

PRACTICE TEST 3 ANSWER KEY

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

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

PRACTICE TEST 3 EXPLANATIONS

SECTION I: MULTIPLE CHOICE

1. **B** To answer this question, think in terms of main idea. This is a fairly straightforward question that asks you to consider the type of material you are reading and what the author is saying within that context. In this piece of literary criticism, the author is making a connection between what Gulliver experienced and what an 18th-century Londoner might have seen exhibited in the streets and fairs. This is best summarized in (B).
2. **C** The author describes Swift's achievement in *Gulliver's Travels* in generally positive terms, so (C) is correct. If the author were *cleverly subversive*, he would have attempted to undercut his generally positive portrayal of Swift in some way, but he never does; eliminate (A). Authors on the AP exam are rarely only *halfheartedly engaged*, so (D) can also be eliminated. Choice (B) is wrong and cannot be substantiated in the passage.
3. **D** This is a challenging question because the author provides no explicit definition for the *Scriblerians* in the passage. You know that they were *fascinated with popular entertainments* (line 16) and that they *satirized them in many of their works* (lines 17–18), which means they are authors, not book craftsmen, (A), or literary characters, (B). There is no evidence that they worked as historians, so eliminate (C).
4. **C** In lines 18–19, you learn that Swift *shared this fascination with his fellow Scriblerians*, which makes him a member of the circle. Therefore, (C) is correct. While he does have a distinct interest in public entertainments, he is not necessarily a *producer* of them himself, so (B) can be eliminated. There is simply no evidence in the passage for any of the other answer choices.
5. **A** The first two paragraphs maintain a consistent tense and person, so (B) can be eliminated. The author does not invest time in drawing historical allusions or extended metaphors, so (C) and (D) can also be eliminated. The correct answer is (A) because the author uses a parallel, consistent syntactical structure throughout these paragraphs.
6. **C** The author wants readers to see the connection between miniature people and landscapes in *Gulliver's Travels* and the common public entertainments of Swift's London. Thus, he emphasizes their *commonness*, (C), over other features. This directly contradicts *obscurity* in (A), which can be eliminated. *Transience*, (D), which emphasizes their fleeting nature, is not discussed in the final paragraph; neither is *magnificence*, (B), so both answer choices can be ruled out.
7. **B** The series of quotes in the final paragraph substantiate the author's claim that *Gulliver's Travels* was at least somewhat based on the kinds of popular entertainments that people often saw in London. Therefore, (B) is the correct answer. The author does not really aim his argument at other scholars or at claims that *Gulliver's Travels* was *purely imaginative*, so eliminate (A) and (C). While he certainly does include information from other sources, his primary purpose is not to *inform the reader of the sources*, so eliminate (D).

8. **D** The first section of the essay introduces readers to the connection between *Gulliver's Travels* and popular entertainments, while the second section provides evidence to support that claim. Thus, (D) is correct. There really are no *series of questions*, (A), *positions of scholars*, (B), or a *technical definition*, (C), so those choices can be eliminated.
9. **C** Footnote questions were added to the test in response to concerns raised by colleges and universities. In these days of easy access to information via the Internet, colleges are becoming increasingly concerned that students do not take seriously the intellectual property of authors and end up plagiarizing, knowingly or not. Footnotes give information about authorship and publication place and date and can also provide hints as to the purpose of a piece of writing or its context. This particular footnote simply indicates that the quote about Lilliput does indeed come from *Gulliver's Travels*, part of a 14-volume set of works by Swift, making the correct answer (C).
10. **D** This question asks you to analyze the citation in the footnote to assess the source of the cited information. Given the author, title, publisher and page numbers in the footnote, this was a book-length text written by John Ashton. The correct answer is (D).
11. **B** By paying attention to the title, author, subject matter, and footnotes, you can use POE to eliminate (D). And while the subject matter of this essay might be of interest to an *anthropologist*, (A), the writer is not impartial. Further, the content and format are inconsistent with literary criticism, (C). The correct answer is (B).
12. **B** The tone of this passage is scholarly and generally positive, which is somewhat more difficult to detect than more overtly negative tones. Therefore, (B) is correct. He does support his claims, but not frantically, so (A) is incorrect. He is not *dejected* (i.e., sad), so (C) is also incorrect. And while this passage certainly is *erudite* (i.e., learned), he does not show any signs of cynicism, so (D) is incorrect.
13. **A** In the first two paragraphs, the author establishes that Jonathan Swift was a Scriblerian and that *All the Scriblerians were fascinated with popular entertainments; collectively and individually, they satirized them in many of their works*. Peepshows and moving pictures would be examples of this. Choice (C) may seem close, but since the passage is mainly about Swift and *Gulliver's Travels*, this choice is too broad.
14. **B** POE is the best way to approach this question. Choices (A), (C), and (D) are all partially wrong (and therefore completely wrong). Take a look at (B). The author is being ironic when she says in the first line, *My own sex, I hope, will excuse me, if I treat them like rational creatures*. The second part of (B), *exposition*, is defined as *a setting forth of meaning or intent*, and that is exactly what the author is doing in this first paragraph. Choice (B) is correct. Note that in this context, *apology* has nothing to do with being sorry; it most nearly means *defense of an idea*.
15. **A** The author addresses women directly and pretends to excuse herself for addressing them as strong, confident people, instead of the weak, overly sentimental creatures that society wants (and expects) them to be. The correct answer is (A).
16. **D** Since men aren't mentioned anywhere in the first paragraph, your choice should boil down to (C) and (D). When the author says, *I wish to persuade women to endeavour to acquire strength, both of mind and body*, she means intellectual and physical strength, (D). Had she wanted to stress emotional strength, she would have replaced *mind* with *heart*.

17. D The roots *soft* and *weak* appear in both paragraphs and are used in both their adjective and verb forms. The connotations of these terms, and their use to describe negative stereotypes of women, unite the two paragraphs. The correct answer is (D).
18. A Narrow down your choices to (A) and (B). The best way to approach this type of question is to substitute each of the answer choices for the original word to see which one makes the most sense. Try (A): *supposed to be the sexual characteristics of the weaker sex*. This seems great, but try (B) too, just in case: *supposed to be the sexual characteristics of the weaker woman*. Not as good. Naturally, in this case, the weaker sex is woman, but you are asked to find the meaning for *vessel* only. Choice (A) is the best answer.
19. C Using Process of Elimination, get rid of (B) and (D). Now you're down to (A) and (C). The author states that *the first object of laudable ambition is to obtain a character as a human being, regardless of the distinction of sex*. Thus, you should eliminate (A) because she is not suggesting that a comparison be made between a man and woman. This leaves (C) as the answer.
20. A The author wishes to convince the reader by the force of her cogent arguments and the sincerity of her emotions, so the answer is (A). If *cogent* is not on your vocabulary list, add it now. It means appealing to the intellect or powers of reasoning or convincing. You can eliminate the other choices because the author states unequivocally that she does not wish to polish her style, to employ the bombast and periodic sentences of a rhetorical style, to write elegantly, or to use flowery diction.
21. C The author points out that the *flowery* diction expected of women relegated them to a world outside that of men. The difference in the social level of men and women was reflected in the way they used language. Only men could use the crude words that attempt to express the harsh realities of life. Women were not supposed to know those same harsh realities and, therefore, could not use the crude words that fit with those realities. The correct answer is (C).
22. D The sugary diction becomes associated with the taste of a cloyingly sweet delicacy. This is an extended metaphor, (D), so Process of Elimination allows you to eliminate (A) and (B); this is not a caricature of women, nor is it a critique of bombast (pompous speech or writing). If you do not know the meaning of *panegyric*, then add it to your list of vocabulary. A panegyric is a statement of high praise. It should be clear that the author does not sing the praises of *sugary writing*, so (C) can be eliminated. The correct answer is (D).
23. D In this passage, the author suggests that women have the capacity to be independent equals of men. She states this most plainly at the end of the second paragraph: *the first object of laudable ambition is to obtain a character as a human being, regardless of the distinction of sex*. Therefore, she is most likely to agree that if women were educated in the same manner as men, they would be more likely to be viewed as equal with men in the eyes of the world. The correct answer is (D).
24. A Use Process of Elimination, especially if you don't know what *sardonic* means (harsh, bitter, or caustic). *Lyrical* is far too positive, so rule out (B). *Frivolous*, (D), is a trap: the women are perceived as frivolous, but that is not the author's tone. *Condescending*, (C), is a trap as well; lines 55–59 seem to convey this mood, but it directly contradicts the message of line 2 (*rational creatures*) as well as the main idea of the passage as a whole. The last line of the passage betrays the author's true purpose: to point out the illogic of assuming that women are helpless, useless creatures unfit for positions of responsibility. The correct answer is (A).

25. **C** The writer's *exigence* is the motivation for the writer's effort in creating a piece of work. Here, the author is a feminist who wishes to argue that women should not be viewed as beings with inferior skills or rights in society. She must have been motivated by the observation that women were not viewed as equals in her era. Therefore, the answer is (C).
26. **B** The passage as a whole explores the legend that Dolly Pentreath was the last fluent, native speaker of Cornish before it went temporarily extinct. Choice (A) is lacking any reference to her language and choices. Choice (C) cannot be true, since Dolly died in 1777. Choice (D) is out of sequence and seems to contradict sentence 1. Sentence 1 states that Dolly *chose* to speak in Cornish, which implies that she rejected English. Choice (B) would establish this idea, as well as provide Dolly's full name, along with an entertaining start to the topic. Therefore, the answer is (B).
27. **B** The given sentence discusses her education. Look at the sequence of events in the paragraph. Since sentence 3 is about Dolly's birth, that should start the paragraph. Eliminate (A). It doesn't make sense to insert this sentence after any mention of her adult life (sentences 4–6). Eliminate (C) and (D). The answer is (B).
28. **D** The controversy in the third paragraph is about whether Dolly Pentreath was, in fact, the last fluent native speaker of Cornish before the language went extinct. No one claims that she was the last speaker in *any* era, (A), since the last paragraph mentions the revival of Cornish in the 20th century. Choice (B) would not necessarily exacerbate the controversy since Dolly died in 1777, and it's possible that the people William Bodinar knew were deceased before then. Choice (C) is irrelevant to the controversy. Choice (D) mentions a native speaker who survived after Dolly's death. This expands on the controversy, so the answer is (D).
29. **C** The claim made by modern historians in the third paragraph is that Dolly Pentreath was *not* the last fluent speaker of Cornish. To rebut them, the author needs some additional evidence. Choices (A) and (B) are both irrelevant to the issue of the last fluent speaker. Choice (D) may look tempting, but you do not know whether the incompetent scholars are the ones making the claim in question. Choice (C) provides evidence that the people in Dolly's time believed her to be the last speaker of Cornish; it does not prove the historians wrong, but it weakens their case. The answer is (C).
30. **C** The main argument made in the fourth paragraph is that people who lived after Dolly Pentreath died did, in fact, speak some Cornish. Choice (C) is irrelevant to this claim, since this evidence would come from Dolly's own life. All the other choices provide evidence that there was interest in Cornish *after* the 18th century. The answer is (C).
31. **A** Choice (B) may show that there was an interest in Cornish, but does not prove that, in fact, people were actively speaking the language. Choice (C) does not support any particular argument, while (D) tends to weaken the author's argument. Choice (A) says that UNESCO does not consider Cornish to be an extinct language. If that is the case, then modern people must be speaking it, thus providing evidence of a successful revival. The answer is (A).
32. **B** Although Dolly is famous for being the "last" speaker of Cornish, the fourth and fifth paragraphs establish that there was a resurgence of interest in the language in the 20th century, and it is now spoken by around 600 people. Choice (A) is incorrect. Although her status as the last speaker of Cornish is disputable, it is how she was historically known. Choice (C) is incorrect based on statements made about historians in sentence 8. Choice (D) is incorrect because the question of whether she was a real historical figure is not posed. The correct answer is (B).

33. D Sentences 11 and 12 are written with past tense verbs (*sparked, taught, published, coined*), but sentence 13 is written in the present tense (*speak*). The transition, therefore, must indicate this time shift. There is no example, so (B) is incorrect. Choices (A) and (C) are close, but do not communicate the time shift. The answer is (D).
34. A Sentence 4 mentions that *Anderson is still very much with us today* and contains the word *however*, so the sentence we insert before it must represent a contrasting idea. Choices (B) and (C) contain details about Anderson's life and death that are irrelevant to any contrast in the perception of his work. Choice (D) may seem tempting, but it is not as effective as (A) since it merely refers to his past career and not his present influence. Only (A) represents the needed contrast, since it states that Anderson's influence often *appears* to be diminishing. The answer is (A).
35. D The claim made in sentence 8 is that *Winesburg, Ohio* was well-received by the reading public, but apparently it was difficult to obtain. Choice (C) is not effective since it does not establish that the book was difficult to obtain. Choices (A) and (B) detract from the claim in sentence 8 by pointing out weaknesses in *Winesburg's* success. Choice (D) adds detail to directly support both that it was well-received and that it was difficult to obtain. The answer is (D).
36. D Pay close attention to the years discussed in each of these paragraphs. The second paragraph discusses Anderson's death in 1941 and his influence *today*. It should be logically placed after the paragraph discussing the time period most directly before that. The fifth paragraph discusses the 1920s and the 1930s, the periods closest to 1941 in this passage. Therefore, the second paragraph would be best placed after the fifth paragraph. The other choices would put the timeline out of sequence. The answer is (D).
37. A This question asks you to identify something which harmonizes with the claim in sentence 4, which states that *much of what we understand about ourselves as Americans was made clear to us* by Sherwood Anderson. Choice (B) suggests that *Beyond Desire* had other influences and does not say whether Anderson was the first to incorporate these influences. Choices (C) and (D) discuss the reactions of critics and readers to the book, not the book itself. Choice (A) supports the idea that Anderson addressed an understanding of American culture that hadn't been written about by novelists previously. The answer is (A).
38. A The first paragraph states that Sherwood Anderson *helped to inaugurate an age of a truly homespun American Modernism* but never really explains what Modernism is or how Anderson made it *homespun* or *American*. Modernism is likewise referred to in the third and fifth paragraphs, so it is a major theme within the passage. All the other answers except for (A) mention things that are merely passing details in the passage, not crucial themes, so (A) is correct.
39. C The first paragraph makes the claim that Sherwood Anderson was part of a *new movement* in American literature and *helped to inaugurate an age of a truly homespun American Modernism*. The fifth paragraph provides much more detail about his role in Modernism and how his innovative style influenced other writers. Choice (B) gets this backward. Only (C) describes this relationship, so the answer is (C).
40. C Sentence 6 mentions *fragmentation and alienation* in Anderson's *uniquely American* characters. This is a good match for Fogel's quote, which mentions *frustration, loneliness, and longing* in *Midwestern small-town life*. Sentences 2, 4, and 8 don't have the same clear connection, so the answer is (C).

41. **D** The main claims made in the essay are that a) Sherwood Anderson was part of a new literary movement, American Modernism, and that b) he influenced other writers. Choices (A), (B), and (C) all refer to sentences that support these ideas. Sentence 10 is not directly connected to these claims, since we're actually told nothing about *Beyond Desire* other than its time of publication, so the answer is (D).
42. **C** Choice (B) does not set up a contrast and, therefore, can be eliminated. Choice (A) and (D) do introduce contrasts but ones that are not supported by anything in the paragraph. Eliminate (A) and (D). Choice (C) is the best since it uses *Even though* to introduce two contrasting ideas.
43. **B** The best connecting statement should continue the previous idea that Siena has medieval elements, eliminating (A) and (D). The following sentence begins with *Another remnant*, which means the inserted sentence should already list specific examples and makes (B) better than (C). The answer is (B).
44. **D** Because the fourth paragraph introduces and defines the *contrada* discussed in sentence 7, the third paragraph cannot come before the fourth. Eliminate (A), (B), and (C). The best location for the third paragraph is before the fifth paragraph, so (D) is correct.
45. **B** The main argument of the passage is that the Palio horse race is a significant tradition in the lives of the Sieneese and remarkable for its long-lived popularity. Three of the answers mention *outsiders*, but the author's main argument is not that those who do not live in Siena do not care about the race, (A), are suspicious to the Sieneese, (C), or have tried to stop the tradition, (D). Choice (B) is the best answer.

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:** Kurdistan was divided between other nations in the Middle East, leaving over 22 million Kurds stateless. Perceived as a security threat within their new political boundaries, Kurds are generally economically disenfranchised and culturally oppressed. Leadership within the Kurdish community also remains rife with conflict.
- Source B:** The value of the British pound dropped 8.4% on the day that England voted to leave the European Union.
- Source C:** Written in response to Marine Le Pen's op-ed published by *The New York Times*, the author describes Le Pen's political ideology as fascist, white-supremacist, anti-semitic, and antithetical to the values of the French Revolution. According to the author, more than one-third of French people agree with Le Pen's views.
- Source D:** To celebrate Sri Lankan independence from the United Kingdom, Patrick F. Kennedy, a representative of the U.S. Department of State, drew parallels between Sri Lanka and the U.S., saying that both nations face similar challenges such as poverty, discrimination, and injustice. He ends by saying Sri Lankan success has made the U.S. proud.
- Source E:** Dr. Madsen Pirie argues that globalization has greatly benefited humanity, creating more wealth than ever and lifting people out of poverty. Those living in poor nations earn wages in the global marketplace, and those in wealthy countries enjoy increased buying power from less expensive goods. Further, trade between nations prevents military conflict.
- Source F:** Increasing pollution in China, caused in large part by American demand for Chinese goods, is blowing across the Pacific Ocean and impacting the western United States.
- Source G:** This map reflects the international cooperation underway to support the International Space Station, with participating facilities across the Northern Hemisphere, in North America, Europe, and Asia.

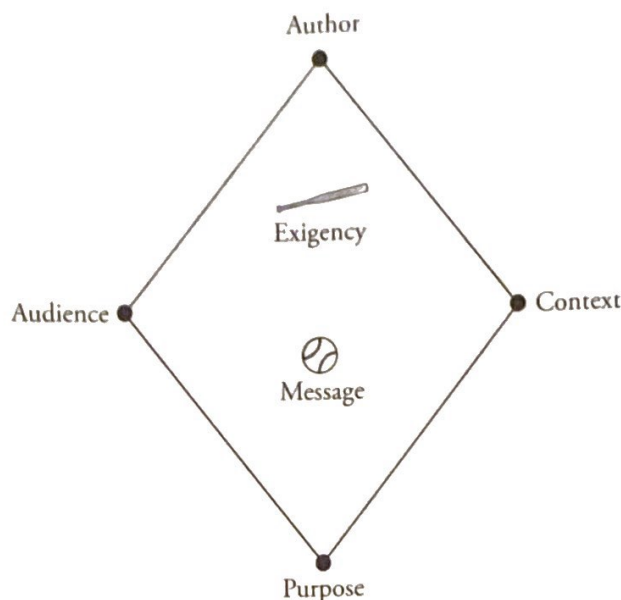
Sample First Paragraph

In some of the most persistent myths depicting the human experience, from Odysseus's journey homeward to the life of Jesus depicted in the New Testament, there is an inherent paradox in how humans relate to each other: Humans can be kindred spirits in a shared community; Or, humans notice divisions between themselves, seeking to always define friend from foe. While humans are certainly able to see themselves as global citizens, there remain political entities that seek to capitalize on divisions among us for their own gain.

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: Emmeline Pankhurst

Audience: Critics and supporters of women's suffrage in New England

Purpose: To address the critics and defend the tactics of the suffragettes

Context: Written in 1913 by a lead suffragette known for her militancy and delivered in the geographical region that sparked the American Revolution

Exigency: To explain why women have adopted "military tactics" in order to "win the rights of citizenship"

Message: Like the oppression of the colonists prior to the American Revolution, the oppression of women merits revolutionary, militant tactics.

Sample Rhetorical Modes and Devices

- **Analogy:** "I am here as a soldier who has temporarily left the field of battle in order to explain..."
- **Hypothetical situation:** "Suppose the men of Hartford have a grievance...Let the men of Hartford imagine..."
- **Historical allusion:** "Your forefathers decided that they must have representation for taxation, many, many years ago. When they felt they couldn't wait any longer, when they laid all the arguments before an obstinate British government that they could think of, and when their arguments were absolutely disregarded, when every other means had failed, they began by the tea party at Boston, and they went on until they had won the independence of the United States of America."
- **Analogy:** "You have two babies very hungry and wanting to be fed. One baby is a patient baby, and waits indefinitely until its mother is ready to feed it. The other baby is an impatient baby and cries lustily, screams and kicks and makes everybody unpleasant until it is fed. Well, we know perfectly well which baby is attended to first. That is the whole history of politics. You have to make more noise than anybody

- else, you have to make yourself more obtrusive than anybody else, you have to fill all the papers more than anybody else, in fact you have to be there all the time and see that they do not know you under."
- **Rhetorical question:** Now, I ask you, if women can do that, is there any limit to what we can do except the limit we put upon ourselves?

Sample First Paragraph

As women fought for their rights to vote in the early 20th century, British activist Emmeline Pankhurst was accused of being militaristic, or overly aggressive. On November 13, 1913, Pankhurst gave a speech addressing her critics in Hartford, Connecticut. By invoking the men in her audience directly and walking them through a series of familiar analogies and historical allusions, Pankhurst argues that British and American suffragettes are justified in their use of "militant" strategies to advocate for voting rights for women.

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

- In *To Kill a Mockingbird*, Tom Robinson is falsely accused of sexual assault. A Black man living during the Great Depression in Alabama, Robinson was economically and legally disenfranchised. Though he was ultimately wrongfully convicted, if Atticus Finch hadn't defended him, Finch himself would have been perpetuating the social injustice around him as opposed to fighting it.
- On the hit show *I Love Lucy*, Lucille Ball, the lead actress, had to advocate for her Cuban American spouse Desi Arnaz to act the lead male part. Had she remained neutral, the show's producers would have gone ahead and cast a white actor, perpetuating limited representation in television.
- In his *Letters from Birmingham*, Dr. Martin Luther King, Jr. explains that mobilizing white moderates is a key facet in advancing civil rights.
- In the context of the American Civil War, remaining neutral would have meant allowing the Southern states to secede from the union and continue enslaving Black Americans.
- President Kennedy called for "affirmative action" to reduce the impacts of systemic racism in the United States. While affirmative action, as applied to secondary education, has been imperfect, it has consistently resulted in more diverse student populations where it has been applied.

Sample First Paragraph

The sociologist in question argues that, when it comes to racial justice today, there is no such thing as an innocent bystander. Due to the systemic injustice embedded into the American political and social system, a "neutral" stance on race does in fact perpetuate racial imbalance in the United States.