

DIRECTIONS: Each passage (or pair of passages) in this section is followed by a number of multiple-choice questions. After reading each passage, select the best answer to each question based on what is stated or implied in the passage or passages and in any supplementary material, such as a table, graph, or chart.

Questions 1–10 are based on the following passage.

Pulitzer prize-winning writer Willa Cather worked as a reporter and also wrote several novels and short stories. This excerpt is from one of her more popular short stories, Paul's Case: A Study in Temperament, written in 1905.

It was Paul's afternoon to appear before the faculty of the Pittsburgh High School to account for his various misdemeanors. He
 Line 5 had been suspended a week ago, and his father had called at the Principal's office and confessed his perplexity about his son. Paul entered the faculty room suave and smiling. His clothes were a trifle outgrown, and the tan velvet on the collar of his open overcoat
 10 was frayed and worn; but for all that there was something of the dandy in him, and he wore an opal pin in his neatly knotted black four-in-hand, and a red carnation in his buttonhole. This latter adornment the
 15 faculty somehow felt was not properly significant of the contrite spirit befitting a boy under the ban of suspension.

Paul was tall for his age and very thin, with high, cramped shoulders and a narrow
 20 chest. His eyes were remarkable for a certain hysterical brilliancy, and he continually used them in a conscious, theatrical sort of way, peculiarly offensive in a boy. The pupils were abnormally large, as
 25 though he was addicted to belladonna, but there was a glassy glitter about them which that drug does not produce.

When questioned by the Principal as to why he was there Paul stated, politely

30 enough, that he wanted to come back to school. This was a lie, but Paul was quite accustomed to lying; found it, indeed, indispensable for overcoming friction. His teachers were asked to state their respective
 35 charges against him, which they did with such a rancor and aggrievedness as evinced that this was not a usual case. Disorder and impertinence were among the offenses named, yet each of his instructors felt that
 40 it was scarcely possible to put into words the cause of the trouble, which lay in a sort of hysterically defiant manner of the boy's; in the contempt which they all knew he felt for them, and which he seemingly made
 45 not the least effort to conceal. Once, when he had been making a synopsis of a paragraph at the blackboard, his English teacher had stepped to his side and attempted to guide his hand. Paul had started back with
 50 a shudder and thrust his hands violently behind him. The astonished woman could scarcely have been more hurt and embarrassed had he struck at her. The insult was so involuntary and definitely personal as to
 55 be unforgettable. In one way and another he had made all of his teachers, men and women alike, conscious of the same feeling of physical aversion. In one class he habitually sat with his hand shading his eyes; in
 60 another he always looked out the window during the recitation; in another he made a running commentary on the lecture, with humorous intention.

His teachers felt this afternoon that
 65 his whole attitude was symbolized by his
 shrug and his flippantly red carnation
 flower, and they fell upon him without
 mercy, his English teacher leading the
 pack. He stood through it smiling, his
 70 pale lips parted over his white teeth. (His
 lips were constantly twitching, and he
 had a habit of raising his eyebrows that
 was contemptuous and irritating to the
 last degree.) Older boys than Paul had
 75 broken down and shed tears under that
 baptism of fire, but his set smile did not
 once desert him, and his only sign of dis-
 comfort was the nervous trembling of the
 fingers that toyed with the buttons of his
 80 overcoat, and an occasional jerking of the
 other hand that held his hat. Paul was al-
 ways smiling, always glancing about
 him, seeming to feel that people might
 be watching him and trying to detect
 85 something. This conscious expression,
 since it was as far as possible from boy-
 ish mirthfulness, was usually attributed
 to insolence or "smartness."

As the inquisition proceeded, one of
 90 his instructors repeated an impertinent
 remark of the boy's, and the principal
 asked him whether he thought that a
 courteous speech to have made a woman.
 Paul shrugged his shoulders slightly and
 95 his eyebrows twitched.

"I don't know," he replied. "I didn't
 mean to be polite, or impolite, either. I
 guess it's a sort of way I have of saying
 things, regardless."

100 The principal, who was a sympa-
 thetic man, asked him whether he didn't
 think that a way it would be well to get
 rid of. Paul grinned and said he guessed
 so. When he was told that he could go, he
 105 bowed gracefully and went out. His bow
 was but a repetition of the scandalous red
 carnation.

- The passage can best be summarized as
 - a character study of a troubled stu-
dent with peculiar habits and striking
qualities.
 - an escalation of tensions between a sus-
pended student and his principal.
 - an intense psychological portrait of a
young man with a complicated past.
 - an earnest attempt by a student to resolve
conflict with his teachers.
- As used in line 11, "dandy" most nearly
means
 - first-rate in his class.
 - dressed with elegance and care.
 - carefree in manner.
 - brilliant in intellect.
- According to the passage, Paul goes to the
principal's office in order to
 - explain to the teachers that he wants to
return to school.
 - discuss with the faculty why he has been
misbehaving.
 - justify his repeated tardiness and class
interruptions to the principal.
 - plead to the faculty of the school that he
should not be expelled.
- It can reasonably be inferred from the pas-
sage that Paul wears a red carnation in order
to
 - charm his English teacher with her favor-
ite flower.
 - mark the loss of a loved one whose death
has affected him greatly.
 - counter the faculty's view of his current
situation.
 - contrast with the ragged state of his
clothes and accessories to indicate hidden
wealth.

5. Which choice provides the best evidence for the answer to the previous question?
 - A. Lines 3–6 (“He had been . . . about his son.”)
 - B. Lines 14–17 (“This latter . . . ban of suspension.”)
 - C. Lines 33–37 (“His teachers . . . not a usual case.”)
 - D. Lines 55–58 (“In one way . . . physical aversion.”)
6. According to the author, Paul’s English teacher
 - A. has experience dealing with emotional students.
 - B. takes Paul’s dislike of being touched personally.
 - C. is too impatient to allow Paul to write on his own.
 - D. has to endure hearing Paul make comments on her lecture.
7. The author uses the phrase, “his whole attitude was symbolized by his shrug” (lines 65–66) in order to suggest that Paul’s teachers are
 - A. frustrated and angry.
 - B. saddened and confused.
 - C. indifferent and cold.
 - D. hopeful and tender.
8. The author describes Paul’s physical traits and movements in great detail in order to
 - A. describe how subtle signals reflect Paul’s mood or disposition.
 - B. compare his reactions to how others would react in similar circumstances.
 - C. give details about his physical appearance and that of the teachers.
 - D. provide details about his behavior and the way it is interpreted by others.
9. Which choice provides the best evidence for the answer to the previous question?
 - A. Lines 69–70 (“He stood . . . white teeth.”)
 - B. Lines 70–74 (“His lips were . . . last degree.”)
 - C. Lines 74–81 (“Older boys . . . his hat.”)
 - D. Lines 85–88 (“This conscious . . . or ‘smartness.’”)
10. As used in line 93, “courteous” most nearly means
 - A. courtly.
 - B. mannerly.
 - C. gallant.
 - D. brave.

Questions 11–20 are based on the following passage.

The following passage is excerpted from a biography of social reformer and activist Susan B. Anthony, who worked to ensure that women have the right to vote in the United States.

Susan B. Anthony preached militancy to women throughout the presidential campaign of 1872, urging them to claim their rights under the Fourteenth and Fifteenth Amendments by registering and voting in every state in the Union.

Even before Francis Minor had called her attention to the possibilities offered by these amendments, she had followed with great interest a similar effort by Englishwomen who, in 1867 and 1868, had attempted to prove that the “ancient legal rights of females” were still valid and entitled women property holders to vote for representatives in Parliament, and who claimed that the word “man” in Parliamentary statutes should be interpreted to include women. In the case of the 5,346 householders of Manchester, the court held that “every woman is personally incapable” in a legal sense. This legal contest had been fully reported in *The Revolution*, and disappointing as the verdict was, Susan looked upon this attempt to establish justice as an indication of a great awakening and uprising among women.

There had also been heartening signs in her own country, which she hoped were the preparation for more successful militancy to come. She had exulted in *The Revolution* in 1868 over the attempt of women to vote in Vineland, New Jersey. Encouraged by the enfranchisement of women in Wyoming in 1869, Mary Olney Brown and Charlotte Olney French had cast their votes in Washington Territory. A young widow, Marilla Ricker, had registered and voted

in New Hampshire in 1870, claiming this right as a property holder, but her vote was refused. In 1871, Nannette B. Gardner and Catherine Stebbins in Detroit, Catherine V. White in Illinois, Ellen R. Van Valkenburg in Santa Cruz, California, and Carrie S. Burnham in Philadelphia registered and attempted to vote. Only Mrs. Gardner’s vote was accepted. That same year, Sarah Andrews Spencer, Sarah E. Webster, and seventy other women marched to the polls to register and vote in the District of Columbia. Their ballots refused, they brought suit against the Board of Election Inspectors, carrying the case unsuccessfully to the Supreme Court of the United States. Another test case based on the Fourteenth Amendment had also been carried to the Supreme Court by Myra Bradwell, one of the first women lawyers, who had been denied admission to the Illinois bar because she was a woman.

With the spotlight turned on the Fourteenth Amendment by these women, lawyers here and there throughout the country were discussing the legal points involved, many admitting that women had a good case. Even the press was friendly.

Susan had looked forward to claiming her rights under the Fourteenth and Fifteenth Amendments and was ready to act. She had spent the thirty days required of voters in Rochester with her family and as she glanced through the morning paper of November 1, 1872, she read these challenging words, “Now Register ... If you were not permitted to vote you would fight for the right, undergo all privations for it, face death for it....”

This was all the reminder she needed. She would fight for this right. She put on her bonnet and coat, telling her three

sisters what she intended to do, asked them to join her, and with them walked briskly to the barber shop where the voters of her ward were registering. Boldly entering this stronghold of men, she asked to be registered. The inspector in charge, Beverly W. Jones, tried to convince her that this was impossible under the laws of New York. She told him she claimed her right to vote not under the New York constitution but under the Fourteenth Amendment, and she read him its pertinent lines. Other election inspectors now joined in the argument, but she persisted until two of them, Beverly W. Jones and Edwin F. Marsh, both Republicans, finally consented to register the four women.

This mission accomplished, Susan rounded up twelve more women willing to register. The evening papers spread the sensational news, and by the end of the registration period, fifty Rochester women had joined the ranks of the militants.

Election day did not bring the general uprising of women for which Susan had hoped. In Michigan, Missouri, Ohio, and Connecticut, as in Rochester, a few women tried to vote. In New York City, Lillie Devereux Blake and in Fayetteville, New York, Matilda Joslyn Gage had courageously gone to the polls only to be turned away. Elizabeth Stanton did not vote on November 5, 1872, and her lack of enthusiasm about a test case in the courts was very disappointing to Susan.

However, the fact that Susan B. Anthony had voted won immediate response from the press in all parts of the country. Newspapers in general were friendly, the New York Times boldly declaring, "The act of Susan B. Anthony should have a place in history," and the Chicago Tribune venturing to suggest that she ought

to hold public office. The cartoonists, however, reveling in a new and tempting subject, caricatured her unmercifully, the New York Graphic setting the tone. Some Democratic papers condemned her, following the line of the Rochester Union and Advertiser which flaunted the headline, "Female Lawlessness," and declared that Miss Anthony's lawlessness had proved women unfit for the ballot.

11. The primary purpose of the passage is to
 - A. describe the political victories that led to women receiving the right to vote.
 - B. convey the conflict plaguing the inner circles of women's suffrage.
 - C. critique the media response to Susan B. Anthony's goals and actions.
 - D. narrate part of the journey of a key historical figure in pursuing social reform.
12. It can reasonably be inferred from the passage that Susan B. Anthony would most likely promote which of the following methods to secure one's civil rights?
 - A. Conduct a violent revolution.
 - B. Complain to the press.
 - C. Vote for sympathetic politicians.
 - D. Invoke the US constitution.
13. According to the passage, when women were refused the right to vote in the District of Columbia, they
 - A. tried to vote anyway, but only the vote of Nannette B. Gardner was accepted.
 - B. sued the Board of Election Inspectors in a case heard by the US Supreme Court.
 - C. organized a march on Washington, D.C., to protest such unfair treatment.
 - D. traveled to Washington Territory to vote there instead.

14. Which choice provides the best evidence that Susan B. Anthony was not alone in her efforts to secure women the right to vote?
- A. Lines 32–36 (“Encouraged by . . . Washington Territory.”)
 - B. Lines 36–40 (“A young widow. . . vote was refused.”)
 - C. Lines 40–45 (“In 1871, Nannette. . . to vote.”)
 - D. Lines 50–53 (“Their ballots refused. . . the United States.”)
15. In the third paragraph (lines 27–59), the author discusses Myra Bradwell in order to
- A. highlight the challenges women faced during Susan B. Anthony’s time.
 - B. emphasize how Myra Bradwell was not qualified for the Illinois bar.
 - C. exaggerate the difficulties of being a woman during Susan B. Anthony’s time.
 - D. showcase the brightest women who lived during Susan B. Anthony’s time.
16. The passage implies that social change is best enacted by
- A. the dedicated work of a single visionary.
 - B. an effort to vote out the politicians currently in charge.
 - C. a unified effort by many dedicated individuals.
 - D. a lawsuit brought in front of the US Supreme Court.
17. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 21–26 (“This legal contest. . . among women.”)
 - B. Lines 60–65 (“With the spotlight. . . a good case.”)
 - C. Lines 66–68 (“Susan had. . . ready to act.”)
 - D. Lines 78–83 (“She would fight. . . were registering.”)
18. As used in line 92, “pertinent” most nearly means
- A. relevant.
 - B. interesting.
 - C. persistent.
 - D. remorseful.
19. As used in line 131, “flaunted” most nearly means
- A. broadcast.
 - B. printed.
 - C. showcased.
 - D. hid.
20. According to the passage, the news media reported on the registration of women voters in Rochester after
- A. fifty women had joined the ranks of the militants.
 - B. Anthony expressed disappointment with Elizabeth Stanton.
 - C. Amy Post sued the registrars who would not allow her to vote.
 - D. Anthony had successfully gotten numerous women to register to vote.

CONTINUE

The US Geological Survey (USGS) is a government agency whose goal is to provide reliable scientific information about the Earth, including minimizing loss from natural disasters. This excerpt is from the organization's website, addressing earthquakes, megaquakes, and movies. For the full passage, please visit <http://earthquake.usgs.gov/learn>.

Throughout the history of Hollywood, disaster films have been sure-fire winners for moviemakers. . . . With amazing special effects, it's easy to get caught up in the fantasy disaster epic. What makes a great science fantasy film often bears no relation to real facts or the hazards people truly face. . . .

Earthquakes are naturally occurring events outside the powers of humans to create or stop. An earthquake is caused by a sudden slip on a fault, much like what happens when you snap your fingers. Before the snap, you push your fingers together and sideways. Because you are pushing them together, friction keeps them from slipping. When you apply enough stress to overcome this friction, your fingers move suddenly, releasing energy. The same "stick-slip" process goes on in the earth. Stresses in the Earth's outer layer push the sides of the fault together. The friction across the surface of the fault holds the rocks together so they do not slip immediately when pushed sideways. Eventually enough stress builds up and the rocks slip suddenly, releasing energy in waves that travel through the rock to cause the shaking that we feel during an earthquake.

Earthquakes typically originate several to tens of miles below the surface of the Earth. It takes decades to centuries to build up enough stress to make a large earthquake, and the fault may be tens to hundreds of miles long. People cannot prevent

earthquakes from happening or stop them once they've started—giant nuclear explosions at shallow depths, like those in some movies, won't actually stop an earthquake.

It's well known that California, the Pacific Northwest, and Alaska all have frequent earthquakes, some of which are quite damaging. Some areas of the country are more at risk than others, but, in fact, 42 of the 50 states could experience damaging ground shaking from an earthquake in 50 years (which is the typical lifetime of a building), and 16 states have a relatively high likelihood of experiencing damaging ground shaking.

The two most important variables affecting earthquake damage are the intensity of ground shaking and the quality of the engineering of structures in the region. The level of shaking is controlled by the proximity of the earthquake source to the affected region and the types of rocks that seismic waves pass through en route (particularly those at or near the ground surface). Generally, the bigger and closer the earthquake, the stronger the shaking. But there have been large earthquakes with very little damage because they caused little shaking or because the buildings were built to withstand that shaking. In other cases, moderate earthquakes have caused significant damage because the shaking was locally amplified, or because the structures were poorly engineered. . . .

The idea of a "Mega-Quake"—an earthquake of magnitude 10 or larger—is very unlikely. Earthquake magnitude is based in part on the length of faults—the longer the fault, the larger the earthquake. The simple truth is that there are no known faults capable of generating a magnitude 10 or larger "mega-quake." The San Andreas fault is not long and deep enough to have a magnitude

9 or larger earthquake as depicted in the movie. The largest historical earthquake on the northern San Andreas was the 1906 magnitude 7.9 earthquake. In 1857 the Fort Tejon earthquake occurred on the southern San Andreas fault; it is believed to have had a magnitude of about 7.9 as well. Computer models show that the San Andreas fault is capable of producing earthquakes up to about magnitude 8.3, but anything larger is extremely unlikely. Shaking from even the largest possible San Andreas fault events will not be felt on the east coast.

Then there's this business of California falling off into the ocean. Not true! The ocean is not a great hole into which California can fall, but is itself land at a somewhat lower elevation with water above it. It's impossible that California will be swept out to sea. Instead, southwestern California is moving slowly (2 inches per year) towards Alaska. 15 million years (and many earthquakes) from now, Los Angeles and San Francisco will be next-door neighbors.

Another popular cinematic and literary device is a fault that opens during an earthquake to swallow up an inconvenient character. But the ground moves parallel to a fault during an earthquake, not away from it. If the fault could open, there would be no friction. Without friction, there would be no earthquake. Shallow crevasses can form during earthquake-induced landslides, lateral spreads, or other types of ground failures. Faults, however, do not gape open during an earthquake.

So when you see the next big disaster film, rest assured that movies are just entertainment. Enjoy them! And then go learn about the real-world science behind disasters, and if you live in an area where hazards exist, take the suggested steps to protect you and your family.

21. The primary purpose of the passage is to
 - A. counter the myths about earthquakes driven by fictional films.
 - B. explain to people the causes and effects of earthquakes.
 - C. show how Hollywood distorts science to develop engaging stories.
 - D. give people advice about what to do if an earthquake strikes.
22. According to the passage, earthquakes are caused mainly by
 - A. the existence of faults in the earth's crust.
 - B. stresses in the earth's crust that cause a fault to slip.
 - C. two faults in the earth's crust pressing against each other.
 - D. the quality of the engineering of structures in the region.
23. As used in line 24, "stress" most nearly means
 - A. anxiety.
 - B. weight.
 - C. pressure.
 - D. emphasis.
24. In 1989, an earthquake caused extensive damage to San Francisco, California. Based only on information in the article, this most likely occurred because
 - A. the earthquake source was very near the affected region and the buildings were poorly constructed.
 - B. San Francisco has had earthquakes many times before, and they were all destructive.
 - C. city officials never thought the city would experience an earthquake, so they were unprepared.
 - D. the faults were deep and numerous across the country.

25. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 10–21 (“An earthquake is . . . the fault together.”)
 - B. Lines 29–34 (“Earthquakes typically . . . miles long.”)
 - C. Lines 50–54 (“The two most important . . . in the region.”)
 - D. Lines 107–110 (“But the ground . . . be no friction.”)
26. In line 67, “amplified” most nearly means
- A. intensified.
 - B. lifted.
 - C. supplemented.
 - D. made louder.
27. The author describes the earthquakes of 1857 and 1906 (lines 79–85) in order to
- A. provide examples of “mega-earthquakes.”
 - B. prove the depictions of earthquakes in major films as based on reality.
 - C. support the assertion that the San Andreas fault is incapable of generating magnitude 10 earthquakes.
 - D. demonstrate the inability of computer models to determine the size of earthquakes accurately.
28. The author of the passage counters the claim that part of California may fall off into the ocean in the future by
- A. stating that Californian government is working to prevent such a disaster.
 - B. indicating that rising sea levels will counter seismic activity.
 - C. building a comparison between California and Alaska.
 - D. explaining how the floor of the ocean is sunken land covered by water.
29. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 39–42 (“It’s well known. . . quite damaging.”)
 - B. Lines 54–59 (“The level of shaking. . . ground surface.”)
 - C. Lines 94–97 (“The ocean . . . above it.”)
 - D. Lines 100–103 (“15 million years . . . neighbors.”)
30. The author’s use of the phrase “inconvenient character” (lines 106–107) affects the tone of the passage by
- A. revealing a negative attitude about unscientific data.
 - B. illustrating a mocking tone toward how the storylines are written.
 - C. emphasizing a scholarly attitude about science.
 - D. communicating a warning about inaccurate scientific information.
31. How does the author refute the idea that an earthquake could cause the earth to open up and swallow people and things on the surface?
- A. The author points to the idea of how the earth opening up is portrayed in movies.
 - B. The author notes that there are no known faults capable of producing a “mega-quake.”
 - C. The author explains that the ground moves parallel to a fault during an earthquake.
 - D. The author suggests that subsequent landslides can cause crevasses to open.

Questions 32–42 are based on the following passages.

After the Constitution was drafted, it had to be ratified by at least nine of the thirteen states. The following two passages illustrate the debate over ratification.

Passage 1 is from Patrick Henry's speech, made as governor of Virginia on June 5, 1778, at the state's convention to ratify the constitution. Passage 2 is from an essay written by James Madison, which first appeared in a New York newspaper on June 6, 1788, and later became part of what are now known as the Federalist Papers.

PASSAGE 1

If you make the citizens of this country agree to become the subjects of one great consolidated empire of America, your government will not have sufficient energy to keep them together. Such a government is incompatible with the genius of republicanism. There will be no checks, no real balances, in this government. What can avail your specious, imaginary balances, your rope-dancing, chain-rattling ridiculous ideal checks and contrivances? But, sir, "we are not feared by foreigners; we do not make nations tremble." Would this constitute happiness or secure liberty? I trust, sir, our political hemisphere will ever direct their operations to the security of those objects.

This Constitution is said to have beautiful features; but when I come to examine these features, sir, they appear to me horribly frightful. Among other deformities, it has an awful squinting; it squints toward monarchy, and does not this raise indignation in the breast of every true American? Your president

may easily become king. Your Senate is so imperfectly constructed that your dearest rights may be sacrificed to what may be a small minority; and a very small minority may continue for ever unchangeably this government, though horribly defective. Where are your checks in this government? Your strongholds will be in the hands of your enemies. It is on a supposition that your American governors shall be honest that all the good qualities of this government are founded; but its defective and imperfect construction puts it in their power to perpetrate the worst of mischiefs should they be bad men; and, sir, would not all the world, blame our distracted folly in resting our rights upon the contingency of our rulers being good or bad? Show me that age and country where the rights and liberties of the people were placed on the sole chance of their rulers being good men without a consequent loss of liberty! I say that the loss of that dearest privilege has ever followed, with absolute certainty, every such mad attempt.

PASSAGE 2

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent is admitted on all hands to be essential to the preservation of liberty; it is evident that each department should have a will of its own; and consequently should be so constituted that the members of each should have as little agency as possible in the appointment of the members of the others It is equally evident that the members of each department should be as little dependent as possible on those of the others for the emoluments annexed to their offices. Were the executive magistrate, or the judges, not independent of the legislature

CONTINUE

in this particular, their independence in every other would be merely nominal. But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others. The provision for defense must in this, as in all other cases, be made commensurate to the danger of attack. Ambition must be made to counteract ambition. The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.

32. In lines 12–14, Henry suggests that he believes the framers of the Constitution felt a need to

- A. display their power to Americans.
- B. intimidate other countries.
- C. secure happiness and liberty.
- D. build strong international relationships.

33. Based on the information in this passage, what kind of government does Henry think is best?

- A. Republic
- B. Monarchy
- C. Autocracy
- D. Empire

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

- A. Lines 1–5 (“If you make . . . them together.”)
- B. Lines 5–7 (“Such a government . . . republicanism.”)
- C. Lines 22–26 (“Among other . . . true American?”)
- D. Lines 26–27 (“Your president . . . king.”)

35. Which represents the best summary of Patrick Henry’s objection to the drafted Constitution?

- A. It overemphasizes the need for checks and balances.
- B. It leaves too much power in the hands of the people.
- C. It does not centralize power enough.
- D. It makes government dependent on people who are flawed.

36. As used in line 41, “mischiefs” most nearly means

- A. pranks.
- B. crimes.
- C. decisions.
- D. wrongdoings.

37. What was Madison's strongest counterargument to those who were concerned about a strong central government?

- A. Government must reflect human nature.
- B. People are drastically flawed and can never be trusted.
- C. People would have no influence over their government.
- D. As long as the powers are separated, power will not be concentrated.

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

- A. Lines 72–78 (“But the great . . . of the others.”)
- B. Lines 87–89 (“But what is . . . nature?”)
- C. Lines 89–90 (“If men were . . . would be necessary.”)
- D. Lines 98–102 (“A dependence on . . . auxiliary precautions.”)

39. As it is used in line 74, “department” most nearly means

- A. executive.
- B. territory.
- C. level.
- D. branch.

40. The primary purpose of each passage is to

- A. define the roles of government for officials and citizens to align with republicanism.
- B. discuss the process by which laws are created and enforced at a national level.
- C. offer the considerations due to a system of government attempting to create a bulwark against tyranny.
- D. critique the existing constitution as affording too great of power to individual states.

41. What do these two statements show about how their authors viewed human nature?

Henry, lines 45–49: “Show me that age and country where the rights and liberties of the people were placed on the sole chance of their rulers being good men without a consequent loss of liberty!”

Madison, lines 90–93: “If angels were to govern men, neither external nor internal controls on government would be necessary.”

- A. Henry and Madison both believed that people are too flawed to be trusted with complete control.
- B. Henry and Madison both believed rulers do not care about the rights and liberties of the people they govern.
- C. Henry didn’t trust ordinary people to be rulers, and Madison believed all people could be trusted to wield complete control.
- D. Henry believed that government is unnecessary for a free people, and Madison believed that government needs to be regulated.

42. Which of the following best represents the differences in point of view of the authors of the two passages?

- A. Henry was concerned about the balance of power, and Madison was concerned about concentration of wealth.
- B. Henry worried about too much power in the hands of the government, and Madison worried about too much power in any one branch of government.
- C. Henry was focused on states’ rights, and Madison was focused on adding the Bill of Rights to the Constitution.
- D. Henry was afraid of a return to monarchy, and Madison was afraid of government corruption.

Questions 43–52 are based on the following passage.

This article is excerpted from the National Oceanic and Atmospheric Administration Fisheries website (NOAA). The public agency provides science news and scientific findings related to the Earth and the Earth's atmosphere. This article describes the identification of a tiny, rare shark. For the full passage, please visit www.nmfs.noaa.gov/stories.

A very small and rare species of shark is swimming its way through scientific literature. But don't worry, the chances of this inches-long vertebrate biting through your swimsuit is extremely slim, because if you ever spotted one, you'd be only the third person to ever do so.

This species' common name is the "pocket shark," though those in the field of classifying animals refer to it by its scientific name *Mollisquama* sp., according to a new study published in the international journal of taxonomy *Zootaxa*. While it is small enough to, yes, fit in your pocket, it's dubbed "pocket" because of the distinctive orifice above the pectoral fin—one of many physiological features scientists hope to better understand.

"The pocket shark we found was only 5 and a half inches long, and was a recently born male," said Mark Grace of NOAA Fisheries' Pascagoula, Miss., Laboratory, lead author of the new study, who noted the shark displayed an unhealed umbilical scar. "Discovering him has us thinking about where mom and dad may be, and how they got to the Gulf. The only other known specimen was found very far away, off Peru, 36 years ago."

Interestingly, the specimen Grace discovered wasn't found in the ocean, per se, but rather in the holdings of NOAA's lab in Pascagoula. It was collected in the deep sea about 190 miles offshore Louisiana during

a 2010 mission by the NOAA Ship *Pisces* to study sperm whale feeding. Grace, who was part of that mission after the rare shark was collected and upon uncovering the sample at the lab years later, recruited Tulane University researchers Michael Doosey and Henry Bart, and NOAA Ocean Service genetics expert Gavin Naylor, to give the specimen an up-close examination.

A tissue sample was collected, and by tapping into the robust specimen collection of Tulane University's Biodiversity Research Institute, scientists were able to place the specimen into the genus *Mollisquama*. Further genetic analysis from Naylor indicates that pocket sharks are closely related to the kitefin and cookie cutter species, fellow members of the shark family *Dalatiidae*. Like other *Dalatiidae* shark species it is possible that pocket sharks when hungry may remove an oval *plug* of flesh from their prey (various marine mammals, large fishes, and squid).

The specimen is part of the Royal D. Suttkus Fish Collection at Tulane University's Biodiversity Research Institute in Belle Chasse, La., and it is hoped that further study of the specimen will lead to many new discoveries. Already, the specimen—when compared to the 1979 specimen taxonomic description—is found to have a series of glands along the abdomen not previously noted. Partners at the Smithsonian National Museum of Natural History in Washington, D.C., and American Natural History Museum in New York City have also contributed to the study of this shark.

"This record of such an unusual and extremely rare fish is exciting, but it's also an important reminder that we still have much to learn about the species that inhabit our oceans," Grace added.

43. What does the passage illustrate about how scientific information is gathered?
- A. Multiple scientific institutions are needed to form any strong scientific conclusion.
 - B. Luck plays an essential role whenever scientists work to gather information.
 - C. All scientific research is recorded in journals.
 - D. Scientists in different locations often share their findings.
44. Which statement best describes a reason for why two specimens of a shark species would be found in two distant locations such as off the coast of Peru and the Gulf of Mexico?
- A. Two separate species adapted in similar ways to similar environments.
 - B. The shark species is commonly found throughout the Pacific and the Atlantic Ocean.
 - C. The shark species travels from one location to another.
 - D. The earlier sample was mislabeled by Tulane's Biodiversity Research Institute.
45. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 8–11 ("This species' . . . name *Mollisquama*")
 - B. Lines 19–21 ("The pocket . . . born male")
 - C. Lines 25–29 ("Discovering . . . ago.")
 - D. Lines 33–36 ("It was collected. . . whale feeding.")
46. According to the passage, the pocket shark got its name because of
- A. its small size.
 - B. the orifice near its fin.
 - C. the way it can be carried in a pocket.
 - D. its pocket-like markings near its dorsal fin.
47. According to the passage, the information that was most important in determining the species of the shark was
- A. the length of the shark.
 - B. the "pocket" feature that made it unique.
 - C. tissue samples to provide genetic information.
 - D. its position in the food chain.
48. Based on the passage, scientists determined the age of the pocket fish they found by
- A. observing the number of lines on the fins.
 - B. comparing its size to other pocket fish.
 - C. comparing its size to other fish found in the Gulf of Mexico.
 - D. finding a scar on its body.
49. As used in line 38, "sample" most nearly means
- A. specimen.
 - B. population.
 - C. example.
 - D. bite.

50. Based on its use in line 45, "robust" most nearly means
- A. typical.
 - B. healthy.
 - C. varied.
 - D. distinguished.
51. According to the passage, scientists were so excited about finding a pocket shark because the sharks are
- A. evidence of a new family of sharks.
 - B. the only known species that has pockets.
 - C. proof that a single breed can live in vastly different waters.
 - D. so unique and so few of them have been found.
52. Which choice provides the best evidence for the answer to the previous question?
- A. Lines 3–7 ("But don't worry . . . ever do so.")
 - B. Lines 36–43 ("Grace . . . examination.")
 - C. Lines 48–52 ("Further genetic . . . *Dalatiidae*.")
 - D. Lines 72–76 ("This record . . . added.")

STOP

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

Section 1: Reading Test

1. A

2. B

3. B

4. C

5. B

6. B

7. A

8. A

9. C

10. B

11. D

12. D

13. B

14. C

15. A

16. C

17. B

18. A

19. C

20. D

21. A

22. B

23. C

24. A

25. C

26. A

27. C

28. D

29. C

30. B

31. C

32. B

33. A

34. B

35. D

36. D

37. D

38. A

39. D

40. C

41. A

42. B

43. D

44. C

45. C

46. B

47. C

48. D

49. A

50. C

51. D

52. D

READING TEST RAW SCORE
(Number of correct answers)

1. **The correct answer is A.** The overall descriptions are of the character Paul. The passage describes how he looks, his actions and reactions, and his emotions. The narrator also describes how others react to Paul, giving the reader an outside perspective of the character. Thus, choice A provides the best summary of the passage. Choice B is incorrect because the principal is labeled as a sympathetic figure distant from the interactions of Paul and his teachers. Choice C is incorrect because no explicit mention is made of Paul's past. Choice D is incorrect because the reader is told that Paul is lying when expressing his interest in returning to school.

2. **The correct answer is B.** A dandy is a person who is meticulous in the way he dresses and takes extreme care in his appearance. The paragraph in which the word is used is in the context of Paul's clothing, and *dandy* suits the characterization of Paul, so choice B is

3. **The correct answer is B.** The author notes in lines 1–3 that it “was Paul’s afternoon to appear before the faculty of the Pittsburgh High School to account for his various misdemeanors.” While the author notes that Paul does tell the principal that he wants to return to school, choice A is incorrect because this was not the reason why he was asked to appear before the faculty. Tardiness (choice C) is not mentioned as one of Paul’s infractions. Choice D distorts details from the passage; Paul neither pleads nor is he at risk of expulsion.

4. **The correct answer is C.** The carnation is obvious on his coat lapel, and it is a contrast to the way Paul is dressed in shabby clothes, as if he didn’t care. And yet the carnation adds a note of frivolity and mockery to the seriousness of the event. It is a way of subtly communicating that he will do as he pleases, in defiance of the wishes of the faculty, thus choice C is the best answer. There is no direct