitution, joining Free and Slave States together, to a house divided against itself, and says that it is contrary to the law of God, and cannot stand. When did he learn, and by what authority does he proclaim, that this Government is contrary to the law of God and cannot stand? It has stood thus divided into Free and Slave States from its organization up to this day. During that period we have increased from four millions to thirty millions of people; we have extended our territory from the Mississippi to the Pacific Ocean; we have acquired the Floridas and Texas, and other territory sufficient to double our geographical extent; we have increased in population, in wealth, and in power beyond any example on earth; we have risen from a weak and feeble power to become the terror and admiration of the civilized world; and all this has been done under a Constitution which Mr. Lincoln, in substance, says is in violation of the law of God; and under a Union divided into Free and Slave States, which Mr. Lincoln thinks, because of such division, cannot stand. Surely, Mr. Lincoln is a wiser man than those who framed the Government. . . .

I now come back to the question, why cannot this Union exist forever, divided into Free and Slave States, as our fathers made it? It can thus exist if each State will carry out the principles upon which our institutions were founded; to wit, the right of each State to do as it pleases, without meddling with its neighbors. Just act upon that great principle, and this Union will not only live forever, but it will extend and expand until it covers the whole continent, and makes this confederacy one grand, ocean-bound Republic. We must bear in mind that we are yet a young nation, growing with a rapidity unequalled in the history of the world, that our national increase is great, and that the emigration from the old world is increasing, requiring us to expand and acquire new territory from time to time, in order to give our people land to live upon. If we live upon the principle of State rights and State sovereignty, each State regulating its own affairs and minding its own business, we can go on and extend indefinitely, just as fast and as far as we need the territory. . . .

Passage 2

In complaining of what I said in my speech at Springfield, in which he says I accepted my nomination for the Senatorship . . . he again quotes that portion in which I said that "a house divided against itself cannot stand." Let me say a word in regard to that matter. He tries to persuade us that there must be a variety in the different institutions of the States of the Union; that that variety necessarily proceeds from the variety of soil, climate, of the face of the country, and the difference in the natural features of the States. I agree to all that. Have these very matters ever produced any difficulty among us? Not at all. Have we ever had any quarrel over the fact that they have laws in Louisiana designed to regulate the commerce that springs from the production of sugar? Or because we have a different class relative to the production of flour in this State? Have they produced any differences? Not at all. They are the very cements of this Union. They don't make the house a "house divided against itself." They are the props that hold up the house and sustain the Union.

But has it been so with this element of slavery? Have we not always had quarrels and difficulties over it? And when will we cease to have quarrels over it? Like causes produce like effects. It is worth while to observe that we have generally had comparative peace upon the slavery question, and that there has been no cause for alarm until it was excited by the effort to spread it into new territory. Whenever it has been limited to its present bounds, and there has been no effort to spread it, there has been peace. All the trouble and convulsion has proceeded from efforts to spread it over more territory. It was thus at the date of the Missouri Compromise. It was so again with the annexation of Texas; so with the territory acquired by the Mexican War; and it is so now. Whenever there has been an effort to spread it there has been agitation and resistance. . . . Do you think that the nature of man will be changed, that the same causes that produced agitation at one time will not have the same effect at another?

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CONTINUE

32

In the first paragraph of Passage 1, the main purpose of Douglas's discussion of the growth of the territory and population of the United States is to

A) provide context for Douglas's defense of continued expansion.

B) suggest that the division into free and slave states does not endanger the Union.

C) imply that Lincoln is unaware of basic facts concerning the country.

D) account for the image of the United States as powerful and admirable.

33

What does Passage 1 suggest about the US government's provisions for the institution of slavery, as framed in the Constitution?

A) They included no means for reconciling differences between free states and slave states.

B) They anticipated the Union's expansion into western territories.

C) They provided a good basic structure that does not need to be changed.

D) They were founded on an assumption that slavery was necessary for economic growth.

34

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

A) Lines 10-16 ("we have . . . earth")

B) Lines 25-27 ("I now . . . made it")

C) Lines 35-39 ("We must . . . increasing")

D) Lines 41-45 ("If we . . . territory")

35

As used in line 67, "element" most nearly means

A) ingredient.

B) environment.

C) factor.

D) quality.

36

Based on Passage 2, Lincoln would be most likely to agree with which claim about the controversy over slavery?

A) It can be ended only if Northern states act unilaterally to abolish slavery throughout the United States.

B) It would abate if attempts to introduce slavery to regions where it is not practiced were abandoned.

C) It has been exacerbated by the ambiguity of laws regulating the holding of slaves.

D) It is fueled in part by differences in religion and social values from state to state.

37

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

A) Lines 56-61 ("I agree . . . sugar")

B) Lines 64-66 ("They don't . . . Union")

C) Lines 74-76 ("Whenever . . . peace")

D) Lines 83-86 ("Do you . . . another")

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CONTINUE

38

As used in line 84, "nature" most nearly means

A) force.
B) simplicity.
C) world.
D) character.

39

Which choice identifies a central tension between the two passages?

A) Douglas proposes changes to federal policies on slavery, but Lincoln argues that such changes would enjoy no popular support.
B) Douglas expresses concerns about the economic impact of abolition, but Lincoln dismisses those concerns as irrelevant.
C) Douglas criticizes Lincoln for finding fault with the Constitution, and Lincoln argues that this criticism misrepresents his position.
D) Douglas offers an interpretation of federal law that conflicts with Lincoln's, and Lincoln implies that Douglas's interpretation is poorly reasoned.

40

Both passages discuss the issue of slavery in relationship to

A) the expansion of the Union.
B) questions of morality.
C) religious toleration.
D) laws regulating commerce.

41

In the context of each passage as a whole, the questions in lines 25-27 of Passage 1 and lines 67-69 of Passage 2 primarily function to help each speaker

A) cast doubt on the other's sincerity.
B) criticize the other's methods.
C) reproach the other's actions.
D) undermine the other's argument.

25-27
67-69.

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Questions 42-52 are based on the following passage.

This passage is adapted from Daniel Chamovitz, *What a Plant Knows: A Field Guide to the Senses*. ©2012 by Daniel Chamovitz.

The Venus flytrap [*Dionaea muscipula*] needs to know when an ideal meal is crawling across its leaves. Closing its trap requires a huge expense of energy, and reopening the trap can take several hours, so *Dionaea* only wants to spring closed when it's sure that the dawdling insect visiting its surface is large enough to be worth its time. The large black hairs on their lobes allow the Venus flytraps to literally feel their prey, and they act as triggers that spring the trap closed when the proper prey makes its way across the trap. If the insect touches just one hair, the trap will not spring shut; but a large enough bug will likely touch two hairs within about twenty seconds, and that signal springs the Venus flytrap into action.

We can look at this system as analogous to short-term memory. First, the flytrap encodes the information (forms the memory) that something (it doesn't know what) has touched one of its hairs. Then it stores this information for a number of seconds (retains the memory) and finally retrieves this information (recalls the memory) once a second hair is touched. If a small ant takes a while to get from one hair to the next, the trap will have forgotten the first touch by the time the ant brushes up against the next hair. In other words, it loses the storage of the information, doesn't close, and the ant happily meanders on. How does the plant encode and store the information from the unassuming bug's encounter with the first hair? How does it remember the first touch in order to react upon the second?

Scientists have been puzzled by these questions ever since John Burdon-Sanderson's early report on the physiology of the Venus flytrap in 1882. A century later, Dieter Hodick and Andreas Sievers at the University of Bonn in Germany proposed that the flytrap stored information regarding how many hairs have been touched in the electric charge of its leaf. Their model is quite elegant in its simplicity. In their studies, they discovered that touching a trigger hair on the Venus flytrap causes an electric action potential [a temporary reversal in the electrical polarity of a cell membrane] that induces calcium channels to open in the trap (this coupling of action potentials and the opening of calcium channels is similar to the processes that occur during communication between human neurons), thus causing a rapid increase in the concentration of calcium ions.

They proposed that the trap requires a relatively high concentration of calcium in order to close and that a single action potential from just one trigger hair being touched does not reach this level. Therefore, a second hair needs to be stimulated to push the calcium concentration over this threshold and spring the trap. The encoding of the information requires maintaining a high enough level of calcium so that a second increase (triggered by touching the second hair) pushes the total concentration of calcium over the threshold. As the calcium ion concentrations dissipate over time, if the second touch and potential don't happen quickly, the final concentration after the second trigger won't be high enough to close the trap, and the memory is lost.

Subsequent research supports this model. Alexander Volkov and his colleagues at Oakwood University in Alabama first demonstrated that it is indeed electricity that causes the Venus flytrap to close. To test the model they rigged up very fine electrodes and applied an electrical current to the open lobes of the trap. This made the trap close without any direct touch to its trigger hairs (while they didn't measure calcium levels, the current likely led to increases). When they modified this experiment by altering the amount of electrical current, Volkov could determine the exact electrical charge needed for the trap to close. As long as fourteen microcoulombs—a tiny bit more than the static electricity generated by rubbing two balloons together—flowed between the two electrodes, the trap closed. This could come as one large burst or as a series of smaller charges within twenty seconds. If it took longer than twenty seconds to accumulate the total charge, the trap would remain open.

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CONTINUE

1

42

The primary purpose of the passage is to

A) discuss findings that offer a scientific explanation for the Venus flytrap's closing action.

B) present research that suggests that the Venus flytrap's predatory behavior is both complex and unique among plants.

C) identify the process by which the Venus flytrap's closing action has evolved.

D) provide a brief overview of the Venus flytrap and its predatory behavior.

43

Based on the passage, a significant advantage of the Venus flytrap's requirement for multiple triggers is that it

A) enables the plant to identify the species of its prey.

B) conserves the plant's calcium reserves.

C) safeguards the plant's energy supply.

D) prevents the plant from closing before capturing its prey.

44

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

A) Lines 3-7 ("Closing . . . time")

B) Lines 7-11 ("The large . . . across the trap")

C) Lines 11-14 ("If the . . . action")

D) Lines 16-18 ("First . . . hairs")

45

The use of the phrases "dawdling insect" (line 6), "happily meanders" (line 27), and "unassuming bug's encounter" (lines 28-29) in the first two paragraphs establishes a tone that is

A) academic.

B) melodramatic.

C) informal.

D) mocking.

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46

In the second paragraph (lines 15-31), the discussion of short-term memory primarily functions to

A) clarify an explanation of what prompts the Venus flytrap to close.

B) advance a controversial hypothesis about the function of electric charges found in the leaf of the Venus flytrap.

C) stress the distinction between the strategies of the Venus flytrap and the strategies of human beings.

D) emphasize the Venus flytrap's capacity for retaining detailed information about its prey.

47

According to the passage, which statement best explains why the Venus flytrap requires a second trigger hair to be touched within a short amount of time in order for its trap to close?

A) The second trigger produces an electrical charge that reverses the charge produced by the first trigger.

B) The second trigger stabilizes the surge of calcium ions created by the first trigger.

C) The second trigger prompts the calcium channels to open.

D) The second trigger provides a necessary supplement to the calcium concentration released by the first trigger.

48

Which choice describes a scenario in which Hodick and Sievers's model predicts that a Venus flytrap will NOT close around an insect?

A) A large insect's second contact with the plant's trigger hairs results in a total calcium ion concentration above the trap's threshold.

B) A large insect makes contact with a second trigger hair after a period of inactivity during which calcium ion concentrations have diminished appreciably.

C) A large insect's contact with the plant's trigger hairs causes calcium channels to open in the trap.

D) A large insect's contact with a second trigger hair occurs within ten seconds of its contact with the first trigger hair.

49

As used in line 67, "demonstrated" most nearly means

A) protested.

B) established.

C) performed.

D) argued.

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1

50

Based on the passage, what potential criticism might be made of Volkov's testing of Hodick and Sievers's model?

A) Volkov's understanding of Hodick and Sievers's model was incorrect.

B) Volkov's measurements did not corroborate a central element of Hodick and Sievers's model.

C) Volkov's direct application of an electrical current would have been objectionable to Hodick and Sievers.

D) Volkov's technology was not available to Hodick and Sievers.

51

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

A) Lines 66-69 ("Alexander . . . close")

B) Lines 69-71 ("To test . . . trap")

C) Lines 71-74 ("This . . . increases")

D) Lines 74-77 ("When . . . close")

52

Based on the passage, in studying the Venus flytrap, Volkov and his colleagues made the most extensive use of which type of evidence?

A) Mathematical models to predict the electrical charge required to close the Venus flytrap

B) Analysis of data collected from previous researchers' work involving the Venus flytrap's response to electricity

C) Information obtained from monitoring the Venus flytrap's response to varying amounts of electrical current

D) Published theories of scientists who developed earlier models of the Venus flytrap

STOP

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

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Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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 and supplementary material.

Compost: Don't Waste This Waste

Over the past generation, people in many parts of the United States have become accustomed to dividing their household waste products into different categories for recycling. 1 Regardless, paper may go in one container, glass and aluminum in another, regular garbage in a third. Recently, some US cities have added a new category: compost, organic matter such as food scraps and yard debris. Like paper or glass recycling, composting demands a certain amount of effort from the

1

A) NO CHANGE
B) However,
C) Furthermore,
D) For example,

prepositional phrase.

For example, (example of waste products).

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CONTINUE

public in order to be successful. But the inconveniences of composting are far outweighed by its benefits.

Most people think of banana peels, eggshells, and dead leaves as "waste," but compost is actually a valuable resource with multiple practical uses. When utilized as a garden fertilizer, compost provides nutrients to soil and improves plant growth while deterring or killing pests and preventing some plant diseases. It also enhances soil texture, encouraging healthy roots and minimizing or **2** annihilating the need for chemical fertilizers. Better than soil at holding moisture, compost minimizes water waste and storm runoff, **3** it increases savings on watering costs, and helps reduce erosion on embankments near bodies of water. In large **4** quantities, which one would expect to see when it is collected for an entire municipality), compost can be converted into a natural gas that can be used as fuel for transportation or heating and cooling systems.

2

Which choice best maintains the style and tone of the passage?

A) NO CHANGE
B) eliminating
C) ousting
D) closing the door on

3

A) NO CHANGE
B) savings increase
C) increases savings
D) also it increases savings

4

A) NO CHANGE
B) quantities (which
C) quantities which
D) quantities; (which

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In spite of all compost's potential uses, however, most of this so-called waste is wasted. According to the Environmental Protection Agency (EPA), over **5** 13 million tons of metal ended up in US landfills in 2009, along with over 13 million tons of yard debris. Remarkably, **6** less glass was discarded in landfills in that year than any other substance, including plastics or paper. Even **7** worse, then the squandering of this useful resource is the fact that compost in landfills cannot break down due to the lack of necessary air and moisture.

5

The writer wants to include information from the graph that is consistent with the description of compost in the passage. Which choice most effectively accomplishes this goal?

A) NO CHANGE
B) 6 million tons of rubber and leather
C) 10 million tons of textiles
D) 33 million tons of food waste

6

The writer wants to support the paragraph's main idea with accurate, relevant information from the graph. Which choice most effectively accomplishes this goal?

A) NO CHANGE
B) more metal
C) more food waste
D) more yard waste

7

A) NO CHANGE
B) worse than
C) worse then
D) worse, than

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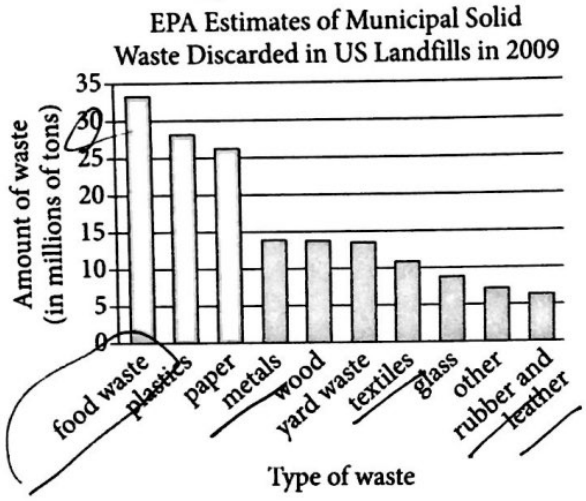
As a result, organic material that is sent to landfills

8 contribute to the release of methane, a very

9 potent greenhouse gas.



Adapted from Food Waste Disposal. ©n.d. by Food Waste Disposal, LLC.

8

A) NO CHANGE
B) are contributing
C) contributes
D) have contributed

organic material - contributes, subject verb agreement.

9

A) NO CHANGE
B) sturdy
C) influential
D) commanding

9 A.

potent (strong).

adjective to describe gas.

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2

10 While composting can sometimes lead to accidental pollution through the release of methane gas, cities such as San Francisco and Seattle have instituted mandatory composting laws requiring individuals and businesses to use separate bins for compostable waste. This strict approach may not work everywhere. However, given the clear benefits of composting and the environmental costs of not composting, all municipalities should encourage their residents either to create their own compost piles for use in backyard gardens **11** or to dispose of compostable materials in bins for collection.

10

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

A) NO CHANGE
B) Though government regulations vary,
C) Armed with these facts,
D) Mindful of this setback,

11

A) NO CHANGE
B) nor
C) but
D) and

12

21

Questions 12-22 are based on the following passage.

A Lion's Share of Luck

It's the beginning of February, and as they do every year, thousands of people line H Street, the heart of Chinatown in Washington, DC. The crowd has gathered to celebrate Lunar New Year. The street is a sea of **12** red. Red is the traditional Chinese color of luck and happiness. Buildings are **13** draped with festive, red, banners, and garlands. Lampposts are strung with crimson paper lanterns, which bob in the crisp winter breeze. The eager spectators await the highlight of the New Year parade: the lion dance.

Experts agree that the lion dance originated in the Han dynasty (206 BCE–220 CE); however, there is little agreement about the dance's original purpose. Some evidence suggests that the earliest version of the dance was an attempt to ward off an evil spirit. **14** lions are obviously very fierce. Another theory is that an emperor, upon waking from a dream about a lion, hired an artist to

12

Which choice most effectively combines the sentences at the underlined portion?

A) red,
B) red; in addition, red is
C) red; in other words, red is
D) red, the color; that is

IC. IC
IC, DC.

13

A) NO CHANGE
B) draped, with festive red banners,
C) draped with festive red banners—
D) draped with festive red banners

* "use of comma"
festive red banners and garlands.

14

Which choice most effectively completes the explanation of a possible origin of the lion dance?

A) NO CHANGE
B) the evil spirit was called Nian.
C) villagers dressed in lion costumes to scare the spirit away.
D) the precise location of the village remains lost to history.

origin of lion dance
provide explanation
to why they
performed the
lion dance.
purpose/

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choreograph the dance. **15** The current function of the dance is celebration.

The lion dance requires the strength, grace, and coordination of two dancers, **16** both of whom are almost completely hidden by the elaborate bamboo and papier-mâché lion costume that they maneuver. One person operates the lion's head as the other guides the torso and tail. Many of the moves in the dance, such as jumps, rolls, and kicks, are similar to **17** martial arts and acrobatics. The dancers must be synchronized with the music accompanying the dance—drums, cymbals, and gongs that supply the lion's roar—as well as with each other.

15

Which choice most effectively concludes the paragraph?

A) NO CHANGE
B) It turns out that the origins of the lion dance are irrelevant.
C) Whatever its origins, today the lion dance is a joyous spectacle, a celebration of the promise of the New Year.
D) Things are different these days, of course.

16

A) NO CHANGE
B) of which both
C) both of them
D) both

17

A) NO CHANGE
B) the disciplines of martial arts and acrobatics.
C) martial artists and acrobats.
D) those in martial arts and acrobatics.

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CONTINUE

[1] While there are many regional variations of the lion dance costume, all make extensive use of symbols and colors. [2] The lion's head is often adorned with a phoenix **18** (a mythical bird) or a tortoise (for longevity). [3] Green lions encourage friendliness. [4] Golden and red lions represent liveliness and bravery, respectively. [5] Their older counterparts, yellow and white lions, dance more slowly and deliberately. [6] In some variations, lions of different colors are different ages, and they move accordingly. [7] Black lions are the youngest; therefore, they dance quickly and playfully. [8] The appearance of the lions varies, but their message is consistent: Happy New Year. **19**

18

Which choice provides information that is most consistent in style and content with the information about the symbolism of the tortoise?

A) NO CHANGE
B) (for new beginnings)
C) (from Chinese mythology)
D) (for symbolic reasons)

19

To make this paragraph most logical, sentence 5 should be placed

A) where it is now.
B) after sentence 1.
C) after sentence 3.
D) after sentence 7.

As the parade winds its way through Chinatown, the music crescendos, and the lion dance reaches **20** it's climax with the "plucking of the greens." Approaching a doorway in which dangles a red envelope filled with green paper money, the **21** lion's teeth snare the envelope. It then chews up the bills and spits out the **22** money-filled envelope instead of chewing it up. The crowd cheers for the lion dancers and for the prosperity and good fortune their dance foretells.

20

A) NO CHANGE
B) its
C) there
D) their

reaches its climax (possessive pronoun).

21

A) NO CHANGE
B) lion snares the envelope with its teeth.
C) envelope is snared by the lion with its teeth.
D) teeth of the lion snare the envelope.

(passive voice) incorrect tense. incomplete idea. X
DC, IC.

22

A) NO CHANGE
B) envelope that had been dangling from the doorway.
C) envelope that had the money in it.
D) envelope.

redundancy error

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Questions 23-33 are based on the following passage.

Court Reporting: Humans v. Machines

Court reporters for years have been the record keepers of the court, taking **23** scrupulous notes during **24** hearings; depositions, and other legal proceedings. Despite the increasing use of digital recording technologies, court reporters still play a vital role in

23

Which choice best fits with the tone of the rest of the passage?

A) NO CHANGE
B) super-rigorous
C) spot-on
D) intense

24

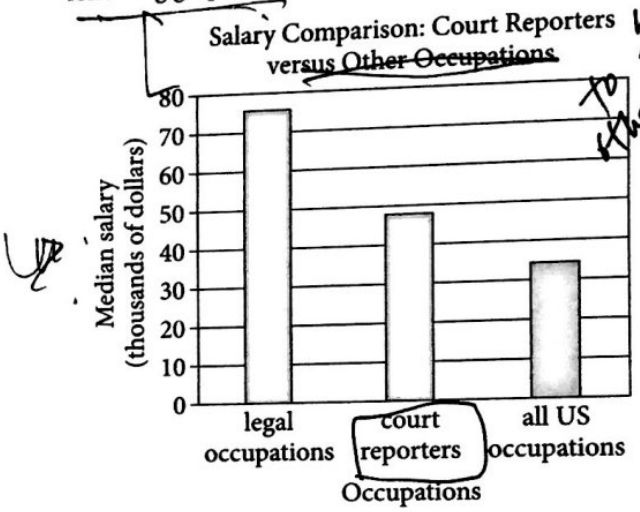
A) NO CHANGE
B) hearings; depositions;
C) hearings, depositions,
D) hearings, depositions;

courtrooms. 25 Although machines can easily make digital audio recordings of court events, they lack the nuance of human court reporters in providing a precise record.

[1] Court reporters record the spoken word in real time, most commonly using the technique of stenography. [2] A stenotype machine allows a person to type about 200 words per minute (the speed of speech is about 180 words per minute). [3] The typed words are instantaneously translated onto a computer screen for the judge to view, and the transcript is used later by people who want to review the case, such as journalists and lawyers. [4] Digital audio recording is becoming increasingly popular in courtrooms across the United States, with six states using solely audio recordings for

25

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



Adapted from Bureau of Labor Statistics, US Department of Labor, *Occupational Outlook Handbook, 2014–15 Edition*.

Should the writer make this addition here?

A) Yes, because it supports the claim that court reporting is an important part of a trial.

B) Yes, because it offers a relevant counterpoint to the argument that the use of digital recorders is on the rise.

C) No, because it presents information that is not directly related to the paragraph's discussion of the role of court reporters.

D) No, because it does not provide information about the pay scale for more experienced court reporters.

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CONTINUE

general jurisdiction sessions. [5] Proponents of going digital say that technology is the easiest way to get the most accurate record of the proceedings, as the machine records everything faithfully as it occurs and is not **26** subject to human errors such as mishearing or mistyping. [6] However, with the rise of high-quality recording technology, reliance on court reporters **27** as a record keeper is decreasing. **28**

26

A) NO CHANGE
B) subjected to
C) subjected from
D) subject for

27

A) NO CHANGE
B) each as record keepers
C) as record keepers
D) to be a record keeper

28

To make this paragraph most logical, sentence 6 should be placed

A) where it is now.
B) after sentence 1.
C) after sentence 3.
D) after sentence 4.

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Champions of court reporting, though, argue the 29 opposite. They argue that with the increased reliance on technology, errors actually increase. Because digital systems record 30 indiscriminately; they cannot discern important parts of the proceedings from other noises in the courtroom. 31 Despite this, a digital device does indeed record everything, but that includes loud noises, such as a book dropping, that can make the actual words spoken impossible to hear. A court reporter, however,

29

Which choice most effectively combines the sentences at the underlined portion?

A) opposite, such
B) opposite—
C) opposite, which is
D) opposite; their opinion is

30

A) NO CHANGE
B) indiscriminately, they
C) indiscriminately. They
D) indiscriminately, therefore they

31

A) NO CHANGE
B) In other words,
C) Therefore,
D) Consequently,

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CONTINUE

can distinguish between the words 32 and distinguish between the extrinsic noises that need not be recorded. Also, if a witness mumbles, a human court reporter can pause court proceedings to ask the witness to repeat what he or she said. In some cases, digital recording 33 makes it necessary for the judge to make additional announcements at the beginning of a trial. Increasing use of technology is "a transition from accurate records to adequate records," says Bob Tate, president of the Certified Court Reporters Association of New Jersey.

Despite the apparent benefits of using digital recording systems in courtrooms, there is still a need for the human touch in legal proceedings. At least for the foreseeable future, machines simply cannot replicate the invaluable clarification skills and adaptability of human court reporters.

32

A) NO CHANGE
B) also between the
C) and when there are
D) and the

33

Which choice provides the best supporting example for the main idea of the paragraph?

A) NO CHANGE
B) requires a courtroom monitor to ensure the equipment is functioning properly.
C) leads to changes in the roles and duties of several members of the courtroom staff.
D) has led to the need for retrial because of indistinct testimony from key witnesses.

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CONTINUE

Questions 34-44 are based on the following passage.

Fire in Space

On Earth, fire provides light, heat, and comfort. Its creation, by a process called combustion, requires a chemical reaction between a fuel source and oxygen. The shape that fire assumes on Earth is a result of gravitational influence and the movement of molecules. In the microgravity environment of space, 34 moreover, combustion and the resulting fire behave in fundamentally different ways than they do on Earth, differences that have important implications for researchers.

A group of engineering students from the University of California at San Diego (UCSD), for example, 35 tried to find a method to make their biofuel combustion study (fuels derived from once-living material) free of the drawbacks researchers face on Earth. The standard method involves burning droplets of fuel, but Earth's gravitational influence causes the droplets to lose

34

A) NO CHANGE
B) however,
C) accordingly,
D) subsequently,

35

A) NO CHANGE
B) strove for a method to make their study of biofuel combustion
C) looked for a method to study biofuel combustion
D) sought a method to study combustion of biofuels

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CONTINUE

spherical symmetry while burning. This 36 deformation results in subtle variations in density that both 37 causes uneven heat flow and limits the size of the droplets that can be tested. Specially designed "drop towers" 38 built for this purpose reduce these problems, but they provide no more than 10 seconds of microgravity, and droplet size is still too small to produce accurate models of combustion rates. 39 The UCSD students understood that these limitations had to be surmounted. As part of the program, researchers fly their experiments aboard aircraft that simulate the microgravity environment of space. The aircraft accomplish this feat by flying in parabolic paths instead of horizontal ones. On the plane's ascent, passengers feel twice Earth's gravitational pull, but for brief periods at the peak of the trajectory,

36

Which choice provides the most precise description of the phenomenon depicted in the previous sentence?

A) NO CHANGE
B) alteration
C) transformation
D) modification

37

A) NO CHANGE
B) cause uneven heat flow and limit
C) cause uneven heat flow and limits
D) has caused uneven heat flow and has limited

38

A) NO CHANGE
B) intended for this use
C) constructed for this function
D) DELETE the underlined portion.

39

Which choice provides the most effective transition between ideas in the paragraph?

A) NO CHANGE
B) The UCSD group sought to overcome these difficulties by participating in NASA's Microgravity University program.
C) The engineering group realized that aircraft might be the tools they were looking for.
D) Thus, for the UCSD group, drop towers were not an adequate solution.

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40 "weightlessness" or microgravity similar to what is experienced in space, is achieved.

These flights allowed the UCSD students to experience microgravity 41. Specifically, they 42 investigated the combustion of biofuel droplets in microgravity for twice as long as could be accomplished

40

A) NO CHANGE
B) "weightlessness" or microgravity, similar to what is experienced, in space
C) "weightlessness" or, microgravity, similar to what is experienced in space
D) "weightlessness," or microgravity similar to what is experienced in space

41

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

and perform their experiment without traveling into space

Should the writer make this addition here?

A) Yes, because it elaborates on the advantage the students gained from the flights.
B) Yes, because it reveals that the students did not actually go into space, a point that the previous paragraph does not address.
C) No, because it shifts focus away from the students' experiences while on the flights.
D) No, because it restates what has already been said in the sentence.

42

A) NO CHANGE
B) could investigate
C) were investigating
D) were able to investigate

in drop towers and to perform tests with larger droplets. The larger, **43** spherically symmetric droplets burned longer and gave the students more reliable data on combustion rates of biofuels because the droplets' uniform shape reduced the variations in density that hinder tests performed in normal gravity. The students hope the new data will aid future research by improving theoretical models of biofuel combustion. Better combustion-rate models may even lead to the production of more fuel-efficient engines and improved **44** techniques, for fighting fires in space or at future outposts on the Moon and Mars.

43

Which choice most effectively establishes that the UCSD students' approach had solved a problem, mentioned earlier in the passage, relating to burning fuel on Earth?

A) NO CHANGE
B) combustible
C) microgravity-influenced
D) biofuel-derived

44

A) NO CHANGE
B) techniques for fighting fires, in space or at future outposts
C) techniques for fighting fires in space or at future outposts
D) techniques for fighting fires in space, or at future outposts,

STOP

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

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As you read the passage below, consider how Richard Schiffman uses

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

Adapted from Richard Schiffman, "Why We Should Work Less." ©2012 by The Washington Post Company. Originally published January 28, 2012.

1 Recently a friend confided over dinner that her job was "killing" her. I was surprised. She is a director of a midsize nonprofit that is doing citizen diplomacy work in the Middle East, and she has often remarked on how gratifying it is to be involved in a program that brings historical enemies face to face to share their stories.

2 But 2011 was a tough year for fundraisers, and my friend has been doing double duty as her understaffed organization struggles to make up the shortfall. Like many nowadays, she takes her work home with her, which has taken a toll on her personal life, health and sleep. She is thinking of leaving the nonprofit but is afraid to do so before she finds another job.

3 Another friend, who is employed by a large insurance company, is routinely forced to work late and at home on weekends—often without pay—on the projects she didn't have time to finish at the office. With the threat of layoffs ever-present, she dares not complain. . . .

4 Americans already work hundreds of hours a year more than their counterparts in other developed countries, including workaholic Japan. They also have fewer days off than Europeans, who typically take four to six weeks of paid vacation a year.

5 Companies argue that grueling work schedules are necessary to boost productivity. But consider that, despite the recession, the productivity of U.S. workers has increased more than fourfold since the 1950s. Meanwhile, the buying power of wages has remained stagnant and in recent years has even begun to decline. Someone is getting rich off the exponential rise in productivity, but it is not the American worker.

6 In the past, unions struggled not only to raise pay but also to shorten the hours that their members had to work. The trend toward shorter hours continued unabated from the Civil War through the end of the Great Depression and the enactment, in 1938, of the Fair Labor Standard Act's 40-hour-week provision. But during World War II work hours increased sharply, and it has not been a significant public issue since.

7 Given the recent troubles in the U.S. economy, this may seem an odd moment to reconsider the value of working less. But this crisis is not due to poor productivity; U.S. workers' productivity is at an all-time high. Neither is it a crisis in corporate profitability, which continues to soar despite tough economic times for ordinary Americans. It is arguably a crisis in corporate greed, one created by financial entities pushing for ever higher growth rates and levels of profitability regardless of the cost to the long-term health of the economy or for those whose hard work made that economy flourish over the past century.

8 Americans know that we can no longer afford a corporate culture on steroids that generates unsustainable profits by systematically cannibalizing our nation and the people who make it work. So a good place to start applying the brakes on this runaway train would be making sure that we don't have to kill ourselves at work just to make a living.

9 A widescale reduction in work hours would spread out the national workload and help to make more jobs available for the unemployed. Historically, shorter workweeks have been as large a creator of new jobs as market growth, sociology professor Juliet Schor argued last year.

10 While shorter hours would mean less income for many, nearly half of Americans surveyed in 2004 by the Center for a New American Dream said that they would be willing to accept a smaller paycheck in return for more time with their families and leisure. This would help explain the popularity of four-day workweeks; a pilot program in Utah found 82 percent of state workers surveyed said that they liked the change and wanted to stick with it.

11 The benefits of shortening the workweek would be incalculable for Americans' health and well being. And it would even be good for the planet. A 2006 study by the Center for Economic and Policy Research estimated that, if the United States were to emulate the shorter workweeks of Western Europe, energy consumption would decline about 20 percent and our country could significantly diminish its carbon footprint. Millions of Americans could live with less stress and more happiness and fulfillment.

12 With so much to gain, we need to cut work hours while there is still time.

Write an essay in which you explain how Richard Schiffman builds an argument to persuade his audience that Americans need to work fewer hours. In your essay, analyze how Schiffman uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

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Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer 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 Amy Tan, *The Bonesetter's Daughter*. ©2001 by Amy Tan.

At last, Old Widow Lau was done haggling with the driver and we stepped inside Father's shop. It was north-facing, quite dim inside, and perhaps this was why Father did not see us at first. He was busy with a customer, a man who was distinguished-looking, like the scholars of two decades before. The two men were bent over a glass case, discussing the different qualities of inksticks. Big Uncle welcomed us and invited us to be seated. From his formal tone, I knew he did not recognize who we were. So I called his name in a shy voice. And he squinted at me, then laughed and announced our arrival to Little Uncle, who apologized many times for not rushing over sooner to greet us. They rushed us to be seated at one of two tea tables for customers. Old Widow Lau refused their invitation three times, exclaiming that my father and uncles must be too busy for visitors. She made weak efforts to leave. On the fourth insistence, we finally sat. Then Little Uncle brought us hot tea and sweet oranges, as well as bamboo latticework fans with which to cool ourselves.

I tried to notice everything so I could later tell GaoLing what I had seen, and tease out her envy. The floors of the shop were of dark wood, polished and clean, no dirty footprints, even though this was during the dustiest part of the summer. And along the walls were display cases made of wood and glass. The glass was very shiny and not one pane was broken. Within those glass cases were our silk-wrapped boxes, all our hard work. They looked so much nicer than they had in the ink-making studio at Immortal Heart village.

I saw that Father had opened several of the boxes. He set sticks and cakes and other shapes on a silk cloth covering a glass case that served as a table on which he and the customer leaned. First he pointed to a stick with a top shaped like a fairy boat and said with graceful importance, "Your writing will flow as smoothly as a keel cutting through a glassy lake." He picked up a bird shape: "Your mind will soar into the clouds of higher thought." He waved toward a row of ink cakes embellished with designs of peonies and bamboo: "Your ledgers will blossom into abundance while bamboo surrounds your quiet mind."

As he said this, Precious Auntie came back into mind. I was remembering how she taught me that everything, even ink, had a purpose and a meaning: Good ink cannot be the quick kind, ready to pour out of a bottle. You can never be an artist if your work comes without effort. That is the problem of modern ink from a bottle. You do not have to think. You simply write what is swimming on the top of your brain. And the top is nothing but pond scum, dead leaves, and mosquito spawn. But when you push an inkstick along an inkstone, you take the first step to cleansing your mind and your heart. You push and you ask yourself, What are my intentions? What is in my heart that matches my mind?

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CONTINUE

I remembered this, and yet that day in the ink shop, I listened to what Father was saying, and his words became far more important than anything Precious Auntie had thought. "Look here," Father said to his customer, and I looked. He held up an inkstick and rotated it in the light. "See? It's the right hue, purple-black, not brown or gray like the cheap brands you might find down the street. And listen to this." And I heard a sound as clear and pure as a small silver bell. "The high-pitched tone tells you that the soot is very fine, as smooth as the sliding banks of old rivers. And the scent—can you smell the balance of strength and delicacy, the musical notes of the ink's perfume? Expensive, and everyone who sees you using it will know that it was well worth the high price."

I was very proud to hear Father speak of our family's ink this way.

1

Which choice best summarizes the passage?

A) A character's arrival at her family's ink shop sparks fond memories of her favorite aunt.

B) A character's surprise visit leads to a happy reunion at her family's ink shop.

C) A character comes to understand her father's ambitions while visiting her family's ink shop.

D) A character's visit to her family's ink shop deepens her appreciation of her family's work.

2

A main theme of the passage is that

A) family relationships should be nurtured.

B) quality is achieved through deliberate effort.

C) hard work results in material compensation.

D) creativity needs to be expressed concretely.

3

Throughout the passage, the narrator is portrayed as someone who is

A) reserved around unfamiliar people.

B) attuned to her immediate surroundings.

C) sympathetic to the needs of others.

D) anxious about her responsibilities.

4

It can be most reasonably inferred from the passage that Old Widow Lau's reluctance to stay for tea is

A) feigned, because she is not genuinely firm in her resolve.

B) inconsiderate, because the family has been planning her visit.

C) appropriate, because the shop is unusually busy.

D) ill-advised, because she is exhausted from the journey.

5

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

A) Lines 1-4 ("At last . . . first")

B) Lines 11-15 ("And he . . . customers")

C) Lines 15-18 ("Old . . . leave")

D) Lines 19-21 ("Then . . . ourselves")

6

The narrator indicates that the contrast between the ink-making studio at Immortal Heart village and her family's ink shop is that the ink shop

A) displays the family's ink more impressively.

B) is more conveniently located for the public.

C) provides greater individual attention to customers.

D) offers a larger space for presenting products.

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7

Based on the artistic philosophy expressed in the fourth paragraph (lines 46-59), it is reasonable to infer that Precious Auntie would consider a hastily written first draft of a story to be

A) emotionally raw and powerful.
B) creatively satisfying for the author.
C) essentially worthless in and of itself.
D) inappropriately analytical for a piece of art.

8

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

A) Lines 46-48 ("As he . . . meaning")
B) Lines 49-50 ("Good . . . bottle")
C) Lines 52-55 ("You simply . . . spawn")
D) Lines 57-59 ("You push . . . mind")

9

As used in line 59, "matches" most nearly means

A) competes against.
B) corresponds with.
C) runs counter to.
D) treats equally.

10

As used in line 68, "clean" most nearly means

A) complete.
B) skillful.
C) distinct.
D) upright.

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CONTINUE

Questions 11-20 are based on the following passage and supplementary material.

This passage is adapted from "How the Web Affects Memory." ©2011 by Harvard Magazine Inc.

Search engines have changed the way we use the Internet, putting vast sources of information just a few clicks away. But Harvard professor of psychology Daniel Wegner's recent research proves that websites—and the Internet—are changing much more than technology itself. They are changing the way our memories function.

Wegner's latest study, "Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips," shows that when people have access to search engines, they remember fewer facts and less information because they know they can rely on "search" as a readily available shortcut.

Wegner, the senior author of the study, believes the new findings show that the Internet has become part of a transactive memory source—a method by which our brains compartmentalize information. First hypothesized by Wegner in 1985, transactive memory exists in many forms, as when a husband relies on his wife to remember a relative's birthday. "[It is] this whole network of memory where you don't have to remember everything in the world yourself," he says. "You just have to remember who knows it." Now computers and technology as well are becoming virtual extensions of our memory.

The idea validates habits already forming in our daily lives. Cell phones have become the primary location for phone numbers. GPS devices in cars remove the need to memorize directions. Wegner points out that we never have to stretch our memories too far to remember the name of an obscure movie actor or the capital of Kyrgyzstan—we just type our questions into Google. "We become part of the Internet in a way," he says. "We become part of the system and we end up trusting it."

Working with researchers Betsy Sparrow of Columbia University and Jenny Liu of the University of Wisconsin–Madison, Wegner conducted four experiments to demonstrate the phenomenon, using various forms of memory recall to test reliance on computers. In the first experiment, participants demonstrated that they were more likely to think of computer terms like "Yahoo" or "Google" after being asked a set of difficult trivia questions. In two other experiments, participants were asked to type a collection of readily memorable statements, such as "An ostrich's eye is bigger than its brain." Half the subjects were told that their work would be saved to a computer; the other half were informed that the statements would be erased. In subsequent memory testing, participants who were told their work would not be saved were best at recalling the statements. In a fourth experiment, participants typed into a computer statements they were told would be saved in specific folders. Next, they were asked to recall the statements. Finally, they were given cues to the wording and asked to name the folders where the statements were stored. The participants proved better able to recall the folder locations than the statements themselves.

Wegner concedes that questions remain about whether dependence on computers will affect memories negatively: "Nobody knows now what the effects are of these tools on logical thinking." Students who have trouble remembering distinct facts, for example, may struggle to employ those facts in critical thinking. But he believes that the situation overall is beneficial, likening dependence on computers to dependence on a mechanical hand or other prosthetic device.

And even though we may not be taxing our memories to recall distinct facts, we are still using them to consider where the facts are located and how to access them. "We still have to remember things," Wegner explains. "We're just remembering a different range of things." He believes his study will lead to further research into understanding computer dependence, and looks forward to tracing the extent of human *inter*dependence with the computer world—pinpointing the "movable dividing line between us and our computers in cyber networks."

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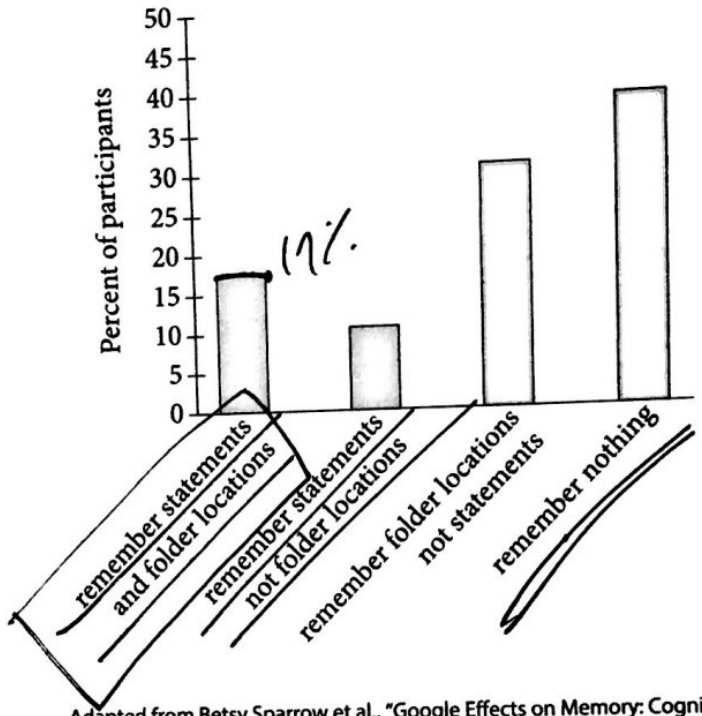
CONTINUE

Results of Experiment 4: Memory of Statements and Folder Locations



Adapted from Betsy Sparrow et al., "Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips." ©2011 by American Association for the Advancement of Science.

11

The main purpose of the passage is to

A) describe a series of experiments on the way technology interferes with critical thinking.

B) assert that people have become overly dependent on computers for storing information.

C) discuss the idea that humans' capacity for memory is much weaker than it once was.

D) share the findings of a study examining the effect of computer use on memory recall.

12

Which choice best supports the idea that reliance on computers does not necessarily diminish human memory?

A) Lines 3-6 ("But Harvard . . . itself")

B) Lines 31-33 ("Wegner . . . Kyrgyzstan")

C) Lines 66-68 ("Students . . . thinking")

D) Lines 72-75 ("And even . . . them")

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13

In context, the reference to remembering a relative's birthday mainly serves to

A) show that people who are closely related tend to have shared memories.

B) demonstrate how people initially developed external sources of memory.

C) emphasize the effectiveness and accuracy of transactive memory sources.

D) illustrate the concept of a transactive memory source using a familiar situation.

14

Based on the information in the passage, which of the following would be considered a transactive memory source?

A) A souvenir brought home from a memorable trip

B) A written list of a user's passwords for different websites

C) A library database that helps users locate specific books

D) A website that helps users plan and make travel arrangements

15

As used in line 26, "extensions of" most nearly means

A) delays in.

B) additions to.

C) lengths of.

D) developments of.

16

The discussion of the experiments suggests that people are inclined to think of specific information sources in response to being

A) required to memorize details that will then be made inaccessible.

B) directed to develop a system for organizing and saving content.

C) asked to provide facts that are not already familiar to them.

D) prompted to identify terms related to dependence on computers.

17

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

A) Lines 42-45 ("In the . . . questions")

B) Lines 48-51 ("Half . . . erased")

C) Lines 51-53 ("In subsequent . . . statements")

D) Lines 59-61 ("The participants . . . themselves")

18

As used in line 67, "employ" most nearly means

A) utilize.

B) enroll.

C) exert.

D) assign.

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19

According to the graph, approximately what percentage of participants remembered both parts of the information given to them during the fourth experiment?

A) 7%
B) 10%
C) 17%
D) 30%

20

Based on the description of Wegner's fourth experiment, what is the most likely explanation for the findings for the largest single group of participants represented in the graph?

A) Those participants focused on remembering the folder locations.
B) Those participants attempted to remember the statements and the folder locations.
C) Those participants did not attempt to remember any specific pieces of information.
D) There is not enough information to determine the cause of the results for those participants.

isn't explained

Questions 21-31 are based on the following passage and supplementary material.

This passage is adapted from Marlene Zuk, *Paleofantasy: What Evolution Really Tells Us about Sex, Diet, and How We Live*. ©2013 by Marlene Zuk.

A female guppy can be sexually mature at two months of age and have her first babies just a month later. This unstinting rate of reproduction makes guppies ideally suited for studying the rate of evolution, and David Reznick, a biologist at UC Riverside, has been doing exactly that for the last few decades.

People usually think of guppies as colorful aquarium fish, but they also have a life in the real world, inhabiting streams and rivers in tropical places like Trinidad, where Reznick has done his fieldwork. Guppies can experience different kinds of conditions depending on the luck of the draw. A lucky guppy is born above a waterfall or a set of rapids, which keep out the predatory fish called pike cichlids found in calmer downstream waters. As you might expect, the guppy mortality rate—that is, the proportion of individuals that die—is much higher in the sites with the rapacious cichlids than in those without them.

Reznick has shown that if you bring the fish into the lab and let them breed there, the guppies from the sites with many predators become sexually mature when they are younger and smaller than do the guppies from the predator-free sites. In addition, the litters of baby guppies produced by mothers from the high-risk streams are larger, but each individual baby is smaller than those produced by their counterparts. The disparity makes sense because if you are at risk of being eaten, being able to have babies sooner, and spreading your energy reserves over a lot of them, makes it more likely that you will manage to pass on some of your genes before you meet your fate. Reznick and other scientists also demonstrated that these traits are controlled by the guppies' genes, not by the environment in which they grow up.

How quickly, though, could these differences in how the two kinds of guppies lived their lives have evolved? Because there are numerous tributaries of the streams in Trinidad, with guppies living in some but not all of them, Reznick realized that he could, as he put it in a 2008 paper, "treat streams like giant test tubes by introducing guppies or predators" to places they had not originally occurred, and then watch as

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CONTINUE

natural selection acted on the guppies. This kind of real-world manipulation of nature is called "experimental evolution," and it is growing increasingly popular among scientists working with organisms that reproduce quickly enough for humans to be able to see the outcome within our lifetimes.

Along with his students and colleagues, Reznick removed groups of guppies from their predator-ridden lives below the waterfall and released them into previously guppy-free streams above the falls. Although small predatory killifish occurred in these new sites, these fish do not pose anything close to the danger of the cichlids. Then the scientists waited for nature to do its work, and they brought the descendants of the transplanted fish back to the lab to examine their reproduction. After just eleven years, the guppies released in the new streams had evolved to mature later, and have fewer, bigger offspring in each litter, just like the guppies that naturally occurred in the cichlid-free streams. Other studies of guppies in Trinidad have shown evolutionary change in as few as two and a half years, or a little over four generations, with more time required for genetic shifts in traits such as the ability to form schools and less time for changes in the colorful spots and stripes on a male's body.

Figure 1

Mean Number of Guppy Offspring in High- and Low-Predation Environments on North and South Slopes of Trinidad's Northern Range Mountains

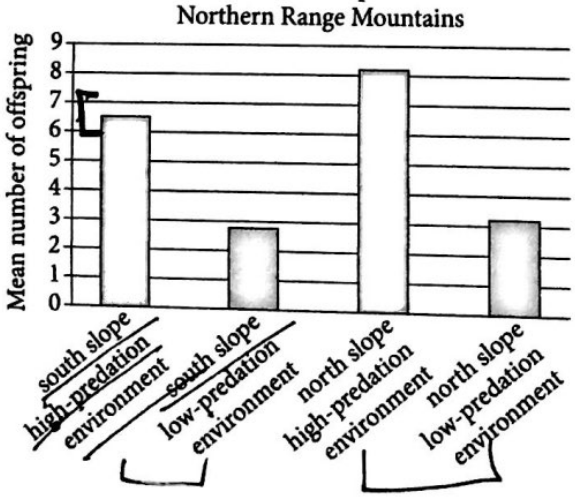
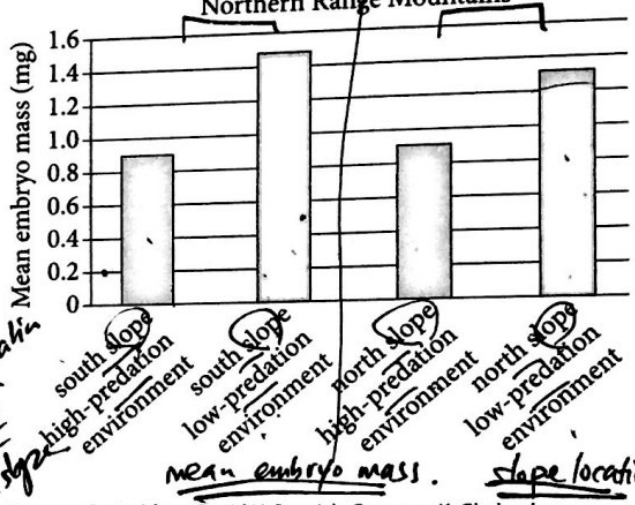


Figure 2

Mean Embryo Mass of Guppy Offspring in High- and Low-Predation Environments on North and South Slopes of Trinidad's Northern Range Mountains



Figures adapted from David N. Reznick, Cameron K. Ghalambor, and Kevin Crooks, "Experimental Studies of Evolution in Guppies: A Model for Understanding the Evolutionary Consequences of Predator Removal in Natural Communities." ©2007 by Blackwell Publishing Ltd.

21

The first paragraph mainly serves to

A) establish the reason why a certain species was selected for scientific observation.

B) illustrate the value of studying the offspring of a particular animal shortly after birth.

C) introduce a theory at the center of an ongoing scientific debate.

D) offer a rationale for the prevalence of a new field of scientific inquiry.

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22

In describing the living conditions of guppies, the author indicates that a "lucky guppy" (line 14) is one that

A) is born in a major river having an established guppy population.

B) inhabits an environment that provides natural protection from predators.

C) manages to navigate the risks associated with living near a waterfall.

D) avoids predatory fish by living in calmer downstream waters.

23

Which choice provides the best evidence for the conclusion that the streams used by Reznick's team in their real-world study were not entirely free of predators?

A) Lines 14-16 ("A lucky . . . waters")

B) Lines 16-20 ("As you . . . them")

C) Lines 46-52 ("This . . . lifetimes")

D) Lines 57-59 ("Although . . . cichlids")

24

In lines 43-44, Reznick uses the phrase "giant test tubes" to suggest that certain streams can

A) provide suitable experimental conditions.

B) promote cooperative behaviors in specimens.

C) expedite the rate of genetic changes.

D) solve widespread environmental problems.

25

As used in line 49, "popular" most nearly means

A) accessible.

B) suitable.

C) widespread.

D) likable.

26

Which finding, if accurate, would undermine Reznick's findings?

A) Guppies examined in other parts of the globe exhibit genetic shifts in traits at a different rate from that exhibited by the guppies Reznick examined.

B) The new site into which Reznick released the guppies is inhabited by fish that are found to be as predatory as the cichlids in the original sites.

C) Experimental evolution is shown to be harmful to the environments where studies like Reznick's are conducted.

D) The descendants of Reznick's transplanted fish are proven to mature later than the guppies living below the waterfall.

27

It can most reasonably be inferred from the passage that the experiments in Trinidad have shown which of the following about guppies?

A) Some genetic traits will evolve more readily than others.

B) Some predatory fish are more dangerous to guppies than cichlids are.

C) Some guppies thrive better in areas below waterfalls than they do in areas above waterfalls.

D) Some genetic shifts are easier to prevent in a natural environment than in a lab.

28

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

A) Lines 38-40 ("How quickly . . . evolved")

B) Lines 40-46 ("Because . . . the guppies")

C) Lines 53-56 ("Along . . . falls")

D) Lines 67-72 ("Other . . . body")

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CONTINUE

29

According to figure 1, guppies living in the south slope high-predation environment produced a mean number of offspring between

A) 2 and 3.
B) 3 and 4.
C) 5 and 6.
D) 6 and 7.

30

Which conclusion about the mean mass of guppy embryos is best supported by figure 2?

A) The slope location was a better indicator of mean embryo mass than was the predation level observed in each environment.
B) The mean embryo mass of guppies born in the north slope environments exceeded the mean embryo mass of guppies born in the south slope environments.
C) The predation level observed in each environment had more of an effect on mean embryo mass than did slope location.
D) The guppies born in the low-predation environments had a mean embryo mass less than that of guppies born in the high-predation environments.

31

The data presented in figures 1 and 2 best support the conclusion that compared with guppies from high-predation environments, guppies from low-predation environments were more likely to

A) have fewer offspring and reach full maturity sooner.
B) be part of a smaller litter and have a greater mean embryo mass.
C) have a higher rate of survival and have less mean embryo mass.
D) produce a greater number of offspring and have a greater mean embryo mass.

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Questions 32-42 are based on the following passage.

This passage is adapted from a speech delivered in 1838 by Sara T. Smith at the Second Anti-Slavery Convention of American Women.

We are told that it is not within the "province of woman," to discuss the subject of slavery; that it is a "political question," and we are "stepping out of our sphere," when we take part in its discussion. It is not true that it is *merely* a political question, it is likewise a question of justice, of humanity, of morality, of religion, a question which, while it involves considerations of immense importance to the welfare and prosperity of our country, enters deeply into the home-concerns, the every-day feelings of millions of our fellow beings. Whether the laborer shall receive the reward of his labor, or be driven daily to *unrequited* toil—whether he shall walk erect in the dignity of conscious manhood, or be reckoned among the beasts which perish—whether his bones and sinews shall be his own, or another's—whether his child shall receive the protection of its natural guardian, or be ranked among the live-stock of the estate, to be disposed of as the caprice or interest of the master may dictate—. . . these considerations are all involved in the question of liberty or slavery.

And is a subject comprehending interests of such magnitude, merely a "political question," and one in which woman "can take no part without losing something of the modesty and gentleness which are her most appropriate ornaments"? May not the "ornament of a meek and quiet spirit" exist with an upright mind and enlightened intellect, and must woman necessarily be less gentle because her heart is open to the claims of humanity, or less modest because she feels for the degradation of her enslaved sisters, and would stretch forth her hand for their rescue?

By the Constitution of the United States, the whole physical power of the North is pledged for the suppression of domestic insurrections, and should the slaves, maddened by oppression, endeavor to shake off the yoke of the taskmaster, the men of the North are bound to make common cause with the tyrant, and put down, at the point of the bayonet, every effort on the part of the slave, for the attainment of his freedom. And when the father, husband, son, and brother shall have left their homes to mingle in the unholy warfare, "to become the executioners of their brethren, or to fall themselves by their hands,"[1] will the mother, wife, daughter, and sister feel that they have no interest in this subject? Will it be easy to convince them that it is no concern of theirs, that their homes are rendered desolate, and their habitations the abodes of wretchedness? Surely this consideration is of itself sufficient to arouse the slumbering energies of woman, for the overthrow of a system which thus threatens to lay in ruins the fabric of her domestic happiness; and she will not be deterred from the performance of her duty to herself, her family, and her country, by the cry of political question.

But admitting it to be a political question, have we no interest in the welfare of our country? May we not permit a thought to stray beyond the narrow limits of our own family circle, and of the present hour? May we not breathe a sigh over the miseries of our countrymen, nor utter a word of remonstrance against the unjust laws that are crushing them to the earth? Must we witness "the headlong rage or heedless folly," with which our nation is rushing onward to destruction, and not seek to arrest its downward course? Shall we silently behold the land which we love with all the heart-warm affection of children, rendered a hissing and a reproach throughout the world, by this system which is already tolling the death-bell of her decease among the nations? No: the events of the last two years have cast their dark shadows before, overclouding the bright prospects of the future, and shrouding the destinies of our country in more than midnight gloom, and we cannot remain inactive. Our country is as dear to us as to the proudest statesman, and the more closely our hearts cling to "our altars and our homes," the more fervent are our aspirations that every inhabitant of our land may be protected in his fireside enjoyments by just and equal laws: that the foot of the tyrant may no longer invade the domestic sanctuary, nor his hand tear asunder those whom God himself has united by the most holy ties. Let our course, then, still be *onward*!

[1] A quotation from the Declaration of Independence

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CONTINUE

1

32

Smith's main purpose in the passage is to

A) accuse fellow abolitionists of overlooking the contributions that women have made to the movement.

B) argue that the causes of abolition and women's rights are continuations of the spirit of the American Revolution.

C) make the case that women's rights are meaningless while slavery exists.

D) encourage women to see their participation in the abolitionist cause as just and important.

33

Which statement provides the best description of a technique that Smith uses throughout the passage to advance her main point?

A) She presents claims in the form of rhetorical questions that mostly have implicit negative answers.

B) She criticizes her opponents by quoting self-contradictory remarks they have made.

C) She illustrates each of her central ideas with an emotionally powerful anecdote.

D) She emphasizes the reasonableness of her views by presenting them as though they are universally held.

34

How does Smith develop her argument about slavery as a "political question" (line 3) over the course of the passage?

A) She claims the designation is an outdated one and then offers alternative definitions.

B) She dismisses the designation as too narrow but then demonstrates its relevance to her audience.

C) She contends that the designation has become trite and then invites her audience to revitalize it.

D) She describes the meaning the designation has for men and then challenges women to embrace it.

35

Which choice best summarizes the first paragraph?

A) Smith explains a conventional viewpoint and presents evidence supporting it.

B) Smith rejects a claim and elaborates on her reasons for doing so.

C) Smith introduces her subject and provides historical background for understanding it.

D) Smith identifies a problem and proposes steps to remedy it.

36

In the passage, Smith argues that it is possible for women to engage in which activity?

A) Acting according to humanitarian principles while preserving their femininity

B) Adhering to personal morality while being politically neutral

C) Contributing to their family's financial security while meeting social expectations

D) Resisting calls for war while still opposing slavery

37

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

A) Lines 26-33 ("May . . . rescue")

B) Lines 42-47 ("And when . . . subject")

C) Lines 51-54 ("Surely . . . happiness")

D) Lines 77-82 ("Our . . . laws")

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38

According to Smith, the US Constitution requires which action on the part of the Northern free states if slaves were to revolt?

A) The Northern states would have to sever ties with the slave states.

B) The Northern states would have to give shelter to refugees from the slave states.

C) The Northern states would have to help the slave states fight the slaves' rebellion.

D) The Northern states would have to provide financial assistance to the rebelling slaves.

39

In context, what is the main effect of Smith's use of the word "tyrant" in lines 40 and 83?

A) It identifies a specific individual as oppressive.

B) It highlights the threat of aggression from abroad.

C) It critiques the limited roles for women in antislavery movements.

D) It emphasizes the unjustness of slavery.

40

As used in line 52, "slumbering" most nearly means

A) lethargic.

B) drowsy.

C) dormant.

D) unconscious.

41

In the passage, Smith most strongly suggests that slavery affects the United States by

A) lowering the country's reputation in the international community.

B) leading many women to disavow their allegiance to the country.

C) causing violent conflicts in many areas of the country.

D) weakening the authority of the country's government.

42

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

A) Lines 48-50 ("Will it . . . wretchedness")

B) Lines 59-61 ("May . . . hour")

C) Lines 68-73 ("Shall . . . nations")

D) Lines 73-77 ("No: the . . . inactive")

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CONTINUE

1

Questions 43-52 are based on the following passages.

Passage 1 is adapted from Brian Handwerk, "A New Antibiotic Found in Dirt Can Kill Drug-Resistant Bacteria." ©2015 by Smithsonian Institution. Passage 2 is adapted from David Livermore, "This New Antibiotic Is Cause for Celebration—and Caution." ©2015 by Telegraph Media Group Limited.

Passage 1

"Pathogens are acquiring resistance faster than we can introduce new antibiotics, and this is causing a human health crisis," says biochemist Kim Lewis of Northeastern University.

Lewis is part of a team that recently unveiled a promising antibiotic, born from a new way to tap the powers of soil microorganisms. In animal tests, teixobactin proved effective at killing off a wide variety of disease-causing bacteria—even those that have developed immunity to other drugs. The scientists' best efforts to create mutant bacteria with resistance to the drug failed, meaning teixobactin could function effectively for decades before pathogens naturally evolve resistance to it.

Natural microbial substances from soil bacteria and fungi have been at the root of most antibiotic drug development during the past century. But only about one percent of these organisms can be grown in a lab. The rest, in staggering numbers, have remained uncultured and of limited use to medical science, until now. "Instead of trying to figure out the ideal conditions for each and every one of the millions of organisms out there in the environment, to allow them to grow in the lab, we simply grow them in their natural environment where they already have the conditions they need for growth," Lewis says.

To do this, the team designed a gadget that sandwiches a soil sample between two membranes, each perforated with pores that allow molecules like nutrients to diffuse through but don't allow the passage of cells. "We just use it to trick the bacteria into thinking that they are in their natural environment," Lewis says.

The team isolated 10,000 strains of uncultured soil bacteria and prepared extracts from them that could be tested against nasty pathogenic bacteria. Teixobactin emerged as the most promising drug. Mice infected with bacteria that cause upper respiratory tract infections (including *Staphylococcus aureus* and *Streptococcus pneumoniae*) were treated with teixobactin, and the drug knocked out the infections with no noticeable toxic effects.

It's likely that teixobactin is effective because of the way it targets disease: The drug breaks down bacterial cell walls by attacking the lipid molecules that the cell creates organically. Many other antibiotics target the bacteria's proteins, and the genes that encode those proteins can mutate to produce different structures.

Passage 2

Many good antibiotic families—penicillin, streptomycin, tetracycline—come from soil fungi and bacteria and it has long been suspected that, if we could grow more types of bacteria from soil—or from exotic environments, such as deep oceans—then we might find new natural antibiotics. In a recent study, researchers [Kim Lewis and others] found that they could isolate and grow individual soil bacteria—including types that can't normally be grown in the laboratory—in soil itself, which supplied critical nutrients and minerals. Once the bacteria reached a critical mass they could be transferred to the lab and their cultivation continued. This simple and elegant methodology is their most important finding to my mind, for it opens a gateway to cultivating a wealth of potentially antibiotic-producing bacteria that have never been grown before.

The first new antibiotic that they've found by this approach, teixobactin, from a bacterium called *Eleftheria terrae*, is less exciting to my mind, though it doesn't look bad. Teixobactin killed Gram-positive bacteria, such as *S. aureus*, in the laboratory, and cured experimental infection in mice. It also killed the tuberculosis bacterium, which is important because there is a real problem with resistant tuberculosis in the developing world. It was also difficult to select teixobactin resistance.

So, what are my caveats? Well, I see three. First, teixobactin isn't a potential panacea. It doesn't kill the Gram-negative opportunists as it is too big to cross their complex cell wall. Secondly, scaling to commercial manufacture will be challenging, since the bacteria making the antibiotic are so difficult to grow. And, thirdly, it's early days yet. As with any antibiotic, teixobactin now faces the long haul of clinical trials: Phase I to see what dose you can safely give the patient, Phase II to see if it cures infections,

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CONTINUE

and Phase III to compare its efficacy to that of "standard of care treatment." That's going to take five years and £500 million and these are numbers we must find ways to reduce (while not compromising safety) if we're to keep ahead of bacteria, which can evolve far more swiftly and cheaply.

43

The first paragraph of Passage 1 primarily serves to

A) present a claim that is supported and developed over the course of the passage.

B) introduce a controversy that the study described in the passage is intended to resolve.

C) identify a problem that the research discussed in the passage may help to address.

D) offer a theory that is challenged by the findings presented in the passage.

44

The author of Passage 1 suggests that an advantage of the method Lewis's team used to grow microorganisms is that it

A) identifies the requirements for soil bacteria to thrive and replicates those features in artificial soil.

B) enables soil bacteria to take in more nutrients than they typically consume in natural settings.

C) directly affects the cell walls of bacteria rather than the proteins those bacteria produce.

D) allows researchers to make use of soil bacteria that they had previously been unable to exploit.

45

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

A) Lines 17-21 ("But only . . . now")

B) Lines 28-32 ("To do . . . cells")

C) Lines 32-34 ("We just . . . says")

D) Lines 44-47 ("It's likely . . . organically")

46

The author of Passage 2 would most likely agree with which statement about the development of teixobactin?

A) It reveals that some antibiotics are effective against gram-negative bacteria.

B) It shows that conventional methods can still yield new types of antibiotics.

C) It casts doubt on the practicality of searching for new antibiotics in exotic environments.

D) It confirms a long-held belief about a potential source of new antibiotics.

47

As used in line 79, "caveats" most nearly means

A) exceptions.

B) restrictions.

C) misgivings.

D) explanations.

48

In the last sentence of Passage 2, the author uses the phrase "five years and £500 million" primarily to

A) emphasize the scale of the effort needed to make teixobactin available for consumer use.

B) criticize the level of funding that the government has committed to teixobactin development.

C) underscore the amount of time and money that has already been spent researching teixobactin.

D) compare the amount of money spent developing teixobactin with the amount spent developing other antibiotics.

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CONTINUE

49

Which choice best describes the relationship between Passage 1 and Passage 2?

A) Passage 2 offers an evaluation of the significance of the research discussed in Passage 1.

B) Passage 2 suggests a modification to the methodology described in Passage 1.

C) Passage 2 uses concrete examples to illustrate concepts considered in Passage 1.

D) Passage 2 takes a dismissive stance regarding the findings mentioned in Passage 1.

50

Both passages make the point that teixobactin could be useful in

A) standardizing the future development of antibiotics produced in laboratory environments.

B) combating infections that are no longer responding to treatment with other antibiotics.

C) controlling the spread of pathogenic soil fungi.

D) shaping a new method of studying the effectiveness of antibiotics.

51

Information in Passage 2 best supports which conclusion about the mice in the experiment described in Passage 1?

A) Exposure to teixobactin made them less susceptible to subsequent upper respiratory tract infections.

B) Gram-positive bacteria enhanced the effectiveness of teixobactin against their upper respiratory tract infections.

C) Their upper respiratory tract infections were likely not caused by gram-negative bacteria.

D) Teixobactin attacked the proteins of the bacteria that caused their upper respiratory tract infections.

52

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

A) Lines 51-56 ("Many . . . antibiotics")

B) Lines 64-68 ("This . . . before")

C) Lines 69-72 ("The first . . . bad")

D) Lines 80-82 ("It doesn't . . . wall")

STOP

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

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12

Test #9

21

Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

Survival in the Hostile Environment of NW Rota-1

[1] Sixty miles north of Guam and more than 1,700 feet under the ocean's surface is the summit of NW Rota-1, an undersea volcano discovered in 2003. [2] Surprisingly, the volcano appears to have been continuously active; it even grew 130 feet in height between 2006 and 2009. [3] Yet despite the hostile environment created by the constant volcanic activity, life is thriving there. [4] Special adaptations are the key to survival. [5] At that depth, water pressure suppresses the explosive force of the volcano's eruptions, allowing scientists to **1** watch and observe them up close via

1

A) NO CHANGE
B) watch
C) observe to see
D) visually watch

redundancy.

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CONTINUE

remotely operated vehicles. 2

NW Rota-1 is far below the ocean's photic zone where sunlight drives photosynthesis; 3 nevertheless, bacteria supporting a unique food web have adapted to this perpetually dark environment. The bacteria have evolved to use hydrogen sulfide instead of sunlight for the energy that drives their metabolic processes, and hydrothermal venting is the source of the chemical soup necessary to support 4 him or her. Seawater seeping into fissures in the ocean floor is heated by underlying magma, and the heat drives chemical reactions that remove oxygen, sulfates, 5 and remove other chemicals from the water. Once the superheated water (up to 750°F) rises through vents in the ocean floor, additional reactions cause minerals and compounds to precipitate onto the seafloor, where bacteria feed on them.

2

To make the paragraph most logical, sentence 5 should be placed

A) where it is now.
B) after sentence 1.
C) after sentence 2.
D) after sentence 3.

3

A) NO CHANGE
B) afterward,
C) furthermore,
D) similarly,

4

A) NO CHANGE
B) one.
C) them.
D) it.

5

A) NO CHANGE
B) it also removes
C) also removing
D) and

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Loihi shrimp—originally thought to exist only around an undersea volcano near 6 Hawaii, survive by using tiny, shear-like claws to harvest rapidly growing bacterial filaments covering rocks near NW Rota-1's hydrothermal vents. The Loihi shrimp spend most of their time grazing on the bacteria and evading another, previously unknown, species of shrimp. Shrimp of that species also graze on bacterial filaments as juveniles, 7 resulting from their ability to cope with the noxious environment around the volcano. They feed on the Loihi shrimp and other organisms that are overcome by the toxic plumes of volcanic gas and ash.

6

A) NO CHANGE
B) Hawaii;
C) Hawaii—
D) Hawaii

7

Which choice most effectively sets up the information in the next sentence?

A) NO CHANGE
B) but their adaptations are not yet fully understood by the scientific community.
C) thriving in an unusual ecosystem that also includes crabs, limpets, and barnacles.
D) but as adults, their claws are large enough for the shrimp to be predators.

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During an underwater eruption, steam quickly **8** condenses. The steam leaves only carbon dioxide bubbles and droplets of molten sulfur. This means that the water near NW Rota-1 is more acidic than **9** that of stomach acid, presenting yet another challenge to life-forms living nearby. As the carbon dioxide level in Earth's atmosphere rises, the **10** worlds' ocean's absorb more carbon **11** dioxide. Organisms flourishing near the volcano may help biologists understand how life adjusts to very acidic conditions. In addition, NW Rota-1 is a natural laboratory where scientists can study conditions that may be similar to those that gave rise to life on Earth and perhaps even other worlds.

8

Which choice most effectively combines the sentences at the underlined portion?

A) condenses and leaves
B) condenses, having to leave
C) condenses, thereafter leaving
D) condenses, and then, after this, it leaves

9

A) NO CHANGE
B) those of stomach
C) the acid from stomach
D) stomach

10

A) NO CHANGE
B) world's oceans'
C) world's oceans
D) worlds oceans

11

The writer is considering revising the underlined portion to the following.

dioxide, which increases their acidity.

Should the writer make this revision here?

A) Yes, because it explains the relevance of this sentence to the point made in the paragraph.
B) Yes, because it helps the reader understand why organisms near NW Rota-1 evolved the way they did.
C) No, because it merely repeats information provided earlier in the passage without contributing to the paragraph's main idea.
D) No, because it interrupts discussion of oceanic life-forms with an irrelevant detail.

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

Free Public Transportation

City planners, concerned about vehicle traffic clogging their cities' roadways, are trying to find ways to get people out of their cars and onto buses and trains. One radical proposal some planners have considered is to make public transportation free to passengers. While fare-free policies do increase **12** ridership, but they have not been found to be an effective way to address traffic problems. Moreover, these policies may result in serious budget shortfalls.

Not surprisingly, **13** public transportation is used by more people when people do not have to pay a fare. According to a report by the Center for Urban Transportation Research, public transit systems that abolish fares typically see a short-term increase in ridership of about 50 percent. However, this increase does not necessarily correlate with a decrease in car traffic. Evidence suggests that when buses and subways are free, people often take bus and train trips they would not have taken otherwise while still using their cars nearly as much as they did before. In 2013 Tallinn, Estonia, instituted fare-free rides for city residents (becoming the largest city in the world to do so), but car use in Tallinn has only slightly **14** declined; as a 2014 study by the KTH Royal Institute of Technology in Sweden found that car traffic in Tallinn was down less than 3 percent since **15** it was enacted.

12

A) NO CHANGE
B) ridership, and while
C) ridership,
D) ridership;

13

Which choice is the most effective version of the underlined portion?

A) NO CHANGE
B) more people use public transportation if they do not have to pay a fare.
C) if people do not have to pay a fare, more of those people use public transportation.
D) using public transportation is done by more people when they do not have to pay a fare.

14

A) NO CHANGE
B) declined:
C) declined,
D) declined. As

15

A) NO CHANGE
B) that
C) one
D) the policy

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2

Instituting a fare-free system **16** can also have a devastating effect on a city's transportation budget. All public transportation systems are subsidized by the government to some extent, but large systems gain a substantial portion of their operating revenue from fares. Since systems that go fare-free see increases in ridership, they often must operate more buses and trains and hire more drivers and other personnel at the same time that they are losing a key source of funding. Advocates of fare-free policies claim that the costs of these policies are largely offset by various **17** savings, however, a recent study comparing projected results of fare-free policies in different cities found this outlook to be **18** way too sunny. For example, in San Francisco, CA, fare-free

16

Which choice best introduces the paragraph?

A) NO CHANGE
B) also requires planners to make careful considerations about changes in service.
C) might also have a negative impact on the environment as more service is added.
D) also has the drawback of increasing crowding on public transportation.

17

A) NO CHANGE
B) savings,
C) savings, but
D) savings; and

18

A) NO CHANGE
B) looking too much on the bright side.
C) pretty upbeat.
D) overly optimistic.

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public transit was projected to save $8.4 million per year in fare collection costs 19 but create a deficit of $72 million per year in lost fares, on top of capital investments in new equipment and infrastructure. 20

Projected Yearly Savings and Costs of Implementing a Fare-Free Policy

Transit agency	Savings from eliminating fare collection	Cost in lost fares	Cost of adding service	Total additional operating costs
Lane Transit, Eugene, OR	$100,000 to $500,000	$5 million	not provided	$5 million
Muni, San Francisco, CA	$8.4 million	$112 million	$72 million*	$184 million
Public Transit, Hamilton, Canada	not provided	$900,000	$30 million	$30.9 million

*plus $512 million in capital investments

Adapted from Transportation Research Board, "Implementation and Outcomes of Fare-Free Transit Systems." ©2012 by Transportation Research Board.

19

Which choice provides an accurate interpretation of the chart?

A) NO CHANGE

B) and save an additional $112 million from lost fares,

C) but result in a total increase of $184 million per year in operating costs,

D) and save $72 million per year in costs related to adding service,

20

The writer is considering adding the following sentence based on information from the chart.

> By contrast, Lane Transit in Eugene, OR, would lose only $5 million in fares if it instituted a fare-free system.

Should the writer make this addition here?

A) Yes, because it proves how little money Eugene would lose under a fare-free system compared with San Francisco.

B) Yes, because it reinforces the claim made by advocates of fare-free policies mentioned earlier in the paragraph.

C) No, because it does not support the argument that fare-free systems cause a substantial loss for governments.

D) No, because it contradicts a point about fare collection made earlier in the paragraph.

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This is not to say that fare-free public transportation is always a bad idea. Some college towns and resort communities embrace the model because buses can go faster when drivers **21** would not have had to collect fares. For large cities looking to reduce automobile traffic, though, **22** research about Tallinn, Estonia, could be instructive.

21

A) NO CHANGE
B) do not have
C) did not have
D) will not have

22

Which choice provides the best conclusion to the passage?

A) NO CHANGE
B) subways will prove to be more important than buses.
C) public transportation should be cheaper but not free.
D) fare-free public transportation is not the answer.

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Questions 23-33 are based on the following passage.

Wet Plate Photography: An Old Technique Makes a New Splash

[1] Upon the arrival of the digital camera, professional photographers harrumphed that 23 they produced ugly, low-resolution images. [2] Yet eventually the vast majority of them traded film for megapixels. [3] The latest digital cameras take pictures so crisp that the images in them appear to be die-cut. [4] Even today's humblest smartphones snap bright, sharp photos. [5] A few contemporary photographers, however, have embraced an anachronistic method that was state-of-the-art technology when it was invented in 1851: wet plate photography. 24

23

A) NO CHANGE
B) it
C) one
D) he or she

24

The writer plans to add the following sentence to this paragraph.

Why wouldn't they?

To make the paragraph most logical, the sentence should be placed

A) after sentence 1.
B) after sentence 2.
C) after sentence 4.
D) after sentence 5.

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CONTINUE

Wet plate photographers essentially create their own film. The process can be dangerous, given that it requires the use of several volatile chemicals. **25** To take a wet plate photograph, photographers usually first arrange or pose **26** it's subjects before mixing collodion (a viscous, light-sensitive chemical solution) with bromide, iodide, or chloride and applying the mixture to a clean, polished glass plate. Dried collodion is unusable, **27** so once the photo is snapped with a massive, tripod-mounted

25

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

> It's also labor-intensive, involving several intricate steps.

Should the writer make this addition here?

A) Yes, because it serves as an effective transition by reiterating the main idea of the previous paragraph.

B) Yes, because it sets up the paragraph's outline of the process of wet plate photography.

C) No, because it blurs the paragraph's focus on the dangers involved in wet plate photography.

D) No, because it provides an opinion in a paragraph that is focused on facts.

26

A) NO CHANGE

B) its

C) there

D) their

27

A) NO CHANGE

B) but

C) and

D) for

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camera, the photographer has **28** nominal minutes to develop it, using more chemicals. When the image appears in the negative, water is used to stop the process. A chemical "fix bath" turns the negative image into a positive one. The photo is then immersed in water and warmed. **29** In conclusion, it is coated with lavender **30** oil to give it (a protective finish).

28

The writer wants to emphasize how quickly wet plate photographers have to work. Which choice most effectively accomplishes this goal?

A) NO CHANGE
B) a few
C) a matter of
D) mere

29

A) NO CHANGE
B) Finally,
C) Thus,
D) Nevertheless,

30

A) NO CHANGE
B) oil—to give it a protective finish.
C) oil, to give it, a protective finish.
D) oil to give it a protective finish.

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Wet plate photos are marvelously fine-grained and detailed, and they seem to glow with an ethereal silvery light. One misstep or a speck of dust on the glass plate, though, and flaws appear. Smudges resembling oyster shells **31** swirl around the photos' edges. Sunbursts or streaks emerge where collodion pools unevenly. Since the film requires long exposures, moving subjects blur. **32** A shifting arm or leg might even disappear because of the lengthy exposure time required. The exposure time required explains why people in wet plate photographs often look dour: it's hard to hold a smile for that long.

Prominent among contemporary wet plate photographers is Joni Sternbach, whose work centers, appropriately, on water and people's relationship to it. Sternbach's photo series *Ocean Details, Sea/Sky*, and *SurfLand* depict surging surfs, roiling waves, and the surfers who ride them. **33** Her subjects could be nineteenth-century wave riders, if not for the modern board shorts and bikinis they wear. Sternbach characterizes wet plate photography as "one part photography, one part performance art, and one part three-ring circus," a worthwhile endeavor because it produces the unique, haunting images she seeks. "When I look at a digital print," she says, "it might be gorgeous and smooth, but it's on a piece of paper and it's one of many."

31

A) NO CHANGE
B) will have swirled
C) have swirled
D) swirled

32

A) NO CHANGE
B) An arm or a leg, shifting during the long exposure time required by wet plate photography, might even disappear.
C) A wet plate photographer's subject's arm or leg might even disappear during this long exposure time.
D) A shifting arm or leg might even disappear.

33

The writer wants to highlight the contrast between Sternbach's techniques and the people Sternbach photographs. Which choice most effectively accomplishes this goal?

A) NO CHANGE
B) The subjects of her photos could be ordinary people,
C) It would be hard to tell her subjects are surfers,
D) They would appear to come from all walks of life,

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Questions 34-44 are based on the following passage.

Digging Up Cities

In 2010, as a construction crew began to tear up sidewalks in New York City's South Street Seaport to replace a water pipe, Alyssa Loorya and her team watched eagerly, picks and brushes in hand. Loorya, an urban archaeologist, studies the history of **34** cities. Any New York City construction project using municipal funds **35** are required to consider whether historical artifacts will be affected during construction, and if that possibility **36** exists or is possible, an urban archaeologist must be consulted. Since the South Street Seaport area was a bustling commercial center for early colonists, Loorya anticipated that a rich history lay beneath the pavement. "It's our job to document and recover that history before it's lost," she said.

34

The writer is considering revising the underlined portion to the following.

> cities by excavating artifacts that have accumulated over centuries of land development.

Should the writer make this revision here?

A) Yes, because it helps set up the rest of the passage by explaining what urban archaeologists do.

B) Yes, because it identifies the characteristics that make particular cities worthy of archaeological study.

C) No, because it does not give enough detail about the kinds of artifacts that urban archaeologists typically find.

D) No, because it does not explain how excavation benefits the study of a city's history.

35

A) NO CHANGE

B) have been

C) is

D) were

36

A) NO CHANGE

B) exists potentially,

C) exists, it is necessary that

D) exists,

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As the work continued, 37 therefore, the team faced obstacles. Fieldwork in a city has to be done intermittently: the construction crew had to proceed one block at a time to avoid interrupting traffic, and the archaeology team's work was periodically 38 halted—by stormy weather and the discovery of toxic materials underground. Moreover, as archaeologists underground attempted to relay information to those at the surface, they had to contend with the noise of construction vehicles, car horns, and 39 pedestrians' noise on the busy New York City streets.

37

A) NO CHANGE
B) though,
C) meanwhile,
D) similarly,

38

A) NO CHANGE
B) halted;
C) halted,
D) halted

39

A) NO CHANGE
B) the noise of pedestrians
C) pedestrians
D) that of pedestrians

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Despite these setbacks, Loorya and her team eventually began to uncover some interesting artifacts. In 2012, the team discovered a foundation wall, a network of wooden pipes, and several well bases dating to the eighteenth century. In August 2013, the archaeologists discovered thousands of objects in a single fifteen-foot stretch that was likely a garbage disposal **40** site. Including buttons from Revolutionary War uniforms, clay pipes, and an imported mineral water bottle from Germany.

As they cleaned and catalogued the artifacts, the archaeologists took stock of their findings. The team's discoveries provided a snapshot of **41** the various kinds of construction materials that were used in the eighteenth century. Colonial-era New Yorkers went to great lengths to secure fresh drinking water, Loorya noted, given the **42** effort involved in laying wooden pipes to bring in fresh water from surrounding areas, digging very deep wells, brewing alcohol to mask the water's salty taste, and even importing bottled water.

40

A) NO CHANGE
B) site, among these were
C) site, including
D) site; including

41

Which choice most effectively sets up the example discussed in the following sentence?

A) NO CHANGE
B) the numerous rituals associated with hospitality
C) public utility planning and infrastructure development
D) how major construction projects were financed

42

Which choice best maintains the style and tone of the passage?

A) NO CHANGE
B) blood, sweat, and tears
C) hassle
D) feats of strength and fortitude

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CONTINUE

Through such discoveries, 43 they tell the story of a city's history in a new way. 44 "One of my favorite things is putting together someone's life," Loorya said.

43

A) NO CHANGE
B) we
C) colonial-era New Yorkers
D) urban archaeologists

41

The writer wants to conclude the passage with a quotation from Loorya that illustrates the broad impact of her team's work. Which choice most effectively accomplishes this goal?

A) NO CHANGE
B) "New York City construction has a lot of stops and starts,"
C) "Finding the bits and pieces that were actually used by the people in the past makes New York City's history real,"
D) "We call our archaeological technique 'monitoring,' and we work hand-in-hand with the contractors and are a part of their team,"

STOP

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

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As you read the passage below, consider how Todd Davidson uses

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

Adapted from Todd Davidson, "Government Must Preserve National Parks." ©2014 by Capitol Hill Publishing Corp. Originally published in the *Hill*, September 18, 2013.

1 The world has an enduring love affair with America's national parks. Conceived nearly 100 years ago, national parks connect us with our shared heritage and tell our nation's stories. Who among us has stared into the deep blue caldera of Crater Lake, looked up at Half Dome as the special time of winter approaches in the Yosemite Valley, or witnessed the spectacular October fall colors of red maples, oaks and hickories in the forests of the Great Smoky Mountains and not been overcome by the incredible, almost magical grandeur that has been preserved for us and future generations?

2 Collectively, our national parks, monuments, seashores, recreation areas, historic sites, military parks, battlefields and heritage areas represent the very best our nation has to offer. Along with their intrepid and iconic Park Rangers, they embody the true spirit of our country, bringing our nation's history to life.

3 In addition to being stunning and educational, national parks are immensely affordable destinations for American families and are top U.S. tourist attractions. Each year, nearly 300 million people visit one or more of America's 401 national parks, ranging from educational Civil War battlefields to awe-inspiring places like Yellowstone, Acadia National Park and the Grand Canyon. These park visitors are a significant component of the U.S. tourism economy. They stay in nearby hotels, rent cars, dine at local restaurants, buy at retail shops and visit other neighboring attractions, generating more than $30 billion in spending and supporting a quarter-million jobs. National parks are clearly a winning economic scenario for visitors, the economies of nearby towns and communities and ultimately our nation.

4 But now, these prolific economic engines are at risk. Over the last decade, national park budgets have seen a steady decline in funding, and currently suffer from an annual operations shortfall of more than $500 million. The National Park Service budget for construction and maintenance is only half of the amount necessary to maintain park sewer systems, roofs, foundations and road surfaces.

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5 The sequester[1] cut another $153 million to national park budgets. Before Congress left for recess, each chamber shared a funding proposal with completely opposite visions for our national parks: one that cuts even deeper, affecting rangers, visitor centers and campgrounds, and another that would get our parks on the road to recovery. Through the across-the-board sequester cuts, parks have fewer rangers to protect and maintain historic sites and greet visitors, minimized visitor center hours, closed campgrounds, restrooms and picnic areas and reduced road and trail maintenance that is essential for park accessibility and enjoyment.

6 There is an irony to all this, because national parks are one of the best investments this country has ever made. In addition to supporting the U.S. travel and tourism industry, which is a cornerstone of the U.S. economy that represents $1.8 trillion in economic output and supports 14 million American jobs, every dollar invested in the National Park Service generates $10 in economic activity. National parks are veritable economic engines critical to supporting the livelihood of businesses and communities across the country.

7 Last year, President Obama called for a national travel and tourism strategy to make the United States the world's top travel and tourism destination, as part of a comprehensive effort to spur job creation. The White House released the strategy just over a year ago—an important step that officially elevates the travel and tourism industry to what it should be: a national priority. It also recognizes the industry for its fundamental contribution to our economy, national security and public diplomacy.

8 Our national parks can play an important role in making the U.S. a top travel destination. As the National Park System approaches its centennial in 2016, there should be a robust national park centennial initiative to help attract international visitors and provide needed support for our national parks to flourish into the next century.

Write an essay in which you explain how Todd Davidson builds an argument to persuade his audience that the US government must continue to fund national parks. In your essay, analyze how Davidson uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

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

[1] A cut in spending by the federal government

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Writing and Language Test

35 MINUTES, 44 QUESTIONS

Turn to Section 2 of your answer 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.

How a Cat in a Hat Changed Children's Education

In a 1954 *Life* magazine article, author John Hersey expressed concern that children in the United States were disengaged from learning how to read. Among other problems, Hersey noted, the reading material available to grade-schoolers had a hard time competing with television, radio, **1** and other media for children's attention. One solution he proposed was to make

1

A) NO CHANGE A, B, and C.
B) and with
C) and also
D) and competing with

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children's books more **2** interesting, since "an individual's sense of wholeness . . . follows, and cannot precede, a sense of accomplishment."

The story of *The Cat in the Hat*'s publication began when William **3** Spaulding, the director of the education division at the publishing company Houghton Mifflin, read Hersey's article and had an idea. Spaulding agreed that there was a need for appealing books for beginning **4** readers. He thought he knew who should write one. He arranged to have dinner with Theodor Geisel, who wrote and illustrated children's books under the name "Dr. Seuss," and issued him a challenge: "Write me a story that first graders can't put down!"

2

The writer wants to include a quotation by Hersey that supports the topic of the passage. Which choice best accomplishes this goal?

A) NO CHANGE
B) interesting, since "learning starts with failure; the first failure is the beginning of education."
C) interesting because "journalism allows its readers to witness history; fiction gives its readers an opportunity to live it."
D) interesting with "drawings like those of the wonderfully imaginative geniuses among children's illustrators."

3

A) NO CHANGE
B) Spaulding the director
C) Spaulding, the director,
D) Spaulding—the director

4

Which choice most effectively combines the sentences at the underlined portion?

A) readers, and he
B) readers—namely, he
C) readers; and Spaulding
D) readers, and meanwhile he

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Having **5** known Spaulding for many years and having maintained a professional relationship with him, Geisel was an experienced writer and illustrator. **6** However, this new project presented him with an obstacle. Spaulding told Geisel to write his entire book using a restricted vocabulary from an elementary school list of 348 words. Geisel started two stories, only to abandon them when he found that he needed to use words that were not on the list. On the verge of giving up, **7** Geisel's story finally hit upon an image that became its basis: a cat wearing a battered stovepipe hat. His main character established, Geisel commenced the difficult task of writing a book with a limited vocabulary. **8** At the end of a duration nine months long, *The Cat in the Hat* was complete.

5

Which choice best supports the information that follows in the sentence?

A) NO CHANGE
B) acquired a reputation for perfectionism and for setting high standards for his work,
C) been interested in politics before breaking into the genre of children's literature,
D) published nine children's books and having received three nominations for the prestigious Caldecott Medal,

6

A) NO CHANGE
B) For example,
C) Furthermore,
D) At any rate,

7

A) NO CHANGE
B) an image that Geisel finally hit upon became the basis of his story:
C) Geisel finally hit upon the image that became the basis for his story:
D) the story was finally based on an image that Geisel hit upon:

8

A) NO CHANGE
B) After thirty-six weeks—or nine months—had passed,
C) After a length of nine months had elapsed,
D) Nine months later,

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The book was a hit. Children were entertained by its plot about the antics of a mischievous cat and **9** is captivated by its eye-catching illustrations and memorable rhythms and rhymes. Its sales inspired another publishing company, Random House, to establish a series for early readers called Beginner Books, which featured works by Geisel and other writers, and other publishers quickly followed suit. In the years that **10** followed. Many talented writers and illustrators of children's books imitated Geisel's formula of restricted vocabulary and whimsical artwork. But perhaps the best proof of *The Cat in the Hat*'s success is not its influence on other books but its **11** limited vocabulary and appealing word choices.

9

A) NO CHANGE
B) was
C) has been
D) DELETE the underlined portion.

10

A) NO CHANGE
B) followed; many
C) followed, many
D) followed—many

11

The writer wants a conclusion that restates the main themes of the passage. Which choice best accomplishes this goal?

A) NO CHANGE
B) impressive worldwide sales that continue to remain high to this day.
C) enduring ability to delight children and engage them in learning how to read.
D) important role in the history of illustration in the twentieth century.

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Questions 12-22 are based on the following passage.

Keep Student Volunteering Voluntary

A growing number of public schools in the United States require students to complete community service hours to graduate. Such volunteering, be it helping at a local animal shelter, **12** when they pick up litter, or working at a health-care facility, has obvious benefits for the community it serves and teaches students important life skills. But critics say that making volunteerism compulsory misses the point of the act.

13 By its very definition, volunteer work is done willingly. By requiring students to do community service in order to graduate, school **14** officials' are taking away students' choice to give up their time for nonprofit activities, making volunteerism less meaningful and pleasurable. According to a psychological concept called the reactance theory, the loss of freedom in choosing an activity can cause a negative reaction. For instance, instead of focusing on the good they are doing, students may become resentful of the demands that compulsory volunteering places on their schedules.

12

A) NO CHANGE
B) to pick up litter,
C) litter collection,
D) picking up litter,

13

The writer wants a transition from the previous paragraph that highlights the criticism of compulsory volunteering mentioned in the previous paragraph. Which choice best accomplishes this goal?

A) NO CHANGE
B) Whatever the work may be,
C) For many students,
D) Fortunately for communities in need,

14

A) NO CHANGE
B) officials are taking away students
C) officials are taking away student's
D) officials are taking away students'

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CONTINUE

Proponents of compulsory **15** volunteering who are in favor of it point out that it allows young people to garner the benefits that volunteering offers. Students who volunteer report increased self-esteem, better relationship-building skills, and **16** increasingly busy schedules. Some studies have also found that students who do community service are more likely to volunteer as adults, and thus **17** effect society positively over the course of many years.

15

A) NO CHANGE
B) volunteering, advocating it,
C) volunteering
D) volunteering and its advocates

16

Which choice provides a supporting example that is most similar to the examples already in the sentence?

A) NO CHANGE
B) a closer connection with their community.
C) less time spent engaging in social activities.
D) little increase in academic achievement.

17

A) NO CHANGE
B) affect
C) effecting
D) affects

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However, most research looks at students who volunteer in general, not making a distinction between students who are required to volunteer by their schools and those who volunteer willingly. One recent study by Sara E. Helms, assistant professor of economics at Samford University in Birmingham, Alabama, did focus specifically on **18** mandatory volunteering. She found that students who were required to volunteer rushed to complete their service hours in early high **19** school, they then did significantly less regular volunteer work in the twelfth grade **20** than the service hours of those not required to volunteer. Helms concluded that compulsory volunteering does not necessarily create lifelong volunteers.

18

A) NO CHANGE ✓ must
B) coercive
C) forcible
D) imperative

19

A) NO CHANGE
B) school; they then
C) school. They then
D) school; they then

; IC, IC comma splice IC; IC

20

A) NO CHANGE
B) than did students who were
C) than hours worked by students
D) compared with students

they did significantly less than did students.

faulty comparison. Students and service hours.

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CONTINUE

Instead of requiring students to volunteer, schools **21** have to recognize that not all students are equally well suited to the same activities. Many studies show that when schools simply tell students about opportunities for community service and connect them with organizations that need help, more students volunteer of their own free will. **22**

21

Which choice most effectively sets up the point made in the next sentence?

A) NO CHANGE

B) should allow students to spend their time participating in athletics and other extracurricular activities.

C) should focus on offering arrangements that make volunteering an easy and attractive choice.

D) are advised to recognize the limits of their ability to influence their students.

22

The writer wants a conclusion that states the main claim of the passage. Which choice best accomplishes this goal?

A) It is imperative that schools do their part to find volunteers for the many worthwhile organizations in the United States.

B) Schools that do this will produce more engaged, enthusiastic volunteers than schools that require volunteer work.

C) Studies in the fields of psychology and economics have revolutionized researchers' understanding of volunteerism.

D) It is important that students choose charitable work that suits their interests and values.

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Questions 23-33 are based on the following passage and supplementary material.

Marsupials Lend a Hand to Science

Marsupials (mammals that carry their young in a pouch) are a curiosity among biologists because they lack a corpus callosum, the collection of nerve fibers connecting the two hemispheres of the brain. In most other mammals, the left hemisphere of the brain controls the right side of the body, the right hemisphere controls the left, and the corpus callosum allows communication between the hemispheres. Scientists **23** are long believing that this structure enables complex tasks by sequestering skilled movement to a single hemisphere without sacrificing coordination between both sides of the body; this sequestration would explain handedness, the tendency to consistently prefer **24** one hand over the other, in humans. However, a recent finding of handedness in marsupials suggests that a **25** trait other than the presence of a corpus callosum **26** links as handedness: bipedalism.

23

A) NO CHANGE
B) will long be believing
C) have long believed
D) long believe

24

A) NO CHANGE
B) and favor the use of one hand over the other,
C) one hand over the other that could be chosen,
D) one hand on a regular basis,

25

A) NO CHANGE
B) trait,
C) trait;
D) trait:

26

A) NO CHANGE
B) correlates with
C) correlates from
D) links on

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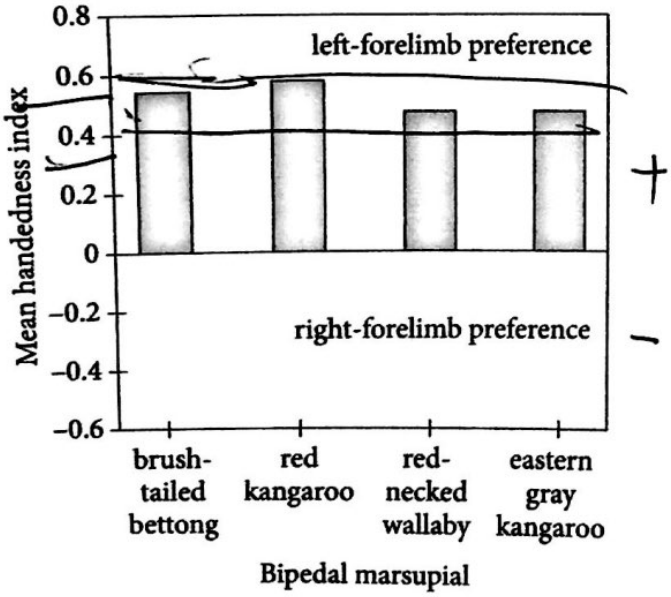
CONTINUE

Researchers at Saint Petersburg State University and the University of Tasmania observed marsupials walking on either two legs (bipeds) or four (quadrupeds) and performing tasks such as bringing food to their mouths. The scientists employed a mean handedness index; **27** negative scores indicated a left-forelimb preference and positive scores indicated a right-forelimb preference. While eating, the eastern gray kangaroo, red-necked wallaby, red **28** kangaroo and, brush-tailed bettong, all bipedal marsupials, preferred using their left forelimb, as revealed by **29** positive mean handedness index values less than 0.2 for all four species. These results suggest handedness among these animals.

Mean Handedness Index Scores of One-Handed Feeding in Bipedal Marsupials



Adapted from Andrey Giljov et al., "Parallel Emergence of True Handedness in the Evolution of Marsupials and Placentals." ©2015 by Elsevier Ltd.

27

Which choice accurately reflects the information in the graph?

A) NO CHANGE

B) scores of 0 or less indicated a left-forelimb preference and positive scores indicated a lack of forelimb preference.

C) positive scores indicated a lack of forelimb preference and negative scores indicated a right-forelimb preference.

D) positive scores indicated a left-forelimb preference and negative scores indicated a right-forelimb preference.

28

A) NO CHANGE

B) kangaroo, and

C) kangaroo; and

D) kangaroo—and,

29

Which choice most accurately reflects the data in the graph?

A) NO CHANGE

B) positive mean handedness index values greater than 0.6

C) positive mean handedness index values between 0.4 and 0.6

D) mean handedness index values of 0

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30 Having four feet, quadrupedal marsupials in the study did not show a strong preference for the use of one forelimb. For instance, gray short-tailed opossums and sugar gliders were assigned mean handedness values very close to zero—they used their right and left forelimbs nearly equally. In effect, the study provided no evidence of handedness among quadrupedal marsupials.

30

Which choice provides the best transition from the previous paragraph?

A) NO CHANGE

B) Like most other mammals,

C) In contrast to their bipedal counterparts,

D) While using their forelimbs for eating,

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31 Kangaroos, though, still do not exhibit handedness to the extent that humans do. As the researchers noted, the quadrupeds typically live in trees and employ all four limbs in climbing. The bipeds, on the other hand, are far less arboreal, leaving their forelimbs relatively free for tasks in **32** whom handedness may confer an evolutionary advantage. Why the majority of marsupials studied preferred their left forelimbs while the majority of humans prefer their right remains a mystery, however, **33** as does the mechanism by which, in the absence of a corpus callosum, the hemispheres of the marsupial brain communicate.

31

Which choice presents a main claim of the passage?

A) NO CHANGE

B) For the marsupials in the study, then, handedness seems to be associated with bipedalism.

C) There are many things scientists do not understand about the marsupial brain.

D) Additional studies on this phenomenon will need to be performed with other mammals.

32

A) NO CHANGE

B) which

C) what

D) whose

33

The writer wants to conclude the passage by recalling a topic from the first paragraph that requires additional research. Which choice best accomplishes this goal?

A) NO CHANGE

B) though researchers should not neglect the sizable minority of humans who are left handed.

C) and scientists believe that studies like this one may someday yield insights into the causes of certain neurological disorders.

D) and an additional study is planned to study handedness in other animals that stand upright only some of the time.

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Questions 34-44 are based on the following passage.

An Employee Benefit That Benefits Employers

— 1 —

According to a 2014 report from the Society for Human Resource Management, 54 percent of surveyed companies provide tuition assistance to employees pursuing an undergraduate degree, and 50 percent do so for employees working toward a graduate degree. 34 Despite these findings, more companies should consider helping employees pay for education because doing so helps 35 increase customer satisfaction and improve the quality of the companies' business.

34

Which choice provides the most effective transition from the previous sentence to the information that immediately follows in this sentence?

A) NO CHANGE
B) In addition to the 2014 report,
C) Although these levels are impressive,
D) Whether they want to or not,

35

Which choice most effectively establishes the main idea of the passage?

A) NO CHANGE
B) solve the problem of rising tuition costs
C) strengthen the US economy
D) attract and retain employees

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CONTINUE

Tuition-reimbursement programs signal that employers offer their **36** workers' opportunities for personal and professional development. According to professor of management Peter Cappelli, such opportunities are appealing to highly motivated and disciplined individuals and may attract applicants with these desirable qualities. Many in the business community concur. Explaining his company's decision to expand its tuition-assistance program, John Fox, the director of dealer training at Fiat Chrysler Automobiles in the United States, **37** who stressed the importance of drawing skilled employees to Fiat Chrysler's car dealerships: "This is a benefit that can surely bring top talent to our dealers," he said.

36

A) NO CHANGE
B) workers opportunities'
C) workers opportunities
D) worker's opportunity's

37

A) NO CHANGE
B) stressed
C) stressing
D) and he stressed

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Paying for tuition also helps businesses retain 38 employees. Retaining employees is important not *only* because it ensures a skilled and experienced workforce but also because it mitigates the considerable costs of finding, hiring, and training new workers. Employees whose tuition is reimbursed often stay with their employer even after they complete their 39 degrees. Because their new qualifications give them opportunities for advancement within the company. The career of Valerie Lincoln, an employee at the aerospace company United Technologies Corporation 40 (UTC) is a significant success story for her company's tuition-reimbursement program. In eight years at UTC, Lincoln earned associate and bachelor's degrees in business and advanced from an administrative assistant position to an accounting associate position. This allowed UTC to retain an employee with a 41 deep knowledge of her industry and years of valuable experience.

38

Which choice most effectively combines the sentences at the underlined portion?

A) employees, and this retention
B) employees, the retaining of whom
C) employees, which
D) employees; that

39

A) NO CHANGE
B) degrees: because
C) degrees because
D) degrees; because

40

A) NO CHANGE
B) (UTC)—
C) (UTC):
D) (UTC),

41

A) NO CHANGE
B) hidden
C) large
D) spacious

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Tuition reimbursement can be expensive, and many companies would find it impractical to pay for multiple degrees for all employees. Businesses have succeeded in 42 minimizing and keeping down costs and ensuring the relevance of employees' coursework by offering fixed amounts of reimbursement each year and stipulating which subjects workers can study. Even with these methods, tuition reimbursement may not be appropriate in all cases, especially if classes are likely 43 to divert employees' time and energy from their jobs.

Question 44 asks about the previous passage as a whole.

42

A) NO CHANGE
B) minimizing costs associated with employees' coursework
C) being effective at keeping down costs
D) keeping down costs

43

A) NO CHANGE
B) diverted
C) in diverting
D) diversions for

Think about the previous passage as a whole as you answer question 44.

44

The writer wants to insert the following sentence.

> Still, since securing an excellent workforce is crucial to a business's success, employers should give serious thought to investing in reimbursement programs.

To make the passage most logical, the sentence should be placed immediately after the last sentence in paragraph

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

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