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AP ENGLISH LANGUAGE · FREE RESOURCE

AP English Language and Composition — Practice Exam 4

About This Exam

This practice exam follows the format of the current (2025 and later) digital AP English Language and Composition Exam as administered in the Bluebook application. It contains two sections.

SECTION	QUESTIONS	TIME	WEIGHT
I: Multiple Choice	45 questions (5 passage sets)	60 minutes	45%
II: Free Response	3 essays (Synthesis, Rhetorical Analysis, Argument)	2 hours 15 minutes (includes 15-minute reading period)	55%

Total time: 3 hours 15 minutes.

Section I has two kinds of question sets. **Reading** sets present published nonfiction and ask you to analyze the writer's rhetorical choices. **Writing** sets present a student draft with numbered sentences and ask you to choose the revision that best achieves a stated goal. Each question has four answer choices (A–D). There is no penalty for guessing; answer every question.

Section II begins with a 15-minute reading period. You may use it to read and annotate the sources for Question 1, but you may begin writing at any time, and you may move among the three questions freely. Suggested time: Question 1, 15 minutes reading plus 40 minutes writing; Question 2, 40 minutes; Question 3, 40 minutes. Each essay counts for one-third of the Section II score.

The texts in this exam are either in the public domain or were written for this practice exam; the orienting note before each passage tells you which. Synthesis sources are modeled on the types of sources that appear on the AP Exam, and their statistics are illustrative.

Section I: Multiple-Choice Questions

Time — 60 minutes. 45 Questions.

Directions: This section 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. Pay particular attention to questions that contain the words NOT, LEAST, or EXCEPT. Line numbers are given in parentheses every five lines as the passage would appear in a printed booklet.

Passage 1 (Reading) — Questions 1–12

The following passage is the opening of a pamphlet published anonymously in Dublin in 1729 by the Anglo-Irish satirist Jonathan Swift. Its full title is “A Modest Proposal for Preventing the Children of Poor People in Ireland from Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Public.” Ireland at the time suffered from widespread poverty, absentee English landlords, and a stream of published “projects” offering economic remedies. Read the passage carefully before answering the questions.

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms. (5) These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants: who as they grow up either turn thieves for want of work, or leave their dear native country to fight for the Pretender in Spain, or sell themselves to the Barbadoes.

10. I think it is agreed by all parties that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable state of the kingdom a very great additional grievance; and, therefore, whoever could find out a fair, cheap, and easy method of making these children sound, (15) useful members of the commonwealth, would deserve so well of the public as to have his statue set up for a preserver of the nation.

But my intention is very far from being confined to provide only for the children of professed beggars; it is of a much greater extent, and shall take in the whole number of infants at a certain age who are born of (20) parents in effect as little able to support them as those who demand our charity in the streets.

As to my own part, having turned my thoughts for many years upon this important subject, and maturely weighed the several schemes of other projectors, I have always found them grossly mistaken in their computation. (25) It is true, a child just dropped from its dam may be supported by her milk for a solar year, with little other nourishment; at most not above the value of two shillings, which the mother may certainly get, or the value in scraps, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide for them in such a manner as instead of being (30) a charge upon their parents or the parish, or wanting food and raiment for the rest of their lives, they shall on the contrary contribute to the feeding, and partly to the clothing, of many thousands.

There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of women (35) murdering their bastard children, alas! too frequent among us! sacrificing the poor innocent babes I doubt more to avoid the expense than the shame, which would move tears and pity in the most savage and inhuman breast.

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple (40) whose wives are breeders; from which number I subtract thirty thousand couples who are able to maintain their own children, although I apprehend there cannot be so many, under the present distresses of the kingdom; but this being granted, there will remain an hundred and seventy

thousand breeders. I again subtract fifty thousand for those women who miscarry, or (45) whose children die by accident or disease within the year. There only remains one hundred and twenty thousand children of poor parents annually born. The question therefore is, how this number shall be reared and provided for, which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we (50) can neither employ them in handicraft or agriculture; we neither build houses (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing, till they arrive at six years old, except where they are of towardly parts, although I confess they learn the rudiments much earlier, during which time, they can however be properly (55) looked upon only as probationers, as I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I am assured by our merchants, that a boy or a girl before twelve years old (60) is no salable commodity; and even when they come to this age they will not yield above three pounds, or three pounds and half-a-crown at most on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriment and rags having been at least four times that value.

65. I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, (70) or boiled; and I make no doubt that it will equally serve in a fricassee or a ragout.

Notes: "the Pretender" — James Stuart, the exiled Catholic claimant to the British throne; "the Barbadoes" — Barbados, a Caribbean sugar colony to which poor Irish sometimes indentured themselves; "projectors" — promoters of schemes; "towardly parts" — promising abilities.

1. The first paragraph (lines 1–9) primarily establishes the exigence for the speaker's proposal by
 - (A) condemning the mothers for idleness and for neglecting their children
 - (B) urging readers to respond to beggars with more generous charity
 - (C) presenting a familiar public scene of poverty as a problem that demands a remedy
 - (D) attributing the kingdom's distress chiefly to emigration and foreign wars
2. In context, the phrase "a melancholy object" (line 1) indicates that the speaker initially adopts the stance of
 - (A) a conventionally sympathetic observer whose feelings the reader is expected to share
 - (B) a grieving parent recalling a personal loss
 - (C) a disgusted critic repelled by the beggars' appearance
 - (D) a wry commentator amused by the spectacle of the streets
3. The second paragraph (lines 10–16) signals that the speaker will organize the argument that follows around
 - (A) a comparison between the condition of children in the town and in the country
 - (B) a refutation of the particular schemes advanced by other projectors
 - (C) a moral appeal to fathers who have abandoned their families
 - (D) the presentation of a method to be judged by its fairness, cheapness, and ease
4. The speaker's remark that the deviser of such a method "would deserve so well of the public as to have his statue set up for a preserver of the nation" (lines 15–16) appeals most directly to an audience that
 - (A) distrusts all schemes of economic reform

- (B) values practical public service and the civic honors that reward it
(C) suspects the speaker of seeking fame for himself
(D) believes the poor are responsible for their own condition
5. In the third paragraph (lines 17–21), the speaker qualifies the scope of his proposal by
(A) extending it beyond the children of professed beggars to all infants whose parents cannot support them
(B) limiting it to children of a certain age who live within the city
(C) conceding that some beggars are in fact able to maintain their own children
(D) acknowledging that charitable readers may object to his plan
6. The speaker's detailed calculations in lines 38–47 serve primarily to
(A) demonstrate the specific errors in the numbers offered by other projectors
(B) emphasize the speaker's compassion for women who miscarry or lose children to disease
(C) prove that the population of the kingdom is rapidly declining
(D) lend the air of dispassionate economic reasoning to a subject the speaker treats as a matter of arithmetic
7. The words "dam" (line 25) and "breeders" (lines 40 and 44) chiefly have the effect of
(A) conveying the tenderness of the bond between mothers and infants
(B) reducing the poor to the status of livestock and so preparing the reader for the treatment of children as commodities
(C) marking a shift from a moral register to a technical, medical one
(D) suggesting the speaker's intimate familiarity with rural farming life
8. Which of the following best describes the line of reasoning the speaker develops across lines 22–64?
(A) The poor are too numerous to be fed; therefore they must be encouraged to emigrate.
(B) Other projectors have failed; therefore the speaker's compassion must exceed theirs.
(C) Children cannot be maintained at present, cannot be employed, and cannot be sold profitably; therefore some new use for them must be found.
(D) Mothers can nurse their children for a year; therefore the parish should assume the cost of feeding them afterward.
9. The exclamations "alas! too frequent among us!" (line 35) function primarily to
(A) perform a conventional display of moral feeling that sits uneasily beside the speaker's cold accounting
(B) introduce a digression on the causes of crime among the poor
(C) signal the point at which the speaker abandons his scheme for a sincere plea
(D) mock the women whose actions the speaker describes
10. The speaker cites "a principal gentleman in the county of Cavan" (lines 55–56) and "our merchants" (line 59) as evidence that
(A) the children of Cavan are unusually honest for their age
(B) merchants in the kingdom are indifferent to the welfare of children
(C) the kingdom's trade with its colonies has steadily declined
(D) poor children can be neither employed in theft nor sold before they are old enough to be profitable
11. In the final sentence (lines 67–71), the speaker moves through an attribution to an acquaintance and a series of mild modifiers ("young healthy child well nursed," "delicious, nourishing, and wholesome") before reaching the single word "food" and then the list "stewed, roasted, baked, or boiled." This syntax chiefly serves to
(A) emphasize the credentials of the "knowing American"
(B) postpone the horrifying noun until the reasonable-sounding qualifiers are in place, so that the proposal

arrives as a shock delivered in a calm voice

(C) suggest the speaker's own hesitation about the plan he is advancing

(D) imitate the style of a cookbook in order to lighten the tone of the passage

12. The one-sentence paragraph in lines 65–66 functions in the passage as a whole to

(A) summarize the results of the calculations in the preceding paragraphs

(B) concede that reasonable objections to the scheme exist

(C) mark the transition from preliminary groundwork to the proposal itself while heightening anticipation

(D) introduce the American's testimony as the speaker's principal evidence

Passage 2 (Reading) — Questions 13–24

The following two letters were written for this practice exam in the manner of the 1776 correspondence between Abigail Adams and John Adams, and they echo several phrases from that exchange. The first is from a woman in Massachusetts to her husband, a delegate to the Continental Congress in Philadelphia; the second is his reply. Read both letters carefully before answering the questions.

Braintree, April the 2nd, 1776. My Dearest Friend, Your letter of the 19th reached me by the post on Saturday, and I have read it so often that the fold is worn through where you speak of coming home. I will not scold you for the delay; I know the business of the Congress does not wait upon the (5) wishes of wives, and I had rather you were useful there than idle here. But I confess the house is very still without you. The children are well; Johnny reads his Latin to me each evening with great seriousness and small understanding, and the little ones ask when Papa will bring the independence he has promised them, as if it were a parcel of ribbon from (10) Philadelphia.

You write that the delegates are at last in earnest about a separation, and that you expect a new frame of government to follow. I rejoice at it, and I shall rejoice the more if, in drawing up this new code of laws, you gentlemen will remember that half the people you mean to make free are (15) women. I do not ask for the vote; I know too well how such a request would be received in that chamber. I ask only that the laws which give a husband the whole of his wife's property, and the whole of her person, and leave her no remedy against his cruelty but her own patience, should not be copied out of the old statute book as if they were as natural as the tides. (20) You have told me yourself that all men would be tyrants if they could. Why then should the law hand every man the instruments of tyranny and trust to his good nature not to use them? Men of sense do not need such power, and men without sense should not have it.

I know what you will say: that this is not the season, that the enemy is at (25) the gate and the Congress has larger matters before it. But it is precisely because you are beginning fresh that I speak now. A fault built into the foundation is not easily mended after the roof is on. If you gentlemen will not attend to us, we shall be obliged to foment a rebellion of our own, and I warn you we have had excellent teachers. Forgive my freedom. You know I (30) write as I talk, and you have never yet asked me to talk less. Your ever affectionate, A.

Philadelphia, April the 14th, 1776. My Dearest Friend, I have your letter, and I laughed aloud at it in the committee room, to the alarm of two gentlemen from the southern colonies who supposed I had received news of a (35) victory. We have been told on all sides that our quarrel with the King has loosened every bond of authority in the land: that apprentices defy their masters, that scholars grow insolent to their tutors, that the very children in the streets debate the rights of man. But your letter is the first intimation I have had that a tribe more numerous, and I suspect more (40) powerful, than all the rest together has grown discontented. I ought not to say so; it is a coarse compliment; but you are so saucy I will not blot it out.

Depend upon it, we know better than to repeal our masculine systems. They are in full force on paper and, as you well know, scarcely more than a (45) theory in practice. We dare not exert our power to its full extent. We are obliged to go softly, and in every house I ever visited the husband wore the title of master and the wife held the keys. To surrender the title as well as the thing would be to subject us entirely to what I shall call, since you force me to a name, the despotism of the petticoat, and I believe (50) General Washington and all our brave officers would sooner face the British fleet.

And yet I will be serious with you for one paragraph, because you deserve it. You are right that we build on a fresh foundation, and right that a fault laid there is hard to mend. But a frame of government is not drawn up (55) by a single hand. Every clause that I might propose must pass thirteen jealous colonies, each watching the others for signs of innovation, and I assure you that a motion to alter the law of husband and wife would unite them in a single afternoon as nothing else has done. I must spend my credit where it can purchase something. Let us first secure that there shall be a (60) people with laws of its own; the correction of those laws will be the work of our children, and I begin to think our daughter may have a hand in it. Kiss the children for me. Tell Johnny that Cicero was once a boy who read with small understanding, and that it did him no lasting harm. Yours, with more affection than I have leisure to express, J.

- 13.** The first paragraph of the wife's letter (lines 1–10) primarily serves to
- (A) complain of the husband's neglect of his family
 - (B) report on the progress of the children's education
 - (C) criticize the Congress for its slowness in declaring independence
 - (D) establish an intimate, affectionate context before the letter turns to a public question
- 14.** The wife's central claim is best stated as which of the following?
- (A) A new code of laws should not reproduce the old statutes that leave wives powerless against their husbands.
 - (B) Women should be granted the vote in the new government.
 - (C) The Congress should postpone independence until the rights of women have been settled.
 - (D) Husbands are by nature cruel and cannot be trusted with their families.
- 15.** The sentence "I do not ask for the vote; I know too well how such a request would be received in that chamber" (lines 15–16) functions primarily to
- (A) express the writer's resentment toward the delegates
 - (B) qualify the scope of her request so that it appears moderate and attainable
 - (C) concede that women are unsuited to political participation
 - (D) introduce the subject of property law
- 16.** The reminder "You have told me yourself that all men would be tyrants if they could" (line 20) demonstrates the writer's understanding of her audience by
- (A) appealing to his fear of a rebellion among women
 - (B) flattering his reputation among the other delegates
 - (C) turning his own political principle against the laws he might otherwise accept
 - (D) reminding him of his obligations to his children
- 17.** The comparison of unjust laws to things "as natural as the tides" (line 19) emphasizes
- (A) the danger that mere custom will be mistaken for the order of nature
 - (B) the inevitability of legal reform once independence is declared
 - (C) the vastness of the ocean separating the colonies from Britain
 - (D) the writer's familiarity with life on the Massachusetts coast

- 18.** In lines 24–27 (“I know what you will say . . . after the roof is on”), the writer develops her argument primarily by
- (A) narrating a personal experience of injustice
 - (B) citing a legal authority on the rights of wives
 - (C) defining the key term in her argument
 - (D) anticipating an objection and answering it with an analogy
- 19.** The husband’s catalog of apprentices, scholars, and children (lines 35–38) prepares for his remark about “a tribe more numerous” (line 39) by
- (A) demonstrating that the quarrel with the King has been unjustified from the start
 - (B) illustrating the seriousness of the social disorder he fears
 - (C) establishing a pattern of upended authority into which he jokingly places women as the climactic example
 - (D) suggesting that women have inspired the other groups to rebel
- 20.** The husband offers the observation that “the husband wore the title of master and the wife held the keys” (lines 46–47) as evidence for the claim that
- (A) women are generally content with their legal condition
 - (B) men’s legal authority over their wives is largely nominal in practice
 - (C) husbands exercise their full legal power in every household
 - (D) the laws governing marriage should be repealed as useless
- 21.** The sentence “And yet I will be serious with you for one paragraph, because you deserve it” (lines 52–53) most clearly marks a shift in the letter from
- (A) addressing his wife to addressing the other delegates
 - (B) discussing politics to discussing the family
 - (C) persuasion to apology
 - (D) bantering deflection to candid explanation
- 22.** In lines 54–58 (“But a frame of government . . . as nothing else has done”), the husband qualifies his agreement with his wife by
- (A) arguing that the political realities of the Congress make her reform impractical for the moment
 - (B) denying that the new government is in fact being built on a fresh foundation
 - (C) claiming that the existing law of husband and wife is already just
 - (D) insisting that the delegates will take up the matter at their next session
- 23.** The husband’s closing remark about Cicero (lines 62–63) responds most directly to his wife’s
- (A) desire to be recognized as a serious political thinker
 - (B) anxiety about the course of the war
 - (C) earlier affectionate description of their son, offering her reassurance as a parent
 - (D) wish that he return home as soon as possible
- 24.** Taken together, the two letters are best understood as
- (A) a disagreement that ends in the wife’s capitulation to her husband’s judgment
 - (B) an exchange in which a serious request is met with humor that nevertheless concedes the request’s underlying principle
 - (C) a shared joke that neither correspondent intends to be taken seriously
 - (D) a formal petition followed by its official rejection

Passage 3 (Writing) — Questions 25–32

The following is a draft of an essay written by a student. Some sentences are numbered in parentheses for reference. Read the draft and consider how it might be revised, then answer the questions that follow.

Should Students Take a Gap Year?

1. Every spring, millions of high school seniors answer the same question: where will I go to college? (2) Fewer of them ask a different question, which is whether they should go right away. (3) Gap years are a good idea, and a lot of students should consider one.
 2. Many eighteen-year-olds arrive on campus exhausted by years of standardized tests, advanced courses, and applications. (5) A year of paid work, travel, or community service gives them time to chill out and figure out what they actually want to study. (6) Students who never get that chance often change majors midway through college, adding semesters and thousands of dollars to the cost of a degree. (7) Researchers who follow gap-year students report that they tend to earn higher grade point averages than classmates who enrolled immediately. (8) Gap years are also fun.
 3. Some critics worry that students who delay college will never enroll. (10) In fact, students who take gap years always enroll in college afterward.
- 25.** The writer wants to combine sentences 1 and 2 to emphasize the contrast between the two questions. Which of the following does so most effectively?
- (A) Every spring, millions of high school seniors ask where they will go to college, but fewer ask whether they should go right away.
- (B) Every spring, millions of high school seniors ask where they will go to college, and fewer ask whether they should go right away.
- (C) Millions of high school seniors, who ask where they will go to college every spring, whether they should go right away is asked by fewer.
- (D) Every spring, millions of high school seniors ask where they will go to college, so fewer ask whether they should go right away.
- 26.** The writer wants to revise sentence 3 so that it presents a more specific, defensible claim and previews the reasons developed in the second paragraph. Which of the following best accomplishes this goal?
- (A) Although gap years are not for everyone, they are worth thinking about for any student.
- (B) Gap years have been growing in popularity, and many students now take them.
- (C) Because a year of work, travel, or service lets students recover from burnout, choose a major with confidence, and arrive better prepared, more high school graduates should take a gap year before enrolling.
- (D) Students who take gap years always earn higher grades than those who do not, so every graduate should take one.
- 27.** The writer is considering deleting sentence 8. Should the writer make this change?
- (A) No, because the sentence adds a lighter note that makes the paragraph more engaging.
- (B) Yes, because the sentence does not develop the paragraph's claim about readiness and cost, and its informal tone clashes with the rest of the draft.
- (C) No, because the sentence provides a second benefit of gap years to balance the evidence in sentence 7.
- (D) Yes, because the sentence repeats information already given in sentence 5.

28. Which sentence, if added after sentence 6, would best provide commentary explaining how the information in sentence 6 supports the claim in sentence 5?

- (A) Tuition at many private colleges now exceeds fifty thousand dollars a year.
- (B) Changing majors is a common experience, and many students do it more than once.
- (C) Some students, of course, know from the age of twelve exactly what they want to be.
- (D) A year spent exploring jobs and interests is therefore a small price in time that can prevent a much larger price in tuition.

29. Which version of sentence 9 most effectively transitions from the second paragraph to the third?

- (A) Meanwhile, critics worry that students who delay college will never enroll.
- (B) These benefits have not persuaded everyone, however, because some critics worry that students who delay college will never enroll.
- (C) In addition, some critics worry that students who delay college will never enroll.
- (D) Critics of gap years have their own opinions about the subject, and some worry that students will never enroll.

30. The writer wants to revise sentence 10 so that it responds to the concern in sentence 9 with a more defensible, appropriately qualified claim. Which version is best?

- (A) In fact, programs that require students to be admitted to a college before deferring report that nearly all of their participants enroll as planned.
- (B) In fact, almost every student who has ever taken a gap year has enrolled in college afterward.
- (C) In fact, this concern is a myth, and students who take gap years always enroll.
- (D) In fact, some students who take gap years do enroll in college afterward, so the concern is unfounded.

31. The writer wants to add a concluding sentence after sentence 10 that reinforces the line of reasoning of the draft and leaves readers with something to consider. Which of the following sentences best accomplishes this goal?

- (A) In the end, every student must decide for himself or herself what is best.
- (B) Gap years, which can last from a few months to a full year, take many forms around the world.
- (C) A student who pauses before college, then, is not stepping off the path to a degree but choosing to walk it with a clearer sense of where it leads.
- (D) Critics and supporters of gap years will probably never fully agree.

32. The writer wants to revise sentence 5 to maintain the formal tone of the rest of the draft. Which version of the sentence best accomplishes this goal?

- (A) A year of paid work, travel, or community service gives them time to chill and to decide what they are into studying.
- (B) A year of paid work, travel, or community service gives them time to take a breather and work out what they actually want to major in.
- (C) A year of paid work, travel, or community service lets them kick back, recharge, and discover what major would be a good fit.
- (D) A year of paid work, travel, or community service gives them time to recover and to determine which fields of study genuinely interest them.

Passage 4 (Writing) — Questions 33–40

The following is a draft of an essay written by a student. Some sentences are numbered in parentheses for reference. Read the draft and consider how it might be revised, then answer the questions that follow.

Bringing the Objects Home

1. Walk through the great museums of London, Paris, or New York, and you will find temple sculptures, royal masks, and burial goods that were carried out of Asia, Africa, and Latin America during the age of empire.
(2) Many of the countries these objects came from now ask for them back. (3) Museums should return all of the artifacts in their collections to the countries where they were made.
 2. Museums often reply that they are better able to protect fragile objects. (5) This argument has some force, since a number of source countries lack climate-controlled storage and trained conservators. (6) But it assumes that safekeeping is the only purpose of a museum. (7) A ceremonial mask in a glass case thousands of miles from home has been preserved, but it has been cut off from the community whose rituals gave it meaning. (8) Return does not have to mean neglect.
 3. Others argue that great museums in major capitals let the public see many cultures under one roof. (10) That benefit is real but museums can keep it without keeping stolen objects they can borrow pieces back for exhibition.
- 33.** The writer wants to add a sentence after sentence 3 to establish the significance of the claim in the first paragraph. Which sentence best accomplishes this goal?
- (A) The largest of these museums welcome millions of visitors a year.
(B) How a museum answers this question will show whether it regards the past as property to be kept or as a heritage to be shared, and that choice shapes whose history the world gets to see.
(C) Some people would rather not think about the history of empire.
(D) Museums have collected objects for hundreds of years.
- 34.** The writer wants to add evidence after sentence 8 to support the claim that return does not have to mean neglect. Which of the following would best accomplish this goal?
- (A) Several European museums have agreed to return bronzes looted from the Kingdom of Benin in 1897, and some have arranged to borrow selected pieces back for exhibition.
(B) Museum visitors say they enjoy seeing objects from many cultures in one place.
(C) Return, in other words, means that care of an object is not lost when ownership changes.
(D) My cousin visited a museum in Paris last year and thought the mask looked beautiful.
- 35.** The writer wants to combine sentences 5 and 6 to clarify the relationship between the two ideas. Which of the following is the best combination?
- (A) Since a number of source countries lack climate-controlled storage and trained conservators, this argument has some force, it assumes that safekeeping is the only purpose of a museum.
(B) Although a number of source countries lack climate-controlled storage and trained conservators, this argument has some force and assumes that safekeeping is the only purpose of a museum.
(C) This argument has some force because a number of source countries lack climate-controlled storage and trained conservators, assuming that safekeeping is the only purpose of a museum.
(D) This argument has some force, since a number of source countries lack climate-controlled storage and trained conservators; however, it assumes that safekeeping is the only purpose of a museum.

36. The writer wants to add a comparison after sentence 7 to help readers who have never seen such an object understand what is lost when it is separated from its community. Which of the following would best accomplish this goal?

- (A) Many masks of this kind were carved from wood and decorated with pigment and shell.
- (B) Masks are only one example of the many kinds of objects found in museum collections.
- (C) Preserving it that way is like locking a national flag in a vault: the cloth survives, but no one gathers beneath it.
- (D) A mask is far more valuable than it appears, as any appraiser would confirm.

37. The writer wants to revise sentence 3 so that the claim is qualified and therefore more defensible. Which version is best?

- (A) Museums should return artifacts to their countries of origin, at least when those objects were taken without the consent of the people who made and owned them.
- (B) Museums should return all of the artifacts in their collections, no matter how they were obtained, to anyone who requests them.
- (C) Museums should perhaps consider the possibility of returning some artifacts, if they feel it is appropriate.
- (D) Many museums contain artifacts that came from other countries, and some of those countries want them returned.

38. The writer wants to revise sentence 4 to establish credibility with an audience of museum directors who may be skeptical of the writer's position. Which version best achieves this goal?

- (A) Museum directors like to claim that they alone can protect fragile objects.
- (B) Museum directors are always right that their institutions can better protect fragile objects.
- (C) Museum directors, who have never lived in the countries in question, reply that their institutions can better protect fragile objects.
- (D) Museum directors reasonably point out that their institutions are better equipped to protect fragile objects.

39. The writer wants to add a sentence at the end of the third paragraph that explains how the point in sentences 9 and 10 supports the writer's position. Which sentence best accomplishes this goal?

- (A) Many people enjoy visiting large museums on weekends.
- (B) In other words, public access to the world's cultures depends not on ownership but on a willingness to share.
- (C) For these reasons, museums should keep the objects they currently hold.
- (D) Of course, borrowing pieces back could be costly for smaller museums.

40. Which version of sentence 10 uses punctuation most effectively to convey the relationship between its ideas?

- (A) That benefit is real, but museums can keep it without keeping stolen objects, they can borrow pieces back for exhibition.
- (B) That benefit is real but, museums can keep it without keeping stolen objects; they can borrow pieces back for exhibition.
- (C) That benefit is real, but museums can keep it without keeping stolen objects: they can borrow pieces back for exhibition.
- (D) That benefit is real but museums can keep it, without keeping stolen objects they can borrow, pieces back for exhibition.

Passage 5 (Writing) — Questions 41–45

The following is a draft of an essay written by a student. Some sentences are numbered in parentheses for reference. Read the draft and consider how it might be revised, then answer the questions that follow.

Growing Groceries on Vacant Lots

1. A food desert is a neighborhood where residents live far from a supermarket and must buy groceries at convenience stores or fast-food counters. (2) In such places fresh vegetables are scarce, and when they are available they are often expensive. (3) Lots of cities have tried to fix the problem by throwing money at big grocery chains. (4) These efforts have had limited success.
2. Community gardens offer a different approach. (6) On vacant lots, neighbors grow tomatoes, greens, and herbs that they harvest and share. (7) Gardens are places where people meet.

41. The writer wants to add a sentence at the beginning of the draft to introduce the topic and engage a general audience. Which of the following would best accomplish this goal?

- (A) Fresh produce is an important part of a healthy diet, according to nutritionists.
- (B) Many people prefer fast food because it is cheap and convenient.
- (C) This essay will discuss food deserts and community gardens.
- (D) Imagine planning dinner for your family when the nearest grocery store is a forty-minute bus ride away.

42. The writer wants to revise sentence 4 to address an audience of city officials who sponsored the subsidy programs, acknowledging their intentions while explaining the programs' limits. Which version best achieves this goal?

- (A) Although these programs were well intended, many stores have closed once the subsidies ended, leaving neighborhoods where they began.
- (B) City officials wasted public money on these programs, which failed.
- (C) These programs were wonderful efforts and deserve nothing but praise, even though they did not work.
- (D) Few people believe that such efforts have been worth the cost.

43. The writer wants to add specific evidence after sentence 6 to support the claim that community gardens can help address food deserts. Which of the following would best accomplish this goal?

- (A) Gardening has been a popular hobby in the United States for more than two centuries.
- (B) Many people find that working with soil is relaxing and good for mental health.
- (C) One garden on a formerly vacant lot now supplies fresh produce each week to roughly forty households that live more than two miles from the nearest supermarket.
- (D) Community gardens are therefore a better solution than any subsidy.

44. Which choice most effectively begins sentence 7 so that it connects to the idea in sentence 6?

- (A) Nevertheless, gardens are also places where neighbors meet.
- (B) Beyond the food they supply, gardens are also places where neighbors meet.
- (C) As a result of the food they supply, gardens are also places where neighbors meet.
- (D) For instance, gardens are also places where neighbors meet.

45. The writer wants to revise sentence 3 to maintain a formal, objective tone. Which version best accomplishes this goal?

- (A) Plenty of cities have tried to fix the problem by tossing cash at big grocery chains.

- (B) A bunch of cities have tried to solve the problem by paying off the large grocery chains.
- (C) Many cities have taken a stab at the problem by shelling out money to big grocery chains.
- (D) Many cities have attempted to address the problem by offering financial incentives to large grocery chains.

STOP. END OF SECTION I. *If you finish before time is called, you may check your work on Section I only.*

Section II: Free-Response Questions

Total time — 2 hours 15 minutes (15-minute reading period followed by 2 hours of writing time)

Number of questions — 3

Percent of total score — 55%

Directions: Section II begins with a mandatory 15-minute reading period. You are encouraged to use this time to read Question 1 and the sources and to plan your response, but you may begin writing at any time. The suggested time for Question 1 is 40 minutes of writing after the reading period; the suggested time for each of Questions 2 and 3 is 40 minutes. Each question is worth 6 points and counts for one-third of your Section II score. Write your responses in the order you choose, and manage your time carefully.

Question 1 (Synthesis)

Suggested time: 15 minutes reading and 40 minutes writing.

The sources below were written for this practice exam and are modeled on the types of sources that appear on the AP Exam; statistics are illustrative. All names of organizations, publications, people, and places are invented.

In recent years a number of towns and small cities in the United States and abroad have considered lowering the voting age to sixteen for local elections, such as those for city council, mayor, and school board, while leaving the voting age at eighteen for state and national elections. Supporters argue that young people are directly affected by local decisions about schools, transit, and parks and can form lasting civic habits. Opponents argue that sixteen-year-olds lack the maturity, knowledge, and independence to vote responsibly and that other reforms would serve civic life better.

Introduction to the task: Carefully read the following 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 whether the voting age should be lowered to sixteen for local elections.

Make sure that your argument is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

SOURCE	DESCRIPTION
Source A	(news article)
Source B	(scholarly excerpt)
Source C	(op-ed)

SOURCE	DESCRIPTION
Source D	(report with table)
Source E	(editorial cartoon)
Source F	(interview)

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 three 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 the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Source A

Pell, Marguerite. "Ashbury Council Lets Sixteen-Year-Olds Vote in Local Races." Harlan Ledger, 14 Mar. 2021, p. A1.

The following is excerpted from a news article in a regional daily newspaper reporting on a city's decision.

ASHBURY—After four hours of public comment that stretched past midnight, the Ashbury City Council voted 5–2 on Tuesday to allow residents aged sixteen and seventeen to vote in municipal elections beginning this fall. The change will not affect state or federal contests, for which the minimum age remains eighteen.

Council member Daniel Okoye, who sponsored the measure, said the decision followed two years of petitions from students at Ashbury High School. "These young people ride our buses, attend our schools, and work in our shops, and they pay sales tax every time they buy lunch," Okoye said. "Yet the people who decide how those things are run have never had to answer to them."

Opponents on the council were unpersuaded. Council member Ruth Kessler, who voted no, said she worried that teenagers would be "swayed by the loudest voice in the room, or by the opinions they hear at the dinner table." She noted that no state law prevents the city from setting its own age for municipal elections but said the council "should be cautious about experiments with the electorate."

Under the ordinance, sixteen- and seventeen-year-olds must register in person at the city clerk's office or at their high school, and the school district must offer a civics unit on local government before each election. City officials estimate that about 1,900 residents will become newly eligible, roughly 6 percent of the electorate.

Source B

Vance, Teodora. "Habits of the Ballot: Why the First Election Matters." Journal of Civic Participation, vol. 14, no. 2, 2021, pp. 211–213.

The following is excerpted from a scholarly article by a political scientist that reviews research on how young people become voters.

A recurring finding in the study of political participation is that voting is a habit as much as a choice. A citizen who votes in her first eligible election is substantially more likely to vote in the next, and the one after that, than a citizen who skips it. The question for democratic design, then, is not only who should be allowed to vote but when the habit is most likely to form.

At eighteen, the answer is often the wrong time. The typical eighteen-year-old is in the midst of the most disruptive transition of her young life: she may be moving to another city, changing her address, juggling a new job or new classes, and living apart from the adults who might otherwise take her to the polls. Registration rules and unfamiliar voting locations become obstacles precisely when her attention is elsewhere.

At sixteen, by contrast, a young person usually lives at a stable address, attends a school where civic instruction can be offered, and shares a household with adults who vote. First-time voting in such a setting is a social event rather than a bureaucratic chore. Evidence from the handful of jurisdictions that have lowered their voting ages for local contests suggests that the youngest voters turn out at rates well above those of the voters just older than them, and that the difference persists after they turn eighteen.

None of this proves that sixteen-year-olds possess the knowledge of an experienced citizen. It suggests only that the age at which we ask citizens to begin may shape how long they continue.

Source C

Pruitt, Gerald. "Sixteen Is Too Young to Decide on Zoning." Westmarch Courier, 2 Oct. 2022, p. B6.

The following is excerpted from an opinion column by a high school principal published in a local newspaper.

I have spent twenty-six years in school buildings, and I say this with affection for the young people in them: sixteen is not ready to vote on the city budget.

Local elections are not glamorous contests of principle. They turn on bond issues, zoning variances, sewer assessments, and the language of ballot measures that adults with college degrees sometimes struggle to parse. The teenager asked to decide whether to approve a property-tax levy will be asked to weigh a burden she does not pay and a benefit she may not remain in town to enjoy. Most sixteen-year-olds do not own property, do not pay income tax, and will be gone to college or work in another city within two years.

Supporters respond that teenagers are affected by school-board decisions. So are first-graders, and no one proposes to enfranchise them. The right to vote has always rested on a judgment that a citizen can assess candidates independently and bear the consequences of a decision. At sixteen, many cannot yet rent a car or sign a contract, and the law rightly treats them as still being formed.

Nor am I persuaded that lowering the age will cure apathy. If we want young people to take part in civic life, we should teach civics seriously, require service, and invite students to sit on advisory boards with real influence. Those reforms give teenagers a voice without asking them to carry the full weight of a vote they are not yet equipped to cast.

Source D

Harlan Institute for Civic Research. "Youth Turnout in Local Elections: A Four-City Comparison." Civic Data Brief no. 7, Harlan Institute, 2023, p. 4.

The following is excerpted from a research brief by a nonpartisan institute that compares turnout in four cities in the most recent municipal election.

Table 1 compares turnout in two cities that lowered the voting age to sixteen for local elections with two otherwise similar cities that did not. In both cities with the lower age, the school district provided a civics unit on local government before each election; the comparison cities offered no required unit. The institute cautions that the sample is small and that the cities were not randomly assigned.

Table 1. Voter turnout in the most recent municipal election, by age group (percent of eligible voters who voted)

CITY	MINIMUM VOTING AGE (LOCAL)	AGES 16–17	AGES 18–24	ALL ELIGIBLE VOTERS
Ashbury	16	44%	21%	33%
Calder Falls	16	38%	19%	30%
Dunmore	18	not eligible	17%	31%
Eastgate	18	not eligible	15%	28%

Note: Turnout for ages 16–17 is calculated among registered sixteen- and seventeen-year-olds. Turnout for all other groups is calculated among all eligible voters.

The brief concludes that “younger voters in the two lower-age cities participated at rates that exceeded those of the voters just above them, but the difference cannot be attributed to the voting age alone, because the same cities also invested in school-based civic preparation.”

Source E

Whitcombe, Dana. *Untitled editorial cartoon*. *Metro Standard*, 9 Nov. 2022, p. A12.

The following is an editorial cartoon published in a metropolitan newspaper.

[A single-panel cartoon set in a city council chamber. At the front of the room, behind a raised dais, sit four council members, all gray-haired and wearing suits; a brass nameplate in front of the center member reads “CHAIR.” A hand-lettered sign taped to the public-comment podium reads “RESIDENTS 18 AND OVER.” Lined up along the center aisle, in front of the podium, is a long line of teenagers, some in school sweatshirts and some in work aprons. One carries a skateboard. They hold homemade signs reading “WE RIDE THE BUS,” “WE SIT IN THESE CLASSROOMS,” and “WE PAY SALES TAX.” At the dais the Chair, peering over his glasses, says: “Come back when you’re old enough to complain about your taxes.” Behind the line of teenagers, an agenda on an easel is partly visible. It lists the evening’s items: “Bus Route Cuts,” “School Closure Hearing,” and “Skate Park: Deferred (Again).” The cartoonist’s signature appears at the lower right.]

Source F

Tran, Linh. “A Civics Teacher on Why She Changed Her Mind About Sixteen.” Interview by Omar Feldstein. *Ground Level (blog)*, 5 Feb. 2023.

The following is excerpted from an interview with a high school civics teacher published on a blog that covers local government.

Feldstein: You opposed lowering the voting age. What changed?

Tran: I taught the unit that Ashbury required before the first election. I expected to spend a month fighting boredom. Instead my students argued about a stormwater levy for two weeks. They called the city engineer. One of them found a mistake in the ballot summary. I had not seen students that engaged in my life.

Feldstein: So you are in favor now?

Tran: Mostly, but with a condition. The engagement was real because they knew the vote was real. But it would not have happened without the unit. Teenagers are not magically more informed at sixteen. If a town just lowers the age and hopes for the best, I think you get low turnout and a lot of kids voting on their parents' opinions. The preparation is not an extra. It is the whole point.

Feldstein: Critics say sixteen-year-olds are too immature.

Tran: I have taught eighteen-year-olds who could not tell me what a school board does. Maturity is not a birthday. What I can say is that sixteen-year-olds in my classroom took the responsibility more seriously than many adults take it. The question is not whether they are ready on the day they turn sixteen. It is whether we are willing to get them ready.

Question 2 (Rhetorical Analysis)

Suggested time: 40 minutes.

On March 23, 1775, Patrick Henry (1736–1799), a Virginia lawyer and member of the colony's House of Burgesses, addressed the Second Virginia Convention, which met in St. John's Church in Richmond. Many delegates still hoped for reconciliation with Great Britain and were willing to rely on petitions to the Crown. Henry had proposed a resolution that Virginia organize its militia and prepare for armed defense. No transcript of the speech was made at the time. The version below was reconstructed in 1817 by the biographer William Wirt from the recollections of men who had heard it, so the wording is Wirt's rendering of Henry's address. The passage is excerpted, and omitted material is indicated by ellipses in brackets. Read the passage carefully. Then write an essay that analyzes the rhetorical choices Henry makes to persuade the delegates that they should prepare for armed resistance.

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen (5) if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; [. . .] Should I keep back my opinions at such a time, (10) through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of (15) that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of (20) experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? (25) Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Are fleets and armies necessary to a work of love and reconciliation? These are the implements of war and subjugation; the last arguments to which kings resort. [. . .] Sir, we have done everything that could be done to avert the storm which is now coming (30) on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have (35) been spurned, with contempt, from the foot of the throne! If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged—we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is (40) all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our (45) enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. There is no retreat but in submission and slavery! Our chains are forged! Their (50) clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! (55) Our brethren are already in the field! Why stand we here idle? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Question 3 (Argument)

Suggested time: 40 minutes.

The English writer G. K. Chesterton (1874–1936) was a journalist, novelist, and critic known for defending ordinary custom against fashionable novelty. In his 1908 book *Orthodoxy*, he argued that tradition is a form of democracy that extends beyond the living:

"Tradition means giving a vote to most obscure of all classes, our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about."

Write an essay that argues your position on the extent to which Chesterton's claim about the deference we owe to tradition is valid.

In your response you should do the following:

- *Respond to the prompt with a thesis that presents a defensible position.*
- *Provide evidence to support your line of reasoning.*
- *Explain how the evidence supports your line of reasoning.*
- *Use appropriate grammar and punctuation in communicating your argument.*

STOP. END OF EXAM.

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