



Questions 13-24 are based on the following passage.

This passage is adapted from a 1996 book on sleep research.

Line To conduct some forms of sleep research, we have to
5 find a way to track sleepiness over the day. Some people
might believe that measuring sleepiness is a fairly trivial
task. Couldn't you, for instance, simply count the number
of times a person yawns during any given hour or so?

In most people's minds, yawning—that slow,
exaggerated mouth opening with the long, deep inhalation
of air, followed by a briefer exhalation—is the most
obvious sign of sleepiness. It is a common behavior shared
10 by many animals, including our pet dogs and cats but also
crocodiles, snakes, birds, and even some fish. It is certainly
true that sleepy people tend to yawn more than wide-awake
people. It is also true that people who say they are bored by
what is happening at the moment will tend to yawn more
15 frequently. However, whether yawning is a sign that you
are getting ready for sleep or that you are successfully
fighting off sleep is not known. Simply stretching your
body, as you might do if you have been sitting in the same
position for a long period of time, will often trigger a yawn.

20 Unfortunately, yawns don't just indicate sleepiness.
In some animals, yawning is a sign of stress. When a dog
trainer sees a dog yawning in a dog obedience class, it is
usually a sign that the animal is under a good deal of
pressure. Perhaps the handler is pushing too hard or moving
25 too fast for the dog to feel in control of the situation.
A moment or two of play and then turning to another
activity is usually enough to banish yawning for quite
a while.

Yawning can also be a sign of stress in humans. Once,
30 when observing airborne troops about to take their first
parachute jump, I noticed that several of the soldiers were
sitting in the plane and yawning. It was 10 A.M., just after a
coffee break, and I doubted that they were tired; I knew for
a fact that they were far too nervous to be bored. When I
35 asked about this, the officer in charge laughed and said it
was really quite a common behavior, especially on the
first jump.

There is also a social aspect to yawning. Psychologists
have placed actors in crowded rooms and auditoriums and
40 had them deliberately yawn. Within moments, there is
usually an increase in yawning by everyone else in the
room. Similarly, people who watch films or videos of
others yawning are more likely to yawn. Even just reading
about yawning tends to stimulate people to yawn.

45 The truth of the matter is that we really don't know what
purpose yawning serves. Scientists originally thought that
the purpose of yawning was to increase the amount of
oxygen in the blood or to release some accumulated carbon
dioxide. We now know that this is not true, since increasing
50 the concentration of carbon dioxide in the air seems not to

make people more likely to yawn but to make them breathe
faster to try to bring in more oxygen. On the other hand,
breathing 100 percent pure oxygen does not seem to reduce
the likelihood of yawning.

55 Since yawning seems to be associated with a lot more
than the need for sleep, we obviously have to find some
other measure of sleepiness. Some researchers have simply
tried to ask people how sleepy they feel at any time using
some sort of self-rating scale. There are, however,
60 problems with getting people to make these types of
judgments. Sometimes people simply lie to the researchers
when asked about how sleepy they are. This occurs because
in many areas of society admitting that one is fatigued and
sleepy is considered a mark of weakness or lack of
65 ambition and drive. In other instances, people may admit
they need four cups of coffee to make it through the
morning, but it may never occur to them that this might be
due to the fact that they are so sleepy that they need
stimulation from caffeine to be able to do their required
70 tasks. For these reasons, many researchers have developed
an alternate method to determine how sleepy a person is.
It is based upon a simple definition of sleep need: The
greater your sleep need, or the sleepier you are, the faster
you will fall asleep if given the opportunity to do so.

13. The question in lines 4-5 is based on which of the
following assumptions?

- (A) Direct observation is the only reliable method of
conducting sleep research.
- (B) People will yawn most frequently in the moments
before they fall asleep.
- (C) There is a direct correlation between yawning and
sleepiness.
- (D) Yawning is a behavior over which individuals
exert little conscious control.
- (E) Conducting sleep research is a time-consuming
process.

14. The comment between the dashes in lines 6-8 primarily
serves to

- (A) clarify a claim
- (B) define a term
- (C) note a qualification
- (D) offer a humorous aside
- (E) voice a personal insight

15. The author uses which of the following in the fourth
paragraph (lines 29-37)?

- (A) Understatement
- (B) Personification
- (C) Analogy
- (D) Metaphor
- (E) Anecdote



16. The author mentions the "coffee break" (line 33) to emphasize that a
- (A) brief respite was sorely needed
 - (B) given attitude was inappropriate
 - (C) specific response was understandable
 - (D) particular action was unnecessary
 - (E) certain behavior was unexpected
17. The discussion of the "social aspect" (line 38) most directly demonstrates
- (A) the power of suggestion
 - (B) a need for personal accountability
 - (C) a link between personality and behavior
 - (D) the psychological cost of conformity
 - (E) the desire for companionship
18. Which of the following, if true, would most directly disprove what "Scientists originally thought" (line 46) ?
- (A) Carbon dioxide does not affect people's breathing rates.
 - (B) Yawning does not reduce the need for sleep, though it may make a person feel less tired.
 - (C) Because yawning brings more air into the lungs, it can increase the rate at which oxygen is absorbed.
 - (D) People do not tend to yawn much at high altitudes, where oxygen levels in the air are low.
 - (E) People often yawn more after exercise, when carbon dioxide levels in the blood are marginally higher.
19. Lines 55-57 ("Since . . . sleepiness") primarily serve to
- (A) introduce a lighthearted digression
 - (B) provide a transition to a new subject
 - (C) offer evidence in support of a prior claim
 - (D) acknowledge a drawback to an approach advocated in the previous paragraph
 - (E) return the discussion to a problem mentioned earlier in the passage
20. In line 65, "drive" most nearly means
- (A) propulsion
 - (B) instinct
 - (C) campaign
 - (D) vitality
 - (E) momentum
21. The author mentions the "other instances" (line 65) primarily to make the point that people
- (A) are often intentionally deceptive about their sleep needs
 - (B) may not be accurate judges of their own sleepiness
 - (C) frequently do not experience a restful night of sleep
 - (D) may sometimes use stimulants like caffeine rather than feel tired
 - (E) are often afraid that exhaustion will interfere with their job performance
22. Which of the following, if true, would most effectively undermine the "simple definition" (line 72) ?
- (A) When people are being watched by researchers, they may show different sleep patterns.
 - (B) When people are extremely sleepy, they may have difficulty falling asleep.
 - (C) Some people have the ability to go without sleep for very long periods of time.
 - (D) Some people yawn whether they are tired or not.
 - (E) Some people rarely yawn, no matter how tired they are.



23. All of the following cases of yawning can be accounted for in the passage EXCEPT:

- (A) A student yawns during a lecture on a boring subject.
- (B) A musician yawns before taking the stage for a very important performance.
- (C) An airplane pilot yawns to clear her ears during takeoff.
- (D) A person at a party yawns after those around him begin yawning.
- (E) A researcher yawns while reading a scientific article about yawning.

24. The passage as a whole is best characterized as

- (A) informative
- (B) confessional
- (C) philosophical
- (D) humorous
- (E) argumentative

NOTE: The reading passages in this test are brief excerpts or adaptations of excerpts from the published material. The ideas contained in them do not necessarily represent the opinions of the College Board or Educational Testing Service. To make the test suitable for testing purposes, we may in some cases have altered the style, contents, or point of view of the original.

STOP

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



Questions 10-14 are based on the following passage.

This passage is adapted from a novel set in London in the 1870's.

Line 5 All along the burnished footpaths of Greek Street, the shopkeepers are out already, the second wave of early risers. Of course they regard themselves as the first wave. The grim procession of factory workers less than an hour ago might as well have happened in another country in another age. Welcome to the real world.

Getting up as early as the shopkeepers do is, in their view, stoic heroism beyond the understanding of lazier mortals. Not that they are cruel, these industrious men. It's just that the shopkeepers of Greek Street care nothing about the shadowy creatures who actually manufacture the goods that they sell. The world has outgrown its quaint rural intimacies, and now it's the modern age: an order is put in for fifty cakes of Coal Tar Soap, and a few days later, a cart arrives and the order is delivered. How that soap came to exist is no question for a modern man. Everything in this world issues fully formed from a benign monster called manufacture; a never-ending stream of objects—of graded quality, of perfect uniformity—from behind veils of smoke.

You may point out that the clouds of smut from the factory chimneys of Hammersmith and Lambeth blacken all the city alike, a humbling reminder of where the cornucopia really comes from. But humility is not a trait for the modern man, and filthy air is quite good enough for breathing; its only disadvantage is the film of muck that accumulates on shop windows.

But what use is there, the shopkeepers sigh, in nostalgia for past times? The machine age has come, the world will never be clean again, but oh: what compensation!

Already they're working up a sweat, their only sweat for the day, as they labor to open their shops. They ease the tainted frost from the windows with sponges of lukewarm water and sweep the slush into the gutter with stiff brooms. Standing on their toes, stretching their arms, they strip off the shutters, panels, iron bars and stanchions that have kept their goods safe another night. All along the street, keys rattle in keyholes as each shop's ornate metal clothing is stripped away.

40 The men are in a hurry now, in case someone with money should come along and choose a wide-open shop over a half-open one. Passers-by are few and often strange at this hour of the morning, but all types may stray into Greek Street and there's no telling who'll spend.

10. The shopkeepers' attitude toward the workers who are described in lines 4-6 is best characterized as

- (A) ambivalent
- (B) dismissive
- (C) combative
- (D) fearful
- (E) suspicious

11. In line 13, "an order" most nearly means

- (A) a command from a military authority
- (B) an instruction to provide something
- (C) an established system of organization
- (D) a customary procedure
- (E) a logical arrangement

Questions 15-24 are based on the following passages.

The following passages were adapted from articles published in 1999 and 2000, respectively.

Passage 1

In 1929 a teenager named Ridgely Whiteman wrote to the Smithsonian Institution in Washington, D.C., about what he called warheads that he had found near Clovis, New Mexico. These "warheads" were actually spear points, elegantly chipped to sharpness on both edges and finished off with a groove, or flute, down the center of each side. Eventually, such fluted points turned up in the oldest archaeological excavations elsewhere in North America.

Stone cannot be carbon-dated, but the dating of organic material found with these tools showed that the people who used them were in America no earlier than about 13,500 years ago. The story most archaeologists built on these ancient tools was of a people they nicknamed Clovis, who came into North America via Siberia, moved south through an ice-free corridor, then dispersed, their descendants occupying North and South America within a thousand years. Since their tools were often found with the bones of mammoths and other large creatures, scientists usually described the Clovis people as big-game hunters. As late as 1996 a prominent archaeologist, Frederick Hadleigh West, could state that "Clovis is taken to be the basal, the founding, population for the Americas." But in the past decade such certainty has been dramatically shaken.

The most straightforward challenge to the old story is the matter of time. The era in which the Clovis people lived is limited by a time barrier that stops about 13,500 years ago: there is geologic evidence that an ice-free corridor between Siberia and North America would not have been open much before then. But in 1997 a blue-ribbon panel of archaeologists visited a site in Chile called Monte Verde and agreed that people had lived there at least 14,500 years ago, about 1,000 years before the first sign of Clovis people in North America. Acceptance of the Monte Verde date not only broke the time barrier but also focused new interest on other sites that may have even earlier dates.

Passage 2

One of the biggest barriers to accepting pre-Clovis sites has been geographic. During the most recent ice age, the New World was pretty much closed to pedestrian traffic: the northwest corridor in Canada would have been covered with ice. Though ancient humans might have mastered prehistoric crampons,* mastodons almost certainly did not, and finding food and shelter under those circumstances would have been difficult at best. But the latest idea circulating among archaeologists and anthropologists has people ditching their crampons and spears for skin-covered

boats. Maybe the first Americans came not by land but by sea, hugging the ice-age coast.

When the seafaring theory was proposed in the mid-1970's, it sank for lack of evidence. But as the time line for New World occupation has changed, the theory seems downright sensible, if not quite provable. The Pacific Rim has vast resources of salmon and sea mammals, and people need only the simplest of tools to exploit them: nets, weirs, clubs, knives. Whereas ancient landlubbers would have had to reinvent their means of hunting, foraging, and housing as they passed through different terrains, ancient mariners could have had smooth sailing through relatively unchanging coastal environments. And recent geologic studies show that even when glaciers stretched down into North America, there were thawed pockets of coastline in northwest North America where people could take refuge and gather provisions. "Most archaeologists have a continental mind-set," says anthropologist Robson Bonnicksen, "but the peopling of the Americas is likely to be tied very much to the development and spread of maritime adaptation."

*spiked devices attached to boots to prevent slippage when climbing on ice

15. Both authors agree on which of the following points?

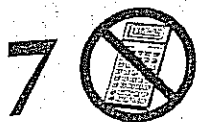
- (A) A maritime environment would have presented unique challenges to early Americans.
- (B) The first Americans most likely subsisted on mastodons and other big game.
- (C) Overland travel to the New World would have been difficult during the most recent ice age.
- (D) It may never be definitively determined when America was initially settled.
- (E) The Clovis people were most likely the first Americans.

16. In lines 5-6, "finished off" most nearly means

- (A) defeated
- (B) terminated
- (C) completed
- (D) disposed of
- (E) consumed totally

17. The quotation in lines 21-22 serves primarily to

- (A) provide concrete evidence
- (B) discredit a widely shared assumption
- (C) support a provocative claim
- (D) offer an opposing viewpoint
- (E) summarize a common understanding



18. In line 33, "sign" most nearly means

- (A) omen
- (B) symbol
- (C) gesture
- (D) indication
- (E) figure

19. The author of Passage 2 would most likely claim that the information presented in lines 25-36 of Passage 1

- (A) validates the notion that the peopling of America occurred shortly after the most recent ice age
- (B) adds credibility to the theory that the first Americans may have arrived by boat
- (C) indicates that overland travel to the New World was not possible
- (D) demonstrates that early Americans must have relied on the sea for sustenance
- (E) reveals that archaeologists can differ over even the most basic facts

20. Which of the following, if found on the west coast of America, would best support the "latest idea" (line 44)?

- (A) Primitive fishing hooks dating back 9,000 years
- (B) Simple cooking tools dating back 11,000 years
- (C) Stone arrowheads dating back 13,000 years
- (D) Crude boat anchors dating back 15,000 years
- (E) Fossilized mastodon bones dating back 17,000 years

21. The author of Passage 2 implies that the findings of the "geologic studies" (lines 59-60) are

- (A) proof that a particular theory is correct
- (B) virtually certain to be verified independently
- (C) characteristic of, though not essential to, an experimental approach
- (D) critical of, though not opposed to, a specific hypothesis
- (E) grounds for granting increased plausibility to a particular theory

22. Which of the following can be found in both passages?

- I. A theory about how people originally traveled to America
- II. An exact date the Americas were initially settled
- III. Reference to possible sources of food for early Americans

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

23. Both passages make use of which of the following?

- (A) Political allusion
- (B) Direct quotation
- (C) Rhetorical questioning
- (D) Personal anecdote
- (E) Extended metaphor

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

- (A) Passage 2 disproves a hypothesis that is debated in some detail in Passage 1.
- (B) Passage 2 examines the implications of using a term that is defined in Passage 1.
- (C) Passage 2 traces the origins of an ancient technology that is discussed in Passage 1.
- (D) Passage 2 presents a theory that may help explain a finding mentioned in Passage 1.
- (E) Passage 2 describes an archaeological discovery that verifies the central claim made in Passage 1.

STOP

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



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

Questions 7-19 are based on the following passage.

This passage is adapted from a 1998 memoir in which the author recalls her childhood in Chicago in the 1960's.

A trip to the library was like a great excursion to a different country. To get there, we had to walk a mile. But the distance between where we lived and where we were going was much greater. To get there we traveled beyond the usual parameters of school and church and the shopping strip we frequented, into the manicured lawns and gardens of Hyde Park. I loved the walk as much as the destination itself. In the middle of the anger that was my home and the upheaval of a changing world in which it seemed I had no place, our semimonthly excursions to the library were a piece of perfection. I had around me at one time all the people I loved best—my mother and brothers and sister—and all the things I loved best—quiet, space, and books.

We went to the T. B. Blackstone Library, not far from Lake Michigan. You could easily miss the building if you didn't know what you were looking for. But once you were inside, you could never mistake it for anything else. We passed through two sets of heavy brass doors to the lobby of the library, a great domed entrance with a ceiling adorned with what I used to imagine were the angels of books. They were great gilded figures armed with harps and with scrolls and other instruments of learning.

If we turned right, we could see an alcove with tables; this led, in turn, to a spacious reading room adorned with a gigantic and ancient globe that sat in front of the largest windows. At some point during every visit, I found my way into that room to touch the globe, to finger the ridges and the painted canvas already frayed and separating from its sphere. I liked to look at Africa, with the coded colors of the different countries like the Belgian Congo and Rhodesia, and try to remember which countries were fighting to be free just as we were struggling for civil rights. I had heard Daddy talking about the struggle, arguing with the television as someone discussed it on a news show. And I had seen pictures on the news of people gathered together marching. But I didn't really know anything about Africa except what I saw in the Tarzan movies, which I watched a lot, but thought were really strange. (Why did that White man live in a tree?)

I read a lot of books about mythology, and then about science: not the missiles and spaceships Brother preferred, but the birds and the bees—literally. I brought home a giant book of birds and searched the skies and trees for anything other than robins and pigeons. And I read about

bees because I liked the idea that all of them listened to the queen and couldn't go on without her. I went through a phase of loving books with practical science experiments and used up a whole bottle of white vinegar by pouring it on the sides of our apartment building to prove that it was constructed of limestone.

One Saturday, as I wandered through the young adult section, I saw a title: *Little Women*, by Louisa May Alcott. I could tell from looking at the shelf that she'd written a lot of books, but I didn't know anything about her. I had learned from experience that titles weren't everything. A book that sounded great on the shelf could be dull once you got it home, and every bad book I brought home meant one less book to read until we went back in two weeks. So I sat in a chair near the shelves to skim the first paragraphs:

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.
"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.
"We've got Father and Mother and each other," said Beth contentedly from her corner.

It was a good thing I'd already decided on some other books to take home, because I didn't look through the rest of the section that day. I read and read and read *Little Women* until it was time to walk home, and, except for a few essential interruptions like sleeping and eating, I would not put it down until the end. Even the freedom to watch weekend television held no appeal for me in the wake of Alcott's story. It was about girls, for one thing, girls who could almost be like me, especially Jo. It seemed to me a shame that she wasn't Black; then our similarity would be complete. She loved to read, she loved to make up plays, she hated acting ladylike, she had a dreadful temper. I had found a kindred spirit.

7. The author viewed the "semimonthly excursions" (line 10) with

- (A) apprehension
- (B) detachment
- (C) resentment
- (D) pride
- (E) delight

GO ON TO THE NEXT PAGE



8. In lines 16-18 ("You could . . . else"), the author distinguishes between
- (A) general and particular impressions
 - (B) objective and subjective experiences
 - (C) external and internal appearances
 - (D) public and private observations
 - (E) true and false assumptions
9. The tone of the statement in lines 17-18 ("But once . . . else") is one of
- (A) arrogance
 - (B) foreboding
 - (C) conviction
 - (D) diffidence
 - (E) sarcasm
10. The author's reaction to the "ceiling" (line 20) conveys her
- (A) aspirations of becoming a novelist
 - (B) distaste for religious imagery
 - (C) puzzlement about artistic symbolism
 - (D) reverence for the library's educational offerings
 - (E) discomfort in the presence of high culture
11. For the author, to "look at Africa" on the globe (line 30) served as a reminder of
- (A) an American movement for social change
 - (B) a personal experience abroad
 - (C) the diversity of cultures around the world
 - (D) the ethnic diversity of her neighborhood
 - (E) the influence of African politics on America
12. What does the description in lines 34-36 ("I had . . . show") suggest about the author's father?
- (A) He was uncomfortable discussing politics with his children.
 - (B) He did not approve of most television news coverage.
 - (C) He had strong feelings about the Civil Rights movement.
 - (D) He generally had a pessimistic worldview.
 - (E) He was an outspoken public advocate for equal rights.
13. The author refers to "Tarzan movies" in line 39 to demonstrate that, as a child, she had
- (A) no concerns about the authenticity of most films
 - (B) a preference for watching movies rather than reading books
 - (C) a fascination with movie actors
 - (D) limited knowledge about Africa
 - (E) little interest in fictional characters
14. The primary purpose of the fourth paragraph (lines 41-51) is to
- (A) contrast the books about mythology and science that the author had been reading
 - (B) discuss why the author enjoyed books that were about birds and bees
 - (C) characterize the author's reading interests during a particular period of time
 - (D) distinguish between books preferred by the author and those preferred by her brother
 - (E) provide several examples of practical science experiments that the author conducted
15. Lines 52-60 ("One Saturday . . . paragraphs") suggest that the author accepted which of the following generalizations about books?
- (A) Books seem duller when read in libraries than when read at home.
 - (B) Interesting books are often very dull in their first few paragraphs.
 - (C) Novels are usually more interesting than nonfiction works.
 - (D) Book titles can sometimes be misleading.
 - (E) Books are rarely as interesting as their titles.
16. The author uses an extended quote in lines 61-69 ("Christmas . . . corner") as part of a larger attempt to
- (A) convey the impact of an unexpected discovery
 - (B) illustrate the suddenness of a decision
 - (C) simulate a child's misconceptions
 - (D) criticize the artificiality of the "young adult" classification
 - (E) describe a young reader's sense of history



17. In line 65, "fair" most nearly means

- (A) comely
- (B) temperate
- (C) equitable
- (D) auspicious
- (E) mediocre

18. The description in lines 70-75 ("It was . . . end") suggests that the author found *Little Women* to be

- (A) bewildering
- (B) unremarkable
- (C) hilarious
- (D) profound
- (E) captivating

19. The list in lines 80-82 ("She loved . . . temper") serves primarily to

- (A) support a hypothesis
- (B) challenge an interpretation
- (C) emphasize an inconsistency
- (D) substantiate a comparison
- (E) develop a critique

STOP

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

Correct Answers and Difficulty Levels Form Codes AEDB, BWDB, CFDB

Critical Reading

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

Mathematics

| Section 2 | | | Section 5 | | | Section 8 | | | | | |
|-------------------------|---|-------------------------|------------------------------|------|--|-----------------|-------------------------|------|-------------------------|-------|---|
| COR. DIFF. ANS. LEV. | | COR. DIFF. ANS. LEV. | Multiple-Choice Questions | | Student-Produced Response Questions | | COR. DIFF. ANS. LEV. | | COR. DIFF. ANS. LEV. | | |
| 1. A | 1 | 11. E | 3 | 1. A | 1 | 9. 93/2 or 46.5 | 1 | 1. C | 1 | 9. C | 3 |
| 2. C | 1 | 12. D | 3 | 2. B | 1 | 10. 4 | 2 | 2. B | 2 | 10. E | 3 |
| 3. B | 1 | 13. D | 3 | 3. D | 1 | 11. 1/2 or 4 | 2 | 3. D | 1 | 11. E | 3 |
| 4. D | 2 | 14. C | 3 | 4. B | 1 | 12. 13 | 3 | 4. A | 2 | 12. B | 3 |
| 5. E | 2 | 15. A | 3 | 5. A | 4 | 13. 1992 | 2 | 5. C | 2 | 13. E | 4 |
| 6. B | 2 | 16. A | 4 | 6. E | 3 | 14. 5/4 or 1.25 | 3 | 6. A | 2 | 14. D | 3 |
| 7. B | 2 | 17. C | 4 | 7. C | 4 | 15. 90 | 4 | 7. A | 2 | 15. C | 4 |
| 8. D | 2 | 18. A | 4 | 8. B | 5 | 16. 67 | 4 | 8. D | 2 | 16. D | 5 |
| 9. C | 3 | 19. C | 4 | | | 17. 100 | 4 | | | | |
| 10. D | 3 | 20. B | 5 | | | 18. 1/2 or .5 | 4 | | | | |
| Number correct | | | Number correct | | Number correct (9-18) | | Number correct | | | | |
| Number incorrect | | | Number incorrect | | | | Number incorrect | | | | |

Writing Multiple-Choice

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

NOTE: Difficulty levels are estimates of question difficulty for a reference group of college-bound seniors. Difficulty levels range from 1 (easiest) to 5 (hardest).