



ELA Exam 2 Walkthrough:

Answer Key:

1. B	20. B	39. A
2. D	21. D	40. B
3. D	22. C	41. B
4. C	23. C	42. D
5. A	24. D	43. C
6. A	25. A	44. B
7. B	26. A	45. A
8. B	27. A	46. B
9. D	28. D	47. A
10. D	29. C	48. C
11. A	30. D	49. C
12. C	31. B	50. D
13. D	32. A	51. A
14. B	33. C	52. C
15. B	34. D	53. C
16. A	35. B	54. C
17. C	36. B	55. D
18. C	37. D	56. C
19. C	38. A	57. C

REVISING EDITING PART A

Question Type: Language - Comma Rules

1. Which edit should be made to correct this sentence?

Correct Answer: Option B (Remove the comma after May) While commas are used to punctuate complete dates as in May 15, 1983, a comma is not used to separate the Month Year format. e.g., March 2020 or May 1983. If part of the date is missing, do not use a comma.

Incorrect Answer Review:

Option A: *Remove the hyphen between 100-meter.* A hyphen is required. The word combination of 100 and meter act as an adjective describing sprinter, so combine the two words into one compound adjective, 100-meter.

Option C: *Insert a comma after altitude* is inappropriate because the consecutive prepositions "at low altitude under electronic timing" are essential phrases that identify the ten seconds, not extra information. A ten-second race at high altitude or under a different method of timing would be a very different ten-second race. Essential (restrictive) clauses do not require commas to separate them.

Option D: *Remove the comma before with* is inappropriate for the opposite reason as option C. The preposition "with 9.97 seconds in May 1983 at the Modesto Relays" is non-essential or extra information that does not identify the ten seconds. The exact time and place is an added detail that could be removed from the sentence without losing the essential meaning. Separate non-essential (nonrestrictive) clauses with commas.

Question Type: Language - Apostrophes

2. Which sentence should be revised to correct incorrect apostrophes?

Correct Answer: Option D (Sentence 4 - The rest was used for gal's night out.) Sentence 4 needs correction. Gals plural are going out, so the correct placement of the apostrophe should be after the s - Gals'. Gal's is only correct if one gal was going out.

Incorrect Answer Review:

Option A: *Sentence 1- Jane collected all the waitresses' tips throughout the year.* Although singular nouns typically end in apostrophe plus s ('s) to show possession, place an apostrophe after the s (s') for words ending in s or for plural possession of regular nouns. Waitresses' tips in sentence 1 indicate plural possession and the apostrophe after the s is correct.

Option B: *Sentence 2 - Part of the money was used to buy John and Alice's new wedding gift.* In sentence 2, the gift is possessed by both John and Alice, so only the last subject noun closest to the verb requires an apostrophe (John and Alice's wedding gift). Sentence 2 is correct. If each had a separate gift, then apostrophes would be used for both names - John's and Alice's.

Option C: *Sentence 3 - Some of the proceeds were used to pay for Mrs. Jones' retirement party and to help the Sanchezes.* Mr. Jones in sentence 3 is a singular noun that ends in s. As a result, an apostrophe after the s (Mr. Jones' party) is correct. His name is not Mr. Jone so the possessive would not be Mr. Jone's and it is his individual party, not the plural Joneses' family party. Additionally, never use an apostrophe to make a name plural. The Sanchezes is the correct plural form of the name, so sentence 3 is correct.

Question Type: Language - Misplaced Modifiers

3. Which of the following sentences does **not** contain a misplaced modifier?

Correct Answer: Option D (On the way home, Jenny saw a man wearing a winter coat and another man wearing shorts and a t-shirt.) The phrase "On the way home" in option D is next to and correctly modifying Jenny who is on her way home. Frequently, these problems will place that phrase at the end of the sentence, which makes it unclear whether Jenny or one of the men are on the way home. Option D, however, is clear and correct.

Incorrect Answer Review:

Option A: *Mom served peanut butter and jelly sandwiches to the children on paper plates.* Mom served peanut butter and jelly sandwiches to the children on paper plates. The children are not on paper plates. The sandwiches are, so place sandwiches next to paper plates. Mom served peanut butter and jelly sandwiches on paper plates to the children.

Option B: *John nearly walked 2 hours per day every day to get to school.* John nearly walked 2 hours per day every day. "Nearly" modifies "2 hours" not "walk." John walked nearly 2 hours per day is correct.

Option C: *People who cry rarely are happy according to my mother.* It is unclear if "rarely" modifies cry or happy. This adverb is a squinting modifier in between two possible words it could modify. Move "rarely" to be immediately before the "cry" or before the "happy" to clarify which word it modifies. e.g., People who rarely cry are happy.

4. What is the best way to combine these sentences to clarify the relationship between the ideas?

Correct Answer: Option C (If I take the SHSAT, I hope to get into Stuyvesant, but I will also be excited to gain admission to any specialized high school.) A compound-complex sentence combines two independent clauses with a dependent clause.

Dependent Clause: If I take the SHSAT ("If" is a subordinating conjunction).

Independent Clause: I hope to get into Stuyvesant (stands alone as a sentence by itself).

Independent Clause: I will also be excited to gain admission to any specialized high school (stands alone as a sentence by itself).

The dependent (subordinate) "if" clause at the start of the sentence must be separated by a comma. Eliminate options A and D, which do not separate the dependent clause by a comma. A semicolon alone or in combination with a conjunctive adverb like "however" can be used to combine independent clauses. Option B is incorrect because it attempts to combine the independent clauses with a comma and conjunctive adverb. Either a semicolon must precede "however" in option B, or a coordinating conjunction (for, and, nor, but, etc.) must follow the comma instead. Option C uses the coordinating conjunction "but" after the comma to correctly combine independent clauses. Furthermore, option C captures the correct relationship between sentences; the second independent clause is an alternative to the first. The transition word "but" leads into the alternative, so option C represents both correct punctuation and meaning.

Incorrect Answer Review:

Option A: *If I take the SHSAT I hope to get into Stuyvesant, so I will also be excited to gain admission to any specialized high school.* Option A does not separate the dependent "if" clause at the beginning by a comma even though it correctly combines independent clauses with a comma and coordinating conjunction. Option A is not merely incorrect punctuation, but the coordinating conjunction is not appropriate given the contrasting relationship between sentences. The word "so" implies a cause-effect relationship, but the second sentence is not a conclusion based on the first sentence. Option A presents incorrect punctuation and context.

Option B: *If I take the SHSAT, I hope to get into Stuyvesant, however I will also be excited to gain admission to any specialized high school.* Option B uses the transition word "however" correctly to denote a contrast. However, -- no pun intended -- the punctuation is not correct to combine independent clauses. A semicolon would be required before the word however followed by a comma.

Option D: *If I take the SHSAT, I hope to get into Stuyvesant; moreover, I will also be excited to gain admission to any specialized high school.* Option D, unlike option C, uses a semicolon to combine independent clauses, which is acceptable. When the semicolon combines with the transition word "moreover," a comma must follow the word moreover. Although correct punctuation, option D does not represent the correct relationship between sentences -- a contrast. The word "moreover" is redundant with the word "also." Both suggest additive ideas. The correct transition word should show contrast, not present an additive point.

5. Which edit should be made in this sentence?

Correct Answer: Option A (Change the verb **enjoy** to **enjoys**) The subject of two singular nouns connected by an "or" statement is singular. As a result, Rachael or Dana will agree with the singular verb form enjoys rather than enjoy, which is plural. e.g., They enjoy, but she enjoys.

Incorrect Answer Review:

Option B: *Change all right to alright.* There is no need to change all right to alright. Both options are alright. Or do we mean all right? Just kidding. Humor aside, they are interchangeable. Option B is not a necessary change.

Option C: *Change wake-up to wake up.* Wake up is a verb phrase, whereas wake-up is an adjective describing the call. Hyphens are used to combine two words into one compound word, frequently adjectives. Note hyphens are not used with one letter or short prefixes like declassify or upend.

Option D: *Remove the comma before and.* The sentence verbs display parallel structure: getting, rising, and eating. These actions form a list of three or more items and are separated by commas including the serial comma before "and." The comma is appropriate, so there is no need to remove it.

6. Which sentence should be revised to correct a run-on?

Correct Answer: Option A (Sentence 1 - In 2018, the World Cup begins at twelve venues in Russia and with the finals in Moscow, more than one billion people will be watching.) A run-on sentence occurs when improper punctuation is used to combine independent clauses -- it is not a function of length and not always a very long sentence. Option A is a flawed attempt to combine two independent clauses with only the coordinating conjunction "and." A semicolon or a comma and coordinating conjunction (for, and nor, but, or, yet, so) are two correct ways to combine independent clauses. "The World Cup begins at twelve venues" is an independent clause. "With the finals in Moscow, more than 1 billion people will be watching," is also an independent clause. Insert a comma before the "and" in between both independent clauses to properly punctuate the sentence or employ an alternate means of combining independent clauses. In either case, the current sentence 1 is a run-on sentence.

Incorrect Answer Review:

Option B: *Nearly half the global population is expected to tune in for the popular soccer competition; however, outside the United States, the sport is known as football, not to be confused with American football.* Option B is a long sentence, but it is correctly punctuated. The semicolon and conjunctive adverb "however" followed by a comma is one correct way to combine independent clauses. "Outside the United States" is a nonessential adjective clause describing soccer, so it too is separated by commas. The phrase "not to be confused" is a negation, which is also separated by a comma. The sentence may be a comma sandwich, but it displays correct grammar.

Option C: *The tournament has been awarded every four years since the inaugural championship in 1930, except in 1942 and 1946 when it was not played due to the Second World War.* The second half of the sentence is a nonrestrictive clause (extra information) that could be removed from the sentence. Separate a nonrestrictive dependent clause by commas. Note, the preposition "except" is not the only part separated in that clause. The additional preposition "when" is an essential part of the clause and does not need an extra comma to separate the clause "when it was not..."

Option D: *Thirty-two teams, including the automatically qualifying host nation, compete in the tournament phase for the title over a period of about one month.* The non-essential clause "including...host nation" is properly set off by commas. The series of prepositional phrases "for the title over a period of about..." indicate essential information identifying the tournament phase, so no commas are required.

TIP: Nonrestrictive, nonessential, and extra information are all synonymous terms indicating writers could remove the clause from the sentence without changing the essence of the sentence. In these cases, separate the clause by commas.

REVISING EDITING PART B

7. Which sentence best precedes sentence 2 to help introduce the topic of this passage?

Correct Answer: Option B (The napkin ring problem in geometry provides a seemingly paradoxical result.) The best answer choice is B, which introduces the napkin ring geometry problem - the topic of the passage. Furthermore, option B explains why a reader's brain may hurt in sentence 1: the result of this problem seems paradoxical or contrary to common sense.

Incorrect Answer Review:

Option A: *Science passages are often technical and detailed; however, the napkin ring problem is different.* Option A contradicts sentence 1 and suggests the result of the napkin ring problem is simple and perhaps obvious.

Option C: *Geometry indicates that the volume of a napkin ring only depends on the height and not the radius of the sphere cored out to form the ring.* Option C states a conclusion of the napkin ring problem that may seem counterintuitive, but it fails to introduce the topic to the reader and would belong toward the conclusion

Option D: *Most people suppose a larger radius will lead to a larger volume for most shapes.* Option D is one aspect of the napkin ring problem mentioned later in the passage, but the napkin ring problem has yet to be introduced, and Option D does not introduce the topic.

8. Where should the above sentence be added to clarify details in the first paragraph?

Correct Answer: Option B (After sentence 2) The new sentence explains what it means to core a sphere. That explanation best follows the introduction of a cored sphere, a napkin ring, in sentence 2. The extra details in the new sentence allow readers to better understand or visualize a cored sphere.

Incorrect Answer Review:

Option A: *After sentence 1.* The concept of a napkin ring or a cored sphere has not yet been introduced, so the new sentence which explains how to core a sphere has no context in the passage prior to sentence 2.

Option C: *After sentence 3.* Sentence 3 transitions from a discussion of a general sphere to a particular example of a sphere, a basketball. The explanation of what it means to core a sphere to produce a napkin ring shape would logically precede the introduction of specific examples.

Option D: *After sentence 4* provides an additional example of a napkin ring, so the explanation of what it means to core a sphere into a napkin ring would also precede this particular example of a napkin ring.

9. Which of the following sentences is irrelevant to the passage?

Correct Answer: Option D (sentence 7 - The diameter of the Earth is 12,472 km.) Only option D is irrelevant. The exact size of the earth does not matter to the passage except to the extent that the large diameter seems like it should translate to a greater volume than the basketball. Sentence 7, however, does not draw that comparison and neither do surrounding sentences.

Incorrect Answer Review:

Option A: *sentence 1*, Options A and C posit questions, but that does not mean they are irrelevant. The relevance of option A may not even be clear at first, but the author uses the question as a way to hook the reader and make them curious enough to read further. It is an effective way to introduce a paradox, and therefore relevant to the paragraph.

Option B: *sentence 2*. Option B is critical to the passage because it introduces and defines the napkin ring.

Option C: *sentence 5*. Options A and C posit questions, but that does not mean they are irrelevant. Sentence 5 posits the core question behind the napkin ring problem, so it is relevant.

10. What is the best way to combine sentences 8 and 9 to clarify the relationship between the ideas?

Correct Answer: Option D (Surprisingly, they would not be correct because the two napkins rings of vastly different diameters will have identical volumes.) Option D indicates the correct relationship between the two sentences is cause and effect. Sentence 8 states a conclusion and sentence 9 explains why. Make sure to use a vertical scan to zero in on the difference between options, the transition words.

Incorrect Answer Review:

Option A: *Surprisingly, they would not be correct although the two napkins rings of vastly different diameters will have equal volumes.* The transition "although" indicates an exception. The relationship between sentences is not exceptional. i.e., the conclusion in sentence 8 is not contrary to or an exception to the fact about napkin rings in sentence 9.

Option B: *Surprisingly, they would not be correct, and the two napkins rings of vastly different diameters will have equal volumes.* The transition "and" indicates an additive relationship, but sentence 9 is not information that adds to the same idea in sentence 8.

Option C: *Surprisingly, they would not be correct, yet the two napkins rings of vastly different diameters will have equal volumes.* The transition "yet" indicates a contrast. The relationship between sentences is not contrasting. i.e., the conclusion in sentence 8 is not contrary to the fact about napkin rings in sentence 9.

11. Which sentence best follows sentence 10 to develop the main ideas presented in the second paragraph?

Correct Answer: Option A (Cavalieri's Principle states that three-dimensional objects of the same height and same area at any cross section must have the same volume.) This example of a "best accomplishes goal" type question asks the test taker to find the answer that develops the ideas of the second paragraph, so the first step is to identify the main idea of the second paragraph. The main idea of the second paragraph is to develop Cavalieri's Principle. Option A is a general restatement of the principle, so it is the best option to introduce the details that follow to develop Cavalieri's Principle.

Incorrect Answer Review:

Option B: *The Pythagorean Theorem indicates the square of the hypotenuse in a right triangle equals the sum of the squares of the legs.* Option B provides more detail about one aspect of Cavalieri's Principle discussed the paragraph, the Pythagorean Theorem. As a result, option B is not the best choice to develop the main idea of the paragraph.

Option C: *Additionally, proof of Cavalieri's Principle typically incorporates knowledge of calculus and integrals.* Option C may be true but not necessarily relevant to the further development of Cavalieri's Principle.

Option D: *Both principles of geometry are relatively simple and covered in most high school geometry courses.* The second paragraph develops Cavalieri's Principle. Option D indicates the underlying theorems used to develop the principle may be simple, but that fact alone does not help develop the principle. It is, instead, a tangential commentary on the difficulty of the principle. The correct answer should restate the purpose of the question prompt.

12. What is the purpose of sentences 12 and 13 in the passage?

Correct Answer: Option C (To demonstrate a principle of geometry.) Sentences 12 and 13 provide an example of a pile of five quarters that changes shape but retains the same volume. The sentences are demonstrating how Cavalieri's Principle (of geometry) works, so option C is correct. Note this is an example of a "purpose" question type, which asks, "what are the sentences doing?" Often the answer options to these questions use verbs, and a vertical scan of the verbs is a useful place to begin differentiating answer choices.

Incorrect Answer Review:

Option A: *To prove a mathematical theory.* Sentences 12 and 13 are relevant examples of a math theory, but they are by no means "proving" the concept, which is too extreme a claim.

Option B: *To explain a complex problem.* The sentences provide examples; they are not "explaining" anything. This answer option may appeal to untrained test takers who do not differentiate between an example (even one that clarifies specific ideas) and an explanation.

Option D: *To transition from one idea to the results of another idea.* The sentences are not transitioning between different ideas. They are providing an example of the previously mentioned idea, Cavalieri's Principle.

13. Which combination of sentence 15 and sentence 16 best preserves the relationship between ideas developed in the passage?

Correct Answer: Option D (With the aid of calculus, integrate the cross-sectional area over the height of the napkin ring; indeed, the volume equals $\frac{4}{3}\pi h^3$ – no sign of any variable representing the radius.) This best accomplishes goal question requests test takers combine the sentences in a way that maintains the relationship between ideas in the passage. Many answer options may seem possible or sound reasonable, but the correct answer will only be the one that meets the conditions or goal of the question prompt. As a result, first identify the main ideas developed in the passage: the volume of different shapes is often the same based on Cavalieri’s Principle of geometry, and when applied to a napkin ring the volume does not change based on the size of the radius. Sentence 15 describes how the calculation between height and cross-sectional area to find the volume is performed. Sentence 16 presents the result, which excludes any relationship to the radius or size of the napkin ring other than the height. The transition word “indeed” emphasizes and confirms an expected result: the same result identified by the passage as a whole. The volume formula for a napkin ring does not include any variable for the size of the napkin ring radius.

Incorrect Answer Review:

Option A: *With the aid of calculus, integrate the cross-sectional area over the height of the napkin ring; however, the napkin ring volume is equal to $\frac{4}{3}\pi b^3$ – no sign of any variable representing the radius.* Option A indicates contrast, but the surprising result from the napkin ring volume formula in sentence 16 is not in opposition to the method of calculating volume in sentence 15. The calculation confirms the odd result suggested in the introduction, so option A does not preserve the correct relationship between ideas.

Option B: *With the aid of calculus, integrate the cross-sectional area over the height of the napkin ring to get a volume equal to $\frac{4}{3}\pi b^3$ – the same as a sphere of radius b.* Option B preserves the relationship between ideas, but it replaces the idea in sentence 16 with a different idea – the resulting volume is equal to the volume of a sphere with radius h. While this may demonstrate Cavalieri’s Principle, the development of ideas is not consistent with the passage main ideas. The function of sentence 16 is not simply to demonstrate Cavalieri’s Principle but rather to indicate that the result demonstrates a surprising, seemingly paradoxical conclusion. The volume does not change with the radius size of the napkin ring, and Option B fails to include this key idea in the combination of sentences.

Option C: *With the aid of calculus, integrate the cross-sectional area over the height of the napkin ring; similarly, the napkin ring volume is equal to $\frac{4}{3}\pi b^3$ – no sign of any variable representing the radius.* Option C indicates comparison, but the surprising result from the napkin ring volume formula in sentence 16 is not being compared to the method of calculating volume in sentence 15. The calculation result confirms the paradox suggested in the introduction, so option C does not preserve the correct relationship between ideas.

14. Which of the following sentences inserted prior to sentence 18 best helps to develop the ideas presented in the final paragraph?

Correct Answer: Option B (As the radius of the napkin ring expands, its thickness decreases to exactly offset the larger size.) First, test takers should identify the idea presented in the paragraph to develop according to the question prompt. This main idea is Cavalieri’s Principle, which according to sentence 18 results in vastly different napkin rings having the same volume. Sentence 17, prior to sentence 18, mentions the volume does not change as the radius grows larger. Option B explains why sentence 17 is true. As the radius or circle gets larger, the thickness of the ring must get smaller, and the two effects offset each other. As a result, option B best develops the main idea in the context of sentence 17 and sentence 18, which is the goal to achieve for the question prompt.

Incorrect Answer Review:

Option A: *Likewise, a smaller radius does not result in a lesser volume.* Option A is a corollary to sentence 17; if the larger radius produces no volume change, then it is also true a smaller radius makes no change. Despite being correct, option B is redundant and adds no new information that could develop the main idea between sentence 17 and sentence 18, so it cannot be right.

Option C: *The conclusion is not as straightforward as the underlying mathematics.* Option C is a subjective claim that may seem reasonable, but it does not restate any ideas presented in the passage, and cannot be the correct answer.

Option D: *The napkin ring result does indeed strain the brain.* Option D merely restates the opening line of the passage. Although that may seem to fit in the context of the lines describing how the result appears counterintuitive, option D adds no new information to develop the idea, so it cannot be correct.

15. Which of the following is the most precise version of sentence 1?

Correct Answer: Option B (The Economic Intelligence Unit demoted America from a full democracy to a flawed democracy for the first time in 2017.) Every option is more precise than the original and consistent with the original ideas in the sentence, but option A replaces “recent” with a specific year, 2017, and option D adds details about the Economic Intelligence unit who downgraded the democracy rating. Only options B and C incorporate both details. Option B specifies that the downgrade was the first ever for the United States, so it is a superior answer choice to option C, which lacks the extra detail.

Incorrect Answer Review:

Option A: *One agency demoted America from a full democracy to a flawed democracy for the first time in 2017.* Option A is similar to the correct answer, but it fails to indicate the party that downgraded the democracy rating, the Economic Intelligence Unit.

Option C: *One agency demoted America from a full democracy to a flawed democracy for the first time in 2017.* Option C fails to specify what agency downgraded the rating, so it is not the most precise option.

Option D: *The Economic Intelligence Unit demoted America from a full democracy to a flawed democracy in 2017.* Option D fails to mention the downgrade was the first ever for America, so it is not the most precise answer.

16. Which sentence is irrelevant to the argument presented in the passage and should be deleted?

Correct Answer: Option A (sentence 3 - How is that possible?) Sentence 3 posits a question, which by itself does not make the sentence irrelevant. Option A questions how the facts presented in the first paragraph are possible. While questions can often be used as a hook to lure readers in at the beginning of an essay, this question adds no essential context or meaning to the passage. The other answer choices do develop relevant ideas: the study is unique, the dataset was well thought out, and the results do lead to meaningful conclusions about average citizens.

Incorrect Answer Review:

Option B: *sentence 6* indicates the multivariate study is unique, so it is relevant to the main idea of the passage, a political study.

Option C: *sentence 8* suggests the data set was carefully assembled, which is relevant to the veracity of the study presented in the passage.

Option D: *sentence 10* provides a useful conclusion from the study, so it is relevant to the passage.

17. Which of the following would be an acceptable transition to begin sentence 5?

Correct Answer: Option C (Moreover,) Sentence 5 introduces evidence that citizens have little influence on policymaking. It follows statements that members of Congress are more firmly situated in power than kings and queens based on the turnover of political stations. Both points support the argument that the U.S. has become a flawed democracy. As a result, sentence 5 provides additional explanatory evidence that is likely connected by an additive transition. "In addition," "furthermore," and "moreover" are all additive transitions that could reasonably connect sentence 4 to sentence 5. Option C, moreover, is the correct answer choice.

Incorrect Answer Review:

Option A: *By comparison* is not correct because the two arguments in favor of a flawed democracy are not being compared.

Option B: *Nevertheless* suggests a contrast, but the two arguments support the same thesis claim. They are not opposed to each other or supporting different ideas.

Option D: *In conclusion* indicates sentence 5 is the result of a cause-effect relation, and that is not correct. Sentence 5 is certainly not summarizing or making a conclusion so early in the passage.

18. Where should this sentence be added to best support the ideas presented in the passage?

A bivariate correlation effect reveals that average citizens, who sometimes appear to influence policy, often want the same thing from the government as elites, and when elites win, so do the citizens but not the other way around.

Correct Answer: Option C (immediately after sentence 9) The reported correlation from the study provides evidence in support of the statement in sentence 9: the study results both support and contradict the idea that the average citizen has a significant influence on policymaking. The correlation effect indicates the apparent influence of the average citizen on policymaking is primarily driven by the economic elites who just happen to want the same things from government occasionally.

Incorrect Answer Review:

Option A: *immediately after sentence 5.* Option A is wrong because the new sentence outlines results of a study introduced in sentence 5. The new sentence does not reasonably transition into sentence 6, which provides further background information about the research and its purpose. Any results would be presented after sentence 6, further along in the passage.

Option B: *immediately after sentence 6.* Option B may seem like a potential fit to untrained test takers because sentence 6 introduces the multivariate technique used in the study to isolate variables, and the above sentence reports a bivariate correlation in the study results. Those results, however, would not be introduced before introducing the background information on the data set studied in sentence 7, so option B is not the correct choice.

Option D: *immediately after sentence 10.* Sentence 10 provides additional explanatory information in regard to the correlation and therefore follows the above sentence nicely. As a result, sentence 10 should follow and that placement confirms the new sentence should be after sentence 9, not after sentence 10.

19. Sentence 10 supports which of the following arguments presented in the passage?

Correct Answer: Option C (Democracy is a system of government of and by the people, yet public opinions appear not to matter in policymaking.) The main argument that our democracy is flawed is supported by sentence 10 because a democracy is a government of the people, and the people's opinions apparently matter very little in policymaking according to the Princeton study referenced in sentence 10.

Incorrect Answer Review:

Option A: *The unique analytical approach of the Princeton Study undermines previous theories about politics and proves democracy is dead.* Option A is incorrect. Sentence 10 does not indicate democracy is dead nor does any study confirm that according to the passage.

Option B: *Affluent Americans determine policymaking which undermines democracy.* Sentence 10 outlines the favored influence of the elite, but option B is an interpretation not supported by the text. It is an exaggeration to conclude that elites singularly determine policy or undermine democracy based solely on the study, which indicates only that elites influence public policymaking.

Option D: *Democracy is a system of government where the people influence decisions directly or indirectly, yet the inability to remove congressional representatives means public opinion does not matter.* Option D indicates the low turnover of Congress reduces the average citizen's influence on policymaking, yet that is an argument addressed earlier in the passage, not in sentence 10. Option D is mixing ideas.

20. Which of the following would be the best concluding sentence after sentence 11?

Correct Answer: Option B (The inability of average Americans to replace unfavorable political representatives or influence policymaking undermines our democracy.) The two arguments made in support of a flawed democracy are the unaccountability or lack of turnover of political representatives and the inability of average citizens to influence policies that will govern them. All elements in the answer choice restate the thesis claim and both supporting arguments in the text. Thus, option B is the correct answer choice.

Incorrect Answer Review:

Option A: *The absence of term limits to political office threatens a functioning democracy.* The passage does not explicitly address term limits, so Option A does not summarize a central idea presented in the passage.

Option C: *The Princeton study clearly demonstrates why America has become a flawed democracy in 2017.* Option C is too narrow in scope because it reiterates only one argument in favor of the main thesis and the conclusion should restate all arguments in support of the thesis claim. Furthermore, the study itself indicates it is not the definitive last word on the matter so the phrase "clearly demonstrated" is not supported by the text.

Option D: *America is increasingly ruled by business interests and the affluent while our politicians assume the role of royalty.* Option D, unlike option C, mentions both arguments, but it fails to incorporate the conclusion or main thesis: our democracy has become flawed.

READING COMPREHENSION

Outline

Passage Type: **Expository**

Method of Development: **Chronological**

Paragraph 1:

Introduce Mexican artist Siqueiros and his mural "America Tropical" painted in secret.

After radical politics drove David Alfaro Siqueiros from his native country in 1932, the famous Mexican muralist was commissioned to paint an 80-foot broad fresco on the newly formed Olvera Street in the idyllic Old Mexico neighborhood of downtown Los Angeles. Promoters envisioned colorful birds and lush rainforests in the new painting, "América Tropical," to celebrate Tropical American culture. Siqueiros painted the mural's first two sections, depicting a tropical rainforest and a Maya pyramid, in the daylight. However, to avoid scrutiny, Siqueiros painted the final section of the mural, the centerpiece, at night.

Paragraph 2:

Controversial painting not received well by owners

When Siqueiros unveiled the mural, the reason for his secrecy became clear. The central image of the work was a horrific figure of a Mexican native crucified on a double cross as an American eagle perched above him. Siqueiros' symbolic indictment of imperialism clashed with the idyllic Old Mexico portrayed on the street below. Displeased, the people who commissioned the painting painted over a part of the mural almost immediately, and the entire fresco was whitewashed by 1938.

Paragraph 3:

After decades the fresco is rediscovered.

Exposure to decades of sun and rain caused the white paint covering the outdoor mural to fade by 1971 revealing the bright colors underneath. At the same time, artists raising awareness of Mexican American cultural identity began to rediscover various works of the Mexican muralists like Diego Rivera, José Clemente Orozco, and David Siqueiros. "América Tropical" celebrated Mexican American heritage while at the same time making a political statement. Inspired by Siqueiros' whitewashed emblem of social justice, a new generation of artists embraced "Mexican Muralism."

Paragraph 4:

Inspires a new art movement in the 1970s

The resulting Chicano mural movement gained steam throughout California and the Southwest United States in the 1970s. Hundreds of huge, brilliant new murals depicting Mexican American culture and history appeared during this period, some commissioned in cultural locations but most painted in abandoned lots, on empty buildings, or on highways. Several of these murals remain, although poorly maintained.

Paragraph 5:

2012 "America Tropical" restored and unveiled to become a cultural legacy

Fortunately, a new group of artists has worked assiduously to resurrect and restore many of these murals. Leading the way, eighty years to the day after its original unveiling, Siqueiros' "América Tropical" was restored and once again revealed to the public. Advocates anticipate that Siqueiros' mural will serve both as an inspiration and a lesson. In the words of the master who created this important cultural and artistic legacy, "We could not lie by painting a false Tropical America; we had to paint the true, authentic Tropical America."

Question Type: Main Idea-Big Picture

21. Which of the following is the best title for this passage?

- A. David Alfaro Siqueiros: Mexican Muralist
- B. Mexican American Art and Culture in the 20th Century
- C. A Critique of "America Tropical"
- D. "America Tropical": A Cultural Legacy Restored

Correct Answer: Option D ("America Tropical": A Cultural Legacy Restored) Option D encapsulates the main ideas conveyed throughout the passage. The introduction begins with a summary of the artist Siqueiros painting one specific mural, "America Tropical." The passage then follows the chronology of the painting from demise to restoration and ends with the modern day unveiling of the Mexican American artwork in lines (48-51). Lines (52-54) confirm in the text that the painting was a cultural legacy. Option D restates all relevant parts of the story in the title.

Relevant Text:

- Lines (48-51) Leading the way, eighty years to the day after its original unveiling, Siqueiros' "América Tropical" was restored and once again revealed to the public.
- Lines (52-54) Siqueiros' mural will serve both as an inspiration and a lesson. In the words of the master who created this important cultural and artistic legacy.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Too Broad, Barely Relevant**) *David Alfaro Siqueiros: Mexican Muralist* does not mention the mural "América Tropical," its restoration, or the additional work it inspired. The focus of the passage is the mural and its revival. The artist, Siqueiros, is the main character, not the main idea. Furthermore, a vague title such as *Mexican Muralist* suggests a broader coverage of the various works and history of the artists, which is not included in the passage.

Option B: (Incorrect Answer Type – **Too Broad**) *Mexican American Art and Culture in the 20th Century* is too broad a topic to be correct. Test takers should expect to see various Mexican artists throughout the entire century, not just one, described in detail. Furthermore, a book with the title in option B should also depict various other cultural activities than painting.

Option C: (Incorrect Answer Type – **Barely Relevant**) *A Critique of "America Tropical."* The story is not a criticism or judgment about the mural. The work was initially criticized and painted over, but the critique of the art was not the main idea. The restoration of the work and its symbolic message are covered more thoroughly in the passage, and those ideas make for a superior title.

TIP: Main Idea or Big Picture questions will typically include answer options that are too broad and too narrow in scope, but they will also include answer options drawn from the story, which do not reflect the main idea. One example is an answer option that substitutes the main character for the main idea. They are not necessarily the same, and often confused by test takers.

Question Type: Inference-Speculation

22. According to the passage, why did Siqueiros paint part of "America Tropical" at night?

- The central image depicted a scene that would create political controversy.
- The other parts of the mural were painted during daytime hours.
- Siqueiros sought to avoid closer inquiry into his work of art.
- The outdoor mural was not yet complete.

Correct Answer: Option C (Siqueiros sought to avoid closer inquiry into his work of art.) Only option C restates the relevant text in the passage, so it must be the objectively correct answer. Avoiding "closer inquiry" is the same as avoiding "scrutiny." Lines (13-15) state Siqueiros painted the center section at night to avoid scrutiny.

Relevant Text:

- Lines (13-15) "to avoid scrutiny, Siqueiros painted the final section of the mural, the centerpiece, at night."

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Interpretation**) *The central image depicted a scene that would create political controversy* is an appealing answer option to untrained test takers, but it is not restated in or demonstrated by the text. The scene of the painting represented a politically sensational image indicting imperialism according to lines (21-22); however, test takers cannot conclude that the painting would cause political controversy. That is an interpretation not supported by the text. The text only states the original commissioners of the art were displeased.

Option B: (Incorrect Answer Type – **Barely Relevant**) *The other parts of the mural were painted during daytime hours.* Lines (10-12) indicate Siqueiros painted the other sections of the mural at day, but it does not state that fact to explain why Siqueiros painted the centerpiece at night.

Option D: (Incorrect Answer Type – **True**) *The outdoor mural was not yet complete.* Option D is barely relevant and does not explain the reason for painting the centerpiece at night. It merely restates an obvious fact -- a fresco being painted cannot be complete.

Relevant Text:

- Line (10-12) "Siqueiros painted the mural's first two sections, depicting a tropical rainforest and a Maya pyramid, in the daylight."

TIP: Evidence-based reading questions require test takers to find restatements of the text without further interpretation. That can be difficult at times because students naturally are inclined to infer or explain why the artist sought to keep the painting secret -- the evidential answer provided in the text.

Question Type: Inference-Examination

23. Which of the following was the most likely response of promoters at the unveiling of Siqueiros' "America Tropical"?

- Skepticism about the political message symbolized by the fresco
- Surprise that the result did not match their expectations
- Discontent about parts of the painting

D. Curiosity about Siqueiros' underlying message.

Correct Answer: Option C (Discontent about particular aspects of the painting) Option C restates or demonstrates all relevant portions of the text to answer the question, so it must be correct. Line 24 indicates the promoters who commissioned the work were displeased, which is the same as feeling discontent. Lines (24-27) demonstrate that particular parts of the mural were painted over, which represent the source of discontent. Only parts of the painting displeased the promoters, so those parts were painted over immediately.

Relevant Text:

1. Lines (24-27) "Displeased, the people who commissioned the painting almost immediately painted over a part of the mural, and the entire fresco was whitewashed by 1938."

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Not In Passage**) *Skepticism about the political message symbolized by the fresco.* Nothing in the passage suggests skepticism, which implies doubt or questions about the painting. The reaction on lines (24-27) was without question; displeasure about the image resulted in whitewashing (painting over with white paint).

Option B: (Incorrect Answer Type – **Not in Passage**) *Surprise that the result did not match their expectations.* Option B appeals to test takers who understand the promoters anticipated that the mural would be a celebration of Tropical America in lines (7-10), but the result was a severe reflection of the realities Tropical American justice. Surprise would be a reasonable expected response from the promoters, but that is an interpretation and nowhere supported by any evidence in the text.

Option D: (Incorrect Answer Type – **Not In Passage**) *Curiosity about Siqueiros' underlying message.* Curiosity is not stated or even suggested by the passage. Promoters were unhappy with the resulting mural, not inquisitive to learn more about its meaning. This answer option is wrong because it does not restate or demonstrate text in the passage, and most test takers will eliminate this choice quickly based on a reasonable understanding of the context of the passage.

Relevant Text:

1. Lines (24-27) "Displeased, the people who commissioned the painting painted over a part of the mural almost immediately, and the entire fresco was whitewashed by 1938."
2. Lines (7-10) "Promoters envisioned colorful birds and lush rainforests in the new painting, "América Tropical," to celebrate Tropical American culture."

Question Type: Little Picture-Detail

24. According to the passage, the period from the 1930s to the 1970s had what impact on the painting "America Tropical"?

- A. The bright colors faded due to weather and pollution.
- B. The work of art was largely forgotten.
- C. Certain colors became more brilliant and visible.
- D. Nature once again unveiled the hidden mural.

Correct Answer: Option D (Nature once again unveiled the hidden mural.) Option D demonstrates the description of events provided in the passage in lines (28-31). Exposure to decades of sun and rain provide examples of "nature" in option D, and the result was the white paint masking the fresco underneath began to fade once again unveiling or revealing the hidden mural.

Relevant Text:

1. Lines (28-31) "Exposure to decades of sun and rain caused the white paint covering the outdoor mural to fade by 1971 revealing the bright colors underneath."

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationship**) *The bright colors faded due to weather and pollution.* Test takers who do not read the details closely may be inclined to believe the colors of the mural faded. Whether true or not, there is no evidence of that in the text. The faded paint according to lines (29-31) was the white paint covering the mural.

Option B: (Incorrect Answer Type – **Interpretation**) *The work of art was largely forgotten.* There is no evidence to suggest the mural was forgotten; although, that is a reasonable inference, which a student might make. Such inferences will not lead to standardized reading success in the absence of evidence from the text.

Option C: (Incorrect Answer Type – **Off By One Word**) *Certain colors became more brilliant and visible.* Part of option C is correct according to line 30. Certain colors -- the bright colors -- became more visible. However, the text does not say those colors became visible because they radiated more brilliantly. Option D presents a potential misreading of the cause and effect idea in the text. The cover paint masking the mural faded to reveal the bright colors. The colors themselves did not increase in brilliance to shine through the white paint.

Question Type: Inference-Speculation

25. According to the author, why did Siqueiros' mural inspire Chicano muralists of the 1970s?

- A. "America Tropical" revealed hidden truths about Mexican American inequality.

- B. “America Tropical” was a symbol of Mexican American cultural identity.
 C. The mural was one of the only remaining works in America by a Mexican master.
 D. “America Tropical” rivaled the works of great muralist Diego Rivera in New York.

Correct Answer: Option A (“America Tropical” revealed hidden truths about Mexican American inequality.) Option A restates the relevant text in all its parts. Lines (38-41) indicate the Chicano mural movement represented a new generation of artists inspired by “America Tropical” because it was a “whitewashed emblem of social justice.” “Whitewashed” is the method of hiding the message of the mural, which is restated in option A as the “hidden truths.” The second part of the text indicates the mural symbolized “an emblem of social justice.” In lines (17-21), the text identifies the emblem as the central image of the mural, which depicts a Mexican native being persecuted beneath the American Eagle. The image demonstrates Mexican American inequality, the last part of answer option D.

Relevant Text:

- Lines (38-41) Inspired by Siqueiros' whitewashed emblem of social justice, a new generation of artists embraced "Mexican Muralism. The resulting Chicano mural movement..."
- Lines (17-21) The central image of the work was a horrific figure of a Mexican native crucified on a double cross as an American eagle perched above him. Siqueiros' symbolic indictment of imperialism

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Too Broad**) “America Tropical” was a symbol of Mexican American cultural identity is too broad in focus and not directly supported by evidence in the text. Although the statement may be correct, option B does not describe the particular reason provided in the passage why new artists were inspired by this painting, this symbol of cultural identity.

Option C: (Incorrect Answer Type – **Not in Passage**) *The mural was one of the only remaining works in America by a Mexican master* is not mentioned in the passage. The story covers no other examples of Siqueiros' artwork in the United States.

Option D: (Incorrect Answer Type – **Not In Passage, Barely Relevant**) “America Tropical” rivaled the works of great muralist Diego Rivera in New York. Lines (34-35) mention Diego Rivera, but only to highlight another example of a famous Mexican muralist. There is no comparison made in the text between Siqueiros and Rivera. Even if there were a comparison, it is not clearly relevant to the question asked. Why were the Chicano muralists of the 1970s inspired by the Siqueiros mural? In the absence of any connection between Rivera, the Siqueiros mural, and the reason for inspiration, option D is wrong.

Relevant Text:

- Lines (31-37) state "artists raising awareness of Mexican American cultural identity began to rediscover various works of the Mexican muralists like Diego Rivera, José Clemente Orozco, and David Siqueiros."

Question Type: Function

26. The author includes the quote by Siqueiros at the end of the passage on lines 55-58 in order to

- to demonstrate a lesson to be learned from the mural
- to summarize the storyline of the passage
- to offer greater insight into the mind of artist David Alfaro Siqueiros
- to motivate a new generation of Mexican American muralists

Correct Answer: Option A (to provide a lesson learned) Immediately before the quote, lines (52-53) indicate the mural will serve as an inspiration and a lesson, which option A restates. The exact lesson is demonstrated by the quote -- do not lie but instead, tell the truth.

Relevant Text:

- Lines (52-53) "Siqueiros' mural will serve both as an inspiration and a lesson."
- Lines (55-58) “We could not lie by painting a false Tropical America; we had to paint the true, authentic Tropical America.”

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **False**) *to summarize the storyline of the passage* does not reflect what the quote is doing at the end of the passage. It is not summarizing the passage, so option B is wrong.

Option C: (Incorrect Answer Type – **Interpretation, Too Extreme**) *to offer greater insight into the mind of artist David Alfaro Siqueiros.* Option C is a compelling answer to untrained test takers and a common trap answer choice. The quote represents thoughts of the author, but that is not the function or purpose the author includes the quoted lines at the end. Given the quotes are from the author untrained test takers will presume the quotes offer greater insight into the artist’s mind. Nothing in the text provides support for that claim, however. It is an interpretation not justified by any specific text. The quote offers no further insight or explanatory power into other thoughts or ideas of the author, so any claim of “greater insight” is a stretch or exaggerated claim.

Option D: (Incorrect Answer Type – **Off By One Word**) *to motivate a new generation of Mexican American muralists.* Option D is off by one detail that is not provided in the text. Lines (52-53) indicate the mural will serve as an inspiration and a lesson. The quote demonstrates a lesson to be learned, and it could also be intended to inspire others as well according to the text. However, option D specifically states the quote functions as an inspiration for Mexican American artists and not just artists, but specifically, muralists. There is no evidence to suggest the purpose of the quote is to inspire only a narrowly defined group of up and coming Mexican American muralists.

Passage 2:**Outline**Passage Type: **Expository**Method of Development: **Chronological****Paragraph 1:**

Background to Texas Independence - new Texas seeks to become a state

Anglo Americans and Hispanic Texan leaders like José Antonio Navarro were drawing up a new constitution of Texas on March 2, 1836, just days before the fall of the Alamo. Americans and Tejanos alike declared their independence from Mexico and established the new Republic of Texas. In many ways, the Texas Declaration of Independence was similar to the United States Declaration of Independence, written over 50 years earlier. Like the original grievances against Great Britain, The Texas Declaration claimed that the government of Santa Anna had breached the liberties guaranteed by the Mexican Constitution. Citizens quickly elected Sam Houston the first president in September 1836, and Mirabeau Lamar, who had built a fort at Velasco and had fought valiantly at the Battle of San Jacinto, served as vice president. Houston sent a delegation to Washington, D.C., asking the United States to annex Texas.

Paragraph 2:

President Jackson refuses to admit Texas - upsets balance of free vs. slave states

U.S. President Andrew Jackson, refused, however, because the inclusion of a new slave state would unsettle the balance of free and slave states in Congress. For the time being, Texas would remain an independent nation. Despite fast population growth, the new republic faced political and financial difficulties. The Mexican government refused to honor Santa Anna's recognition of independence, and fighting continued between Texas and Mexico. Also, Texas had substantial debts and little money to repay them. Nevertheless, many Texans hoped to join the United States.

Paragraph 3:

South supports - Finally 1841 Pres. Tyler supports but fails.

Southerners favored the annexation of Texas, but Northerners objected that Texas would add another slave state to the Union. President Martin Van Buren, like Jackson, did not want to intensify the slavery issue or risk war with Mexico. Instead, he put the question of annexing Texas on the back burner. John Tyler, who became the nation's president in 1841, was the first vice president to become president as a result of the demise of a chief executive. He succeeded William Henry Harrison, who died in April, just one month after taking office. Tyler supported adding Texas to the Union and persuaded Texas to reapply for annexation. However, the Senate was divided over slavery and failed to ratify the annexation treaty.

Paragraph 4:Oregon and Texas balance slave issue - Manifest Destiny
Polk supports in 1844 - Texas a state in 1845

Circumstances changed in 1844 with the onset of the presidential campaign. A sense of Manifest Destiny was emerging throughout the country. The North wanted the United States gain control of the Oregon country from Britain, and the South favored annexation of Texas. The Democratic candidate, James K. Polk, campaigned for both actions. However, Whig candidate, Henry Clay, initially rejected the idea of adding Texas to the Union. When Clay eventually adopted annexation, he lost votes in the North and possibly the election as well. The momentum gained in Congress in favor of annexation after Polk's election. A resolution to annex Texas soon came to a vote and passed. On December 29, 1845, Texas officially became a state of the United States.

Question Type: Main Idea/Big Picture**27. Which of the following is the best title for this passage?**

- A. Texas: The Path to Statehood
- B. Texas: An Independent Nation
- C. Remember the Alamo!
- D. Texas Politics and Sam Houston

Correct Answer: Option A (Texas: The Path to Statehood) in all its parts restates the relevant text in the passage. The introduction indicates in lines (16-18) that the new Republic of Texas sought to be annexed as a state in the United States. Lines (19-20) in the second paragraph point out that statehood was initially denied. The next paragraph indicates the southern states favored statehood for Texas on lines (31). Lastly, the final paragraph states on lines (45-59) that Texas became a U.S. state in the end. The entire progression of the passage outlines the path to statehood for Texas.

Relevant Text:

1. Lines (16-18) Houston sent a delegation to Washington, D.C., asking the United States to annex Texas.
2. Lines (19-21) U.S. President Andrew Jackson, refused, however, because the inclusion of a new slave state would unsettle the balance of free and slave states in Congress.
3. Lines (31) Southerners favored the annexation of Texas,
4. Lines (45-59) Circumstances changed in 1844 with the onset of the presidential campaign...On December 29, 1845, Texas officially became a state of the United States.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Too Narrow**) *Texas: An Independent Nation* is a seemingly reasonable option to many test takers. The declaration of a new nation, Texas, is covered in the text in lines (3-10) as part of the background information or scene setting to the remainder of the passage, which is focused on Texas obtaining statehood. The scene setting provides a way to hook readers and get them interested in the passage or essay, but it is not the primary idea. This answer option is a common answer choice that seems relevant but is too narrow in scope to be the main idea. The conclusion fails to mention the formation of an independent nation of Texas; it includes only the formation of a new state.

Option C: (Incorrect Answer Type – **Too Narrow/Barely Relevant**) *Remember the Alamo!*, is incorrect. Like option B, option C is only briefly mentioned as part of the scene setting at the introduction. The attack on the Alamo occurred just days after Texas declared itself an independent country. No further discussion of the Alamo is included in the text of the passage after the first couple sentences.

Option D: (Incorrect Answer Type – **Not In Passage**) *Texas Politics and Sam Houston* does not reflect the main topic of the passage and would make a poor title as a result. The only mention of Sam Houston in the text is in lines (12-18), and any mention of Texas politics is limited to one activity only; petitioning the Federal Government for annexation to the United States. The best title usually includes the principal claim or main idea, which frequently appears in the introduction, in the conclusion, and throughout the passage. Option D is barely mentioned in the passage if at all.

Relevant Text:

1. Lines (6-12) In many ways, the Texas Declaration of Independence was similar to the United States Declaration of Independence, written over 50 years earlier. Like the original grievances against Great Britain, The Texas Declaration claimed that the government of Santa Anna had breached the liberties guaranteed by the Mexican Constitution.
2. Lines (1-6) Anglo Americans and Hispanic Texan leaders like José Antonio Navarro were drawing up a new constitution of Texas on March 2, 1836, just days before the fall of the Alamo. Americans and Tejanos alike declared their independence from Mexico and established the new Republic of Texas.
3. Lines (12-18) Citizens quickly elected Sam Houston the first president in September 1836, and Mirabeau Lamar, who had constructed a fort at Velasco and had fought valiantly at the Battle of San Jacinto, served as vice president. Houston sent a delegation to Washington, D.C., asking the United States to annex Texas.

Question Type: Inference-Speculation

28. What is the most likely reason Andrew Jackson did not want Texas admitted as a state?

- A. The Texas constitution legalized slavery.
- B. The USA did not want to risk war with Santa Anna's government.
- C. The USA government did not want to bail Texas out of its financial problems.
- D. The U.S. did not wish to push slavery to the forefront of political debate.

Correct Answer: Option D (The U.S. did not wish to push slavery to the forefront of political debate) restates the relevant text to answer the question prompt in all parts. Lines (19-21) state Andrew Jackson did not want to add another slave state because that would upset the balance between free and slave states. Later in the passage in lines (34-35), the text indicates that would “inflame the slavery issue” or, as restated in option D, “push slavery to the forefront of political debate.”

Relevant Text:

1. Lines (19-21) U.S. President Andrew Jackson, refused, however, because the inclusion of a new slave state would unsettle the balance of free and slave states in Congress.
2. Lines (34-35) Jackson, did not want to intensify the slavery issue or risk war with Mexico.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Not In Passage**) Option A, *The Texas constitution legalized slavery* is designed to sound suspiciously close to the correct answer, option D. Lines (19-21) indicate Texas would become a slave state, but the reason why that is true is not mentioned in the passage and reference to the constitution of Texas is not included in the text. History buffs beware! Do not use outside knowledge to determine the correct answer for SHSAT reading problems. Also, option A fails to explain why status as a slave state is problematic for Jackson, but the right answer does provide those details.

Option B: (Incorrect Answer Type – **False/Off by One Word**) *The United States did not want to risk war with Santa Anna's government* is extremely close to lines (34-35) of the text. Jackson did not want war with Mexico, but option B is off by one word or phrase; it says Santa Anna's government rather than Mexico. Lines (25-27) indicate that Santa Anna did not represent the Mexican state at the time. Mexico did not honor the deal negotiated by Santa Anna. The two parties are different, and nothing in the text indicates war with Santa Anna was a risk following statehood.

Option C: (Incorrect Answer Type – **Barely Relevant**) *The U.S. government did not want to bail Texas out of its financial problems* reflects the text from lines (23-25) and lines (27-29) that indicate Texas had financial troubles and debt it could not repay. The text is in the same paragraph as the relevant answer to the question, so test takers may interpret the financial weakness as a reason Jackson did not want Texas to become a state. However, no textual evidence links the financial troubles of Texas to Jackson's adverse decision about statehood. Option C is not relevant to Jackson's position on Texas statehood.

Relevant Text:

1. Lines (19-21) U.S. President Andrew Jackson, refused, however, because the inclusion of a new slave state would unsettle the balance of free and slave states in Congress.
2. Lines (34-35) Jackson, did not want to intensify the slavery issue or risk war with Mexico.
3. Lines (25-27) The Mexican government refused to honor Santa Anna's recognition of independence, and fighting continued between Texas and Mexico.
4. Lines (23-25) Despite fast population growth, the new republic faced political and financial difficulties.
5. Lines (27-29) Also, Texas had substantial debts and little money to repay them.

Question Type: Inference-Speculation

29. Tejanos in line 3 most likely refers to which of the following?

- A. American citizens
- B. Lifelong Mexican citizens
- C. Mexican Settlers in Texas
- D. The framers of the Texas Declaration of Independence

Correct Answer: Option C (Mexican Settlers in Texas) Option C restates the relevant text, so it is the right answer. The relevant lines of text are lines (2-5). Both American settlers and Tejanos declared independence from Mexico. The "and" construct in the sentence parallels Anglo Americans and Hispanic leaders with "American" settlers and "Tejanos" indicating Tejanos are Hispanic settlers in Texas. Option C, "Mexican" settlers in Texas rephrases the relevant text. Elimination of the three wrong answers presents an effective alternative approach to finding the restated text. See the following incorrect answer review.

Relevant Text:

1. Lines (1-5) Anglo Americans and Hispanic Texan leaders like José Antonio Navarro were drawing up a new constitution of Texas on March 2, 1836, just days before the fall of the Alamo. Americans and Tejanos alike declared their independence from Mexico and established the new Republic of Texas.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *American citizens* contradicts the text. The phrase "American settlers" and "Tejanos" indicate the two groups are separate, so Tejanos cannot be "American" citizens.

Option B: (Incorrect Answer Type – **Off By One Word**) *Lifelong Mexican citizens* is also not correct because, if Tejanos would be Mexican citizens, they could not be "lifelong" Mexican citizens according to option B from the moment they declared independence from Mexico in the text.

Option D: (Incorrect Answer Type – **Barely Relevant**) *The framers of the Texas Declaration of Independence* could not be the indicated meaning for Tejanos. The text in lines (2-5) shows both American settlers and Hispanic leaders framed the new declaration of Texas independence. The "and" construct in the sentence indicates American settlers are separate from Tejanos, so non-American "Tejanos" cannot refer to a group of "framers" that includes Americans as well.

TIP: Don't forget, the process of elimination is critical for the reading section especially. Often, the best way to get a correct answer is to eliminate three wrong answers.

Question Type: Details-Little Picture

30. According to the passage, John Tyler was the first president

- A. of an independent Texas.
- B. to reject Texas statehood.
- C. to succeed Andrew Jackson in office.
- D. to assume office because the previous president died.

Correct Answer: Option D (to assume office because the previous president died) Option D restates the relevant text in the passage in all its parts. Lines (36-39) indicate John Tyler became president "upon the death of a chief executive" or because "the previous president died."

Relevant Text:

Lines (36-39) John Tyler, who became the nation's president in 1841, was the first vice president to become president as a result of the demise of a chief executive.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *of an independent Texas* contradicts the text in lines (12-13) which indicate that Sam Houston was elected president of the independent state of Texas, not John Tyler.

Option B: (Incorrect Answer Type – **False**) *to reject Texas statehood* contradicts the text in lines (16-18). Andrew Jackson was the first president to reject statehood after Sam Houston sent the first delegation to Washington to seek statehood for Texas.

Option C: (Incorrect Answer Type – **False**) *to succeed Andrew Jackson in office* contradicts the text on lines (33-37). John Tyler "succeeded" or became president after William Harrison who followed Van Buren according to lines (39-40) who in turn followed Andrew Jackson.

Relevant Text:

1. Lines (12-13) Citizens quickly elected Sam Houston the first president in September 1836.
2. Lines (16-18) Houston sent a delegation to Washington, D.C., asking the United States to annex Texas...U.S. President Andrew Jackson, refused.
3. Lines (33-41) President Martin Van Buren, like Jackson, did not want to inflame the slavery issue or risk war with Mexico. He put off the question of annexing Texas. John Tyler, who became the nation's president in 1841, was the first vice president to become president as a result of the demise of a chief executive. He succeeded William Henry Harrison, who died in April, just one month after taking office.

Question Type: Inference-Deduction

31. Who among the following opposed adding Texas to the Union?

- A. James Polk
- B. Henry Clay
- C. John Tyler
- D. Sam Houston

Correct Answer: Option B (Henry Clay) The text provides direct evidence for Option B. This answer choice may confuse some test takers because Clay eventually favored statehood for Texas, but he initially opposed it according to lines (52-55). All the other answer choices were only in favor of statehood according to the text.

Relevant Text:

1. Lines (52-55) However, Whig candidate, Henry Clay, initially rejected the idea of adding Texas to the Union. When Clay eventually adopted annexation, he lost votes in the North and possibly the election as well.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *James Polk* contradicts the text on lines (47-50). Polk favored both the addition of Oregon and Texas to the United States.

Option C: (Incorrect Answer Type – **False**) *John Tyler* contradicts the text in lines (41-42). Tyler favored the annexation of Texas.

Option D: (Incorrect Answer Type – **False**) *Sam Houston* contradicts the text in lines (16-18). Sam Houston became the first president of the independent nation, Texas, and he sent a delegation to Washington to advocate Texas become a state.

Relevant Text:

1. Lines (47-50) The North wanted the United States gain control of the Oregon country from Britain, and the South favored annexation of Texas. The Democratic candidate, James K. Polk, campaigned for both actions.
2. Lines (41-42) Tyler supported adding Texas to the Union and persuaded Texas to reapply for annexation.
3. Lines (16-18) Houston sent a delegation to Washington, D.C., asking the United States to annex Texas.

Question Type: Inference-Speculation

32. What does the passage suggest about Santa Anna?

- A. Santa Anna differed with Mexico over the status of Texas.
- B. Santa Anna was responsible for the siege of the Alamo.
- C. Santa Anna was an independent country between Mexico and America.
- D. Santa Anna battled against Texas until his death.

Correct Answer: Option A (Santa Anna differed with Mexico over the status of Texas) in all its parts restates the relevant text in the passage. Lines (20-23) indicate that Santa Anna recognized Texas as an independent nation and Mexico did not. Option A indicates the same parties, Santa Anna and Mexico "differed...over the "status" of Texas which refers to the issue of the independence of Texas.

Relevant Text:

1. Lines (10-12) The Texas Declaration claimed that the government of Santa Anna had breached the liberties guaranteed by the Mexican Constitution.
2. Lines (20-23) The Mexican government refused to honor Santa Anna's recognition of independence, and fighting continued between Texas and Mexico.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Not In Passage**) *Santa Anna was responsible for the siege of the Alamo.* The text makes no mention of option B in the passage and students of history should not draw on any information not directly stated in the passage. Lines (1-6) are the only lines referencing the Alamo, and nowhere does the text indicate or even suggest that Santa Anna was responsible.

Option C: (Incorrect Answer Type – **Not In Passage/Confused Relationship**) *Santa Anna was an independent country between Mexico and America* can often confuse test takers because the text is not exactly clear whether Santa Anna is a person or country according to the text. Readers could interpret Santa Anna on lines (10-12) and lines (26-27) either way. Trained test takers know if the answer depends on an interpretation -- in this case an uncertain supposition that could be interpreted in two different ways -- then the answer cannot be correct for the SHSAT.

Option D: (Incorrect Answer Type – **Not in Passage**) *Santa Anna battled against Texas until his death* is not indicated in the passage. Lines (26-27) indicate Mexico and Texas continued fighting, but it is not clear whether Santa Anna was involved or whether the fighting continued through the remainder of Santa Anna's life. There is simply no evidence to support this conclusion.

Relevant Text:

1. Lines (1-6) Anglo Americans and Hispanic Texan leaders like José Antonio Navarro were drawing up a new constitution of Texas on March 2, 1836, just days before the fall of the Alamo. Americans and Tejanos alike declared their independence from Mexico and established the new Republic of Texas.
2. Lines (10-12) The Texas Declaration claimed that the government of Santa Anna had breached the liberties guaranteed by the Mexican Constitution.
3. Lines (26-27) The Mexican government refused to honor Santa Anna's recognition of independence, and fighting continued between Texas and Mexico.

Passage 3:**Outline**Passage Type: **Expository**Method of Development: **Illustrate****Paragraph 1:**

Bicycles appear to have not changed, but a century of design made them faster

Despite the fact that spoked wheels and pneumatic tires were invented before the 20th century, bicycle design hasn't visibly changed a great deal. However, look closer, and you may see a hundred years of development has taken the humble bicycle from boneshaker to a speed machine. A modern bicycle is still constructed of a double diamond shaped frame, two wheels with air-inflated tires, and a chain-based drivetrain; the mechanism through which the whole system runs. Though we've stuck to the basics, man and his machine have increased in speed from the 14.5 km per hour reportedly achieved by Karl von Drais in 1817 to a mind-blowing 55 km per hour in a Tour de France time trial nearly two centuries later.

Paragraph 2:

Athletic power and design both increase speed - design makes greater changes

Speed improvements on a bicycle boil down to two fundamental factors: you either increase the power that propels the rider forwards or you decrease the resistive forces that hold the rider back. Physiology and biomechanics typically determine the rider's ability to generate power. The resistive forces that slow a cyclist are mainly air resistance, total mass and any frictional losses, such as the drive train or the friction of the wheels rolling against the ground. If each athlete has an equal likelihood of winning, then the challenge for engineers and scientists is to develop technology the cyclist can use to obtain a competitive advantage.

Paragraph 3:

Air resistance is biggest design issue - non-linear increases

Tests demonstrate that once a cyclist traveling outdoors accelerates beyond speeds of 25 miles per hour, approximately 90% of the force pushing against them is air resistance. Moreover, the relationship between speed and air resistance is not linear. For example, a 50% increase in speed from 20 miles per hour to 30 miles per hour will require twice the power out from the cyclist. Consequently, reducing air resistance has become the leading priority in professional cycling technology in recent times. To better understand air resistance, wind tunnels are now used by both professional and amateur athletes to analyze the aerodynamic drag, but wind tunnels are neither cheap nor readily available. Thankfully, alternatives for those without an Olympic-sized budget are emerging. It is now possible to use computational fluid dynamic software

which can be, in essence, a virtual wind tunnel.

Paragraph 4:

Expensive wind tunnels replaced by new, affordable technology

- computational fluid dynamics, virtual wind tunnel
- finite element analysis, components
- many new designs in the decade since

Racing bicycles, in particular, have been subject to an enormous amount of aerodynamic refinement over the previous decade. Braking systems have been positioned to be protected from the main airflow, and gear cables snake inside of the frame. Wheel designs have not only reduced aerodynamic drag, but they are now being optimized to provide benefits such as increased rider stability from crosswinds. Even the mechanical properties of the racing bicycle have evolved. Like computational fluid dynamic software, finite element analysis has fundamentally changed the process of bike design by simulating the stresses and strains that bike components will face when in use. These developments have resulted in performance optimization and development of composite frames with a mass as little as 800 grams but still stiff enough to sprint to a stage victory and comfortable enough to ride for five hours or more, day after day. All these changes raise the question, "What is next?"

Question Type: Main Idea/Big Picture

33. Which of the following is the best title for this passage?

- A. The History of Bicycles from 1817 to Today
- B. Aerodynamics and Bicycle Racing
- C. The Impact of a Century of Change on Bicycle Design
- D. Technology and Bicycles

Correct Answer: Option C (The Impact of a Century of Change on Bicycle Design) in all its parts restates the relevant text in the passage and describes the various examples provided throughout the passage. Lines (1-6) present the thesis claim; the bicycle, invented over 100 years ago, has undergone design change or development that has transformed it into a faster machine. Option C repeats the text where the "impact" of the "century of design change" mentioned in option C is a faster bike. The entire passage continues with a discussion of design changes focused on better speed. Lines (15-26) and lines (45-47) focus on these specific changes in different paragraphs, and the conclusion reiterates that "all these changes occurred" and asks a provocative question about the future. The title in option C expresses the main idea presented throughout the passage.

Relevant Text:

1. Lines (1-6) Despite the fact that spoked wheels and pneumatic tires were invented before the 20th century, bicycle design hasn't visibly changed a great deal. However, look closer, and you may see a hundred years of development has taken the humble bicycle from boneshaker to a speed machine.
2. Lines (15-26) Speed improvements on a bicycle boil down to two fundamental factors: Physiology and biomechanics typically determine the rider's ability to generate power... the challenge for engineers and scientists is to develop technology the cyclist can use to obtain a competitive advantage.
3. Lines (45-47) Racing bicycles, in particular, have been subject to an enormous amount of aerodynamic refinement over the previous decade.
4. Lines (62-63) All these changes raise the question, "What is next?"

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Too Broad**) *The History of Bicycles from 1817 to Today* is too broad. Such a history would include many details beyond the change in design. Trained test takers should expect to see a discussion of the bicycle's impact on transportation or leisure and exercise. There might be a paragraph on great bicyclists and events. The passage focuses on 100 years of design changes to improve speed and does not include the other topics that would comprise a full history.

Option B: (Incorrect Answer Type – **Too Narrow**) *Aerodynamics and Bicycle Racing* can attract test takers because it is a topic mentioned in large parts of the passage -- paragraphs 3 and 4. Lines (27-30) highlight that wind resistance is the most significant design challenge. Lines (45-47) continue by introducing the design changes to battle the problem. However, the examples of design changes related to aerodynamics and racing are examples that demonstrate the main idea. They are not the main idea itself. The passage is about changes in design, and the title in option D does not convey the idea of change.

Option D: (Incorrect Answer Type – **Too Broad**) *Technology and Bicycles* is too broad to be the correct answer. The two ideas seem to converge in the passage, and that may attract an unwary test taker, but the passage focuses on bicycle design changes. The general topic "bicycles" in option D would include other aspects of bicycles beyond the discussion provided in the passage. Additionally, the topic of "technology" is too broad and includes a great many topics beyond bicycles. Even an intersection of the two ideas is beyond the scope of the passage. A trained test taker would expect to see a discussion of the physics of bicycles and more -- none of which is in the passage.

Relevant Text:

- Lines (27-30) Tests demonstrate that once a cyclist traveling outdoors accelerates beyond speeds of 25 miles per hour, approximately 90% of the force pushing against them is air resistance.
- Lines (45-47) Racing bicycles, in particular, have been subject to an enormous amount of aerodynamic refinement over the previous decade.

TIP: Main idea answers will often include information or ideas from the passage that are serving a different function in the passage -- evidence, examples, a hook to the introduction, etc. Trained test takers learn to recognize these wrong answers and not fall into the trap of confusing the answers with the main idea or best title.

Question Type: Inference-Speculation

34. According to the passage, which of the following is the greatest obstacle for bicycle racers?

- Improving body mechanics and physiology
- Linear increase in air resistance above 25 mph
- Obtaining funds to access wind tunnels
- Exponential increases in resistive forces above 20 mph

Correct Answer: Option D (Exponential increases in resistive forces above 20 mph) in all its parts restates the relevant text in the passage and describes the various examples provided throughout the passage. Lines (30-33) indicate it takes twice as much human power to increase speeds from 20 mph to 30 mph; a 50% increase. This rate of change is an example of a non-linear or exponential increase in resistance above 20 mph. The second part of the question requires the text corroborate that this resistive force is the greatest obstacle for bike riders. The text supports this claim also. "Consequently, reducing air resistance has become the main priority in professional cycling" according to lines (30-33). Both parts of option D restate or demonstrate the answer to the question with evidence from the passage.

Relevant Text:

- Lines (30-33) Moreover, the relationship between speed and air resistance is not linear. For example, a 50% increase in speed from 20 miles per hour to 30 miles per hour will require twice the power out from the cyclist.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *Improving body mechanics and physiology* is contradicted by the text. According to lines (16-18) and lines (18-20), the ability to increase speed depends on two factors. One is the factor of propulsion, described in option A -- better body mechanics and physiology of the athletes. However, lines (25-28) indicate that the athlete's power must double from 20 mph to 30 mph and lines (23-26) suggest that every athlete provides about the same power, so the essential obstacle becomes technology and design. Reducing air resistance has a more significant impact than the athlete's power.

Option B: (Incorrect Answer Type – **False**) *Linear increase in air resistance above 25 mph* contradicts the text in lines (25-28) which provide an example of how higher speeds increase air resistance exponentially. Option B directly contradicts the text in lines (30-32) which indicate how air resistance behaves at the same range of speeds precisely as option B -- greater than 25 mph. The text states the relationship is not linear which contradicts option B.

Option C: (Incorrect Answer Type – **False**) *Obtaining funds to access wind tunnels* is designed to trap untrained test takers; it is a relevant answer option evidenced by the text, but it does not meet all the conditions of the question prompt. Lines (36-40) indicate wind tunnels are used to measure and reduce aerodynamic drag, and they are expensive. However, nothing in the text suggests wind tunnels are the "greatest obstacle," and this last part is essential to answering the question correctly. In fact, the following lines, lines (40-44) indicate that there are available alternatives to wind tunnels for less cost.

Relevant Text:

- Lines (16-18) you either increase the power that propels the rider forwards, or you decrease the resistive forces.
- Lines (18-20) Physiology and biomechanics typically determine the rider's ability to generate power.
- Lines (23-26) If each athlete has an equal likelihood of winning, then the challenge for engineers and scientists is to develop technology the cyclist can use to obtain a competitive advantage.
- Lines (25-28) Moreover, the relationship between speed and air resistance is not linear. For example, a 50% increase in speed from 20 miles per hour to 30 miles per hour will require twice the power out from the cyclist
- Lines (27-30) "Tests demonstrate that once a cyclist traveling outdoors accelerates beyond speeds of 25 miles per hour, approximately 90% of the force pushing against them is air resistance
- Lines (36-40) To better understand air resistance, wind tunnels are now used by both professional and amateur athletes to analyze the aerodynamic drag, but wind tunnels are neither cheap nor readily available.
- Lines (40-44) Thankfully, alternatives for those without an Olympic-sized budget are emerging. It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel.

TIP: Like option B in this problem, the evidence to answer the question correctly or eliminate wrong answers may be sourced from many locations in the text to complete the required idea and assess the answer option.

Question Type: Inference-Speculation

35. The passage suggests which of the following is true?

- Finite element analysis is the same as computational fluid dynamics.

- B. No composite frames used for sprinting have a mass below 800 grams.
- C. Every endurance athlete has an equal chance of winning a bicycle race.
- D. Bicycles cannot get any faster in the future without mechanical power propulsion.

Correct Answer: Option B (No composite frames used for sprinting weigh below 800 grams) in all its parts restates the relevant text in the passage and describes the various examples provided throughout the passage. Lines (58-62) indicate frames that have been developed for a sprint stage are “as low as” 800 grams in mass. That indicates the lowest mass is 800 grams, and none are lower in mass, which is option B.

Relevant Text:

1. Lines (58-62) These developments have resulted in performance optimization and development of composite frames with a mass as little as 800 grams but still stiff enough to sprint to a stage victory and comfortable enough to ride for five hours or more, day after day.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationship**) *Finite element analysis is the same as computational fluid dynamics* tests a student’s understanding of the details and context. Lines (43-45) indicate “computational fluid dynamics” is a substitute for a wind tunnel. Lines (52-54) describes “finite element analysis” as an example of technology to modify the mechanical properties of the bicycle -- the bike components. The two are different, so option A is not correct. That said, the sentence in lines (54-57) compares finite element analysis to computational fluid dynamic software with a simile. This text can throw off untrained test takers who do not understand the context. The methods are not the same, but their results are alike; they both fundamentally changed the process of bike design.

Option C: (Incorrect Answer Type – **Confuses Relationship/Off By One Word**) *Every endurance athlete has an equal chance of winning a bicycle race* closely corresponds to lines (23-24) in the text, but it is off by one word -- "if." The text does not definitively claim every athlete has an equal chance of winning a race but instead postulates "if" that is true then bike design becomes more important than the athlete. Some students might suggest the sentence's real purpose is to say that trained athletes have roughly equal chances, and that is a reasonable interpretation. However, trained test takers know interpretations cannot be correct unless there is definitive evidence in the text.

Option D: (Incorrect Answer Type – **Not In Passage/Too Extreme**) *Bicycles cannot get any faster in the future without mechanical power propulsion* is an extreme statement that contradicts the balance of the passage which indicates design improvements, not power improvements, have made the bicycle faster in the last five years. Additionally, the passage does not provide examples of “mechanical” power propulsion like an engine. It only mentions rider power and indicates that is a result of biomechanics and physiology, not mechanical propulsion.

Relevant Text:

1. Lines (43-45) It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel.
2. Lines (52-57) Even the mechanical properties of the racing bicycle have evolved. Like computational fluid dynamic software, finite element analysis has fundamentally changed the process of bike design by simulating the stresses and strains that bike components will face when in use.
3. Lines (23-24) If each athlete has an equal likelihood of winning,
4. Lines (18-20) Physiology and biomechanics typically determine the rider's ability to generate power.

TIP: Details are important, but often the context is equally important to answering an SHSAT reading question correctly. Suggestions for reading a few lines above and below the specific detail or line citation prove, more often than not, to be sage advice.

Question Type: Details-Little Picture

36. Which of the following is not the same on both modern bicycles and those of the late 19th century according to the passage?

- A. Double diamond frame
- B. Gear cables
- C. Pneumatic-tires
- D. Drivetrain

Correct Answer: Option B (Gear cables) Option B restates the relevant text, so it is the correct answer. Lines (47-49) indicate the gear cables moved to the inside of the frame, so it is an example of a change from earlier generation bicycles in the 1800s or 19th century.

Relevant Text:

1. Lines (47-49) Braking systems have been positioned to be protected from the main airflow, and gear cables snake inside of the frame.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *Double diamond frame* contradicts the text in lines (6-9) which indicate a modern bicycle still has a double diamond frame. No further changes to that frame are mentioned in the passage except for lines (58-60) which indicate new materials make the frame lighter and stronger, but nothing suggests a change from the double diamond shape.

Option C: (Incorrect Answer Type – **False**) *Pneumatic tires* contradicts the text in lines (6-9) which indicate a modern bicycle still has “air-inflated” tires which are the same as “pneumatic” tires introduced in line 1 -- invented in the 1880s. No further changes away from air-inflated tires are mentioned through the passage.

Option D: (Incorrect Answer Type – **False**) *Drivetrain* contradicts the text in lines (6-9) which indicate a modern bicycle still has a chain-based drivetrain. Lines (20-23) indicate that the drive-train frictional losses can slow bicycles, but it mentions no changes away from a chain-based drivetrain.

Relevant Text:

1. Lines (1-9) Despite the fact that spoked wheels and pneumatic tires were invented before the 20th century, bicycle design hasn't visibly changed a great deal...A modern bicycle is still constructed of a double diamond shaped frame, two wheels with air-inflated tires, and a chain-based drivetrain.
2. Lines (58-60) These developments have resulted in performance optimization and development of composite frames with a mass as little as 800 grams,
3. Lines (20-23) The resistive forces that slow a cyclist are mainly air resistance, total mass and any frictional losses, such as the drive train or the friction of the wheels rolling against the ground.

Question Type: Inference-Deduction

37. Why has the aerodynamic refinement of bicycles improved significantly in the last five years?

- A. Finite analysis permits the optimum design of bicycle components.
- B. Wind tunnels have become more affordable.
- C. Changes in braking systems have revolutionized the sport of racing.
- D. Computer analysis has revolutionized the process of bicycle design.

Correct Answer: Option D (Computer analysis has revolutionized the process of bicycle design) describes examples provided throughout the passage that demonstrate how computer software and analysis have resulted in entirely new solutions or "revolutionized" methods of design. The main idea of paragraph 3 is that air resistance is the greatest challenge for developing faster bicycles. Lines (42-47) indicate computational fluid dynamic software affordably allows designers to replace essential, but expensive wind tunnels. It follows in the text that the last five years has seen plenty of design innovations which is a condition of the question prompt. Lines (54-60) provide one of a few examples given that demonstrate the new designs and their applications -- lighter, but sturdier frames. Skeptics should note that option D indicates the design process has been "revolutionized" which indicates fundamental changes. While the bicycle itself has not by appearances changed in a revolutionary way according to the passage introduction, the advent of new tools revolutionized the methods of design.

Relevant Text:

1. Lines (42-47) It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel. Racing bicycles, in particular, have been subject to an enormous amount of aerodynamic refinement over the previous decade.
2. Lines (54-60) Like computational fluid dynamic software, finite element analysis has fundamentally changed the process of bike design by simulating the stresses and strains that bike components will face when in use. These developments have resulted in performance optimization and development of composite frames with a mass as little as 800 grams,

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Too Narrow**) *Finite analysis permits the optimum design of bicycle components* is relevant to the question prompt and perhaps an attractive answer option as a result. However, finite element analysis is only one example demonstrating why improvements have been more prevalent in the last decade. The computational fluid dynamic software is another. The correct answer must restate or illustrate all the examples that answer the question prompt, not just one.

Option B: (Incorrect Answer Type – **Not In Passage**) *Wind tunnels have become more affordable* is not indicated in the text of the passage. More affordable alternatives have become available according to lines (40-44). That does not mean wind tunnels have become less expensive.

Option C: (Incorrect Answer Type – **Too Extreme/Too Narrow**) *Changes in braking systems have revolutionized the sport of racing* is both too narrow and too extreme to be correct in this case. Lines (47-53) highlight three examples of aerodynamic design improvements over the last five years. Braking systems alone does not capture all the improvements, and the passage does not say they are any more or less important than the other changes. Also, option C includes the phrase "revolutionized the sport of racing" which is an extreme statement not qualified by any text. Braking systems are an example of aerodynamic improvement, but nothing suggests they have fundamentally changed the sport of racing.

Relevant Text:

1. Lines (1-9) Despite the fact that spoked wheels and pneumatic tires were invented before the 20th century, bicycle design hasn't visibly changed a great deal...A modern bicycle is still constructed of a double diamond shaped frame, two wheels with air-inflated tires, and a chain-based drivetrain.
2. Lines (40-44) Thankfully, alternatives for those without an Olympic-sized budget are emerging. It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel.
3. Lines (47-53) Braking systems have been positioned to be protected from the main airflow, and gear cables snake inside of the frame. Wheel designs have not only reduced aerodynamic drag, but they are now being optimized to provide benefits such as increased rider stability from crosswinds. Even the mechanical properties of the racing bicycle have evolved.

Question Type: Inference-Speculation

38. According to the passage, "computational fluid dynamic" most nearly means:

- A. A cost-effective technology to simulate a wind tunnel.
- B. The study of the resistive forces of liquids
- C. The study of biomechanics and racing bicycles.
- D. A software program to optimize the mechanical properties of bicycles

Correct Answer: Option A (A cost-effective technology to simulate a wind tunnel) Option A restates the relevant text in the passage in all its parts. Lines (40-44) indicate computational fluid dynamic software, an example of "technology" in option A, can be used by those without an "Olympic-sized" budget to replace a wind tunnel. In other words, it is cost-effective and simulates a wind tunnel.

Relevant Text:

1. Lines (40-44) Thankfully, alternatives for those without an Olympic-sized budget are emerging. It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Not in Passage**) *The study of the resistive forces of liquids* is not mentioned in the passage, and it is not equated to "computational fluid dynamics." Students should not use their potential knowledge of the subject to surmise that the correct answer is, by definition, the study of how fluids flow. Option B is designed to sound dangerously close to the formal definition of computational fluid dynamics not contained in the passage. The precise definition is still different than option B, so test takers who attack every word will always find fault in option B.

Option C: (Incorrect Answer Type – **Barely Relevant/Confuses Relationship**) *The study of biomechanics and racing bicycles* is not relevant to computational fluid dynamics. The latter is a tool to improve the aerodynamic design, one possible source of increased speed in bikes according to the text. The former relates to the other factor that impacts speed which is the athlete and her power, so the study of biomechanics is not relevant to explain a term that applies to aerodynamic design.

Option D: (Incorrect Answer Type – **Confuses Relationship**) *A software program to optimize the mechanical properties of bicycles* mixes up parts of the text. The computational fluid dynamic software is a virtual replacement for a wind tunnel according to lines (42-44). Finite element analysis according to lines (44-49), is an example of an additional technology that focuses on bike components and resulted in the evolution of the mechanical properties of bicycles, option D.

Relevant Text:

1. Lines (1-9) Despite the fact that spoked wheels and pneumatic tires were invented before the 20th century, bicycle design hasn't visibly changed a great deal...A modern bicycle is still constructed of a double diamond shaped frame, two wheels with air-inflated tires, and a chain-based drivetrain.
2. Lines (42-44) It is now possible to use computational fluid dynamic software which can be, in essence, a virtual wind tunnel.
3. Lines (52-57) Even the mechanical properties of the racing bicycle have evolved. Like computational fluid dynamic software, finite element analysis has fundamentally changed the process of bike design by simulating the stresses and strains that bike components will face when in use. These developments have resulted in performance optimization.

Outline

Passage Type: **Process Analysis**

Method of Development: **Sequential**

Paragraph 1:

Introduce new research to explain the onset of Alzheimer's for some, but not others

The reason why Alzheimer's disease develops in some patients, while others have healthy brains throughout their lifetime, has remained a mystery until now. New research has identified a molecule that protects brain cells from the stress of aging, which may stave off neurodegenerative diseases. People who experience early cognitive deterioration appear to have reduced levels of a stress-protecting protein in their brains compared with healthy, mentally alert people. This result indicates the new potential for diagnosis and prevention of Alzheimer's disease and various forms of dementia.

Paragraph 2:

More to learn about the pathology of the brain

Neuroscientists desperately need to learn more about the impact of stress on the human brain. Stress and toxins impact cells in every brain over time, but some brains appear to be more resistant to the effects. Alzheimer's disease, the leading cause of dementia, develops alongside characteristic sticky clumps of a substance called amyloid-beta. These plaques are notable in the brain during an autopsy, yet, puzzlingly, research reveals that nearly one-half of people who demonstrate the brain pathology of Alzheimer's, never experienced symptoms of cognitive decline during their lifetime. As a result, researchers say, there must be another factor at play to protect people's brains from succumbing to the toxins.

Paragraph 3:

REST may hold the key

The protein repressor element 1-silencing transcription factor (REST) inhibits genes involved in cellular demise and is resistant to cellular stresses. REST, customarily produced during brain development,

remains active in aging brains. However, people with cognitive impairment or Alzheimer's disease lack adequate amounts of the protein. Scientists measured the postmortem amount of REST protein in the brains of individuals who had previously taken tests of cognitive ability and found that people with higher cognitive function had significantly higher levels of the protein in their prefrontal cortex, the outer frontal part of the brain involved in planning, personality, and other cognition. This result suggests that plaques and other clinical signs of Alzheimer's may not be sufficient to cause dementia.

Paragraph 4:

How the REST protein works and the implications

The REST proteins are like the police officers of the brain, protecting it from aging stresses by turning specific genes on or off. "There exists a lot of crime in the brain, but society doesn't fall apart until the police station is blown up," one researcher explained. To explore the role of REST in living animals, scientists studied mice that lacked the REST gene and found that these mice were at higher risk of aging stress. The mice lost a significant number of neurons in the forebrain cortex, one of the primary brain areas affected by dementia. When the scientists restored the REST gene to the mice, it protected the animals from developing cognitive decline. Researchers also discovered that the protein isn't in short supply for Alzheimer's patients. The brain produces REST proteins, but cellular machinery called autophagosomes overwhelm the REST proteins and diminish their role. Therefore, it may be possible to prevent the degradation of these proteins, bringing scientists closer to preventing Alzheimer's disease and dementia.

Question Type: Main-Idea

39. Which of the following best tells what the passage is about?

- A. A protein that may cure neurodegenerative diseases
- B. Proteins that will lead to a cure for Alzheimer's Disease.
- C. New methods to control proteins critical for stopping Alzheimer's Disease.
- D. An alternative theory about Alzheimer's Disease.

Correct Answer: Option A (A protein that may cure neurodegenerative diseases) Option A restates the relevant text introduced in lines (6-12) outlining the thesis claim, which indicates a new protein could help prevent or cure Alzheimer's and other forms of dementia, which is restated by the term neurodegenerative diseases in option A. The main idea often results in repeated words throughout and the protein REST is introduced and discussed in the majority of the passage. Lastly, the conclusion summarizes the thesis claim, and that is also restated by option A.

Relevant Text:

1. Lines (6-12) People who experience early cognitive decline appear to have lower levels of a stress-protecting protein in their brains...new potential for diagnosis and prevention of Alzheimer's disease and various forms of dementia.
2. Lines (60-63) Therefore, it may be possible to prevent...Alzheimer's disease and dementia.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Too Extreme**) *Proteins that will lead to a cure for Alzheimer's Disease*, is an exaggerated claim. Nothing in the passage indicates the REST protein or any similar protein will produce a cure for Alzheimer's Disease with certainty. Furthermore, option B fails to take account of other forms of dementia referenced in the text.

Option C: (Incorrect Answer Type – **False**) *New methods to control proteins critical for stopping Alzheimer's Disease*. Option C sounds appealing to test takers who did not carefully read the text but recall the end of the passage discusses control of proteins in the effort to stop Alzheimer's. However, line 60 indicates only that it "may be possible." The passage does not include any discussion about methods to control the critical proteins discussed.

Option D: (Incorrect Answer Type – **Too Vague, Not In Passage**) *An alternative theory about Alzheimer's Disease*. Option D is vague and does not indicate any detail about the theory. Furthermore, the passage does not discuss an alternative. Only one new avenue of research is presented. If test-takers wish to select D on the supposition that this avenue, REST proteins, is the alternative in option D, then the passage must indicate what other avenue of potential cure it is replacing. The passage text provides no such information, so option D cannot be correct.

Question Type: Inference-Speculation

40. Which of the following is most likely true about neuroscience?

- A. It is the study of neurodegenerative diseases only like Alzheimer's.

- B. Not nearly enough is known about how stress produces changes in the brain.
- C. Alzheimer's is a puzzle that will soon be solved by neuroscience.
- D. Neuroscience is the study of the nervous system.

Correct Answer: Option B (Not nearly enough is known about how stress produces changes in the brain.) Option B restates lines (13-14) from the text. "Not nearly enough," is known restates, "Neuroscientists desperately need to learn more." The phrase "how stress produces changes in the brain," restates, "the impact of stress on the brain." Option B accurately restates the relevant text in all parts, so it is correct.

Relevant Text:

1. Lines (13-14) Neuroscientists desperately need to learn more about the impact of stress on the human brain.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Off By One Word**) *It is the study of neurodegenerative diseases only like Alzheimer's.* The text does not indicate that the study of Alzheimer's is the only part of neuroscience or only one small part of the whole field, so option A may be too narrow in focus. It would be a true statement about neuroscience except option A states it is only the study of neurodegenerative diseases like Alzheimer's. Option A can be correct only if neuroscience includes no more than the study of one disease, but that claim cannot be supported by evidence in the text.

Option C: (Incorrect Answer Type – **Too Extreme**) *Alzheimer's is a puzzle that will soon be solved by neuroscience.* The passage reviews a potential cure that provides some useful advances, but it does not claim the problem "will soon be solved." There is no evidence in the text. Lines (60-63) indicate control of the critical proteins may be possible, and even if that obstacle is hurdled, then scientists would not have the cure, but be closer to the cure." No text suggests the cure is around the corner or coming soon.

Option D: (Incorrect Answer Type – **Not In Passage**) *Neuroscience is the study of the nervous system.* Option D is the correct definition of neuroscience; however, that definition is not given in the text of the passage, so the reader cannot know it is true. Option D cannot be the correct answer. Be careful. Option D is a trap to catch test takers who know the subject material away from the passage.

Relevant Text:

1. Lines (60-63) Therefore, it may be possible to prevent the degradation of these proteins, bringing scientists closer to preventing Alzheimer's disease and dementia.

Question Type: Inference-Speculation

41. What is the most likely reason some people are better able to avoid the impact of age related stress on the brain?

- A. They develop a substance called amyloid-beta in the brain.
- B. They have high amounts of active proteins in the brain that fight off toxins.
- C. Healthy people exercise the brain more frequently through puzzles, games, and increased cognitive activity.
- D. The REST protein is absent in the brain.

Correct Answer: Option B (They have high amounts of active proteins in the brain that fight off toxins.) Option B restates the text on lines on lines (6-9), which states that people who have low levels of stress-protecting proteins experience cognitive decline. Lines (30-33) also confirm that the REST protein is present in and protects aging brains.

Relevant Text:

1. Lines (6-9) People who experience early cognitive deterioration appear to have reduced levels of a stress-protecting protein in their brains compared with healthy, mentally alert people.
2. Lines (30-33) REST, customarily produced during brain development, remains active in aging brains. However, people with cognitive impairment or Alzheimer's disease lack adequate amounts of the protein.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *They develop a substance called amyloid-beta in the brain.* Option B contradicts the text. Amyloid-beta is present in the brains of sufferers of Alzheimer's disease. It is an indicator of one required element to identify the disease, not a reason why some people fail to develop the disease.

Option C: (Incorrect Answer Type – **Not In Passage**) *Healthy people exercise the brain more frequently through puzzles, games, and increased cognitive activity.* The passage makes no claim about mental exercise and its impact on cognition. Test takers may have read about the benefits of puzzles for mental acuity elsewhere; however, knowledge of subjects from outside the passage cannot be used as evidence on the SHSAT or SAT.

Option D: (Incorrect Answer Type – **False**) *The REST protein is absent in the brain.* Lines (26-28) identify REST as the protein that protects the brain, and it indicates the opposite conclusion. Low amounts of the protein REST do not explain why some people do not develop Alzheimer's disease. Low levels of REST correlate to "cognitive impairment or Alzheimer's disease," according to the text.

Relevant Text:

1. Lines (17-19) Alzheimer's disease, the leading cause of dementia, develops alongside characteristic sticky clumps of a substance called amyloid-beta.
2. Lines (26-28) The protein repressor element 1-silencing transcription factor (REST) inhibits genes involved in cellular demise and is resistant to cellular stresses.

Question Type: Inference-Deduction

42. Which of the following is not indicative of a brain associated with a patient suffering from Alzheimer's Disease?

- A. Sticky Clumps
- B. Autophagosomes that engulf REST proteins
- C. Amyloid-beta
- D. Excess active repressor element 1-silencing transcription factor

Correct Answer: Option D (Excess active Repressor Element 1) According to lines (30-33), the protein REST is repressor element 1 - silencing transcription factor. Lines (31-33) indicate that people who experience cognitive decline like Alzheimer's lack the protein REST. By deduction, then the people with excess REST protein, option D, will not experience Alzheimer's. The last detail of the answer option is the modifying word "active." According to lines (57-60), the question of active REST proteins is significant because the brain can produce REST proteins, but autophagosomes can diminish their activity." Option D restates all relevant parts of the text, so it must be the correct answer.

Relevant Text:

1. Lines (30-33) REST, customarily produced during brain development, remains active in aging brains. However, people with cognitive impairment or Alzheimer's disease lack adequate amounts of the protein.
2. Lines (57-60) The brain produces REST proteins, but cellular machinery called autophagosomes overwhelm the REST proteins and diminish their role.
3. Lines (26-27) The protein repressor element 1-silencing transcription factor (REST).

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Off By One Word, Barely Relevant**) *Sticky Clumps*. Lines (17-20) indicate that plaques or sticky clumps are present in the brains of Alzheimer's patients.

Option B: (Incorrect Answer Type – **False**) *Autophagosomes that engulf REST proteins*. Lines (57-60) indicate that autophagosomes will often be present when cognitive decline like Alzheimer's disease occurs, and they overwhelm the positive influence of REST proteins.

Option C: (Incorrect Answer Type – **Off By One Word**) *Amyloid-beta*. For the same reason as option A, option C is incorrect. The sticky clumps according to lines (17-20) are called amyloid-beta. It is present in the postmortem brains of people who had Alzheimer's disease.

Relevant Text:

1. Lines (17-20) Alzheimer's disease, the leading cause of dementia, develops alongside characteristic sticky clumps of a substance called amyloid-beta. These plaques are notable in the brain during an autopsy.

Question Type: Inference-Speculation

43. What is suggested by the fact that nearly one in two people with Alzheimer's brain pathology never experience Alzheimer's Disease?

- A. There is hope for people whose family members have had Alzheimer's disease.
- B. The REST protein is the best bet for a cure.
- C. Another factor beyond the presence of toxins contributes to the onset of Alzheimer's.
- D. There is a random element determining who succumbs to Alzheimer's Disease or not.

Correct Answer: Option C (Another factor beyond the presence of toxins contributes to the onset of Alzheimer's.) Lines (19-26) indicate that one in two people who have the pathology for Alzheimer's Disease never develop symptoms. The latter part of the text suggests a possible reason why. To researchers, the fact some brains have amyloid-beta without Alzheimer's implies another factor is "at play" or contributes to the disease, which is restated in option C.

Relevant Text:

1. Lines (19-26) These plaques are notable in the brain during an autopsy, yet, puzzlingly, research reveals that nearly one-half of people who demonstrate the brain pathology of Alzheimer's, never experienced symptoms of cognitive decline during their lifetime. As a result, researchers say, there must be another factor at play to protect people's brains from succumbing to the toxins.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Interpretation**) *There is hope for people whose family members have had Alzheimer's disease*. There is no mention in the passage about hope. Test takers might conclude that a new possibility for advances implies hope, but that is an interpretation not directly stated by the text.

Option B: (Incorrect Answer Type – **Too Extreme**) *The REST protein is the best bet for a cure*. The passage is about some new promising information related to Alzheimer's -- the impact of REST proteins. However, the text does not suggest anything more than the new proteins open possibilities for a cure. The superlative concept "best" is subjective and will not lead to the correct answer on the SHSAT unless it is restating text, which clearly states or shows it is the best among the alternatives.

Option D: (Incorrect Answer Type – **Barely Relevant**) *There is a random element determining who succumbs to Alzheimer's Disease or not.* Random chance is not discussed in the passage. Although it may seem like a reasonable explanation to untrained test takers, random chance is an interpretation. Without evidence in the text, option D must be wrong.

Relevant Text:

1. Lines (60-62) Therefore, it may be possible to prevent the degradation of these proteins, bringing scientists closer to preventing Alzheimer's disease and dementia.

Question Type: Function

44. How does the second paragraph (lines 13-26) contribute to the passage?

- A. It introduces a promising protein that might lead to future prevention of cognitive diseases.
- B. It highlights a bewildering result related to the identification of Alzheimer's disease.
- C. It explains why Alzheimer's disease remains without a cure.
- D. It concludes scientists know very little about Alzheimer's disease.

Correct Answer: Option B (It highlights a bewildering result related to the identification of Alzheimer's disease.) Lines (17-24) indicate research reveals a puzzling result, which option B restates is a bewildering result. The result according to the text and option B relates to the identification of Alzheimer's disease through brain pathology according to the passage. Both parts of option B restate the relevant text in the second paragraph.

Relevant Text:

1. Lines (17-24) Alzheimer's disease, the leading cause of dementia, develops alongside characteristic sticky clumps yet, puzzlingly, research reveals that nearly one-half of people who demonstrate the brain pathology of Alzheimer's, never experienced symptoms of cognitive decline during their lifetime.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationships**) *It introduces a promising protein that might lead to future prevention of cognitive diseases.* Paragraph 3 introduces the REST protein in lines (27-29), which offers the promise of future disease prevention according to the passage, not paragraph 2. Option A is mixing facts from different parts of the passage.

Option C: (Incorrect Answer Type – **Not In Passage**) *It explains why Alzheimer's disease remains without a cure.* Paragraph 2 does not explain why there is no cure for Alzheimer's disease. It indicates only that scientists need to learn more, and then it presents a single dilemma in the quest to find a cure. The function of the paragraph is to develop the dilemma for the reader to lead into the remainder of the passage.

Option D: (Incorrect Answer Type – **Confuses Relationships, Barely Relevant**) *It concludes scientists know very little about Alzheimer's disease.* Lines (13-15) state that more needs to be known by scientists. That is not the same as option D, which states very little is known. Scientists might know a lot already but need to learn a great deal more. Moreover, even if option D were a correct restatement of lines (13-15), it still does not represent the function of the entirety of paragraph 2.

Relevant Text:

1. Lines (27-29) The protein repressor element 1-silencing transcription factor (REST) inhibits genes involved in cellular demise and is resistant to cellular stresses.
2. Lines (13-15) Neuroscientists desperately need to learn more about the impact of stress on the human brain.

Question Type: Inference-Speculation

45. As used in line 41, "police officers" most nearly means

- A. proteins that guard against cellular degradation in the brain
- B. genes that turn on and off to direct traffic in the brain
- C. autophagosomes, which overwhelm the REST proteins
- D. critical sections of the brain whose purpose is to maintain cognitive order

Correct Answer: Option A (proteins that guard against cellular degradation in the brain) The answer to the question is contained in the same lines of text as the reference to police officers. The dependent adjective clause "protecting it from aging stresses" describes why the REST proteins are like police officers. Proteins (REST proteins) guard or prevent aging stresses, which degrade the brain. Lines (51-53) connects aging stress to brain degradation by demonstrating that aging stress on the brain results in loss of neurons, which is an example of brain degradation in option A. Option A is a complete, correct restatement of the text.

Relevant Text:

1. Lines (43-45) The REST proteins are like the police officers of the brain, protecting it from aging stresses by turning specific genes on or off.
2. Lines (51-53) mice were at higher risk of aging stress. The mice lost a significant number of neurons in the forebrain cortex, one of the primary brain areas affected by dementia.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **False**) *genes that turn on and off to direct traffic in the brain.* Lines (43-45) indicate the reason the proteins can protect the brain's decline is that they turn on and off certain genes. This secondary fact related to proteins that protect the brain does not directly explain the meaning of police officers, but more importantly, the second part of option B is false. The proteins are not “directing traffic” according to the text. The phrase is meant to draw an analogy to a function actual police officers perform, but it is not mentioned in the text.

Option C: (Incorrect Answer Type – **Barely Relevant, Confuses Relationship**) *autophagosomes, which overwhelm the REST proteins.* Autophagosomes are introduced further along in the paragraph in lines (58-59). They have no relationship to the phrase “police officers” mentioned in line 43.

Option D: (Incorrect Answer Type – **Off By One Word, Confuses Relationships**) *critical sections of the brain whose purpose is to maintain cognitive order.* The phrase “police officers” refers to the REST proteins. Proteins are not a section of the brain like a frontal lobe, so option D cannot be correct. There is also a problem with the phrase “maintain cognitive order.” It is trying to mix two ideas in a way never mentioned in the passage text. Maintaining order is a common function of police officers and the brain, the subject of the passage, is the organ that produces cognition. That said, the two ideas are not connected, and option D is wrong.

Outline

Passage Type: **Expository**

Method of Development: **Illustrative**

Paragraph 1:

Introduce the phenomena of biofluorescence and examples

Neutral-colored, well-camouflaged fish don't often attract the naked eye, but many live secret lives cloaked in flamboyantly bright colors visible only to other fish, new research suggests. Lots of marine animals including certain fish, jellies, and plankton emit colors through a chemical process called bioluminescence that can be seen by the human eye. Some marine animals also produce vivid colors that are not detected by the human eye, through a mechanism called biofluorescence, in which proteins absorb light at one particular wavelength and then re-emit it at a lower-energy frequency. With special filters, humans can see this fluorescence appear as bright red, green or orange light. Biofluorescence commonly appears among many jellies, corals, and other marine organisms, but fish display the trait less frequently.

Paragraph 2:

Introduce the study of the phenomenon and certain results

Scientists at the American Museum of Natural History in New York City endeavored to determine the extent of biofluorescence in the fish world by studying hundreds of species in the Bahamas, the Solomon Islands and in U.S. aquarium collections. Surprisingly, the researchers learned that more than 180 species, nearly 20 percent of the study group, displayed the phenomenon. To study the fish, the scientists traveled to their experiment locations at night to avoid surrounding light and triggered biofluorescence using high-energy blue light. With the aid of special filters and specially retrofitted cameras, researchers recorded the glow. The research team encountered a wide variety of colors, patterns, and intensity of phenomena among closely related fish that are indiscernible from one another in the regular white light. The scientists also found the most efficiently camouflaged fish (those with the duller coloration in white light) radiated the brightest, most colorful glow.

Paragraph 3:

Implications for results - defense from predators, private communication

The researchers discovered that many, though not all of the groups of fish analyzed, incorporate filters in their eyes that theoretically should permit them to see the bright colors invisible to the human eye. This finding suggests the fish utilize the coloration as a means to communicate or possibly camouflage themselves from predators: Scorpionfish, for instance, fluoresce a vivid orange color similar to the fluorescence emanating from the corals on which it resides. Coincidentally, many predators, such as shark species, do not have the equivalent ability in their eyes to filter the wavelengths and detect the glow of potential prey. Consequently, the scientists believe the phenomena of biofluorescence might provide glowing marine life with a private wavelength on which they can communicate with other marine animals of the same species. Certain fluorescent cephalopods (a group of marine animals that includes squid, cuttlefish, and octopus) exhibit evidence for this hypothesis. More study is required to determine the function of the colors and the extent to which fish can see them.

Question Type: Main Idea-Big Picture

46. Which statement best reflects the central idea of this passage?

- A. Biofluorescence is an exciting recent discovery in marine animals.
- B. Fish are more colorful for more reasons than most people see.
- C. Biofluorescence among fish is relatively rare and should be studied further.
- D. Biofluorescence helps explain the behavior of many marine animals.

Correct Answer: Option B (Fish are more colorful for more reasons than most people see.) Lines (14-17) indicate fish can emit colors only seen through special filters and lines (9-11) states humans cannot see these colors in normal conditions. Further, this coloration according to lines (48-51) occurs for reasons unknown prior to the recent study. This text provides examples illustrating all parts of option B: more colorful, more reasons for the color, and most people do not see it. Furthermore, option B restates the thesis claim in lines (2-4). “Secret lives” demonstrates the purpose of the coloration, and “bright colors visible only to other fish” restates, “more colorful than most people see,” in option B;

Relevant Text:

1. Lines (9-11) Some marine animals also produce vivid colors that are not detected by the human eye, through a mechanism called biofluorescence.
2. Lines (14-17) With special filters, humans can see this fluorescence appear as bright red, green or orange light.
3. Lines (48-51) This finding suggests the fish utilize the coloration as a means to communicate or possibly camouflage themselves from predators:
4. Lines (2-4) many(fish) live secret lives cloaked in flamboyantly bright colors visible only to other fish, new research suggests.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **False**) *Biofluorescence is an exciting recent discovery in marine animals.* Line 4 points to new research, but the new elements of the research included the extent and purpose of biofluorescence, not the discovery of the phenomena among marine animals. Lines (21-25) indicate the purpose of the study was to determine the extent of biofluorescence in the fish world. If researchers were attempting to measure the phenomena, then it had already been discovered.

Option C: (Incorrect Answer Type – **Off By One Word**) *Biofluorescence among fish is relatively rare and should be studied further.* Parts of option C are correct restatements of text, but not all parts, so option C cannot be correct. Lines (67-69) confirm the author believes more study is required. Lines (5-12) suggest more bioluminescence (“a lot”) occurs than biofluorescence (“some”). However, the fact that biofluorescence appears less does not mean it occurs infrequently. Lines (26-29) suggests a good amount, 20% of 180 species, display the phenomena. That number is more than a “relatively rare” amount, and the word surprise suggests the scientist believe the number was higher than expectations.

Option D: (Incorrect Answer Type – **Too Narrow, Off By One Word**) *Biofluorescence helps explain the behavior of most marine animals.* Biofluorescence has many potential effects on behavior, but only one group shows evidence of coloration explaining marine animal behavior -- Cephalopods in lines (63-66). That evidence does not meet the criteria “most” in option D. Even so, if the statement in option D were faithful to the text, the answer option is too narrow in scope to be the main idea. The thesis claim in lines (2-4) has two premises: fish behavior is a function of coloration, and the extent of that coloration is not unknown. The latter part is not addressed by option D.

Relevant Text:

1. Lines (21-25) Scientists at the American Museum of Natural History in New York City endeavored to determine the extent of biofluorescence in the fish world.
2. Lines (5-12) Lots of marine animals including certain fish, jellies, and plankton emit colors through a chemical process called bioluminescence...Some marine animals also produce vivid colors...through a process called biofluorescence,
3. Lines (67-69) “More study is required to determine the function of the colors and the extent to which fish can see them.”
4. Lines (26-29) Surprisingly, the researchers learned that more than 180 species, nearly 20 percent of the study group, displayed the phenomenon.
5. Lines (63-66) Certain fluorescent cephalopods (a group of marine animals that includes squid, cuttlefish, and octopus) exhibit evidence for this hypothesis.

Question Type: Little Picture-Detail

47. According to the passage, what is the difference between biofluorescent and bioluminescent phenomena?

- A. Biofluorescence is an electronic process, and bioluminescence is a chemical reaction.
- B. Biofluorescence is visible to the naked eye while bioluminescence is not.
- C. Biofluorescence is common among jellyfish; bioluminescence is not.
- D. Biofluorescence is limited to red, green, and blue colors.

Correct Answer: Option A (Biofluorescence is an electronic process and bioluminescence is a chemical reaction.) Lines (5-9) confirm that bioluminescence is a chemical process as indicated in option A. Lines (9-14) confirm that biofluorescence is a process involving electrons. Option A restates both ideas from the text.

Relevant Text:

- Lines (5-9) Lots of marine animals including certain fish, jellies, and plankton emit colors through a chemical process called bioluminescence that can be seen by the human eye.
- Lines (9-14) Some marine animals also produce vivid colors that are not detected by the human eye, through a mechanism called biofluorescence, in which proteins absorb light at one particular wavelength and then re-emit it at a lower-energy frequency.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Confuses Relationship**) *Biofluorescence is visible to the naked eye while bioluminescence is not.* Lines (5-9) confirm bioluminescence is visible to the naked eye, while lines (9-14) indicate biofluorescence is not. Option B states the exact opposite, so it is trying to mix up the facts in the text.

Option C: (Incorrect Answer Type – **False**) *Biofluorescence is common among jellyfish, bioluminescence is not.* Bioluminescence is common among jellies according to the text in lines (5-9). Jellies are jellyfish. In lines (17-20) some jellies are also fluorescent. Option C indicates jellyfish display only one of the phenomena, but that is not true.

Option D: (Incorrect Answer Type – **False**) *Biofluorescence is limited to red, green, and blue colors.* Option D contradicts the text in lines (52-55), which indicate that scorpionfish fluoresce orange, a color not mentioned in the answer choice. Note, it only takes one exception to eliminate a wrong answer.

Relevant Text:

- Lines (17-20) Biofluorescence commonly appears among many jellies, corals, and other marine organisms, but fish display the trait less frequently.
- Lines (52-55) Scorpionfish, for instance, fluoresce a vivid orange color similar to the fluorescence emanating from the corals on which it resides.

Question Type: Inference-Deduction

48. According to the passage, the visibly colorful fish are more likely to demonstrate which of the following traits?

- Best camouflaged
- Widest variety of patterns and color intensity
- Weaker biofluorescence
- Bright orange fluorescence to match surrounding coral

Correct Answer: Option C (Weakest biofluorescence) Lines (40-43) indicate the visibly dull fish produce the most colorful glow or strongest biofluorescence. Logically, that means the visibly more colorful fish must have a relatively weaker biofluorescence.

Relevant Text:

- Lines (40-43) The scientists also found the most efficiently camouflaged fish (those with the dullest coloration in white light) radiated the brightest, most colorful glow.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationship**) *Best camouflaged.* Option A mixes up the ideas in the relevant lines (40-43). The text indicates the best-camouflaged fish produce weaker fluorescence, but hasty test takers might miss the details and incorrectly choose option C as the answer.

Option B: (Incorrect Answer Type – **Barely Relevant**) *Widest variety of patterns and color intensity.* Option B restates lines (35-39), which is near the relevant text. However, those lines do not answer the question prompt. This answer option is not unusual, and it represents one-way test designers try to trap students.

Option D: (Incorrect Answer Type – **Barely Relevant**) *Bright orange fluorescence to match surrounding coral.* Option D is referring to text from a different part of the passage that discusses scorpionfish that may use orange fluorescence to camouflage themselves. This information indicates nothing about visibly colorful or visibly dull fish, however.

Relevant Text:

- Lines (35-39) The research team encountered a wide variety of colors, patterns, and intensity of phenomena among closely related fish that are indiscernible from one another in the regular white light.

TIP: Wrong answer choices often restate text in and around the relevant text. The close vicinity of text to the correct answer suggests the answer option is relevant to test takers, but that is sometimes not the case. Test designers know students will follow advice to search for clues and context several lines above and below the pertinent information. The test is designed to use this behavior against test takers. Note, the advice is good. Continue to read several lines around the target text. However, make sure it does not lure you into an incorrect answer choice.

Question Type: Inference-Deduction

49. According to the passage, which of the following is not an example of a fish that may communicate through biofluorescence?

- Squid
- Cuttlefish

- C. Plankton
- D. Scorpionfish

Correct Answer: Option C (Plankton) Lines (63-65) indicate squid and cuttlefish fluoresce. Lines (52-54) state that scorpionfish fluoresce. The only answer choice the text does not provide as an example of a fluorescent fish is plankton. Lines (5-9) indicate plankton display bioluminescence, another method of glowing or coloration. Some test takers might arrive at the choice of plankton on the basis that they are not fish. The text only refers to plankton as marine animals. While clever and correct -- clever approaches are often rewarded on the SHSAT and SAT -- be careful. Certain plankton apparently can be classified as fish, and, in either case, all of this is information outside the passage.

Relevant Text:

1. Lines (63-65) Certain fluorescent cephalopods (a group of marine animals that includes squid, cuttlefish, and octopus) exhibit evidence for this hypothesis...
2. Lines (52-54) Scorpionfish, for instance, fluoresce a vivid orange color similar to the fluorescence emanating from the corals on which it resides.
3. Lines (5-9) Lots of marine animals including certain fish, jellies, and plankton emit colors through a chemical process called bioluminescence.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationship**) *Squid*, is mentioned in line 65 as an example of a marine animal or fish that fluoresces.

Option B: (Incorrect Answer Type – **Not In Passage**) *Cuttlefish*, is mentioned in line 65 as an example of a marine animal or fish that fluoresces.

Option D: (Incorrect Answer Type – **False**) *Scorpionfish*, is mentioned in line 52 as an example of a marine animal or fish that fluoresces.

Question Type: Inference-Deduction

50. What does the passage suggest is a reason the researchers used blue light to stimulate biofluorescence on line 28?

- A. In order to capture the high energy blue light on retrofitted cameras.
- B. Blue is in the visible spectrum, so it could be seen.
- C. Their special filters could not detect the higher energy color.
- D. Red, green and orange are lower-energy frequencies.

Correct Answer: Option D (Red, green and orange are lower-energy frequencies.) Lines (9-17) explain how the biofluorescent process works. Electrons absorb incoming light at one wavelength and emit light at a lower energy wavelength. As a result, the original absorbed light must be a higher energy wavelength or frequency than the colors emitted in biofluorescence. The text provides examples of low energy colors typical for biofluorescent marine life: red, green, or orange. Lines (29-33) indicate blue is a higher energy color, so researchers used blue because it is higher energy and conforms with the process of biofluorescence described in lines (10-17).

Relevant Text:

1. Lines (29-33) To study the fish, the scientists traveled to their experiment locations at night to avoid surrounding light and triggered biofluorescence using high-energy blue light.
2. Lines (9-17) Some marine animals also produce vivid colors that are not detected by the human eye, through a mechanism called biofluorescence, in which proteins absorb light at one particular wavelength and then re-emit it at a lower-energy frequency. With special filters, humans can see this fluorescence appear as bright red, green or orange light.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationships**) *In order to capture the high energy blue light on retrofitted cameras.* The retrofitted cameras according to lines (33-35) captured the glow from the fish; they did not trigger the fluorescence. Option A includes text immediately next to the relevant text in the passage, but it is not relevant. This approach is designed to trap test takers who do not carefully read the details.

Option B: (Incorrect Answer Type – **Not In Passage/False**) *Blue is in the visible spectrum, so it could be seen.* Nothing in the text suggests the light that triggers biofluorescence has to be visible. The only requirement is that it is a specific wavelength that is higher energy than the colors the fish will emit. Untrained test takers might conclude that a higher energy visible light was needed, so researchers could see what areas they were stimulating. As reasonable as the logic sounds, it is an interpretation not supported by the text.

Option C: (Incorrect Answer Type – **Confuses Relationship**) *Their special filters could not detect the higher energy color.* Option C reflects complete confusion about the process of biofluorescence. The answer option does not follow any text in the passage. The filters are used to detect the glow of the fish, not to stimulate fluorescence.

Relevant Text:

1. Lines (33-35) With the aid of special filters and specially retrofitted cameras, researchers recorded the glow.

Question Type: Little Picture-Details

51. Which of the following marine life use biofluorescence as camouflage?

- A. Scorpionfish
- B. Cuttlefish
- C. Plankton

D. Jellies

Correct Answer: Option A (Scorpionfish) Lines (48-54) confirm that coloration can be used for camouflage, and it specifically indicates scorpionfish are one example of biofluorescence used for that purpose. The scorpionfish glow orange to match the orange glow of the coral where they reside.

Relevant Text:

1. Lines (48-54) This finding suggests the fish utilize the coloration as a means to communicate or possibly camouflage themselves from predators: Scorpionfish, for instance, fluoresce a vivid orange color similar to the fluorescence emanating from the corals on which it resides.

Incorrect Answer Review:

Option B: (Incorrect Answer Type – **Confuses Relationships**) *Cuttlefish*, are never mentioned in regards to camouflage. They are an example in a different section of the passage, line 62, of biofluorescence utilized by fish for communication rather than camouflage. Often trap answers will try to mix one example with a different example of similar concepts in the passage.

Option C: (Incorrect Answer Type – **Not In Passage**) *Plankton*. Nothing in the text indicates plankton display fluorescence as opposed to bioluminescence.

Option D: (Incorrect Answer Type – **Confuses Relationships**) *Jellies*. Like option B, option D is an example of biofluorescence from a different part of the passage, lines (17-20). However, the example does not discuss camouflage, and is not an appropriate answer to the question. No text indicates jellies use color to hide or blend in with their surroundings.

Relevant Text:

1. Lines (17-20) Biofluorescence commonly appears among many jellies, corals, and other marine organisms, but fish display the trait less frequently.
2. Lines (59-63) the phenomena of biofluorescence might provide glowing marine life with a private wavelength on which they can communicate with other marine animals of the same species. Certain fluorescent cephalopods (a group of marine animals that includes squid, cuttlefish, and octopus) exhibit evidence

Outline

Passage Type: **Expository**

Method of Development: **Chronological**

Paragraph 1:

Introduce early suffragists and their organizations.

At the Seneca Falls Convention in 1848, women had called for the right to vote. After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freedmen, but not to women. Some leading abolitionists became suffragists, men and women who fought for woman suffrage or women's right to vote. Like other reformers, the suffragists formed organizations to promote their cause. Elizabeth Cady Stanton and Susan B. Anthony founded the National Woman Suffrage Association, which called for a constitutional amendment allowing women to vote in national elections. A second organization, the American Woman Suffrage Association, focused on winning woman suffrage in state elections. In 1890 both groups merged to form the National American Woman Suffrage Association. Led by Anna Howard Shaw, a minister and doctor, and Carrie Chapman Catt, a newspaper editor and educator, this organization grew to more than two million members by 1917. Groups formed to protest the idea of giving women the vote. Both men and women supported these groups on the belief that woman suffrage would disturb society's "natural" balance and result in divorce and neglected children.

Paragraph 2:

Suffragists begin to make gains around the turn of the century led by advocates like Alice Paul.

The suffragists won their early victories in the West. Wyoming led the nation in giving women the right to vote in 1890. Between 1910 and 1913, five other states adopted woman suffrage. By 1919 women could vote in at least some elections in most of the 48 states. In the meantime, suffragists continued their struggle to win the vote everywhere. Alice Paul, a Quaker who founded the National Woman's Party in 1916, was a forceful leader of the suffragist movement. She sought greater economic and legal equality as well as suffrage for women. During a visit to Great Britain, Paul saw suffragists use protest marches and hunger strikes to call attention to their cause. When she returned to the United States, she, too, used these methods in the fight for suffrage. In 1917 Alice Paul met with President Woodrow Wilson but failed to win his support for woman suffrage. Paul responded by leading women protesters in front of the White House. Day after day they marched carrying banners demanding votes for women. When Paul and other demonstrators were arrested for blocking the sidewalk, they started a much-publicized hunger strike. Alva Belmont, one of the protestors, proudly declared that all the women had done was to stand there "quietly, peacefully, lawfully, and gloriously."

Paragraph 3:

By 1917 the national tide was turning in favor of woman suffrage. New York and, a

After two more decades, the 19th amendment provides women the right to vote in federal elections.

year later, South Dakota and Oklahoma granted equal suffrage. Meanwhile, Congress began debating the issue, and President Wilson agreed to support an amendment to the Constitution. Finally, in 1919 the Senate voted in favor of the Nineteenth Amendment, which allowed for women's suffrage. The amendment was ratified in 1920, in time for women to vote in that year's presidential election. For the first time, American women were able to participate in the election of their national leaders.

Question Type: Main Idea-Big Picture

52. Which of the following best tells what this passage is about?

- A. The need for woman suffrage prior to 1920
- B. The story of the National Woman's Party
- C. The history of the women's suffrage movement
- D. The biography of Alice Paul, a famous suffragist

Correct Answer: Option C (The history of the woman suffrage movement) In lines (1-5), the passage indicates women lacked the right to vote in the period surrounding the Civil War. The historical passage is in part a story about the National Woman's Party and Alice Paul, but those are not the only items discussed. In the bigger picture, the passage is an overview of the history of woman suffrage from the civil war to the 19th amendment. Lines (30-34) continue to track the progress of women obtaining the right to vote in various states. The passage concludes with the passage of the 19th Amendment in lines (66-73). Option C reflects the main idea stated in the introduction, repeated throughout the passage, and reiterated at the end -- the history of the woman suffrage movement.

Relevant Text:

1. Lines (1-6) At the Seneca Falls Convention in 1848, women had called for the right to vote. After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freedmen, but not to women. Some leading abolitionists became suffragists.
2. Lines (30-34) The suffragists won their early victories in the West. Wyoming led the nation in giving women the right to vote in 1890. Between 1910 and 1913, five other states adopted women's suffrage.
3. Lines (66-73) Finally, in 1919 the Senate voted in favor of the Nineteenth Amendment, which allowed for women's suffrage. The amendment was ratified in 1920, in time for women to vote in that year's presidential election. For the first time, American women were able to participate in the election of their national leaders.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Off By One Word**) *The need for woman suffrage prior to 1920.* The focus of the passage is not on the “need” for a woman to have the right to vote. It is about the movement to make that happen. If option A were correct, test takers should expect to see an outline of the reasons why women lacked the vote, how they were unfairly treated as a result, and reasons the vote could rectify the wrongs. The passage would likely be an argumentative essay, but instead, it is a chronological history of the people and organizations that championed the vote.

Option B: (Incorrect Answer Type – **Too Narrow**) *The story of the National Woman's Party.* The National Woman's Party is a part of the story mentioned in lines (38-40). The organization and its founder were pivotal in the years leading up to the 19th Amendment. However, other organizations that were important at different times over a nearly 70-year period are also mentioned in the text. Option B is too narrow in scope to be the correct main idea.

Option D: (Incorrect Answer Type – **Too Narrow, False**) *The biography of Alice Paul, a famous suffragist.* Alice Paul is a part of the story mentioned in lines (38-40) and up to lines (50-56). The text suggests her efforts were pivotal in the years leading up to the 19th Amendment, and her efforts are outlined in even more detail than the National Woman's Party, option B. However, like option B, other impactful suffragists over a nearly 70-year period are also mentioned in the text. Option D is too narrow in scope to be the correct main idea. Furthermore, the text does not provide a complete history of Alice Paul, so it is not true that the passage represents a biography of Alice Paul.

Relevant Text:

1. Lines (38-40) Alice Paul, a Quaker who founded the National Woman's Party in 1916, was a forceful leader of the suffragist movement.
2. Lines (50-56) Paul responded by leading women protesters in front of the White House. Day after day they marched carrying banners demanding votes for women. When Paul and other demonstrators were arrested for blocking the sidewalk, they started a much-publicized hunger strike.

Question Type: Inference-Deduction

53. President Woodrow Wilson changed his position toward woman suffrage after 1917 for all of the following reasons except

- A. The national tide was turning in favor of the cause of woman suffrage.
- B. New York and several states granted women the right to vote.
- C. The National Woman's Suffrage Association grew to over 2 million members.
- D. Alice Paul began much-publicized protests and hunger strikes.

Correct Answer: Option C (The National Woman's Suffrage Association grew to over 2 million members.) The part of the passage that mentions this organization and its growth to over 2 million members, lines (17-23), is completely different than the part of the passage that discusses Woodrow Wilson. There is no evidence in the text to suggest the growth of this particular organization impacted President Wilson's opinion.

Relevant Text:

- Lines (17-23) the National American Woman Suffrage Association. Led by Anna Howard Shaw, a minister and doctor, and Carrie Chapman Catt, a newspaper editor and educator, this organization grew to more than two million members by 1917.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **True**) *The national tide was turning in favor of the cause of woman suffrage.* The final paragraph begins by indicating the national tide was turning. The following lines (63-66) indicate that “meanwhile” Wilson changed his stance on woman suffrage implying that the political mood change influenced him.

Option B: (Incorrect Answer Type – **True**) *New York and several states granted women the right to vote.* Lines (61-62), in the same context as option A, outline that New York -- one of the largest and more powerful states -- voted for suffrage. South Dakota and Oklahoma represent “other states” in the text. The passage implies option B directly affected Wilson's political position.

Option D: (Incorrect Answer Type – **Confuses Relationships**) *Alice Paul began much-publicized protests and hunger strikes.* Immediately prior to the text for option A and B where Wilson changes his position on suffrage, lines (47-49) indicate that in the same year Alice Paul met with Wilson personally. After Wilson rejected woman suffrage, she staged publicized protests in front of Wilson's home, the White House. The passage then continues to point out that the mood was changing in regard to women voting in federal elections, which suggests Alice Paul's protests had an impact on Woodrow Wilson's change of heart.

Relevant Text:

- Lines (60-62) By 1917 the national tide was turning in favor of woman suffrage.
- Lines (63-66) Meanwhile, Congress began debating the issue, and President Wilson agreed to support an amendment to the Constitution.
- Lines (61-62) New York and, a year later, South Dakota and Oklahoma granted equal suffrage.
- Lines (47-49) In 1917 Alice Paul met with President Woodrow Wilson but failed to win his support for woman suffrage. Paul responded by leading women protesters in front of the White House. Day after day they marched carrying banners demanding votes for women. When Paul and other demonstrators were arrested for blocking the sidewalk, they started a much-publicized hunger strike.

Question Type: Inference-Speculation

54. What is the most likely reason some women opposed women's suffrage?

- Some believed that only men should make decisions as head of the household.
- Certain women believed it would result in more children becoming orphans.
- Some believed it would change the status quo of family life.
- Societal norms taught women they were inferior to their male counterparts.

Correct Answer: Option C (Some believed it would change the status quo of family life.) Lines (23-29) indicate that some women opposed the right to vote for their own gender because it would “upset the natural balance in society and result in divorce” which option C restates as “change the status quo of family life.” Option C accurately restates the relevant text to answer the question, so it is the correct answer.

Relevant Text:

- Lines (23-29) Groups formed to protest the idea of giving women the vote. Both men and women supported these groups on the belief that woman suffrage would disturb society's "natural" balance and result in divorce and neglected children.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Not In Passage**) *Some believed that only men should make decisions as head of the household.* The passage makes no mention of men and the head of household position. Option A is an interpretation based on the test takers assumptions about family life. There is no evidence to suggest this is the reason some women opposed woman suffrage.

Option B: (Incorrect Answer Type – **Confused Relationships**) *Certain women believed it would result in more children becoming orphans.* The text states on lines (26-29) that the women who opposed suffrage believed “neglected children” would result. That is not the same as “orphans” mentioned in option B. Option B is a trap designed to look like it restates relevant text, but it is only presenting a person or idea that test takers typically might assume to be the same.

Option D: (Incorrect Answer Type – **Not In Passage**) *Societal norms taught women they were inferior to their male counterparts.* Option D is pure speculation, and no evidence in the text supports the claim. The passage does not indicate societal norms taught women they should be inferior. Lines (26-29) might again lead test takers to make a similar interpretation, but that is not supported by evidence in the text.

Question Type: Function

55. According to the passage, the phrase "woman suffrage" refers to which of the following?

- The right to vote
- The 15th Amendment to the U.S. Constitution

- C. Undue hardship and suffering endured by women
- D. Women's right to vote

Correct Answer: Option D (Women's right to vote) Lines (5-8) define woman suffrage with the “or” condition as women’s right to vote, which is option D.

Relevant Text:

1. Lines (5-8) Some leading abolitionists became suffragists, men and women who fought for woman suffrage or women's right to vote.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Too Broad**) *The right to vote.* Option A will appeal to hasty test takers, and it is placed as the first answer choice to trick test takers that do not bother to review all options. The answer is partly true, so it is compelling. However, partly true answers cannot be correct for the SHSAT. Woman suffrage includes the right to vote, but not the general right for all groups; it specifically focuses on the right for women to vote.

Option B: (Incorrect Answer Type – **Barely Relevant**) *The 15th amendment to the U.S. Constitution.* Lines (2-4) indicate that the 15th Amendment gave the right to vote to freed black slaves after the Civil War. Option B is a different issue that does not pertain to women, and it is not the correct meaning of woman suffrage.

Option C: (Incorrect Answer Type – **Not in Passage**) *Undue hardship and suffering endured by women.* Woman suffrage does not mean women’s suffering although there might be a loose relation between ideas. In either case, the text does not make that connection, and that is all that is important for exam purposes. Woman suffrage is defined in the text, but option C is not the correct definition.

Relevant Text:

1. Lines (2-4) After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freedmen, but not to women.

Question Type: Inference-Speculation

56. Alice Paul did all of the following according to the passage except:

- A. Organize protests in front of the White House
- B. Met President Woodrow Wilson to discuss woman suffrage
- C. Traveled overseas to meet woman suffrage leaders in Great Britain
- D. Staged a hunger strike for the cause of woman suffrage

Correct Answer: Option C (Traveled overseas to meet woman suffrage leaders in Great Britain) Nothing in the text specifies that Alice Paul met with suffrage leaders in Great Britain. Lines (42-45) present the related text, and the statement only indicates that she went to Great Britain to observe suffragists making protest marches and striking. Test takers who select answer option C are interpreting that there were meetings with other leaders because the text does not mention these details from option C. The text must provide evidence for the correct answer.

Relevant Text:

1. Lines (42-45) During a visit to Great Britain, Paul saw suffragists use protest marches and hunger strikes to call attention to their cause.
2. Lines (48-56) In 1917 Alice Paul met with President Woodrow Wilson but failed to win his support for woman suffrage. Paul responded by leading women protesters in front of the White House. Day after day they marched carrying banners demanding votes for women. When Paul and other demonstrators were arrested for blocking the sidewalk, they started a much-publicized hunger strike.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **True**) *Organize protests in front of the White House.* Lines (48-56) confirm that Alice Paul did lead protesters before the White House.

Option B: (Incorrect Answer Type – **True**) *Met President Woodrow Wilson to discuss woman suffrage.* Lines (48-56) confirm that Alice Paul did meet Woodrow Wilson to discuss woman suffrage.

Option D: (Incorrect Answer Type – **True**) *Staged a hunger strike for the cause of woman suffrage.* Lines (48-56) confirm that Alice Paul started a well-publicized hunger strike.

Question Type: Inference-Examination

57. Why did the author include the reference to the Fifteenth Amendment to the U.S. Constitution at the beginning of the passage?

- A. To highlight the similarities between the 15th and the 19th Amendments to the Constitution
- B. To illustrate another example of the disenfranchised gaining the freedom to vote in federal elections
- C. To distinguish the suffrage granted to former slaves from the same rights denied to women
- D. To warn the struggle for woman suffrage would require a 'social' civil war

Correct Answer: Option C (To distinguish the suffrage granted to former slaves from the same rights denied to women) The beginning of the passage points out that women did not have the right to vote before the Civil War in lines (1-2). The next sentence introduces the 15th Amendment, which granted freed black men the right to vote after the Civil War only a few years later. The passage continues to discuss women’s suffrage and ends by indicating the 19th Amendment passed granting women the right to vote in federal elections. The parallelism between presenting amendments and the

position of the sentence immediately after introducing the main topic suggests the function of the sentence is to contrast the inability of free women to vote against the rights of men who were up until that time, not citizens.

Relevant Text:

1. Lines (2-4) After the Civil War, Congress passed the Fifteenth Amendment, giving voting rights to freedmen, but not to women.
2. Lines (1-2) At the Seneca Falls Convention in 1848, women had called for the right to vote.
3. Lines (66-73) Finally, in 1919 the Senate voted in favor of the Nineteenth Amendment, which allowed for women's suffrage. The amendment was ratified in 1920, in time for women to vote in that year's presidential election. For the first time, American women were able to participate in the election of their national leaders.

Incorrect Answer Review:

Option A: (Incorrect Answer Type – **Confuses Relationship**) *To highlight the similarities between the 15th and the 19th Amendments to the Constitution.* Both amendments addressed the right to vote in federal elections. Beyond that fact, the two amendments address different groups. The author discusses one group, women, throughout. There is no legitimate reason to draw a comparison in the passage -- no indication that the path to suffrage for women should be the same as freedmen. Instead, the author is using the similar nature of the amendments to point out the striking inconsistencies.

Option B: (Incorrect Answer Type – **Confuses Relationship**) *To illustrate another example of the disenfranchised gaining the freedom to vote in federal elections.* There is nothing in the text to suggest the sentence represents an additive point along the same line of argument. The transition words do not support that interpretation, and the text mentions no additional points to justify option B.

Option D: (Incorrect Answer Type – **False**) *To warn the struggle for woman suffrage would require a 'social' civil war.* The word social nor any synonym appears in the text of the passage. Lines (2-4) mention the Civil War, but option D tries to couple those words with social to create a new concept not evidenced by the text.

END EXAM 2 WALKTHROUGH