

## PRACTICE TEST 2 ANSWER KEY

- |       |       |
|-------|-------|
| 1. A  | 24. A |
| 2. C  | 25. C |
| 3. D  | 26. B |
| 4. B  | 27. A |
| 5. C  | 28. D |
| 6. C  | 29. C |
| 7. B  | 30. D |
| 8. B  | 31. B |
| 9. D  | 32. D |
| 10. D | 33. B |
| 11. C | 34. A |
| 12. B | 35. B |
| 13. A | 36. A |
| 14. D | 37. D |
| 15. B | 38. D |
| 16. D | 39. A |
| 17. D | 40. B |
| 18. A | 41. A |
| 19. B | 42. D |
| 20. B | 43. A |
| 21. D | 44. C |
| 22. C | 45. B |
| 23. C |       |

*Once you have checked your answers, remember to return to page 4 and respond to the Reflect questions.*

## PRACTICE TEST 2 EXPLANATIONS

### SECTION I: MULTIPLE CHOICE

1. **A** The author uses “baneful peculiarities” at the very start of the passage, after just introducing the idea of slavery in general. Therefore, (A) is the best response.
2. **C** The “hydra-headed monster” is a metaphor for slavery. Specifically, the author refers to masters and idle spectators in the negative thereafter, so (A) and (D) can be eliminated. Choice (C) is the best answer.
3. **D** In the first paragraph, the author describes his own experience within the slavery system. In the final sentence, he says he is speaking truthfully. Therefore, the answer is (D). Note that (A) and (C) incorrectly characterize pathos and ethos and can be immediately eliminated.
4. **B** The speaker maintains a friendly relationship with his audience, so (A) and (D) can be eliminated. “Convivial,” (C), is a celebratory, jubilant connotation and isn’t appropriate to the passage. Therefore, (B) is the best answer.
5. **C** In these lines, the author offers legal and social definitions for the terms “master” and “slave.” Choice (D) is a possible trap answer, but these lines are more about legal terminology than about the nature of slavery. In fact the author states in lines 12–13 “I will state, as well as I can, the legal and social relation of master and slave,” which is a statement of his purpose in these lines. Therefore, (C) is the best answer.
6. **C** The author describes both the legal and religious justification for maintaining slavery: “This he does with the force of the law and the sanction of southern religion” (lines 16–17). By contrast, the author argues that slavery is immoral; therefore, (D) can be eliminated. Choice (C) is the best answer.
7. **B** With the phrase “master’s ledger” the author emphasizes that slaves are treated like other livestock, not like humans. Therefore, (B) is the correct answer.
8. **B** In this sequence of sentences, the author describes a series of contrasts between “he” (the slave) and “another” (the master). Therefore, (B) is the correct answer.
9. **D** This is an extended passage made up of clauses that use parallel syntax, (D). While (A) might describe the language of the passage, there is no assertion that one aspect of slavery is more cruel than another; therefore, (A) can be eliminated. Choice (D) is the correct answer.
10. **D** The opening sentence of this passage describes the “vivid pictures of their happiness” that the author disagrees with. Therefore, (D) is correct.
11. **C** The passage ends with an image of slaves experiencing joy as evidence of their humanity, condemning the actions of slave owners. Because the author talks about God as an “accusing angel,” (C) is the best answer.

12. **B** The author doesn't introduce an expert, so (A) can be eliminated. The author does give personal experience but doesn't tell a particular story, so (C) can be eliminated. There is no clear statement of thesis or purpose, so (D) can be eliminated. Choice (B) is the best answer.
13. **A** The key to this question is identifying the transition word, "however." Prior to the transition, the author is discussing teaching strategies. After it, the author introduces the idea of student failure. Therefore, (A) is the best answer.
14. **D** The third paragraph is a transitional paragraph the author uses to introduce a personal anecdote. Therefore, (D) is the correct answer.
15. **B** This statement is not a comparison or an introduction; therefore, (C) and (D) can be eliminated. Similarly, there is no mention of further research (A), so (B) is the best answer.
16. **D** Anecdotes, (D), are short stories taken from the author's own experience. In this passage, the author refers to her own teaching experiences, along with the experiences of her youngest child with Mrs. Stifter. Metaphors, (A), similes, (B), and analogies, (C), are all types of comparisons; these are not a prominent feature of the text.
17. **D** The phrase quoted is actually an admission that the author's argument may not be universally true. Therefore, (D) is the best answer. Choices (A) and (B) are the opposite of this, and there are no allusions, (C), in this part of the text.
18. **A** When the author says "prior to teaching this class..." she is introducing a previously held view, that poor academic performance is related to impediments to concentration. Then, she describes an alternate view: that if teaching style won't engage students, perhaps failure (an alternate option) will. Therefore, (A) is the correct answer.
19. **B** The best strategy for approaching this question is to first identify who "they" is. Based on context, it can be understood that "they" are the students. Therefore, (C) and (D) can be eliminated. Second, "sailing" is a term meant to be taken figuratively, rather than a reference to a specific leisure activity, so (A) can be eliminated. Therefore, the answer is (B).
20. **B** The personal anecdote provided in the story describes how the threat of failure motivated the author's son to perform better in school. Therefore, (B) is the correct answer.
21. **D** While the author seems curious and engaged, she never questions policymakers directly, so (A) can be eliminated. Nothing suggests that the author is tired or frustrated, so (B) can be eliminated. While the speaker is a former student who has experienced failure, (C) doesn't accurately describe the passage. Therefore, the answer is (D).
22. **C** In the sixth paragraph, the author describes what she has been detailing previously. In the seventh paragraph, she describes how failing students could be implemented as a policy. Therefore, (C) is the best answer.



23. C The fourth paragraph provides a story about her son who was motivated to work hard in English class by the threat of failure. The author's main thesis is that the threat of failure is beneficial to students. This story supports this thesis, which supports (C). Choice (A) is tempting, but this is one example; hard work is not necessarily an overall change in work ethic. Choice (B) is wrong because this example supports the rule. Choice (D) is incorrect because even though the child was failing, he ultimately got an A. The answer is (C).
24. A Paragraph 1 discusses the musician Bruce Diamond, describing his recordings as "rough" and recorded at home. Choice (A) is most relevant, since it refers to "amateur" musicians who recorded with cassette recorders. Choices (B) and (C) are not as good, since they refer to multiple musicians, which is not the subject of the essay. Choice (D) is too broad and not directly relevant to Diamond. The answer is (A).
25. C Choice (A) is incorrect because the question wants a *confident* tone, which is not conveyed by *possibly*. Choice (B) is wrong, since the rest of the paragraph establishes that Diamond was influenced by other artists, not the other way around. There is no evidence to say that Diamond *partnered* with anyone, (D). The answer is (C).
26. B Choice (B) is the only option that conveys any detail about lyrical subject matter, telling you that the lyrics to these songs involved subjects like dating and automobiles. Choice (A) is just speculation about what inspired the lyrics. Choices (C) and (D) refer to the way Diamond wrote or performed the lyrics, but they do not tell you anything about the subject matter of the lyrics. The answer is (B).
27. A The previous paragraph was focused on the idea that Diamond was influenced by a variety of different musical genres. Choice (A) captures this idea. Choices (B) and (C) are unknown and unsupportable by the text. Choice (D) is close, but Diamond's reputation is really not the focus of the previous paragraph, nor do we precisely know what percentage of his songs employed certain styles. The answer is (A).
28. D A sentence should only be in the essay if it seems to flow well with the purpose and tone of the paragraph. In this case, sentence 14 does not contribute anything new to a paragraph that has as its main theme a discussion of Diamond's unique songwriting voice. All of the other choices are directly related to Diamond and his work. The answer is (D).
29. C The two clauses of the sentence provide a contrast: there is abundant music knowledge about New Orleans, Detroit, and Nashville but little known about Lexington. The use of *while*, (A), indicates a contrast, as do (B) and (D). Choice (C) makes the first clause of the sentence sound as if it is the cause of the second clause, which is incorrect. The answer is (C).
30. D The previous sentence is a transition to begin discussing what interests musicologists about Diamond's songs. This sentence explains that there were very few other recordings from Lexington artists. Choices (A), (B), and (C) offer details about the cassette recording process that are irrelevant to the point of the sentence. The intended meaning of the sentence is that there was little known about the music culture of Lexington, Kentucky in the 1960s. The rest of the paragraph provides context to clarify that idea. Choice (D) correctly identifies the *music culture in a city like Lexington* as the topic. The answer is (D).



31. **B** Choice (B) effectively ties the conclusion back to the intro. Since the passage deals with the present study of Diamond's work, it is not consistent to make a prediction about Diamond's future popularity as (A) does. Choices (C) and (D) offer unnecessary speculation about whether Diamond ever bought another recorder or performed in another city, neither of which were topics of discussion in the passage. The answer is (B).
32. **D** The author's goal is to show that Einstein's skepticism slowed or stopped scientific inquiry into black holes. Only (D) correctly demonstrates this point of view. Choice (A) seems to contradict the author's goal. Choice (B) cannot be valid, since clearly research did continue, or else black holes would not have been discovered at all. Choice (C) is factually correct, but has no bearing on whether Einstein's perspective negatively affected the research community. The answer is (D).
33. **B** The first part of the sentence highlights information that is true in spite of the second part of the sentence. Therefore, (C) is wrong, since it features a conjunction that connects two clauses as if they agree. Choice (A) is incorrect, because there is no cause-and-effect relationship indicated by the two parts of the sentence. Choice (D) may seem close, but sentence 5 is not a contrast to sentence 4. The answer is (B).
34. **A** The second paragraph is rhetorically flawed, since it does not actually state what Cygnus X-1 is and how it is relevant to the main focus of the essay. Choice (A) is essential in order to clarify this gap in the text. All of the other choices are inadequate if the reader does not understand that Cygnus X-1 is a black hole. The answer is (A).
35. **B** The primary purpose of the reference sentence is to demonstrate in understandable terms the extremely small size of the black hole in comparison to items of similar mass. Sentence 6 refers to the Sun, so placing this sentence after sentence 6 would clarify the significance of the Sun as a point of reference. The answer is (B).
36. **A** Choice (A) is correct, because it is the only answer that correctly introduces the topic of how black holes are formed, which will be the focus of the rest of the passage. All the other answer choices raise interesting questions; however, none of them are actually answered by the remainder of the passage. The answer is (A).
37. **D** This sentence needs a transition that shows a contrast from the previous sentence. Choices (A), (B), and (C) are incorrect because they all indicate that a complementary concept is being introduced. The answer is (D).
38. **D** The writer wants to provide a statement to rebut the theory that "micro" black holes may pose a danger to Earth. Choice (A) is incorrect, since it provides evidence that black holes are possibly abundant. Choices (B) and (C) might look tempting, but we do not know whether scientists' beliefs are accurate, nor do we know whether the Large Hadron Collider is mimicking forces in nature. The best choice is (D), since it establishes that, even if micro black holes were to form near Earth, they would likely not survive long enough to pose a danger.
39. **A** The essay focuses on the existence of black holes and theories regarding their causes. The concept of black holes is referred to as "fascinating" and "bizarre." Choices (B) and (D) are too narrow, since these things are only mentioned in passing and do not encapsulate the overall focus of the essay. Choice (C) is not the best answer, since black holes are accepted as factual by modern scientists. The answer is (A).



40. **B** The question asks for an answer that emphasizes lack of awareness of a problem. Choices (A) and (D) say people don't often encounter or pay attention to something, not that they aren't aware of it or that it's a problem. It's a small difference, but it's a difference that means you can eliminate these two choices because (B) mentions *danger*. Choice (C) refers to governments' attempts to study it, so cross that one out too. Only (B), which matches *realize* in the answer choice with *awareness* in the question, is consistent with what you are asked to emphasize.
41. **A** Choice (A) represents examples of toxins that could be released into the groundwater from e-waste in landfills, a claim made in sentence 7. Choice (B) is never touched on by any information in the passage, nor is it consistent with the idea that e-waste in landfills is a serious and urgent problem, so eliminate it. Choice (C) is not something relevant to the passage, since it is about agricultural waste. Choice (D) is attempting to combine two things that were not combined in the essay: groundwater pollution and air pollution. The answer is (A).
42. **D** *Consequently* in (A) would indicate that the *reusable silver, gold, and other electrical conductors* in the motherboards were a consequence of how burning *contaminates the air*. Cross out (A) because nothing indicates that this is true; instead, the positive sentiment expressed in the first sentence of this paragraph is a marked shift from the negative sentiment at the end of the previous paragraph. Choices (B) and (C) would likewise reflect a consistent flow—so eliminate those. Choice (D), on the other hand, accurately signals the shift occurring between these two paragraphs from a problem of e-waste to a potential use of e-waste. The answer is (D).
43. **A** Choice (A) accurately fits into the flow of this paragraph. While (B) may be true, it does not transition adequately to sentence 12, which points out that some e-waste is simply shipped off to foreign countries, thus thwarting efforts to keep it out of landfills. Choice (A) is more comprehensive and attuned to the big picture, making it a better answer than (B). Choices (C) and (D) likewise have no known relevance to sentence 12. The answer is (A).
44. **C** Sentence 12 mentioned the practice of some companies who advertise safe disposal of e-waste simply shipping the e-waste off to foreign countries where it still sits in landfills. Only (A), (C), and (D) are relevant to sentence 12, so eliminate (B). In addition to building on sentence 12, however, we must also support the author's overall claim that e-waste in landfills is harmful to the environment. Eliminate (A) first, since it does nothing to support the author's claim. It simply establishes that foreign disposal of e-waste is happening, the same thing the author mentioned in sentence 12. Next, eliminate (D), because there is likewise no direct support for the author's overall claim. Choice (C) is preferable because it mentions the specifics of why the organizations in sentence 12 are bad. The answer is (C).
45. **B** The passage discusses e-waste and its effect on the environment when it isn't properly recycled. It is not about pollution problems in general, so eliminate (A). Sentence 13 is optimistic in tone, pointing out positive steps in the right direction toward solving the problem of e-waste. The phrase *Because of this* in (C) would not match this sentence. Choice (D) is far too pessimistic and is, therefore, not consistent with the tone of the passage. Choice (B) sums up the author's points and is thus the best conclusion. The answer is (B).

## SECTION II: FREE RESPONSE

**Rubric—1 + 4 + 1 = 6 pts**

- A. Thesis (0–1 pts)
  - Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.
- B. Evidence and Commentary (0–4 pts)
  - Evidence: Provides specific evidence to support all claims in a line of reasoning.
  - Commentary: Consistently explains how the evidence supports a line of reasoning.
  - Explains how multiple literary elements or techniques in the poem contribute to its meaning.
- C. Sophistication (0–1 pts)
  - Demonstrates sophistication of thought and/or develops a complex literary argument.

### Question 1—Synthesis Essay

#### How to Score 6 Points

- Address the prompt with a defensible thesis.
- Present specific evidence from at least three sources and consistently explain how the evidence supports your thesis statement.
- Use style and rhetoric to persuade the reader.

#### Source Overview

- Source A:** Thoughtful inclusion of technology in the classroom is linked to positive educational outcomes. By allowing educators to “individualize a students’ pace of learning,” technology can drive equity in learning opportunities by expanding access to under-resourced students. However, technology use is also associated with attention disorders, loneliness, and low grades.
- Source B:** A recent survey presents a series of data describing mobile device use in families: Children are more likely to use devices as they grow up, and a child’s cell phone use doesn’t necessarily correlate with their parent’s cell phone use.
- Source C:** The Waldorf School’s curriculum features very limited technology use, with screens phased in during middle school and used as a learning tool in high school. Tuition is \$21,000 per year, and the school boasts students that are “handy, athletic, and artistic.”
- Source D:** Yalda Uhls argues that modern media is not having an adverse impact on today’s youth, comparing concerns thereof to those associated with radio and television in the past. Parents and educators should guide children in using it responsibly.
- Source E:** This graph illustrates that home computer access and home internet use among children ages three to 17 has risen by over 50% between 1984 and 2017.
- Source F:** This graphic depicts the attitudes teens have toward the effect social media has had on their lives. Forty-five percent describe the effect as neutral, while 31% describe the effect as mostly positive, and 24% describe the effect as mostly negative.



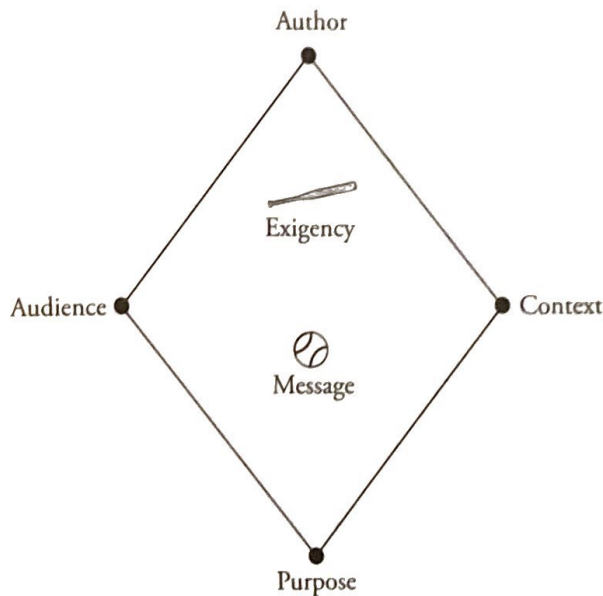
## Sample First Paragraph

Technology has become an intrinsic part of everyday life. What was once science fiction—using a small metal and glass rectangle to make food magically appear at one's doorstep—is now commonplace. Meanwhile, educators and parents express concern that digital media and screen time are psychologically damaging. While technology should be used with guidance and supervision, today's youth should have access to technology as both an educational and personal tool.

## Question 2—Rhetorical Analysis Essay

### How to Score 6 Points

Use the Rhetorical Diamond! While you're reading the prompt and the passage, imagine—and try to flesh out—a baseball diamond with the following six points:



**Author:** Vice President Spiro Agnew

**Audience:** The people of Des Moines, Iowa, as well as a national televised audience

**Purpose:** To question the power of news media producers

**Context:** This speech was given by Vice President Agnew in Des Moines, Iowa. The speech was also televised live.

**Exigency:** To inform listeners of the power the news media holds over their perception of current events

**Message:** The news media is being increasingly empowered in the era of 24-hour news. People need to monitor and be critical of the news media.

## Sample Rhetorical Modes and Devices

- **Allusion:** "Gresham's Law seems to be operating in the network news: bad news drives out good news. The irrational is more controversial than the rational."
- **Consonance:** "Normality has become the nemesis of the network news."
- **Verbal irony:** "Now the upshot of all this controversy is that a narrow and distorted picture of America often emerges from the televised news."



- **Rhetorical question:** “Television may have destroyed the old stereotypes, but has it not created new ones in their places? What has this “passionate” pursuit of controversy done to the politics of progress through local compromise essential to the functioning of a democratic society?”
- **Anaphora:** “And the people of America are challenged, too—challenged to press for responsible news presentations. The people can let the networks know that they want their news straight and objective. The people can register their complaints on bias through mail to the networks and phone calls to local stations.”
- **Direct address:** “The answers must come from the media men.... And the people of America are challenged, too—challenged to press for responsible news presentations. The people can let the networks know that they want their news straight and objective.”

### Sample First Paragraph

Vice President Spiro Agnew had a unique opportunity in 1969, when he addressed an audience in Des Moines, Iowa while also having his remarks aired live nationwide. He took advantage of this opportunity to call into question the very medium that gave him such a vast audience: the cable news. Agnew used a variety of linguistic devices and direct addresses to implore the audience to monitor and be critical of the news media.

## Question 3—Argument Essay

### How to Score 6 Points

- Take a definite position, so no one will question where you stand on the topic of the prompt.
- Develop an argument that builds and moves forward instead of simply repeating the same point several times in different ways.
- Support the points in your argument with evidence drawn from your own knowledge, reading, experiences, and observations.
- Explain how your evidence supports your argument.

### Sample Evidence

- Consider the example of a high school class schedule. Equality could mean all students have equal access to all classes. Or, equality could mean all students are forced to take the same classes.
- In terms of democracy, equality could mean one person gets one vote. However, representation in a democratic republic varies based on local election practices and institutions such as the electoral college.
- In its early years, the Soviet Union sought to enforce equality through a command economy, forcing industrialization and reallocation of resources. These practices lead to growth but widespread famine.
- Daily routines, such as eating, require a certain amount of personalization. Considering individual preferences and dietary needs such as allergies, no “equal” diet would be satisfactory, nor logistically feasible, for all members of a community.
- In the example of religious freedom, equality could mean individuals all having equal freedom to worship in their own way, or it could mean mandating one religious practice for all.

### Sample First Paragraph

Equality, like many social and political ideals, is subjective. As Barry Goldwater describes, equality can for some yield “liberty” and “emancipation,” and for others equality results in “conformity” and “despotism.” While allowing individuals in a society equal access to resources can bring about prosperity, mandating an equal experience across diverse populations can lead to despotism and injustice.