



## Practice Test 2

# AP<sup>®</sup> English Language and Composition Exam

## SECTION I: Multiple-Choice Questions

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Total Time**

1 hour

**Number of Questions**

45

**Percent of Total Grade**

45%

**Writing Instrument**

Pencil required

### Instructions

Section I of this examination contains 45 multiple-choice questions. Fill in only the ovals for numbers 1 through 45 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample QuestionSample Answer

Chicago is a  
(A) state  
(B) city  
(C) country  
(D) continent  
(E) village

(A) ● (C) (D) (E)

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, you are encouraged to answer all multiple-choice questions. On any questions you do not know the answer to, you should eliminate as many choices as you can, and then select the best answer among the remaining choices.

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## ENGLISH LANGUAGE AND COMPOSITION

## SECTION I

Time—1 hour

**Directions:** This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding oval on the answer sheet.

**Note:** Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

**Questions 1–11.** Read the following passage carefully before you choose your answers.

*This passage is excerpted from a speech given in 1850 and published in 1855.*

More than twenty years of my life were consumed in a state of slavery. My childhood was environed by the baneful peculiarities of the slave system. I grew up to manhood in the presence of this hydra headed monster—not as a master—not  
 5 as an idle spectator—not as the guest of the slaveholder—but as A SLAVE, eating the bread and drinking the cup of slavery with the most degraded of my brother-bondmen, and sharing with them all the painful conditions of their wretched lot. In consideration of these facts, I feel that I have a right to speak,  
 10 and to speak *strongly*. Yet, my friends, I feel bound to speak truly...

First of all, I will state, as well as I can, the legal and social relation of master and slave. A master is one—to speak in the vocabulary of the southern states—who claims and  
 15 exercises a right of property in the person of a fellow-man. This he does with the force of the law and the sanction of southern religion. The law gives the master absolute power over the slave. He may work him, flog him, hire him out, sell him, and, in certain contingencies, *kill* him, with perfect  
 20 impunity. The slave is a human being, divested of all rights—reduced to the level of a brute—a mere “chattel” in the eye of the law—placed beyond the circle of human brotherhood—cut off from his kind—his name, which the “recording angel” may have enrolled in heaven, among the blest, is impiously  
 25 inserted in a *master’s ledger*, with horses, sheep, and swine. In law, the slave has no wife, no children, no country, and no home. He can own nothing, possess nothing, acquire nothing, but what must belong to another...He toils that another may reap the fruit; he is industrious that another may live in  
 30 idleness; he eats unbolted meal that another may eat the bread of fine flour; he labors in chains at home, under a burning sun and biting lash, that another may ride in ease and splendor abroad; he lives in ignorance that another may be educated; he is abused that another may be exalted; he rests his toil-  
 35 worn limbs on the cold, damp ground that another may repose on the softest pillow; he is clad in coarse and tattered raiment that another may be arrayed in purple and fine linen; he is sheltered only by the wretched hovel that a master may dwell in a magnificent mansion; and to this condition he is bound  
 40 down as by an arm of iron...

We are sometimes told of the contentment of the slaves, and are entertained with vivid pictures of their happiness. We are told that they often dance and sing; that their masters frequently give them wherewith to make merry; in fine, that  
 45 they have little of which to complain. I admit that the slave does sometimes sing, dance, and appear to be merry. But what does this prove? It only proves to my mind, that though slavery is armed with a thousand stings, it is not able entirely to kill the elastic spirit of the bondman. That spirit will rise  
 50 and walk abroad, despite of whips and chains, and extract from the cup of nature occasional drops of joy and gladness. No thanks to the slaveholder, nor to slavery, that the vivacious captive may sometimes dance in his chains; his very mirth in such circumstances stands before God as an accusing angel  
 55 against his enslaver.

- The phrase “baneful peculiarities” functions as a euphemism for
  - the practices of the slavery system at large
  - the aspects of slavery the author found strange
  - the parts of the slave system the author found immoral
  - the features of slavery that were disagreeable to the speaker
  - the relationship between slaves and their masters
- The “hydra-headed monster” is a metaphor for
  - slave-owners
  - slaves
  - slavery
  - idle spectators
  - freed slaves

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3. The function of the first paragraph is to develop
- (A) pathos: the speaker is describing his authority to speak on the subject of slavery
  - (B) logos: the speaker is describing the facts of daily life as a slave
  - (C) pathos: the speaker is trying to evoke sympathy from the audience
  - (D) ethos: the speaker is trying to evoke sympathy from the audience
  - (E) ethos: the speaker is describing his authority to speak on the subject of slavery
4. The speaker's attitude toward the audience can best be described as
- (A) irreverent
  - (B) amicable
  - (C) convivial
  - (D) condescending
  - (E) conspiratorial
5. Lines 12–25 (“First of all...with horses, sheep, and swine.”) serve to
- (A) explain why slavery exists
  - (B) compare slaves to their masters
  - (C) narrate an anecdote about slavery
  - (D) define the terms “master” and “slave”
  - (E) analyze the nature of slavery
6. In the passage, the author provides what rationale for the legal ownership of slaves?
- (A) legal authority
  - (B) religious authority
  - (C) legal and religious authority
  - (D) moral authority
  - (E) legal and moral authority
7. The author italicizes “master’s ledger” in order to emphasize
- (A) the bureaucracy of slavery
  - (B) the dehumanization of slaves
  - (C) the fear masters had for slaves
  - (D) the hope preserved within slave communities
  - (E) the human capacity for cruelty
8. Lines 28–40 highlight the contrast between
- (A) different kinds of slaves
  - (B) slaves and their owners
  - (C) different kinds of slave owners
  - (D) male and female slaves
  - (E) slaves in northern and southern states
9. In lines 28–40, (“He toils that another may reap the fruit....he is bound down as by an arm of iron”), the author develops his rhetorical purpose by
- (A) using repetition to emphasize the aspects of slavery the author found the most cruel
  - (B) using alliteration to emphasize the poetic nature of the diction
  - (C) using metaphor to illustrate the inhumanity of slavery
  - (D) using hyperbole to dramatize the suffering experienced by slaves
  - (E) using parallel clause structures to list the indignities suffered by slaves
10. The third paragraph argues against which belief?
- (A) Slaves are angry
  - (B) Slaves will never revolt
  - (C) Slavery is inherent in humanity
  - (D) Slaves enjoy life
  - (E) Slavery is an economic necessity
11. The passage ends on a note of
- (A) exhausted fatigue
  - (B) extreme frustration
  - (C) divine retribution
  - (D) dignified resignation
  - (E) philosophical absolutism

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**Questions 12–23. Read the following passage carefully before you choose your answers.**

*This passage is excerpted from a 1991 article in a popular news magazine.*

As I teach, I learn a lot about our schools. Early in each session I ask my students to write about an unpleasant experience they had in school. No writers' block here! "I wish someone would have had made me stop doing drugs and made me study." "I liked to party and no one seemed to care." "I was a good kid and didn't cause any trouble, so they just passed me along even though I didn't read and couldn't write." And so on.

I am your basic do-gooder, and prior to teaching this class I blamed the poor academic skills our kids have today on drugs, divorce and other impediments to concentration necessary for doing well in school. But, as I rediscover each time I walk into the classroom, before a teacher can expect students to concentrate, he has to get their attention, no matter what distractions may be at hand. There are many ways to do this, and they have much to do with teaching style. However, if style alone won't do it, there is another way to show who holds the winning hand in the classroom. That is to reveal the trump card of failure.

I will never forget a teacher who played that card to get the attention of one of my children. Our youngest, a world class charmer, did little to develop his intellectual talents but always got by. Until Mrs. Stifter.

Our son was a high-school senior when he had her for English. "He sits in the back of the room talking to his friends," she told me. "Why don't you move him to the front row?" I urged, believing the embarrassment would get him to settle down. Mrs. Stifter looked at me steely-eyed over her glasses. "I don't move seniors," she said. "I flunk them." I was flustered. Our son's academic life flashed before my eyes. No teacher had ever threatened him with that before. I regained my composure and managed to say that I thought she was right. By the time I got home I was feeling pretty good about this. It was a radical approach for these times, but, well, why not? "She's going to flunk you," I told my son. I did not discuss it any further. Suddenly English became a priority in his life. He finished out the semester with an A.

I know one example doesn't make a case, but at night I see a parade of students who are angry and resentful for having been passed along until they could no longer even pretend to keep up. Of average intelligence or better, they eventually quit school, concluding they were too dumb to finish. "I should have been held back," is a comment I hear frequently. Even sadder are those students who are high-school graduates who say to me after a few weeks of class, "I don't know how I ever got a high-school diploma."

Passing students who have not mastered the work cheats them and the employers who expect graduates to have basic skills. We excuse this dishonest behavior by saying kids can't learn if they come from terrible environments. No one seems to stop to think that—no matter what environments they come from—most kids don't put school first on their list unless they perceive something is at stake. They'd rather be sailing....

Flunking as a regular policy has just as much merit today as it did two generations ago. We must review the threat of flunking and see it as it really is—a positive teaching tool. It is an expression of confidence by both teachers and parents that the students have the ability to learn the material presented to them. However, making it work again would take a dedicated, caring conspiracy between teachers and parents. It would mean facing the tough reality that passing kids who haven't learned the material—while it might save them grief for the short term—dooms them to longterm illiteracy.

12. What purpose does the first paragraph serve?

- (A) The author relies on expert testimony to state the problem she will address introduce her topic
- (B) The author uses first-hand accounts to introduce her general topic
- (C) The author uses an anecdote to engage the reader's attention
- (D) The author states her thesis and purpose
- (E) The author relies on personal experience to question the value of education

13. In lines 13–19 the author draws a contrast between

- (A) addressing teaching style and letting students fail
- (B) addressing parenting style and letting students fail
- (C) addressing teacher education and letting students fail
- (D) addressing teaching style and refusing to let students fail
- (E) addressing parenting style and refusing to let students fail

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14. The function of the third paragraph is to
- (A) characterize the author
  - (B) address the audience directly
  - (C) begin a digression
  - (D) start an anecdote
  - (E) draw an analogy
15. What purpose do lines 56–58 (“We must review the threat of flunking and see it as it really is—a positive teaching tool.”) serve?
- (A) to suggest that the reader do further research
  - (B) to state the author’s thesis
  - (C) to compare flunking to other teaching tools
  - (D) to introduce another example
  - (E) to state expert opinion about the issue
16. Throughout the passage, the author makes frequent use of
- (A) metaphors
  - (B) similes
  - (C) analogies
  - (D) anecdotes
  - (E) complex syntax
17. In paragraph 5, the author uses the phrase “I know one example doesn’t make a case, ...” in order to
- (A) provide evidence for a major claim
  - (B) rebut a competing claim
  - (C) make an allusion
  - (D) introduce an appeal to credibility
  - (E) concede the limitations of a claim
18. In the second paragraph, the author:
- (A) states a previously held view and an alternate option
  - (B) states a previously held view and describes how it has been affirmed
  - (C) describes the failure of the education system
  - (D) describes herself as a teacher and mother
  - (E) explains why so many students fail in school
19. The use of the phrase “they’d rather be sailing” emphasizes
- (A) what students trapped in school would rather be doing
  - (B) the preference for students to do what is easiest
  - (C) how much easier it is for teachers to pass students than fail them
  - (D) the preference for parents to relax instead of discipline their children
  - (E) an escape mechanism used by children in terrible environments
20. The passage implies that, unlike a desire to “be sailing,” her son was inspired to succeed in English due to his
- (A) respect for his teacher
  - (B) fear of failure
  - (C) desire to go to college
  - (D) fear of his teacher
  - (E) fear of separation from friends
21. The author is best described as
- (A) a curious individual with a question for policy makers
  - (B) an exhausted teacher who is frustrated with the status quo
  - (C) a former student who experienced failure
  - (D) an observant individual with a suggestion for others
  - (E) a frustrated parent whose child routinely failed
22. As the passage moves from the sixth to the seventh paragraph, it also moves from
- (A) pedantic to intimate
  - (B) academic to personal
  - (C) descriptive to political
  - (D) scientific to philosophical
  - (E) confessional to admonishing
23. Which of the following is the purpose of the fourth paragraph?
- (A) to suggest that a teacher helped to change the work ethic of the author’s son
  - (B) to give an anecdote that concedes an exception to a rule
  - (C) to provide a personal story that supports the main thesis
  - (D) to explain why her child failed English class
  - (E) to create an analogy for failure

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Questions 24–31 are based on the following passage.

The passage below is a draft.

(1) One guitarist and saxophonist, Bruce Diamond, recorded nearly a hundred songs from his home in Lexington, Kentucky. (2) Recently, hundreds of these rough recordings have been re-mastered. (3) They have captured the attention of musicologists for a number of reasons.

(4) First, it is possibly apparent that Diamond’s songs were influenced by many different popular artists of the day. (5) One song sounds very similar to a complicated jazz song by Charlie Parker. (6) However, another song is the opposite: the song sounds like the straightforward rock of Buddy Holly. (7) The lyrics are very similar as well, and one is led to wonder what inspired them. (8) One music critic observed that Diamond found it completely effortless to switch back and forth between very different musical genres.

(9) Diamond’s recordings are noteworthy for their unique artistic voice—an interesting combination of jazz, bluegrass, and gospel styles. (10) In one piece, Diamond starts with a long soulful intro leading into an upbeat verse. (11) The verse’s tempo and tone provide an interesting contrast to the mournful opening. (12) The chorus combines elements of both in an unexpected but balanced way. (13) Diamond seems to express in this song that he has overcome some emotional wounds but that he remains conflicted. (14) We have all experienced sad events and know very well what it is like to feel conflicted.

(15) Sources of music from major music towns like New Orleans, Detroit, and Nashville are abundant, little is known about Lexington’s music scene because the town lacked a real recording studio. (16) Therefore, since they were recorded on two-inch tape, Diamond’s songs in a city like Lexington offer music historians a rare taste of the musical culture in the 1960s.

(17) No one knows how much Diamond was affected by other musicians in Lexington, but he did perform regularly at a local blues bar and less frequently at a jazz dance hall. (18) One thing, though, is for sure: he records an interesting portfolio of songs, and he may soon be a famous saxophonist.

24. Which of the following sentences, if placed before sentence 1, would both provide relevant context and the most effective introduction to the topic of the paragraph?
- (A) Beginning around 1963, when people became able to buy cassette recorders with built-in microphones, amateur songwriters were able to record songs that had been formerly undocumented.
- (B) In 1963, musicologists were aghast when they discovered a cache of formerly undocumented songs recorded by Kentucky folk musicians.
- (C) As part of a united effort to document southern bluegrass music, many musicians in the 1960s recorded hitherto undocumented songs.
- (D) As rock and roll was gaining popularity in the 1960s, America was starting to lose touch with its musical traditions.
- (E) Despite the rudimentary technology available at the time, some musicians in the 1960s were able to successfully record music in professional studios that still has appeal for modern audiences.
25. In sentence 4 (reproduced below), which of the following versions of the underlined text would most confidently establish the writer’s position about the main argument of the paragraph?
- First, it is possibly apparent that Diamond’s songs were influenced by many different popular artists of the day.*
- (A) (as it is now)
- (B) Diamond’s songs influenced
- (C) Diamond’s songs demonstrate that he was influenced by
- (D) Diamond partnered with songwriters and
- (E) starting at an early age, Diamond was influenced by
26. In sentence 7 (reproduced below), the writer wants to provide further detail about the lyrical subject matter in Diamond’s songs.
- The lyrics are very similar as well, and one is led to wonder what inspired them.*
- Which version of the underlined text best accomplishes this goal?
- (A) (as it is now)
- (B) dealing mostly with dating and automobiles.
- (C) and he mostly uses rhymed couplets and alliteration.
- (D) which are easy to understand because of Diamond’s enunciation.
- (E) although the music is distinctively different.

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27. In sentence 9 (reproduced below), the writer wants an introduction to the paragraph that echoes the main point of the previous paragraph.

*Diamond's recordings are noteworthy for their unique artistic voice—an interesting combination of jazz, bluegrass, and gospel styles.*

Which of the following versions of the underlined text best achieves this purpose?

- (A) (as it is now)
  - (B) voice; the beginnings of his songs often do not match the endings.
  - (C) voice (in spite of the opinions of many of his critics).
  - (D) voice—a style that has earned him a reputation for innovation.
  - (E) voice: most of his songs employ jazz elements, while a minority of them incorporate bluegrass and gospel styles.
28. In order to make the passage more concise, the writer wants to remove a sentence from the passage without losing information pertinent to the main argument. Which sentence could be removed?
- (A) sentence 2
  - (B) sentence 5
  - (C) sentence 6
  - (D) sentence 7
  - (E) sentence 14

29. The writer wants to add a word or phrase to the beginning of sentence 15 (reproduced below), adjusting the capitalization as needed.

*Sources of music from major music towns like New Orleans, Detroit, and Nashville are abundant, little is known about Lexington's music scene because the town lacked a real recording studio.*

Which of the following would NOT be an appropriate choice?

- (A) While
- (B) Although
- (C) Since
- (D) Whereas
- (E) Despite the fact that

30. In sentence 16 (reproduced below), the writer wants to provide a clear explanation for the historical importance of Diamond's music.

*Therefore, since they were recorded on two-inch tape, Diamond's songs in a city like Lexington offer music historians a rare taste of the musical culture in the 1960s.*

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) because a built-in microphone recorded them, Diamond's songs offer music historians in a city like Lexington a rare taste of the musical culture in the 1960s.
- (C) because he played the songs into a recorder, Diamond's songs offer music historians a rare taste in a city like Lexington of the musical culture in the 1960s.
- (D) Diamond's songs about a city like Lexington offer music historians a rare taste of the musical culture in the 1960s.
- (E) Diamond's songs offer music historians a rare taste of the musical culture in a city like Lexington in the 1960s.

31. In sentence 18 (reproduced below), the writer wants to provide the best conclusion to this essay in relation to one of its main points.

*One thing, though, is for sure: he records an interesting portfolio of songs, and he may soon be a famous saxophonist.*

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) recorded an interesting portfolio of songs, and now they provide scholars with an example of Lexington music.
- (C) is recording an interesting portfolio of songs, and he probably never had to buy another cassette recorder.
- (D) has recorded an interesting portfolio of songs, and he may have performed in other cities besides Lexington.
- (E) recorded an interesting portfolio of songs, despite his lack of popular appeal.

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Questions 32–39 are based on the following passage.

The passage below is a draft.

(1) Black holes are possibly the most fascinating topic facing contemporary astronomy. (2) The concept of a black hole—a region of space with such intense gravitational pull that nothing can escape—is truly the stuff of science fiction. (3) That is what Albert Einstein believed, at least. (4) His general theory of relativity predicted their existence, but he thought of his prediction as an error to be corrected, not a predictor of one of the strangest astronomical phenomena yet discovered.

(5) Because Einstein didn't live to see it, the universe proved the accuracy of his calculations in 1970, when Cygnus X-1 was discovered about 7,000 light-years from Earth. (6) It is about 8.7 times as massive as our Sun yet has a small diameter of only about 50 km.

(7) There are several theories to explain the process. (8) The most popular hypothesis suggests that black holes are fairly common and involve the disintegration of a massive star near the end of its lifecycle. (9) At that stage, the star has nearly exhausted its hydrogen supply, consequently losing its ability to burn at a sufficiently high temperature to prevent its collapse. (10) The stars' exterior layers are blown away in a supernova, while the interior layers collapse into a highly dense core, which ultimately becomes the black hole.

(11) Other theorists suggest that black holes are the result of a galactic game of bumper cars. (12) The universe is teeming with neutron stars. (13) These are highly compact, very hot stars formed during the supernovae of smaller stars that are not sufficiently massive to create black holes. (14) On occasion these stars will actually collide with each other and together become massive enough to form a black hole.

(15) Perhaps the most bizarre observation made about these phenomena involves the existence of "micro" or "mini" black holes. (16) These peculiar items are very small, astronomically speaking. (17) They have a mass far less than that of our Sun, and, frankly, the scientific community cannot explain and articulate fully how stars with so little mass could have formed black holes at all. (18) That is a question for future generations of scientists to explore.

32. The writer wants to add a sentence after sentence 4 to emphasize that Einstein's skepticism slowed scientific inquiry into the existence of black holes. Which of the following sentences would best achieve this purpose?
- (A) Despite initial skepticism, Einstein later decided that black holes did exist and encouraged the scientific community to search for them.
- (B) Given the bizarre character of black holes, some leading scientists still question whether such objects could actually exist in nature.
- (C) Einstein wrongly thought black holes would not form, believing that the angular momentum of collapsing particles would stabilize their motion.
- (D) Despite Einstein's skepticism, a minority of scientists in the 1960s had finally persuaded the majority that black hole research was worthwhile.
- (E) Sadly, for many years, Einstein's perspective persuaded the general relativity community to dismiss all possible evidence of black holes.
33. The writer wants to replace the word at the beginning of sentence 5 (reproduced below), adjusting the capitalization as needed.
- Because Einstein didn't live to see it, the universe proved the accuracy of his calculations in 1970, when Cygnus X-1 was discovered about 7,000 light-years from Earth.*
- Which of the following choices best accomplishes this goal?
- (A) (as it is now)
- (B) Although
- (C) Since
- (D) By contrast,
- (E) In fact,
34. In the second paragraph (sentences 5–6), the writer wants to provide further detail to explain and clarify the reference to Cygnus X-1. Which of the following additions would best achieve this purpose?
- (A) Clarification that Cygnus X-1 was the first discovery of something thought to be a black hole.
- (B) The names of those who discovered Cygnus X-1.
- (C) A reminder to the reader that many scientists were still skeptical about black holes even into the 1970s.
- (D) Clarification that, currently, better candidates for black holes are found elsewhere in the universe.
- (E) An explanation of how X-ray emissions helped scientists to discover Cygnus X-1.

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35. The writer wants to add the following sentence to the passage to provide information that helps the reader grasp the size of black holes by presenting it in understandable terms.

*When one considers that the diameter of the Sun could accommodate over 100 Earths, it becomes clear that fitting a mass almost nine times greater than that into a space of about 31 miles is truly remarkable.*

Where would the sentence best be placed?

- (A) Before sentence 6
  - (B) After sentence 6
  - (C) After sentence 7
  - (D) After sentence 8
  - (E) After sentence 9
36. Before Sentence 7, the writer wants to add a rhetorical question which would serve as an effective introduction to the main idea of the paragraph.
- Which of the following sentences best achieves this purpose?
- (A) How do these singularities come into existence?
  - (B) Why should we study black holes at all?
  - (C) Is the Sun going to collapse and become a black hole?
  - (D) What are the effects of such massive gravitational pull?
  - (E) How common are black holes?
37. The writer wants to add a phrase at the beginning of sentence 14 (reproduced below), adjusting the capitalization as needed, to set up a comparison with the idea discussed in sentence 13.

*On occasion these stars will actually collide with each other and together become massive enough to form a black hole.*

Which of the following choices best accomplishes this goal?

- (A) Likewise,
- (B) Similarly,
- (C) In addition,
- (D) Nevertheless,
- (E) Clearly,

38. In the fifth paragraph (sentences 15–18), the writer wants to provide a statement to rebut the theory that “micro” black holes may pose a danger to Earth. Which of the following claims would best achieve this purpose?

- (A) Gravitational collapse is not the only process that could create black holes.
- (B) Scientists do not believe that the creation of black holes is possible on or near the Earth.
- (C) It is conceivable for micro black holes to be created in the high-energy collisions that occur when cosmic rays hit the Earth’s atmosphere.
- (D) The Large Hadron Collider at The European Organization for Nuclear Research (CERN) has not successfully created a micro black hole.
- (E) Even if micro black holes could be formed near Earth, scientists expect that they would evaporate in a fraction of a second.

39. What would be the most effective title for this essay?

- (A) “Black Holes—Astronomy’s Great Mystery”
- (B) “How Einstein Discovered Black Holes”
- (C) “Black Holes—Fact or Fiction?”
- (D) “The Speculative Future of Black Hole Research”
- (E) “How Cygnus X-1 Has Forever Changed Black Hole Research”

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Questions 40–45 are based on the following passage.

The passage below is a draft.

(1) Drive through any suburb in the U.S. today, and it's hard to miss the bins that have become companions to America's trashcans. (2) Recycling has become commonplace, as people recognize the need to care for the environment. (3) Yet most people's recycling consciousness extends only as far as paper, bottles, and cans. (4) People seldom find themselves confronted with the growing phenomenon of e-waste.

(5) E-waste proliferates as the techno-fashionable constantly upgrade to the most cutting-edge devices, and the majority of them end up in landfills. (6) Activists who track such waste estimate that users discarded nearly 2 million tons of TVs, VCRs, computers, cell phones, and other electronics in 2005. (7) Unless we can find a safe alternative, this e-waste may leak into the ground and poison the water with dangerous toxins. (8) Burning the waste also dangerously contaminates the air.

(9) E-waste often contains reusable silver, gold, and other electrical conductors. (10) Recycling these materials reduces environmental impact by reducing both landfill waste and the need to mine such metals, which can destroy ecosystems.

(11) A growing number of states have adopted laws to prohibit dumping e-waste. (12) Some companies advertising safe disposal in fact merely ship the waste to third-world countries, where it still ends up in landfills.

(13) Nevertheless, the small but growing number of cities and corporations that do handle e-waste responsibly represent progress toward making the world a cleaner, better place for us all.

40. In sentence 4 (reproduced below), which of the following versions of the underlined text would most effectively begin this sentence so that it emphasizes a lack of awareness of a serious problem?

People seldom find themselves confronted with the growing phenomenon of e-waste.

- (A) (as it is now)  
 (B) Many in our communities simply don't realize the dangers of  
 (C) A majority of local governments are assiduously studying  
 (D) Little attention is paid by the people in our neighborhoods to  
 (E) We are only now beginning to recognize
41. In the second paragraph (sentences 5–8), the writer wants to add additional evidence to support a claim. Which of the following pieces of evidence would be most relevant?
- (A) A government study which measured high levels of lead, mercury, and arsenic found in the groundwater around landfill sites  
 (B) Quotes from activists who believe that landfills have ample room to accommodate increasing volumes of waste  
 (C) A toxicology report which compares the relative safety and dangers of agricultural waste  
 (D) A scientific explanation of how toxins in groundwater can eventually contaminate the air  
 (E) A sociological study which analyzes the lifestyles of the techno-fashionable
42. The writer wants to add a word or phrase at the beginning of sentence 9 (reproduced below), adjusting the capitalization as needed, to set up a comparison with the idea discussed in sentence 8.

*E-waste often contains reusable silver, gold, and other electrical conductors.*

Which of the following choices best accomplishes this goal?

- (A) Consequently,  
 (B) Particularly,  
 (C) Moreover,  
 (D) Nevertheless,  
 (E) In fact,

**GO ON TO THE NEXT PAGE.**

43. Which of the following sentences, if placed after sentence 11, would provide a logical transition between the first and last sentences of the paragraph?
- (A) Still, less than a quarter of this refuse will reach legitimate recycling programs.
  - (B) So far, 25 states have passed legislation mandating statewide e-waste recycling.
  - (C) All states except California and Utah use the Producer Responsibility approach, in which manufacturers must pay for recycling.
  - (D) Let's face it: the e-waste problem is unlikely to be solved without legislative measures.
  - (E) Even in states without strict bans, there are alternative programs through which consumers can safely recycle their unwanted electronic goods.
44. Which of the following sentences, if placed after sentence 12, would complete the idea expressed in sentence 12 while also supporting the author's overall claim?
- (A) Malaysia has become the world's largest importer of e-waste, receiving hundreds of millions of tons from the United States, Europe, Japan and elsewhere.
  - (B) US electronics manufacturers are often unaware of where their used products and packaging end up.
  - (C) These organizations hamper progress by unsafely disposing of waste in an out-of-sight, out-of-mind location.
  - (D) Some retailers, such as Walmart, have vowed to reduce waste and to invest in recycling infrastructure.
  - (E) According to activists from Greenpeace, most of that trash sits in piles for at least eight months before it is shipped overseas.
45. Which of the following sentences, if placed after sentence 13, would provide the most effective conclusion for the essay?
- (A) Today, pollution is one of the most dangerous forces threatening our environment, and the government must work to regulate its effects.
  - (B) As the world's population continues to grow, the need to dramatically reduce e-waste will become ever more pressing.
  - (C) Because of this, e-waste threatens to become the fastest-growing waste stream in the world.
  - (D) In spite of these efforts, though, the e-waste problem may prove to be intractable.
  - (E) Only when consumers stop ignoring the problem of e-waste will these efforts prove fruitful.

**END OF SECTION I**

# AP<sup>®</sup> English Language and Composition Exam

## SECTION II: Free-Response Questions

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Total Time**

2 hours, plus a 15-minute  
reading period

**Number of Questions**

3

**Percent of Total Grade**

55%

**Writing Instrument**

Pen required

### Instructions

Section II of this examination requires answers in essay form. To help you use your time well, the coordinator will announce the time at which each question should be completed. If you finish any question before time is announced, you may go on to the following question. If you finish the examination in less than the time allotted, you may go back and work on any essay question you want.

Each essay will be judged on its clarity and effectiveness in dealing with the requirements of the topic assigned and on the quality of the writing. After completing each question, you should check your essay for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections. Remember that quality is far more important than quantity.

Write your essays with a pen, preferably in black or dark blue ink. Be sure to write CLEARLY and LEGIBLY. Cross out any errors you make.

The questions for Section II are printed in the green insert. You are encouraged to use the green insert to make notes and to plan your essays, but be sure to write your answers in the pink booklet. Number each answer as the question is numbered in the examination. Do not skip lines. Begin each answer on a new page in the pink booklet.

**GO ON TO THE NEXT PAGE.**

**ENGLISH LANGUAGE AND COMPOSITION**  
**SECTION II**  
**Total Time—2 hours, 15 minutes**

**Question 1**

**Suggested reading and writing time—55 minutes.**

**It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

(This question counts for one-third of the total essay section score.)

As the Internet and access to social media become increasingly widespread, there has been considerable debate about whether easy access to technological forms of communication are beneficial to children and teenagers. While some commentators see benefits to children from digital media, others say that “screen time” is psychologically damaging.

Carefully read the six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the role, if any, that digital media should play in the lives of young people.

- Source A (Mohammed)
- Source B (Grunwald report)
- Source C (Mosley)
- Source D (Uhls)
- Source E (graph)
- Source F (survey)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

**GO ON TO THE NEXT PAGE.**

**Source A**

Saro Mohammed, Ph.D., “Is technology good or bad for learning?”, *Brookings*, May, 8, 2019

I’ll bet you’ve read something about technology and learning recently. You may have read that device use enhances learning outcomes. Or perhaps you’ve read that screen time is not good for kids. Maybe you’ve read that there’s no link between adolescents’ screen time and their well-being. Or that college students’ learning declines the more devices are present in their classrooms.

If ever there were a case to be made that more research can cloud rather than clarify an issue, technology use and learning seems to fit the bill. This piece covers what the research actually says, some outstanding questions, and how to approach the use of technology in learning environments to maximize opportunities for learning and minimize the risk of doing harm to students.

**The Good**

I have frequently cited the mixed evidence about blended learning, which strategically integrates in-person learning with technology to enable real-time data use, personalized instruction, and mastery-based progression. One thing that this nascent evidence base does show is that technology can be linked to improved learning. When technology is integrated into lessons in ways that are aligned with good in-person teaching pedagogy, learning can be better than without technology.

A 2018 meta-analysis of dozens of rigorous studies of ed tech, along with the executive summary of a forthcoming update (126 rigorous experiments), indicated that when education technology is used to individualize students’ pace of learning, the results overall show “enormous promise.” In other words, ed tech can improve learning when used to personalize instruction to each student’s pace.

Further, this same meta-analysis, along with other large but correlational studies (e.g., OECD 2015), also found that increased access to technology in school was associated with improved proficiency with, and increased use of, technology overall. This is important in light of the fact that access to technology outside of learning environments is still very unevenly distributed across ethnic, socio-economic, and geographic lines. Technology for learning, when deployed to all students, ensures that no student experiences a “21st-century skills and opportunity” gap.

More practically, technology has been shown to scale and sustain instructional practices that would be too resource-intensive to work in exclusively in-person learning environments, especially those with the highest needs. In multiple, large-scale studies where technology has been incorporated into the learning experiences of hundreds of students across multiple schools and school systems, they have been associated with better academic outcomes than comparable classrooms that did not include technology. Added to these larger bodies of research are dozens, if not hundreds, of smaller, more localized examples of technology being used successfully to improve students’ learning experiences. Further, meta-analyses and syntheses of the research show that blended learning can produce greater learning than exclusively in-person learning.

All of the above suggest that technology, used well, can drive equity in learning opportunities. We are seeing that students and families from privileged backgrounds are able to make choices about technology use that maximize its benefits and minimize its risks, while students and families from marginalized backgrounds do not have opportunities to make the same informed choices. Intentional, thoughtful inclusion of technology in public learning environments can ensure that all students, regardless of their ethnicity, socioeconomic status, language status, special education status, or other characteristics, have the opportunity to experience learning and develop skills that allow them to fully realize their potential.

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**The Bad**

On the other hand, the evidence is decidedly mixed on the neurological impact of technology use. In November 2016, the American Association of Pediatrics updated their screen time guidelines for parents, generally relaxing restrictions and increasing the recommended maximum amount of time that children in different age groups spend interacting with screens. These guidelines were revised not because of any new research, but for two far more practical reasons. First, the nuance of the existing evidence—especially the ways in which recommendations change as children get older—was not adequately captured in the previous guidelines. Second, the proliferation of technology in our lives had made the previous guidelines almost impossible to follow.

The truth is that infants, in particular, learn by interacting with our physical world and with other humans, and it is likely that very early (passive) interactions with devices—rather than humans—can disrupt or misinform neural development. As we grow older, time spent on devices often replaces time spent engaging in physical activity or socially with other people, and it can even become a substitute for emotional regulation, which is detrimental to physical, social, and emotional development.

In adolescence and young adulthood, the presence of technology in learning environments has also been associated with (but has not been shown to be the cause of) negative variables such as attention deficits or hyperactivity, feeling lonely, and lower grades.

Multitasking is not something our brains can do while learning, and technology often represents not just one more “task” to have to attend to in a learning environment, but multiple additional tasks due to the variety of apps and programs installed on and producing notifications through a single device.

**The Pragmatic**

The current takeaway from the research is that there are potential benefits and risks to deploying technology in learning environments. While we can’t wrap this topic up with a bow just yet—there are still more questions than answers—there is evidence that technology can amplify effective teaching and learning when in the hands of good teachers. The best we can do today is understand how technology can be a valuable tool for educators to do the complex, human work that is teaching by capitalizing on the benefits while remaining fully mindful of the risks as we currently understand them.

**GO ON TO THE NEXT PAGE.**



**Source B**

The following is an excerpt from a private research survey entitled “*What Parents Think About Mobile Devices for Early Childhood and K–12 Learning*”

**One in Five Children Don’t Use Any Mobile or Portable Devices**

- Almost one in five children (18 percent) don’t use any family-owned mobile or portable devices. Younger children are most likely to be nonusers, with 29 percent of K–2 parents and 16 percent of parents of students in grades 3–5 reporting that their children don’t use any family-owned mobile or portable devices. Still, 18 percent of middle school students and 9 percent of high school students are nonusers of these devices as well, their parents report.
- This doesn’t mean that families of nonusers don’t use any technology, or that their parents don’t own portable or mobile devices; 52 percent of parents of nonusers report that they have smartphones, and 60 percent say they have some type of mobile device in their homes.
- Parents of nonusers report mixed views about mobile devices. The majority of these parents (61 percent) completely or somewhat agree that mobiles open up learning opportunities that their child didn’t have before. These parents also agree, though not as strongly as other parents, that mobile devices have the potential to provide many learning benefits. On the other hand, parents of nonusers are less likely to agree that mobile devices are a great way to engage students in the classroom. More than one in four parents of nonusers (28 percent) completely or somewhat disagree with this potential benefit, compared to 17 percent of parents overall.
- Parents of nonusers are less willing to be responsible for school-owned devices; only about one-third of parents of nonusers (31 percent) say they are willing to be responsible for school-owned devices, compared to about half of parents (51 percent) overall.
- Their parents are less likely to have a college degree and less likely to be enamored or savvy with technology.

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## Source C

Tonya Mosley, “A ‘No Technology’ School: The Waldorf Approach”, *Seattle Refined*, September 16, 2014

On the first day of school, Tracy Bennett and staff members at Seattle’s Waldorf High School stood on the shores of Lake Washington to welcome one of its students. The high schooler had swam across the lake from his home on the eastside to class at his high school’s new home in Magnuson Park.

Several other students rode in on their bicycles, and only a handful arrived by car.

“That’s our students,” chuckled Bennett, the head of administration at the only Waldorf high school in the state. “They’re always on the move.”

Educators at the Waldorf School in Seattle take a lot of pride in showing off just how handy, athletic and artistic their students are. The high school students are, after all, on the last leg of their Waldorf experience—a culmination of 12 years of education almost entirely free of television, video games, computers and smartphones.

The Waldorf philosophy is simple: Students do not benefit from using computer devices before the age of 12.

“To see a 3, 4 or 5 year old using an iPad is like giving them a steak knife,” says Bennett. And she’s serious. “It is potentially just as harmful and dangerous. Technology is powerful, and should be used when it is appropriate.”

The Waldorf approach has been around since 1919, but in our tech-obsessed world its stance on media and electronic devices seems to resonate more than ever according to Bennett. Elementary students are discouraged from using all forms of technology, even at home. In middle school, students are introduced in controlled environments. In high school, students are encouraged to use technology as a tool for learning.

Like the middle and elementary students, the high schoolers are given breaks to play games with each other—with classes offered like woodworking, sculpture and how to make root beer and sauerkraut.

“It’s the fastest growing movement in the world,” says Bennett. But what may be even more surprising is the type of parents that choose this type of education. According to Bennett, a good number of them work for tech companies like Microsoft, Amazon and Google. “They want their children to be children. We are not anti-technology. We just believe it is one tool in the box.”

Brenda Baker, admissions and coordinator for Waldorf continues. “It’s about developing and honing the power of observation. Our students are highly curious and creative. The sensory experience gets to the heart of learning. Bringing in technology at a later age gives them the tools to discern the best times to use it.”

This summer the high school moved into its new home tucked away in North Seattle’s Magnuson Park. It is an unlikely location, housed just off the banks of Lake Washington and surrounded by public wetlands and sports fields. As part of the curriculum, the students will have access to many of the park’s amenities. “This area fits into our curriculum nicely because our kids will have access to real life experiences.”

Waldorf High School costs about \$21,000 a year, and about 30 percent of the students receive financial aid. Baker says you don’t have to attend Waldorf to experience the benefits of cutting down on technology.

“Maybe put the phone away during dinner with your kids. It’s all about finding ways to be human and connect on a human level.”

**GO ON TO THE NEXT PAGE.**

## Source D

Yalda Uhls, “The Internet Will Not Turn Your Teen Into a Brain-Dead Zombie”, Zocalo Public Square

I come bearing good news: Our teens are not growing into brain-dead zombies or emotionally stunted sociopaths. After more than a decade of research by child psychologists like me, we have discovered that the kids are all right. In study after study of emotional and intelligence indicators, 21st-century children use media to connect with their friends and learn about the world, just like those of us who were children of the 20th century did.

But you don’t have to take it from me. The proof is in the past. Every time a new technology is introduced, it becomes a cultural battleground. And ultimately, we come to a truce. Take this one example:

Near the end of the 19th century, a new medium was unleashed upon the world. Children took to it like ducks to water, and this terrified adults. Young people everywhere spent hours on end immersed, while simultaneously ignoring the grown-ups in their lives. Understandably, parents were alarmed and worried that this new medium and its racy content were ruining young minds.

Change 19th to 20th, and I could be talking about the Internet. So what was this addictive content? Romantic novels.

Example two comes from Azriel L. Eisenberg, writing in the “American Journal of Psychiatry”:

This new invader of the privacy of the home has brought many a disturbing influence in its wake. Parents have become aware of a puzzling change in the behavior patterns of their children. They are bewildered by a host of new problems, and find themselves unprepared, frightened, resentful, helpless. They cannot lock out this intruder because it has gained an invincible hold of their children.

What was this dreaded intruder that Eisenberg wrote about in 1936? The radio.

Example three comes from an academic study on parents’ reactions to a new media:

One mother reports that her children are aggressive and irritable as a result of over-stimulating experiences, which leads to sleepless nights and tired days.

Overstimulation and aggression? Her kids must be addicted to social media and violent video games. But this article was written in 1950. She’s talking about TV.

In the second decade of the 21st century, with more information at our fingertips than any time in human history, you can find evidence of all of these old fears and trends and studies online. But we still haven’t managed to assuage our concerns about kids today, who have adopted their generation’s media with ardent fervor.

In a recent Pew poll, 73 percent of 13- to 17-year-olds reported they had smartphones, 52 percent said they spent time with friends playing video games, and 24 percent said they go online “almost constantly.” What are we to make of these statistics? Each time I speak to adults, parents, teachers, and anyone who cares about kids, they express their worry about the “addictive” nature of digital media and mobile phones and the dangers kids are exposed to online. Meanwhile, Silicon Valley evangelists claim their new devices and apps are going to make the world a better place. Who is right, and who is wrong? The answer is somewhere in the middle: digital media are a new environment that has both positive and negative effects on our children and our society.

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While research on the Internet and the developing brain is in the nascent stages, we can learn about our brain's ability to successfully adapt to new environments from past research. Studies show that our brains are incredibly plastic, and never more so than in early childhood and adolescence. This means our brains rapidly attune to new surroundings—whether we're moving to a new city or to a new kind of virtual environment. Moreover, we are learning that our brains adapt to new social worlds, too: As tweens and teens use the Internet and video games to connect with friends, their social brains are adapting quickly to this new environment. Remember, humans adapted and thrived in many different habitats and climates over thousands of years; as the digital natives continue to develop, so will their ability to adapt successfully to the online environment.

We may finally be at a tipping point, one we have seen with every introduction of new media. New data from respected social scientists around the world continues to demonstrate that children are adapting and sometimes thriving as they embrace 21st-century media; these small and incremental changes may be building to permanent change. Perhaps now the hysteria will finally come to an end. Encouraging signs point to a leveling out of the national conversation.

For example, the American Academy of Pediatrics just published new key messages for families regarding media and technology use. While they didn't go so far as to change their recommendations on the amount of screen time that is healthy for children, they did state that the quality of the media content is more important than time spent. They also made it clear that online relationships are essential for adolescent development. Ultimately, their message was that media is just another environment—like the playground—where children will spend time, but require careful supervision to do so safely.

Childhood is still childhood. I couldn't have put it better than K.G., a first-grade teacher whose words have become an Internet meme: "Yes, kids love technology, but they also love Legos, scented markers, handstands, books and mud puddles. It's all about balance."

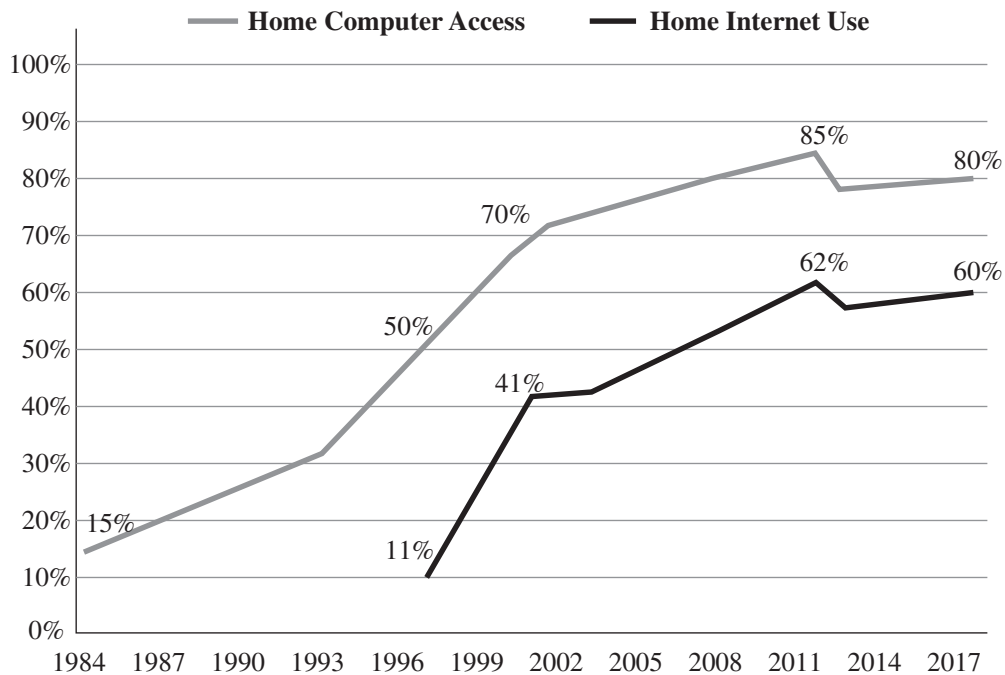
It's time for adults—digital immigrants to the next generation's natives—to adapt, step in, and be that balance. Instead of focusing our energy on being "for" or "against" technology, let's guide children in how to use it wisely and safely. Let's help them make the most of this new place they love, while continuing to teach them the importance of face-time, discipline, and moderation. Judging by history, when this generation grows up, they'll be busy coping with their own fears of whatever new thing their kids are using.

**GO ON TO THE NEXT PAGE.**

## Source E

The following chart was published in a report by  
childtrends.org

**Percentage of children ages 3 to 17 who have  
access to a computer at home and who use the  
internet at home: Selected Years, 1984–2015**



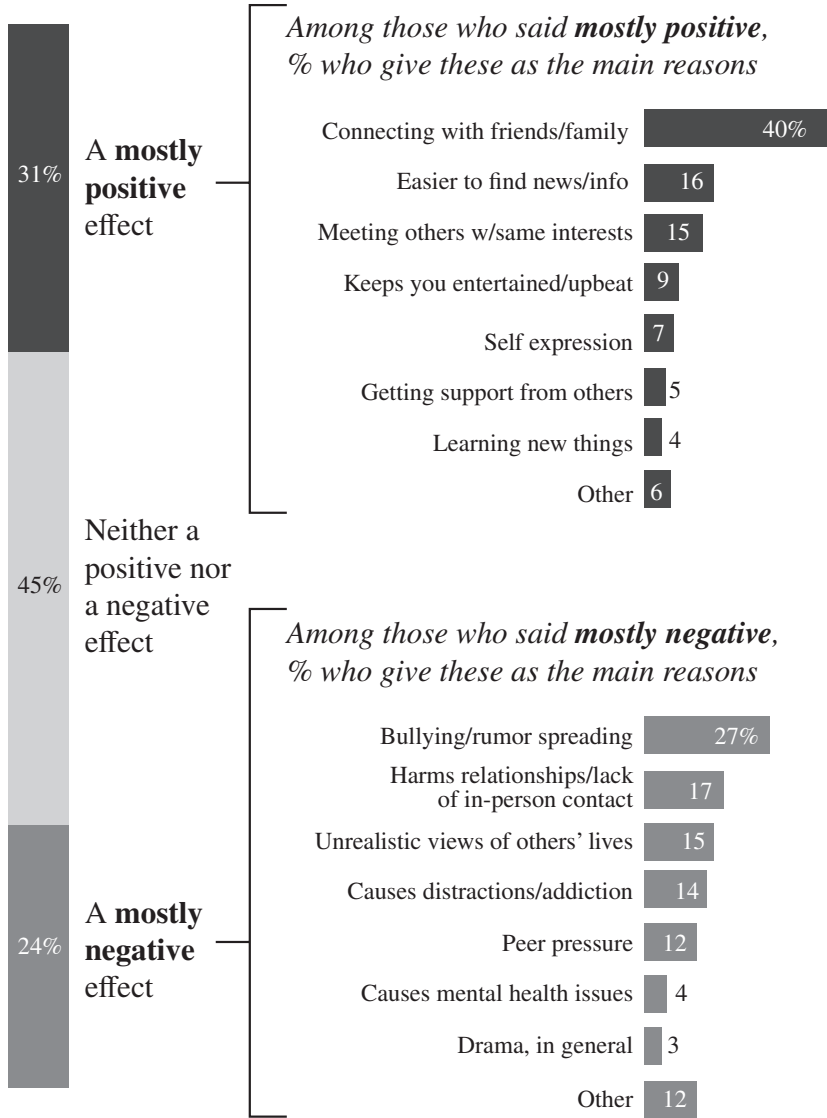
Sources: Data for 1984–2003; U.S. Census Bureau. (1988–2005). *Computer and internet use in the United States: 1984–1997*. Washington, DC: Author. Retrieved from <https://www.census.gov/topics/population/computer-internet.html>. Data for income from 2001: U.S. Department of Commerce, Economics and Statistics Administration & National Telecommunications and Information Administration. (2002). *A nation online: How Americans are expanding their use of the Internet [Table 5-1]*. Washington, DC: Author. Retrieved from <https://www.ntia.doc.gov/legacy/ntiahome/dn/anationonline2.pdf>. Data for 2010–2015: Child Trends' original analysis of data from the Current Population Survey. *Computer and Internet Use Supplement, 2010–2015*.

childtrends.org

**GO ON TO THE NEXT PAGE.**

**Source F**  
The following chart was published in a report by the Pew Charitable Trust, a national research organization.

*% of U.S. teens who say social media has had \_\_\_\_\_ on people their own age*



**GO ON TO THE NEXT PAGE.**

## Question 2

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

*In November 1969 former Vice President Spiro Agnew gave a speech to an audience in Des Moines, Iowa. Television networks aired the speech live, making it a nationwide address, a rarity for vice presidents. Read the speech carefully. Write an essay that analyzes the rhetorical choices Agnew makes to convey his message to his audience.*

Gresham's Law seems to be operating in the network news: bad news drives out good news. The irrational is more controversial than the rational. Concurrence can no longer compete with dissent... The labor crisis settled at the negotiating table is nothing compared to the confrontation that results in a strike—or better yet, violence along the picket lines. Normality has become the nemesis of the network news.

Now the upshot of all this controversy is that a narrow and distorted picture of America often emerges from the televised news. A single, dramatic piece of the mosaic becomes in the minds of millions the entire picture. The American who relies upon television for his news might conclude that the majority of American students are embittered radicals; that the majority of black Americans feel no regard for their country; that violence and lawlessness are the rule rather than the exception on the American campus. We know that none of these conclusions is true.

Perhaps the place to start looking for a credibility gap is not in the offices of the Government in Washington but in the studios of the networks in New York. Television may have destroyed the old stereotypes, but has it not created new ones in their places? What has this "passionate" pursuit of controversy done to the politics of progress through local compromise essential to the functioning of a democratic society?

The members of Congress or the Senate who follow their principles and philosophy quietly in a spirit of compromise are unknown to many Americans, while the loudest and most extreme dissenters on every issue are known to every man in the street. How many marches and demonstrations would we have if the marchers did not know that the ever-faithful TV cameras would be there to record their antics for the next news show?

We've heard demands that Senators and Congressmen and judges make known all their financial connections so that the public will know who and what influences their decisions and their votes. Strong arguments can be made for that view. But when a single commentator or producer, night after night, determines for millions of people how much of each side of a great issue they are going to see and hear, should he not first disclose his personal views on the issue as well? In this search for excitement and controversy, has more than equal time gone to the minority of Americans who specialize in attacking the United States—its institutions and its citizens?

Tonight I've raised questions. I've made no attempt to suggest the answers. The answers must come from the media men. They are challenged to turn their critical powers on themselves, to direct their energy, their talent, and their conviction toward improving the quality and objectivity of news presentation. They are challenged to structure their own civic ethics—to relate their great feeling with the great responsibilities they hold.

And the people of America are challenged, too—challenged to press for responsible news presentations. The people can let the networks know that they want their news straight and objective. The people can register their complaints on bias through mail to the networks and phone calls to local stations. This is one case where the people must defend themselves, where the citizen, not the Government, must be the reformer; where the consumer can be the most effective crusader.

**GO ON TO THE NEXT PAGE.**

By way of conclusion, let me say that every elected leader in the United States depends on these men of the media. Whether what I've said to you tonight will be heard and seen at all by the nation is not my decision; it's not your decision—it's their decision.

In tomorrow's edition of the Des Moines Register, you'll be able to read a news story detailing what I said tonight. Editorial comment will be reserved for the editorial page, where it belongs. Should not the same wall of separation exist between news and comment on the nation's networks?

Now my friends, we'd never trust such power, as I've described, over public opinion in the hands of an elected Government. It's time we questioned it in the hands of a small and unelected elite. The great networks have dominated America's airwaves for decades. The people are entitled to a full accounting of their stewardship.



**Question 3**

**Suggested time—40 minutes.**

(This question counts for one-third of the total essay section score.)

Barry Goldwater, a former United States Senator and Presidential nominee, once warned, “Equality, rightly understood as our founding fathers understood it, leads to liberty and to the emancipation of creative differences; wrongly understood, as it has been so tragically in our time, leads first to conformity and then to despotism.”

Write an essay that argues your position on Goldwater’s claim that equality can lead to different outcomes depending on how it is understood.

**STOP**

**END OF EXAM**

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Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

1. YOUR NAME: \_\_\_\_\_  
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 SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_  
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5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
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X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

3. TEST CODE

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2	C	2	2	2	2	2	2	2	2	2
3	D	3	3	3	3	3	3	3	3	3
4	E	4	4	4	4	4	4	4	4	4
5	F	5	5	5	5	5	5	5	5	5
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4. REGISTRATION NUMBER

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6. DATE OF BIRTH

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JAN		
FEB		
MAR	0 0 0 0	
APR	1 1 1 1	
MAY	2 2 2 2	
JUN	3 3 3 3	
JUL	4 4 4 4	
AUG	5 5 5 5	
SEP	6 6 6 6	
OCT	7 7 7 7	
NOV	8 8 8 8	
DEC	9 9 9 9	

7. SEX

MALE

FEMALE

**Section I** Start with number 1 for each new section.  
 If a section has fewer questions than answer spaces, leave the extra answer spaces blank.

- |                         |                         |                         |                          |
|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. (A) (B) (C) (D) (E)  | 31. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) | 91. (A) (B) (C) (D) (E)  |
| 2. (A) (B) (C) (D) (E)  | 32. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) | 92. (A) (B) (C) (D) (E)  |
| 3. (A) (B) (C) (D) (E)  | 33. (A) (B) (C) (D) (E) | 63. (A) (B) (C) (D) (E) | 93. (A) (B) (C) (D) (E)  |
| 4. (A) (B) (C) (D) (E)  | 34. (A) (B) (C) (D) (E) | 64. (A) (B) (C) (D) (E) | 94. (A) (B) (C) (D) (E)  |
| 5. (A) (B) (C) (D) (E)  | 35. (A) (B) (C) (D) (E) | 65. (A) (B) (C) (D) (E) | 95. (A) (B) (C) (D) (E)  |
| 6. (A) (B) (C) (D) (E)  | 36. (A) (B) (C) (D) (E) | 66. (A) (B) (C) (D) (E) | 96. (A) (B) (C) (D) (E)  |
| 7. (A) (B) (C) (D) (E)  | 37. (A) (B) (C) (D) (E) | 67. (A) (B) (C) (D) (E) | 97. (A) (B) (C) (D) (E)  |
| 8. (A) (B) (C) (D) (E)  | 38. (A) (B) (C) (D) (E) | 68. (A) (B) (C) (D) (E) | 98. (A) (B) (C) (D) (E)  |
| 9. (A) (B) (C) (D) (E)  | 39. (A) (B) (C) (D) (E) | 69. (A) (B) (C) (D) (E) | 99. (A) (B) (C) (D) (E)  |
| 10. (A) (B) (C) (D) (E) | 40. (A) (B) (C) (D) (E) | 70. (A) (B) (C) (D) (E) | 100. (A) (B) (C) (D) (E) |
| 11. (A) (B) (C) (D) (E) | 41. (A) (B) (C) (D) (E) | 71. (A) (B) (C) (D) (E) | 101. (A) (B) (C) (D) (E) |
| 12. (A) (B) (C) (D) (E) | 42. (A) (B) (C) (D) (E) | 72. (A) (B) (C) (D) (E) | 102. (A) (B) (C) (D) (E) |
| 13. (A) (B) (C) (D) (E) | 43. (A) (B) (C) (D) (E) | 73. (A) (B) (C) (D) (E) | 103. (A) (B) (C) (D) (E) |
| 14. (A) (B) (C) (D) (E) | 44. (A) (B) (C) (D) (E) | 74. (A) (B) (C) (D) (E) | 104. (A) (B) (C) (D) (E) |
| 15. (A) (B) (C) (D) (E) | 45. (A) (B) (C) (D) (E) | 75. (A) (B) (C) (D) (E) | 105. (A) (B) (C) (D) (E) |
| 16. (A) (B) (C) (D) (E) | 46. (A) (B) (C) (D) (E) | 76. (A) (B) (C) (D) (E) | 106. (A) (B) (C) (D) (E) |
| 17. (A) (B) (C) (D) (E) | 47. (A) (B) (C) (D) (E) | 77. (A) (B) (C) (D) (E) | 107. (A) (B) (C) (D) (E) |
| 18. (A) (B) (C) (D) (E) | 48. (A) (B) (C) (D) (E) | 78. (A) (B) (C) (D) (E) | 108. (A) (B) (C) (D) (E) |
| 19. (A) (B) (C) (D) (E) | 49. (A) (B) (C) (D) (E) | 79. (A) (B) (C) (D) (E) | 109. (A) (B) (C) (D) (E) |
| 20. (A) (B) (C) (D) (E) | 50. (A) (B) (C) (D) (E) | 80. (A) (B) (C) (D) (E) | 110. (A) (B) (C) (D) (E) |
| 21. (A) (B) (C) (D) (E) | 51. (A) (B) (C) (D) (E) | 81. (A) (B) (C) (D) (E) | 111. (A) (B) (C) (D) (E) |
| 22. (A) (B) (C) (D) (E) | 52. (A) (B) (C) (D) (E) | 82. (A) (B) (C) (D) (E) | 112. (A) (B) (C) (D) (E) |
| 23. (A) (B) (C) (D) (E) | 53. (A) (B) (C) (D) (E) | 83. (A) (B) (C) (D) (E) | 113. (A) (B) (C) (D) (E) |
| 24. (A) (B) (C) (D) (E) | 54. (A) (B) (C) (D) (E) | 84. (A) (B) (C) (D) (E) | 114. (A) (B) (C) (D) (E) |
| 25. (A) (B) (C) (D) (E) | 55. (A) (B) (C) (D) (E) | 85. (A) (B) (C) (D) (E) | 115. (A) (B) (C) (D) (E) |
| 26. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) | 86. (A) (B) (C) (D) (E) | 116. (A) (B) (C) (D) (E) |
| 27. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) | 87. (A) (B) (C) (D) (E) | 117. (A) (B) (C) (D) (E) |
| 28. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) | 88. (A) (B) (C) (D) (E) | 118. (A) (B) (C) (D) (E) |
| 29. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) | 89. (A) (B) (C) (D) (E) | 119. (A) (B) (C) (D) (E) |
| 30. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) | 90. (A) (B) (C) (D) (E) | 120. (A) (B) (C) (D) (E) |