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AP ENGLISH LANGUAGE · FREE RESOURCE

AP English Language and Composition — Practice Exam 5

Exam at a Glance

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	TIME	PERCENT OF SCORE
I	Multiple choice (four answer choices, A–D)	45	1 hour	45%
II	Free response (3 essays)	3	2 hours 15 minutes, including a 15-minute reading period	55%

Section I contains five question sets: two Reading sets (published nonfiction, 24 questions) and three Writing sets (student drafts, 21 questions).

Section II contains Question 1 (Synthesis), Question 2 (Rhetorical Analysis), and Question 3 (Argument). Each essay is scored on a 6-point scale and counts for one-third of the Section II score.

Materials note. Every passage, source, and draft in this booklet was written for this practice exam. Passages in the style of historical periods are original compositions and are not the work of any real historical author. Statistics in the synthesis sources are illustrative.

Section I: Multiple-Choice Questions

Time: 1 hour. Number of questions: 45.

Directions. This section consists of selections from prose works and student drafts, followed by questions on their content, form, style, and revision. After reading each selection, choose the best answer to each question. Pay particular attention to questions that contain the words NOT, LEAST, or EXCEPT. There is no penalty for guessing, so answer every question. Line numbers in the Reading passages appear in bold parentheses at the start of every fifth line.

Questions 1–12

Read the following passage carefully before you choose your answers. The passage is from an essay written for this practice exam in the manner of a mid-nineteenth-century American lecture-essay (about 1845). It is an original composition and is not by Ralph Waldo Emerson or any other historical author. It was written as if for delivery to a general audience at a town lyceum.

Every soul comes into the world carrying a sealed letter addressed to itself alone, and most of us spend our years handing it about the neighborhood, begging others to read it for us. We consult the street before we consult the chamber; we would rather be mistaken in a crowd than **(5)** certain by ourselves. Yet the plain fact, which the child knows and the grown man labors to forget, is that no one can think in my stead. A borrowed thought is a coat cut for another figure: it may cover me, but it will never fit, and I shall be forever tugging at the sleeves. The smallest thought that is truly my own, though it be no larger than a seed, **(10)** has in it the whole promise of the oak.

Let no one suppose that I set up the private judgment as a tribunal that cannot err. It errs daily. But it is the only tribunal to which I have access, and the man who distrusts it on principle, because it has once misled him, is like a traveler who, having stumbled at noon, resolves to **(15)** walk thereafter with his eyes shut. The question is not whether my perception may be wrong, but whether any perception that is not mine can ever be right for me. Truth does not pass from hand to hand like a coin; it must be minted afresh in every mind that would spend it.

Consider how custom proceeds. It does not argue; it assumes. It does not **(20)** forbid the new thought; it merely arranges that the new thought shall feel unwelcome, as a stranger feels unwelcome in a parlor where every chair is already taken. We call this feeling modesty and congratulate ourselves upon it. It is not modesty. It is fear wearing modesty's bonnet. The young man who holds his tongue at table because his elders have spoken is not **(25)** humble; he is calculating the price of his dinner. And the price rises with the years, until at last he has paid away the whole estate of his opinions and sits a pauper at his own hearth, warming himself at a fire that other men have kindled.

I am aware of the objection. If each man follows the light within, it is **(30)** said, we shall have as many creeds as citizens, and the commonwealth will dissolve into a quarrel of private lanterns. The objection would be grave if the light within were a different light in every breast. It is not. It is one light, variously admitted. The sun that enters my window and the sun that enters yours is the same sun, though your curtain be green and **(35)** mine be red; and when two honest minds consult the same sun without intermediary, they arrive at the same noon. It is not self-trust that divides men. It is the habit of taking the sun on report.

Nor do I counsel a sullen singularity that differs for the pleasure of differing. The man who contradicts his neighbor on every point is as much **(40)** his neighbor's slave as the man who agrees with him on every point; both have let another fix the compass by which they steer. Nonconformity is not a posture to be struck. It is a consequence to be accepted. He who attends faithfully to what he actually sees will sometimes find himself in the majority and sometimes alone, and he will regard neither circumstance as **(45)** an argument.

What, then, is asked of us? Only this: that we stop asking. That we cease to send our perceptions out for approval before we allow ourselves to have them. That we read our own letter. The world will not fall silent while we do so; it will go on hiring its opinions and lending them out at interest. **(50)** But the man who has once tasted a thought of his own will find the borrowed article thereafter curiously flat, as one who has drunk from the spring cannot be made to relish the cistern. He will be called obstinate, and perhaps he will be obstinate; but he will also be, for the first time in his life, present at his own existence, and that is a company worth any **(55)** solitude.

1. Which of the following best states the overarching thesis of the passage?
- (A) Established customs, though imperfect, protect a community from the disorder that results when individuals act on private opinion.
 - (B) Private judgment is infallible, and its conclusions therefore deserve more trust than any belief received from others.
 - (C) Individuals ought to rely on their own perceptions rather than seek the approval of others, even if doing so brings disapproval and solitude.
 - (D) Those who consistently oppose the opinions of their neighbors are the people most likely to discover truth.
2. The writer's comparison of a "borrowed thought" to "a coat cut for another figure" (lines 6–8) primarily serves to emphasize that
- (A) opinions adopted from others may be serviceable in appearance yet remain a poor and uncomfortable match for the person who holds them
 - (B) borrowed ideas are generally more fashionable than ideas of one's own devising
 - (C) the writer regards concern with clothing as a mark of a shallow character
 - (D) any thought that has been considered by another person is harmful to those who later consider it
3. The writer uses the image of the traveler who "resolves to walk thereafter with his eyes shut" (lines 14–15) primarily to suggest that
- (A) private judgment is most reliable at midday, when a traveler's view is clearest
 - (B) a person who has once been misled should consult others before acting again
 - (C) experience of error naturally teaches a person to proceed with greater caution
 - (D) giving up one's own judgment because it sometimes fails is an unreasonable overreaction
4. In the first two sentences of the second paragraph (lines 11–12), the writer qualifies the claim of the first paragraph by
- (A) admitting that the principle of self-trust cannot be applied to the decisions of ordinary life
 - (B) conceding that private judgment is fallible while clarifying that his claim concerns its necessity rather than its infallibility
 - (C) dismissing critics who accuse him of arrogance in setting himself above established opinion
 - (D) introducing a counterexample that he intends to refute in the third paragraph
5. Which of the following best describes the function of the third paragraph (lines 19–28) in relation to the first two paragraphs?
- (A) It offers historical evidence for the claim that truth must be "minted afresh" in every mind.
 - (B) It shifts the focus of the essay from the faults of society to the virtues of the young.
 - (C) It presents an objection to the writer's argument, which the writer then answers in the fourth paragraph.
 - (D) It identifies the social mechanism by which people come to abandon the private judgment defended in the second paragraph.
6. The statement "It is fear wearing modesty's bonnet" (line 23) is best understood as
- (A) a humorous aside that excuses the young man's reluctance to speak
 - (B) a personification suggesting that a supposed virtue is actually cowardice in respectable disguise
 - (C) an assertion that fear and modesty are equally admirable responses to the opinions of elders
 - (D) a metaphor implying that fear is the true source of all human virtues

7. In the sentence beginning “I am aware of the objection” (lines 29–31), the writer most likely assumes that his audience
- (A) is concerned that widespread self-reliance might threaten the order of the community
 - (B) has misunderstood his argument and must be corrected with some impatience
 - (C) will accept his claims without any need for further defense
 - (D) regards the opinions of critics as more authoritative than his own
8. In the fourth paragraph (lines 29–37), the writer responds to the objection primarily by
- (A) narrating a sequence of events that shows how private opinion led to disorder in the past
 - (B) tracing a chain of cause and effect from custom to social conflict
 - (C) developing an extended analogy suggesting that independent observers of the same source will reach the same conclusion
 - (D) comparing two societies, one that trusts private judgment and one that does not
9. Which of the following best describes the function of the fifth paragraph (lines 38–45) in the line of reasoning of the passage?
- (A) It retracts the argument of the fourth paragraph in light of a new difficulty.
 - (B) It guards against a second misreading of self-trust, one that mistakes it for mere contrariness, after the fourth paragraph has answered the charge of disorder.
 - (C) It raises an objection that the writer acknowledges he cannot answer.
 - (D) It supplies examples from history to support the analogy of the sun in the fourth paragraph.
10. The two sentences “Nonconformity is not a posture to be struck. It is a consequence to be accepted.” (lines 41–42) are structured so that
- (A) a long periodic sentence builds suspense before the main idea is revealed
 - (B) subordinate clauses qualify the claim until it is nearly withdrawn
 - (C) a question is raised and then left unanswered, inviting the audience to supply its own response
 - (D) a negation followed by a parallel affirmation redefines nonconformity as an outcome of honesty rather than a goal in itself
11. The passage is best understood as a response to which of the following situations?
- (A) The writer’s perception that his contemporaries habitually seek approval for opinions rather than forming their own
 - (B) A public controversy over a particular religious creed
 - (C) A decline in the quality of education available to the young
 - (D) A government’s persecution of citizens who publicly dissent
12. The tone of the final paragraph (lines 46–55) is best described as
- (A) solemn and reverent
 - (B) earnest yet wry
 - (C) indignant and sardonic
 - (D) detached and analytical
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Questions 13–24

Read the following passage carefully before you choose your answers. The passage is from an essay written for this practice exam in the manner of an American magazine commentary of the 1920s on the new medium of radio broadcasting. It is an original composition and is not the work of any historical author.

A retired schoolmaster of my acquaintance, who lives in a village of some two hundred souls and has never in his life been farther from it than the county seat, sat up until three o'clock one morning last autumn to hear the election returns. He did not read them in the paper next day, as his (5) father would have done; he heard them arrive, one state after another, in a voice that came across six hundred miles of dark country and entered his kitchen through a pair of earphones and a little box of wire and crystal. When I called on him afterward he was still a trifle dazed. "I felt," he said, "as though the whole nation had pulled up a chair." I have not been (10) able to put the remark out of my head, for it contains, I think, both the promise of the new invention and the difficulty.

Consider the promise first, since it is the more evident. Within the memory of men not yet old, a citizen knew his statesmen chiefly through the cartoonist and the reporter, two gentlemen who do not always agree (15) with the truth or with each other. The orator he might hear once in a lifetime, if the orator happened to travel by his town and the weather held. The radio abolishes this scarcity. The humblest household may now judge a President by his voice, his hesitations, even his breathing, as a man judges a horse he has been permitted to see in harness; and a public (20) that judges by such evidence is harder to flatter, one hopes, than a public that judges by report. It is the town meeting enlarged to the dimensions of a continent, and the town meeting, whatever its faults, was always the nursery of self-government.

But the resemblance is partly a flattery, and I distrust flatteries, (25) particularly those that I would like to believe. In the town meeting a man was obliged to rise and answer. The speaker before him had to meet a neighbor's eye, and a neighbor's eye is an unsparing editor. The receiving set requires nothing of its owner except the turning of a dial. He may agree, he may scowl, he may carry on a conversation with the cat; the (30) Senator on the other side of the ether is equally unaffected. To listen is not to deliberate, and a nation that has learned to listen in great numbers has not thereby learned to think in them. We have multiplied the ear without enlarging the tongue.

There is a second reason for caution, and it concerns the quality of what (35) is heard. Every village once had its own habits of speech, its own songs, its own notion of what was funny, and these were not always elevated, but they were its own. The same dance orchestra is now audible, at the same hour, in Maine and in Oregon; the same jokes, the same hymns, the same cheerful gentleman advising the same breakfast food. Variety is being (40) retired in favor of what is merely widespread, and the air, which was said at the outset to belong to the public, is already being let out by the hour to those who can pay for the hour. I do not charge the advertiser with villainy. I charge him with a very natural desire to be agreeable, and agreeableness, administered nightly to a whole people, is a stupefying (45) drug.

Yet I should be ashamed to end as a mourner. Each instrument that has enlarged the reach of the human voice has been greeted by the same prophecy of ruin: the printing press was to destroy memory, the telegraph conversation, the telephone privacy. None of these things quite occurred. (50) What occurred was more interesting and more dependent on ourselves. The instrument turned out to be indifferent, a mirror held up to the nation that spoke into it, and what the mirror has shown, thus far, is a people neither so foolish as the cynics say nor so wise as the enthusiasts hope.

The real question, therefore, is not what the loudspeaker will do to us, (55) but what we shall do after it has stopped. Will the man who hears the Senator at nine o'clock go to the post office at nine the next morning and dispute him? Will the housewife who has been told what to think about the tariff put the question to her neighbor over the fence? If so, the radio will prove the greatest school of citizenship ever devised, for it will (60) have furnished the whole nation with a common text and left it the pleasure of quarreling over the interpretation. If not, it will be only the most elaborate means yet invented of being spoken to. The wire and the crystal can bring the nation into the kitchen. They cannot make it sit down at the table and talk.

13. The first paragraph (lines 1–11) primarily serves to

- (A) argue that rural citizens are more affected by radio than city dwellers are
- (B) introduce, through a particular example, the two-sided assessment of radio that the essay goes on to develop
- (C) criticize the schoolmaster for relying on a new invention
- (D) establish the writer's authority as an expert on the technology of radio

14. The comparison in lines 18–19, in which a public judging a President by his voice is likened to “a man [who] judges a horse he has been permitted to see in harness,” primarily conveys that

- (A) the public can never be certain that appearances are trustworthy
- (B) presidents, like animals, can be managed by those who watch them closely
- (C) voters are poorly informed about the political matters on which they judge
- (D) direct observation of a leader at work yields a surer judgment than secondhand accounts do

15. Which of the following best describes the relationship between the second paragraph (lines 12–23) and the third paragraph (lines 24–33)?

- (A) The third paragraph supplies statistical evidence for the claim made in the second.
- (B) The third paragraph reverses the writer's position and rejects the claim made in the second.
- (C) The third paragraph complicates the favorable comparison made in the second by identifying what that comparison leaves out.
- (D) The third paragraph narrates the historical origin of the town meeting first mentioned in the second.

16. The writer's description of the town meeting in lines 25–27 (“a man was obliged to rise and answer”) serves as evidence that

- (A) civic deliberation depends on listeners being required to respond directly to those who address them
- (B) neighbors are more skillful critics of political speeches than newspaper editors are
- (C) town meetings were a more efficient means of conducting public business than radio broadcasts are
- (D) public speakers in earlier times were more honest than modern officeholders

17. The sentence “We have multiplied the ear without enlarging the tongue.” (lines 32–33) is best described as

- (A) a periodic sentence that withholds its main point until the final words
- (B) a balanced construction whose parallel clauses set receiving against responding, compressing the preceding argument into a single contrast
- (C) a series of dependent clauses that qualify the writer's earlier claim
- (D) an inverted sentence whose exaggeration creates a mock-heroic tone

18. The fourth paragraph (lines 34–45) is developed primarily through

- (A) cause and effect, tracing how advertising led to the decline of local music
- (B) narration of a single day's broadcast schedule

- (C) contrast between the local variety of earlier times and the uniformity of the present
- (D) definition of key terms such as “variety” and “agreeableness”

19. The details in lines 37–39 (“The same dance orchestra . . . the same breakfast food”) provide evidence for which of the following claims?

- (A) Advertisers deliberately suppress regional cultures.
- (B) Radio audiences prefer familiar entertainment to novelty.
- (C) Dance music and hymns are poorly suited to broadcasting.
- (D) Broadcasting is replacing local differences with national sameness.

20. In the sentences “I do not charge the advertiser with villainy. I charge him with a very natural desire to be agreeable” (lines 42–44), the writer

- (A) qualifies his criticism of commercial broadcasting by granting that the advertiser’s motives are not malicious while maintaining that the effect is harmful
- (B) withdraws his earlier objection to the sale of broadcast time
- (C) shifts responsibility for the problem from advertisers to listeners
- (D) introduces a counterargument that he ultimately accepts

21. The writer’s references to the printing press, the telegraph, and the telephone (lines 47–49) most likely assume that readers

- (A) regret the passing of older ways of communicating
- (B) believe that every new invention does more harm than good
- (C) are familiar with earlier fears about new technologies and may suspect that present worries are similarly exaggerated
- (D) doubt that radio is truly a new invention

22. Which of the following best describes the line of reasoning of the passage as a whole?

- (A) Radio is praised, then condemned, and then praised again in the conclusion.
- (B) The writer grants radio’s civic promise, raises two reservations about its effects, tempers those reservations with historical perspective, and locates the deciding factor in the conduct of listeners.
- (C) The writer begins with a general principle about technology, tests it against examples, and abandons it.
- (D) The writer traces the history of communication technologies from the printing press to radio, arguing that each improved citizenship.

23. The questions in lines 55–58 (“Will the man who hears the Senator . . . ?”) primarily serve to

- (A) express the writer’s doubt that citizens will ever respond to what they hear on the radio
- (B) challenge the claims of politicians who use radio to address the public
- (C) request information the writer lacks about the habits of listeners
- (D) make concrete the civic behavior on which the essay’s judgment of radio depends

24. Which of the following best states the overarching thesis of the passage?

- (A) The value of radio for civic life will be determined less by the invention itself than by whether citizens use what they hear as an occasion for discussion and dispute.
- (B) Radio’s real benefits are outweighed by the commercial and cultural costs it imposes on the nation.
- (C) Radio is only the latest in a series of technologies whose effects on society have been unimportant.
- (D) Radio revives the town meeting on a national scale and will therefore strengthen citizenship.

Questions 25–32

Read the following student draft carefully before you choose your answers. Some sentences are numbered so that you can refer to them in the questions. The draft is an argumentative essay that a student is revising for a class publication. Evidence cited in student drafts is illustrative.

1. Space exploration is something that a lot of people have opinions about. (2) Critics point out that the billions spent on rockets and telescopes could instead address problems here on Earth, such as crumbling roads and underfunded schools. (3) Public funding for space exploration is good and should continue.
2. Space programs repay the public's investment by producing technologies that ordinary people use every day. (5) Memory foam, scratch-resistant eyeglass lenses, and the image sensors in many cell phone cameras all grew out of research originally done for space missions. (6) Private companies cannot be counted on to do this kind of research on their own. (7) Their shareholders expect profits within a few quarters, while the basic science behind a lunar lander or a deep-space telescope may take decades to pay off.
3. Space exploration also gives a nation a shared goal. (9) When a rover lands on another planet, classrooms stop to watch the broadcast, and kids who might never have thought about science suddenly start asking how it was done. (10) That is why the government, which can plan across generations in a way that markets cannot, should keep paying for the exploration of space.

25. The writer wants to revise sentence 1 so that it introduces the topic and engages an audience of general readers. Which of the following versions of sentence 1 best accomplishes this goal?

- (A) Space is big, and there is a lot of it that humans have yet to explore.
- (B) The National Aeronautics and Space Administration was established in 1958 and has since launched hundreds of missions.
- (C) Few questions divide taxpayers as sharply as whether a nation with potholes in its streets should spend billions of dollars to reach other worlds.
- (D) I have always loved the stars, so I believe that everyone should support space exploration.

26. The writer wants to revise sentence 3 so that it presents a defensible claim and previews the structure of the argument that follows. Which of the following versions of sentence 3 best accomplishes this goal?

- (A) Space exploration is very important for many reasons, and the government should pay for it.
- (B) Although some people disagree, I personally believe that space exploration is worth funding.
- (C) The government spent billions of dollars on space exploration last year, and that amount is likely to change.
- (D) Because space programs yield practical technologies, conduct research that private companies will not, and give the public a shared purpose, the government should continue to fund space exploration.

27. The writer wants to combine sentences 6 and 7 to clarify the relationship between the ideas. Which of the following is the best combination?

- (A) Private companies cannot be counted on to do this kind of research on their own, because their shareholders expect profits within a few quarters, while the basic science behind a lunar lander or a deep-space telescope may take decades to pay off.
- (B) Private companies cannot be counted on to do this kind of research on their own, so their shareholders expect profits within a few quarters, while the basic science behind a lunar lander or a deep-space telescope may take decades to pay off.

(C) Although private companies cannot be counted on to do this kind of research on their own, their shareholders expect profits within a few quarters, and the basic science behind a lunar lander or a deep-space telescope may take decades to pay off.

(D) Private companies cannot be counted on to do this kind of research on their own, their shareholders expect profits within a few quarters, the basic science behind a lunar lander or a deep-space telescope may take decades to pay off.

28. The writer wants to add a sentence after sentence 7 to provide evidence for the claim that the benefits of basic space science can take decades to appear. Which of the following sentences best accomplishes this goal?

(A) Many people visit space museums each year, and the exhibits are popular with families.

(B) Space exploration is expensive, but it is worth the cost because it benefits everyone.

(C) The first communications satellites were launched in the early 1960s, but the satellite networks that now carry weather forecasts and navigation signals took decades of public investment to build.

(D) Memory foam and scratch-resistant lenses are only two of the many everyday products that began as space research.

29. Which of the following versions of sentence 8 most effectively transitions from the second paragraph to the third?

(A) In conclusion, space exploration gives a nation a shared goal.

(B) Beyond its practical returns, space exploration offers a benefit that is harder to measure: it gives a nation a shared goal.

(C) On the other hand, space exploration gives a nation a shared goal.

(D) Space exploration, which is a different subject from technology, also gives a nation a shared goal.

30. In sentence 9, the writer wants to revise the underlined portion, “kids who might never have thought about science suddenly start asking how it was done,” so that it maintains the formal tone of the rest of the draft without changing the meaning. Which of the following is the best revision?

(A) kids who never cracked a science book suddenly wonder how the whole thing works

(B) pupils of hitherto uncultivated scientific inclination commence to inquire as to the manner of the feat

(C) children who are naturally curious about science get even more curious

(D) students who might never have considered a career in science begin asking how the feat was accomplished

31. The writer wants to add a sentence after sentence 9 that explains how the example in sentence 9 supports the claim in sentence 8. Which of the following sentences best accomplishes this goal?

(A) The rover that landed was designed by hundreds of engineers working together for several years.

(B) Rover landings have occurred more than once, and each new landing attracts a great deal of attention.

(C) Such moments of common curiosity matter because they give a divided public a reason to look in the same direction and may inspire the next generation of scientists.

(D) Even so, the cost of each mission remains very high and should be examined carefully.

32. In sentence 10, the writer wants to appeal to skeptical readers who worry that government spending is often wasteful. Which of the following versions of sentence 10 best accomplishes this goal?

(A) That is why the government, which can plan across generations in a way that markets cannot, should continue to fund space exploration, provided that programs are held to clear goals and report their costs to the public.

(B) That is why the government should keep funding space exploration, and people who disagree are not thinking about the future.

- (C) That is why the government must fund space exploration, since the future of humanity depends on leaving Earth.
- (D) That is why the government should keep funding space exploration, because it has always done so.

Questions 33–40

Read the following student draft carefully before you choose your answers. Some sentences are numbered so that you can refer to them in the questions. The draft is an argumentative essay that a student is revising for a school newspaper. Evidence cited in student drafts is illustrative.

1. Each fall, school boards across the country debate whether students should be required to wear uniforms. (2) Opponents argue that uniforms restrict self-expression and that families should not have to buy a second wardrobe for school. (3) Uniforms are the answer to every problem that students face at school, so all schools should require them.
2. Uniforms reduce the social pressure that surrounds clothing. (5) Kids who can't afford expensive brands often feel like total losers, and a uniform puts everybody in the same outfit. (6) Uniforms also help students concentrate on learning. (7) In one district that adopted uniforms, there was a decrease of one half in the number of discipline referrals that were related to disruptions that were dress-related in the first year. (8) Families save money too, since a few uniform items can replace a closet full of trendy clothes.
3. Some students insist that clothing is how they express who they are, and they resent being told what to wear. (10) A uniform policy can leave room for individuality. (11) A simple, affordable uniform gives every student the same starting line, so that effort and talent, rather than income, are what stand out.

33. The writer wants to revise sentence 3 so that the claim is more defensible and acknowledges the limits of what uniforms can accomplish. Which of the following versions of sentence 3 best accomplishes this goal?

- (A) Uniforms are the answer to every problem that students face at school, and anyone who disagrees has not studied the issue.
- (B) Although they cannot cure every difficulty students face, uniforms ease social pressure, support concentration, and save families money, so schools should require them.
- (C) Uniforms may or may not be a good idea, depending on whom one asks.
- (D) Uniforms are one of several policies that might possibly address some of the problems that students could face at school.

34. The writer wants to revise sentence 5 so that it maintains the formal, persuasive tone of the rest of the draft. Which of the following versions of sentence 5 best accomplishes this goal?

- (A) Students who cannot afford expensive brands often feel excluded, and a uniform puts everyone in the same outfit.
- (B) Students who can't afford pricey brands often feel left out in the cold, and a uniform puts everybody in the same boat.
- (C) Students lacking the financial wherewithal to procure designer apparel frequently experience profound ostracism, whereas uniformity of dress obviates it.
- (D) Students who cannot afford expensive brands often feel excluded, and many of them will likely transfer to other schools.

- 35.** Which of the following versions of sentence 6 most effectively transitions from the discussion of social pressure in sentences 4 and 5 to a new benefit of uniforms?
- (A) As a result, uniforms also help students concentrate on learning.
 - (B) For example, uniforms also help students concentrate on learning.
 - (C) Nevertheless, uniforms also help students concentrate on learning.
 - (D) Beyond easing social pressure, uniforms also help students concentrate on learning.
- 36.** The writer wants to revise sentence 7 to express its idea more clearly and concisely. Which of the following versions of sentence 7 best accomplishes this goal?
- (A) In one district that adopted uniforms, there was a decrease of one half that was in the number of dress-related referrals for discipline in the first year.
 - (B) In one district that adopted uniforms, discipline referrals, which are related to disruptions that were dress-related, decreased by half in the first year.
 - (C) In one district that adopted uniforms, discipline referrals for dress-related disruptions fell by half in the first year.
 - (D) In one district that adopted uniforms, discipline referrals for disruptions were halved, dress-related, in the first year.
- 37.** The writer wants to improve the logical sequence of the second paragraph (sentences 4–8). Where is the best place for sentence 8?
- (A) Where it is now
 - (B) After sentence 4
 - (C) After sentence 5
 - (D) After sentence 6
- 38.** The writer wants to revise sentence 9 to acknowledge the beliefs of students who feel that uniforms limit self-expression, in a way that makes those readers more receptive to the argument. Which of the following versions of sentence 9 best accomplishes this goal?
- (A) Some students insist that clothing is how they express who they are, and they are wrong to resent being told what to wear.
 - (B) Many students feel, with good reason, that clothing is one of the few ways they can show others who they are, and that concern deserves a serious answer.
 - (C) Students who care about clothing are often distracted from the more important matters of school.
 - (D) Critics of uniforms have no real evidence for their claims, but they continue to repeat them.
- 39.** The writer wants to add a sentence after sentence 10 that provides specific evidence for the claim that a uniform policy can leave room for individuality. Which of the following sentences best accomplishes this goal?
- (A) Self-expression is important to teenagers, and adults should respect it.
 - (B) Uniforms are also common in many professions, such as nursing and the military.
 - (C) Many students say that they would rather not wear uniforms.
 - (D) Under one district's policy, students wear a common shirt and pants but may choose their own shoes, backpacks, and jewelry and may decorate their notebooks.
- 40.** The writer wants to add a concluding sentence after sentence 11 that reinforces the line of reasoning of the draft and leaves readers with a sense of purpose. Which of the following sentences best accomplishes this goal?
- (A) Schools that want each student to be judged by effort rather than by income should therefore adopt uniforms.

- (B) In conclusion, this essay has discussed uniforms.
- (C) Uniforms have been worn in many countries for more than a century.
- (D) It is possible that someday schools will change their minds about uniforms, but only time will tell.

Questions 41–45

Read the following student draft carefully before you choose your answers. Some sentences are numbered so that you can refer to them in the questions. The draft is a short argumentative piece that a student is revising for a community newsletter. Evidence cited in student drafts is illustrative.

1. Bilingual education programs teach students in two languages, usually English and the language spoken at home. (2) Some people worry that these programs slow students' progress in English. (3) Research suggests the opposite. (4) Students in bilingual programs read English better than other students, and they also gain a second language.
2. Being bilingual also helps in life. (6) Bilingual adults can communicate with more customers, patients, and neighbors, and many employers treat that ability as a valuable skill. (7) Bilingual education also strengthens family bonds. (8) Students can share what they learn at school with grandparents who speak mainly another language. (9) For all these reasons, communities should support bilingual programs in their public schools.

41. In sentence 3, the writer wants to respond to the concern raised in sentence 2 in a way that maintains credibility with readers who are skeptical of bilingual programs. Which of the following versions of sentence 3 best accomplishes this goal?

- (A) Research shows that people who worry about this are mistaken.
- (B) Research suggests the opposite, and anyone who has looked at the evidence knows it.
- (C) Many parents believe this, but their worry is not supported by anything.
- (D) That concern is understandable, but studies of students in well-designed programs suggest otherwise.

42. The writer wants to revise sentence 4 so that the claim is qualified in a way that makes it more defensible. Which of the following versions of sentence 4 best accomplishes this goal?

- (A) Students in bilingual programs always read English better than other students, and they also gain a second language.
- (B) Students in well-designed bilingual programs often match or surpass their peers in English reading by the upper grades, and they also gain a second language.
- (C) Some students in bilingual programs may possibly read English somewhat differently than other students, and some may gain a language.
- (D) Reading English is only one of many skills, and bilingual students gain a second language.

43. Which of the following versions of sentence 5 most effectively transitions from the first paragraph, which concerns academic results, to the second paragraph, which concerns benefits outside school?

- (A) Therefore, being bilingual also helps in life.
- (B) In contrast, being bilingual helps in life.
- (C) Being bilingual is a different thing from reading skills.
- (D) The advantages of bilingual education extend beyond the classroom as well.

44. The writer wants to add a sentence after sentence 6 to provide specific evidence for the claim that many employers value the ability to speak two languages. Which of the following sentences best accomplishes this goal?

- (A) In one survey of hiring managers in a large city, most ranked fluency in a second language among the top skills they looked for when filling customer-service positions.
- (B) Many people enjoy learning a second language because it is interesting.
- (C) Schools with bilingual programs often have more students enrolled in language courses.
- (D) Bilingual education programs have a long history in the United States.

45. The writer wants to combine sentences 7 and 8 to clarify the relationship between the ideas. Which of the following is the best combination?

- (A) Bilingual education also strengthens family bonds, students can share what they learn at school with grandparents who speak mainly another language.
- (B) Bilingual education also strengthens family bonds, but students can share what they learn at school with grandparents who speak mainly another language.
- (C) Bilingual education also strengthens family bonds, because students can share what they learn at school with grandparents who speak mainly another language.
- (D) Bilingual education also strengthens family bonds; however, students can share what they learn at school with grandparents who speak mainly another language.

END OF SECTION I

Section II: Free-Response Questions

Total time: 2 hours and 15 minutes. Number of questions: 3.

Reading period: 15 minutes. Use this time to read Question 1 and the sources that accompany it. You may begin writing at any time during the 2 hours and 15 minutes, and you may work on the three questions in any order. Each question counts for one-third of your Section II score. A suggested allocation is 40 minutes of writing for each question, plus the 15-minute reading period for Question 1.

Write your responses with care. Responses are scored for a defensible position or thesis, evidence and commentary, and sophistication, as described in the scoring guide. Grammar and punctuation errors typical of timed writing will not lower your score unless they interfere with communication.

Question 1 (Synthesis)

Suggested time: 55 minutes (15-minute reading period plus 40 minutes of writing). This question counts for one-third of the total Section II score.

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 people, institutions, and publications named in them are fictional.

For most of the twentieth century, American colleges and universities used scores on standardized tests such as the SAT and ACT as one factor in admitting students. In recent years, many institutions have stopped requiring those scores. Some made the change temporarily and have since restored the requirement, while others have made “test-optional” admissions a permanent policy. Supporters argue that the policy widens access, while critics argue that it removes useful information and creates new uncertainty for applicants.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-written essay in which you develop a position on whether colleges should adopt permanently test-optional admissions policies.

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 in your response. Your argument should be central; the evidence should support this argument. Avoid merely summarizing the sources.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

You may cite the sources as Source A, Source B, and so on, or by using the descriptions in parentheses.

- Source A (Calloway Courier news article)
- Source B (Aldous and Whitfield scholarly study)
- Source C (Oyelaran op-ed)
- Source D (Tri-State Board table)
- Source E (editorial cartoon)
- Source F (Okafor interview)

Source A

Whitcomb, Dana. “Five Years Into Test-Optional Experiment, State Colleges Report Mixed Results.” The Calloway Courier, 14 Mar. 2024, pp. A1, A6.

The following is excerpted from a news article in a regional daily newspaper.

When Eastbrook State College dropped its test requirement five years ago, the admissions office braced for chaos. Instead, it got paperwork. Applications rose by nearly a third, and the share of enrolled first-year students who are the first in their families to attend college climbed from 22 percent to 29 percent.

“We are meeting students we simply would not have met before,” said Admissions Director Paulette Greer. “A student with a strong transcript and a shaky test day used to disappear from our pile. Now she gets a real look.”

But the change has not been free. Reviewing a larger pool without a single common measure has lengthened the reading season by three weeks, and Greer concedes that the staff is still learning how to compare a transcript from a school with nine advanced courses to one from a school with none. About half of admitted students still submit scores. Some faculty advisers say that the scores they do see help them place students in the right first-year math course.

Not everyone is convinced the policy is working as intended. “If half the class sends scores and half does not, we have not removed the test,” said biology professor Alan Reiss. “We have just made it a secret.”

Greer disagrees. “A secret is when nobody knows the rule. We have told every applicant the rule. Their scores can help them; they can’t hurt them.”

Source B

Aldous, Renata, and Peter Whitfield. “Predicting Persistence: Test Scores and First-Year Outcomes at Selective Institutions.” *Journal of Postsecondary Assessment*, vol. 18, no. 2, 2023, pp. 112–131.

The following is excerpted from a scholarly article reporting a multi-institution study.

Drawing on records for 41,000 students enrolled at twelve institutions, we examined whether standardized test scores add predictive information once high school grade point average is known. They do. Models that included both measures explained more of the variation in first-year college grades than models using high school grades alone, and the added contribution of test scores was greatest at institutions that draw applicants from many high schools with differing grading standards.

We caution against overstating this result. The incremental gain is modest, and neither measure predicts well for every student. Students who enrolled without submitting scores earned first-year grades about one-tenth of a grade point lower, on average, than comparable students who had submitted them, yet the two groups were retained and graduated at nearly identical rates. We therefore find little evidence that scores are needed to identify students who will persist to a degree.

A further finding deserves attention. At the three institutions with the most unevenly graded applicant pools, test scores were most informative for students from schools with few advanced courses, the very applicants whom test-optional policies are often intended to help. Whether this means that scores should be required or merely that they should remain available is a policy question our data cannot settle.

Source C

Oyelaran, Marcus. “Don’t Throw Away the Ruler.” *The Harbor Tribune*, 22 Sept. 2023, p. A15.

The following is excerpted from an opinion column by a university admissions dean.

I have read applications for twenty-two years, and I can tell you what a transcript from a small rural school looks like: a straight line of excellent grades and very little else to measure them against. No honors section, no advanced courses, a counselor who has never written a letter for a selective college. A top-ranked student there is a mystery to me. A strong score on a common test is sometimes the only window I have.

That is why I regret my own university’s decision to go test-optional. We were told it would open doors. In practice, “optional” means that the applicants who understand the game send their scores when they are high and withhold them when they are not, while the applicants who do not understand it guess. A policy meant to remove an obstacle has handed every seventeen-year-old a riddle: Does my score help me or hurt me? No one will say.

Critics of testing are right that wealthy families buy tutors and multiple retakes. The answer to an unequal test is a better-supported test, with free preparation and fee waivers, not the removal of the one measure that every applicant takes under identical conditions. Take away the ruler, and we will not stop measuring. We will simply measure with whatever is nearest at hand: the name of the school, the length of the extracurricular list, the polish of the essay a parent may have helped to write.

Source D

Tri-State Higher Education Board. "Test-Optional Admissions at Public Colleges: Three-Year Review." Tri-State Higher Education Board, 2024, p. 9.

The following table is excerpted from a report issued by a state higher-education coordinating board. It compares fourteen public colleges in the three years before and the three years after each adopted a test-optional policy.

Table 1. Selected outcomes at fourteen public colleges before and after adopting test-optional admissions (averages across institutions)

MEASURE	THREE YEARS BEFORE	THREE YEARS AFTER
Average annual applications per college	9,840	12,260
Pell-eligible students (a measure of lower family income) as a share of the first-year class	24%	28%
Share of enrolled first-year students who submitted test scores	95%	52%
Average first-year GPA, students who submitted scores	3.14	3.16
Average first-year GPA, students who did not submit scores	not applicable	3.05
First-year retention rate (students returning for the second year)	84%	85%

Note: Figures are illustrative and are averages across the fourteen institutions; they do not establish that the policy caused the changes shown.

Source E

Pellegrino, R. "Optional." Editorial cartoon. *The Meridian Review*, 5 Nov. 2023, p. 31.

The following is an editorial cartoon published in a national newsmagazine.

[Image description: A cartoon in black ink with gray shading. A stone gateway bears the words "HALVERSON UNIVERSITY — ADMISSIONS." A large banner above the gate reads "TEST OPTIONAL!" and ends in a tiny asterisk. Just inside the gate, a smiling admissions officer in a bow tie sits at a desk. Beside the desk stands a

towering filing cabinet with a drawer labeled "SCORES" pulled open and overflowing, while a nearly empty drawer beside it is labeled "NO SCORES." Outside the gate, two teenagers study the banner. One holds a thick folder tied with a ribbon; the other, holding a thin folder, peers at the asterisk through a magnifying glass. A line of fine print beneath the banner, visible only through the magnifying glass, reads: "*Optional, but we do notice who doesn't." The cartoon's caption reads: "Optional."]

Source F

Okafor, Tamsin. "Asking the Counselor: What Test-Optional Really Means for Students." Counselor's Corner (blog), Delmar Unified School District, 9 Jan. 2024, delmarcounselors.example.

The following is excerpted from an interview with a high school college counselor posted on a school district's blog.

Q: Do your students feel the change?

A: Enormously. Many of my students are the first in their families to apply to college. Their families cannot pay for a prep course or a second and third attempt at the exam, and some students work evenings and weekends. For years I watched capable kids look at a single score and decide they didn't belong at a four-year school. Now they apply to places they would not have considered.

Q: Are there downsides?

A: Confusion, mostly. Students ask me every week whether to send a score that is "okay." Colleges say the choice won't be held against anyone, but families don't always believe it. What helps is clarity. When a college tells applicants exactly how it will read an application without a score, students can plan, and when a policy is permanent, they do not have to guess whether it will change before their younger brother applies.

Q: What would you tell colleges?

A: If you say "optional," mean it, and explain what you will look at instead. Tell us whether a strong course load, a teacher's letter, or a student's work will carry weight. A test can measure one afternoon. Our students have four years of work to show.

Question 2 (Rhetorical Analysis)

Suggested time: 40 minutes. This question counts for one-third of the total Section II score.

The passage below was written for this practice exam. It is an original composition in the style of a late-nineteenth-century commencement address; the speaker, the university, and the occasion are fictional.

Harriet Lowell Crane (a fictional figure) is imagined here as the president of Hartwell University, an institution that had admitted women to its degree programs for only fifteen years. In June 1894 she delivered the following address at commencement to the women of the graduating class, an audience of students, their families, trustees, and faculty. Read the passage carefully. Write an essay that analyzes the rhetorical choices Crane makes to convey her message about the obligations that accompany an education.

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.

Young women of the Class of 1894: I will not tell you this morning that you have arrived. A diploma is not a destination; it is a receipt. It certifies that for four years you have drawn upon a fund that was not of your making, and it is my duty today to tell you who made the deposit.

(5) Fifteen years ago, when the doors of this university were first opened to women, there were gentlemen of learning and influence who predicted that the experiment would fail within a twelvemonth. They said that the female mind would weary under Greek, that the female constitution would give way under mathematics, and that a woman who learned to reason would forget how **(10)** to love. I do not recall these prophecies to reproach their authors, most of whom were sincere and several of whom are now my friends. I recall them because you are the answer. Every examination you passed was a sentence in a reply addressed to all of them, and, far more important, to every girl who has not yet been permitted to ask the question.

(15) For you did not pay for this education alone. It was paid for by the widow who left this college her savings, and by the trustee who might have voted otherwise and did not. It was paid for by mothers who sold their own books to buy yours, and by the first women admitted here, who endured the stares of the corridor so that you might walk it unnoticed. What is given freely **(20)** is not given without condition. Whoever receives an inheritance receives with it an obligation, and the larger the inheritance the heavier the bond.

What, then, do you owe? I answer in three parts.

You owe, first, a debt to the truth. You have been taught to ask for **(25)** evidence. Do not lay the habit aside when you leave these halls, nor suppose it a habit proper only to the laboratory. Ask it of the newspaper; ask it of the pulpit; ask it, above all, of yourselves, when you discover that your opinions happen to coincide with your comforts.

You owe, second, a debt to your neighbors. It is the temptation of the **(30)** educated to prize learning as a private garden and to wall it against the common road. Resist the temptation. Knowledge that never leaves the study is a lamp set under a bushel, and there are streets in every city of this land where a lamp would be welcome. Teach. Nurse. Organize. Sit upon the school board and the board of charities, and when the law forbids you the **(35)** chair, agitate for the amendment of the law.

You owe, third, a debt to those who come after you. Not one of you will be the last woman to be told that a thing cannot be done. Remember this hall. Remember that someone made it possible for you to sit in it. Then make the next room, the one you cannot yet see, a little larger than the one you **(40)** leave.

Some of you will marry, and some will not. Some will earn their bread, and some will have it provided. I do not presume to prescribe your stations. The obligation of which I speak does not depend upon an occupation; it is a property of the mind. A woman may discharge it at a bench or at a **(45)** bedside, in a drawing room or a district schoolhouse. I ask of you nothing extraordinary. I ask only that you do the ordinary things of life with minds that have been taught to see.

Is it too much to ask? I think not. The world asks little of those whom it has kept in ignorance; it asks of you precisely what you have been given. **(50)** And I believe you will pay, and pay with interest, for I have watched you for four years, and I have never known one of you to leave a bill unsettled.

Go, then, with the best that this university possessed. Return to it, as the years pass, not a dividend, but a report: what you did with the **(55)** principal.

Young women of the Class of 1894, you are free. Be worthy of it.

Question 3 (Argument)

Suggested time: 40 minutes. This question counts for one-third of the total Section II score.

The saying “comparison is the thief of joy” is often attributed to the American president Theodore Roosevelt, although no firm source for the words has been found. Whoever first said it, the phrase has found a wide audience in an age when social media keeps the achievements, vacations, and appearances of other people constantly in view. Yet people have long measured themselves against one another: athletes against rivals, students against classmates, artists against the masters who came before them. Many of them say that such measuring is what drives them to improve.

Write an essay that argues your position on the extent to which the claim that “comparison is the thief of joy” 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.

END OF EXAM

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