

The Redesigned SAT®

Reading Sample Sets

Information for users of assistive technology

The document(s) that accompany these instructions are designed to be accessible to individuals who use screen readers, text readers, or other assistive technology. You may wish to consult the manual or help system of your software to learn how best to take advantage of the following features implemented in this document.

Headings

Some questions include passages or other material that you may find it useful to return to or skip past. To assist in this kind of navigation, the test documents use headings as follows.

Heading level 3: section titles

Heading level 4: directions for a group of questions or references to material on which one or more questions will be based (for example, "Question 3 is based on the following text:")

Heading level 5: question numbers, which directly precede the associated questions

Heading level 6: indications of skippable content (For example, you may prefer to skip some sections of this script, such as those that provide figure descriptions or possible answers in context for questions that involve revision. This content is identified at the beginning by the phrase “**Begin skippable content**” and at the end by the phrase “**End skippable content.**” These phrases are formatted as level-6 headings.)

Links

This document includes hyperlinked material. There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). Some software includes commands for listing links in a document. In JAWS, for example, pressing Insert+F5 provides a list of links. After following a link in Microsoft Word®, you can return to your previous location by pressing Alt+left arrow.

Text attributes

Boldfacing and underlining are used in this document for emphasis and in defined heading styles. Italic type is not used as an emphasis indicator in this document but is used in defined heading styles and where standard typographic conventions require them, such as book titles and mathematical variables. Adjust the settings of your screen reader or other software if you wish to be notified of text attribute changes. Except where stated otherwise, this formatting is not critical to the meaning of the test material.

Text and graphics size

The styles used in this document result in text that is moderately enlarged. To enlarge text further in Microsoft Word, the following is recommended, in order of preference:

1. Adjust the styles to meet your needs. You can adjust both font size and typeface if desired.
2. Manually adjust the font size or typeface as desired.
3. Use Microsoft Word’s zoom function. This is the easiest way to enlarge any figures, but note that some screen readers will not read text that has moved off screen as a result of zooming.

Pronunciation

Some changes to the text have been made to improve the way screen readers pronounce the text where doing so would not inappropriately change test content. For example, we have inserted spaces between the letters of initialisms to ensure that the individual letters are spoken separately. However, please note that pronunciation errors may remain. If unsure of a word, use the spelling or character-by-character navigation function of your software to resolve any uncertainties.

Punctuation

Where punctuation or symbols are critical to the meaning of test material, we either convert the punctuation mark or symbol to words (for example, “it apostrophe s” or “it s apostrophe”) or else include a statement advising you to take note of punctuation for a particular question or portion of a question.

Tables

Some questions may include tables. Use the table-navigation features of your software.

Figures

This document may include figures, which appear on screen. Following each figure on screen is text describing that figure. Readers using visual presentations of the figures may choose to skip parts of the text describing the figure that begin with “**Begin skippable figure description**” and end with “**End skippable figure description.**”

Your software may speak unhelpful information when you arrive at the figures, such as the figure’s size. If your software offers a method of configuring speech for graphics, you may wish to use that to prevent it from speaking the unwanted information.

Reading

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Reading Sample Set 1

Program or exam: SAT, PSAT/NMSQT, PSAT 10

Passage content: U.S. and World Literature

Text complexity: Higher

Questions 1 through 5 are based on the following passage.

This passage is adapted from Edith Wharton, *Ethan Frome*, originally published in 1911. Mattie Silver is Ethan’s household employee.

Mattie Silver had lived under Ethan’s roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm. He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, “You must be Ethan!” as she jumped down with her bundles, while he reflected, looking over her slight person: “She don’t look much on housework, but she ain’t a fretter, anyhow.” But it was not only that the coming to his house of a bit of hopeful young life was like the

lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

It was during their night walks back to the farm that he felt most intensely the sweetness of this communion. He had always been more sensitive than the people about him to the appeal of natural beauty. His unfinished studies had given form to this sensibility and even in his unhappiest moments field and sky spoke to him with a deep and powerful persuasion. But hitherto the emotion had remained in him as a silent ache, veiling with sadness the beauty that evoked it. He did not even know whether any one else in the world felt as he did, or whether he was the sole victim of this mournful privilege. Then he learned that one other spirit had trembled with the same touch of wonder: that at his side, living under his roof and eating his bread, was a creature to whom he could say: "That's Orion down yonder; the big fellow to the right is Aldebaran, and the bunch of little ones—like bees swarming—they're the Pleiades . . ." or whom he could hold entranced before a ledge of granite thrusting up through the fern while he unrolled the huge panorama of the ice age, and the long dim stretches of succeeding time. The fact that admiration for his learning mingled with Mattie's wonder at what he taught was not the least part of his pleasure. And there were other sensations, less definable but more exquisite, which drew them together with a shock of silent joy: the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow. When she said to him once: "It looks just as if it was painted!" it seemed to Ethan that the art of definition could go no farther, and that words had at last been found to utter his secret soul. . . .

As he stood in the darkness outside the church these memories came back with the poignancy of vanished things. Watching Mattie whirl down the floor from hand to hand he wondered how he could ever have thought that his dull talk interested her. To him, who was never gay but in her presence, her gaiety seemed plain proof of indifference. The face she lifted to her dancers was the same which, when she saw him, always looked like a window that has caught the sunset. He even noticed two or three gestures which, in his fatuity, he had thought she kept for him: a way of throwing her head back when she was amused, as if to taste her laugh before she let it out, and a trick of sinking her lids slowly when anything charmed or moved her.

Question 1.

Over the course of the passage, the main focus of the narrative shifts from the

- A. reservations a character has about a person he has just met to a growing appreciation that character has of the person's worth.
- B. ambivalence a character feels about his sensitive nature to the character's recognition of the advantages of having profound emotions.
- C. intensity of feeling a character has for another person to the character's concern that that intensity is not reciprocated.
- D. value a character attaches to the wonders of the natural world to a rejection of that sort of beauty in favor of human artistry.

[Answer and Explanation.](#) (Follow link to explanation of question 1.)

Question 2.

In the context of the passage, the author’s use of the phrase (follow link) “[her light step flying to keep time with his long stride](#)” (in the first sentence of paragraph 1) is primarily meant to convey the idea that

- A. Ethan and Mattie share a powerful enthusiasm.
- B. Matte strives to match the speed at which Ethan works.
- C. Mattie and Ethan playfully compete with each other.
- D. Ethan walks at a pace that frustrates Mattie.

[Answer and Explanation.](#) (Follow link to explanation of question 2.)

Question 3.

The description in the [first paragraph](#) (follow link) indicates that what Ethan values most about Mattie is her

- A. fitness for farm labor.
- B. vivacious youth.
- C. receptive nature.
- D. freedom from worry.

[Answer and Explanation.](#) (Follow link to explanation of question 3.)

Question 4.

Which choice provides the best evidence for the answer to [question 3](#)?

- A. Link to: "[Mattie Silver had lived under Ethan's roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm,](#)" which is the first sentence of paragraph 1.
- B. Link to: "[He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, 'You must be Ethan!' as she jumped down with her bundles, while he reflected, looking over her slight person: 'She don't look much on housework, but she ain't a fretter, anyhow,'"](#) which is the second sentence of paragraph 1.
- C. Link to: "[But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth,](#)" which is the third sentence of paragraph 1.
- D. Link to: "[She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will,](#)" which is the fifth sentence of paragraph 1.

[Answer and Explanation.](#) (Follow link to explanation of question 4.)

Question 5.

The author includes the descriptions (follow link) [of the sunset, the clouds, and the hemlock shadows](#) (in the eighth sentence of paragraph 2) primarily to

- A. suggest the peacefulness of the natural world.
- B. emphasize the acuteness of two characters' sensations.
- C. foreshadow the declining fortunes of two characters.
- D. offer a sense of how fleeting time can be.

[Answer and Explanation.](#) (Follow link to explanation of question 5.)

Reading Sample Set 1 Answers and Explanations

The following are explanations of answers to questions 1 through 5 of sample Reading Set 1. The heading of each explanation is hyperlinked to the actual question. In addition, each explanation is followed by two hyperlinks: one to the question explained and one to the next question.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). After following a link in Microsoft Word, you can return to your previous location (for example, the answer explanation) by pressing Alt+left arrow.

Explanation for [question 1](#).

Subscore: No subscore

Skill: Rhetoric

Objective (focus): Students must describe the overall structure of a text.

Difficulty: Medium

Key: C

Choice C is the best answer. The first paragraph traces the inception of Ethan’s feelings for Mattie: Ethan “[had taken to the girl from the first day](#)” (follow link to the second sentence of paragraph 1) and saw her as “[like the lighting of a fire on a cold hearth](#)” (follow link to the third sentence of paragraph 1). The [second paragraph](#) (follow link) focuses on “[their night walks back to the farm](#)” (follow link to the first sentence of paragraph 2) and Ethan’s elation in perceiving that “[one other spirit . . . trembled with the same touch of wonder](#)” (follow link to the sixth sentence of paragraph 2) that characterized his own. In other words, the main focus of the first two paragraphs is the intensity of feeling one character, Ethan, has for another, Mattie. The last paragraph shifts the focus of the passage to Ethan’s change in perception; he sees Mattie in a social setting interacting with other men, wonders “[how he could have ever thought that his dull talk interested her](#)” (follow link to the second sentence of paragraph 3), interprets her seeming happiness as “[plain proof of indifference](#)” toward him (follow link to the third sentence of paragraph 3), and sees betrayal in the “[two or three gestures which, in his fatuity, he had thought she kept for him](#)” (follow link to the fifth sentence of paragraph 3).

Choice A is not the best answer because while Ethan acknowledges that Mattie “[don’t look much on housework](#)” (follow link to the second sentence of paragraph 1), the first paragraph also notes that Ethan “[had taken to the girl from the first day](#)” (follow link to the second sentence of paragraph 1), and there is thus no support for the notion that Ethan’s “reservations” about Mattie lasted for any length of time or ever constitute the main focus of the narrative.

Choice B is not the best answer because while Ethan does exhibit ambivalence about his sensitive nature, seeing it as a “[mournful privilege](#)” (follow link to the fifth sentence of paragraph 2), the main focus of the narrative does not shift to his recognition of the advantages of having profound emotions. Indeed, in the last paragraph Ethan’s profound emotions give him only grief, as he sees Mattie seemingly rejecting him.

Choice D is not the best answer because while the [second paragraph](#) (follow link) does discuss in depth the value Ethan attaches to natural beauty, nothing in the passage signifies that he has rejected natural beauty in favor of human artistry. The closest the passage comes to this is in the [ninth sentence of paragraph 2](#) (follow link), in which Mattie is said to have likened a natural scene to a painting.

Link back to [question 1](#).

Link back to [question 2](#).

Explanation for [question 2](#).

Subscore: Relevant words in context

Skill: Rhetoric

Objective (focus): Students must determine the main rhetorical effect of the author’s choice of words.

Difficulty: Easy

Key: A

Choice A is the best answer. The author uses the phrase mainly to introduce a topic discussed at length in the [second paragraph](#) (follow link)—namely, the growing connection Ethan sees himself forming with Mattie over the course of many evening walks during which they share similar feelings for the wonders of the natural world. In the context of the passage, the phrase evokes an image of two people walking eagerly and in harmony.

Choice B is not the best answer because while the phrase literally conveys Mattie’s attempts to keep up with Ethan’s pace, the phrase relates to times of leisure during which Ethan and Mattie walked arm-in-arm (see the [first sentence of paragraph 1](#)) rather than times of work. Moreover, the phrase is used primarily in a figurative way to suggest shared enthusiasm (see [explanation for choice A](#)).

Choice C is not the best answer because while the phrase literally describes Mattie’s attempts to keep up with Ethan’s pace, the context makes clear that Mattie and Ethan are not in competition with each other but rather enjoying times of leisure during which the two walk arm-in-arm (see the [first sentence of paragraph 1](#)). The phrase is instead used primarily in a figurative way to suggest shared enthusiasm (see [explanation for choice A](#)).

Choice D is not the best answer because while the phrase could in isolation be read as conveying some frustration on the part of Mattie, who had to expend extra effort to keep up with Ethan’s pace, the context makes clear that Mattie is not annoyed with Ethan but is instead enjoying times of leisure during which the two walk arm-in-arm (see the [first sentence of paragraph 1](#)). The phrase is instead used to suggest shared enthusiasm (see [explanation for choice A](#)).

Link back to [question 2](#).

Link back to [question 3](#).

Explanation for [question 3](#).

Subscore: No subscore

Skill: Information and ideas

Objective (focus): Students must characterize the relationship between two individuals described in the passage.

Difficulty: Easy

Key: C

Choice C is the best answer. The [second and third sentences of paragraph 1](#) (follow link) mention many of Mattie's traits: she is friendly ("[smiled and waved](#)"), eager ("[jumped down with her bundles](#)"), easygoing ("[she ain't a fretter](#)"), and energetic ("[like the lighting of a fire on a cold hearth](#)"). However, the trait that appeals most to Ethan, as suggested by it being mentioned last in the paragraph, is her openness to the world around her: "[She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will](#)" (follow link to the fifth sentence of paragraph 1).

Choice A is not the best answer because the passage suggests that Ethan does not actually view Mattie as particularly well suited to farm labor. When first seeing Mattie, Ethan thinks to himself, after "[looking over her slight person](#)," that "[she don't look much on housework](#)" (follow links to the second sentence of paragraph 1).

Choice B is not the best answer because the passage suggests that Mattie's youth is not what Ethan values most about Mattie. Although the passage does note that "[the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth](#)" (follow link to the third sentence of paragraph 1), the narrator goes on to note that "[the girl was more than the bright serviceable creature \[Ethan\] had thought her](#)" (follow link to the fourth sentence of paragraph 1), indicating that Ethan values something more in Mattie than simply her vivacity.

Choice D is not the best answer because although Ethan acknowledges that Mattie "[ain't a fretter](#)" (follow link to the second sentence of paragraph 1), there is no evidence that Mattie's freedom from worry is what Ethan values most about Mattie. The first paragraph lists several positive traits that Mattie has, with the most emphasis being placed on her openness to the world around her (see [explanation for choice C](#)).

Link back to [question 3](#).

Link back to [question 4](#).

Explanation for [question 4](#).

Subscore: Command of evidence

Skill: Information and ideas

Objective (focus): Students must determine which portion of the passage provides the best evidence for the answer to the previous question.

Difficulty: Easy

Key: D

Choice D is the best answer. The fifth sentence of paragraph 1 explains that Mattie “[had an eye to see and an ear to hear: \[Ethan\] could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will](#)” (follow link). In other words, Mattie is open, or receptive, to ideas and experiences. These lines thus serve as the best evidence for the answer to [question 3](#) (follow link).

Choice A is not the best answer because the [first sentence of paragraph 1](#) (follow link) only describes Ethan and Mattie’s living situation and indicates that Ethan enjoys walking with her in the evenings. It does not indicate which quality of Mattie’s Ethan values most. This sentence thus does not serve as the best evidence for the answer to [question 3](#) (follow link).

Choice B is not the best answer because the [second sentence of paragraph 1](#) (follow link) only indicates Ethan’s first impression of Mattie. Mattie comes across as generally friendly and enthusiastic in their first encounter, but it is not these qualities that Ethan values most. This sentence thus does not serve as the best evidence for the answer to [question 3](#) (follow link).

Choice C is not the best answer because the [third sentence of paragraph 1](#) (follow link) only conveys that there was something special about Mattie beyond her friendliness and enthusiasm. It does not indicate what quality of Mattie's Ethan values most. This sentence thus does not serve as the best evidence for the answer to [question 3](#) (follow link).

Link back to [question 4](#).

Link back to [question 5](#).

Explanation for [question 5](#).

Subscore: No subscore

Skill: Rhetoric

Objective (focus): Students must analyze the relationship between a particular part of a text and the whole text.

Difficulty: Medium

Key: B

Choice B is the best answer. The eighth sentence of paragraph 2 indicates that “[there were other sensations, less definable but more exquisite, which drew \[Ethan and Mattie\] together with a shock of silent joy: the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow](#)” (follow link). In the context of [the second paragraph](#) (follow link), which focuses on the connection Ethan and Mattie establish through their shared interest in and sensitivity to nature, the descriptions primarily serve to emphasize the acuteness, or intensity, of the characters’ sensations. According to the passage, Ethan and Mattie do not merely appreciate nature or see it as pretty or calm; rather, they experience a powerful “[shock of silent joy](#)” (follow link to the eighth sentence of paragraph 2) when in the presence of natural beauty.

Choice A is not the best answer because there is no indication that the descriptions are included primarily to emphasize the peacefulness of the natural world. Some readers may see “[the cold red of sunset behind winter hills, the flight of cloud-flocks over slopes of golden stubble, or the intensely blue shadows of hemlocks on sunlit snow](#)” (follow link to the eighth sentence of paragraph 2) as evoking a peaceful, harmonious scene. However, Ethan and Mattie do not merely appreciate nature or see it as pretty or calm; rather, they experience a powerful “[shock of silent joy](#)” (follow link to the eighth sentence of paragraph 2) when in the presence of natural beauty.

Choice C is not the best answer because there is no evidence in the passage that the descriptions are included primarily to foreshadow Ethan’s and Mattie’s declining fortunes. In fact, there is no evidence in the passage of decline for either character apart from the agitation that Ethan experiences over his relationship with Mattie.

Choice D is not the best answer because there is no evidence in the passage that the descriptions are included primarily to offer a sense of time as fleeting. In fact, the speed at which time passes plays no particular role in the passage.

Link back to [question 5](#).

This is the end of Reading Sample Set 1 Answers and Explanations. Go on to the next page to begin Reading Sample Set 2.

Reading Sample Set 2

Program or exam: SAT, PSAT/NMSQT, PSAT 10

Passage content: History and Social Studies

Text complexity: Lower

Questions 6 through 8 are based on the following passage and supplementary material.

This passage is adapted from Richard Florida, *The Great Reset*. Copyright 2010 by Richard Florida.

In today’s idea-driven economy, the cost of time is what really matters. With the constant pressure to innovate, it makes little sense to waste countless collective hours commuting. So, the most efficient and productive regions are those in which people are thinking and working—not sitting in traffic.

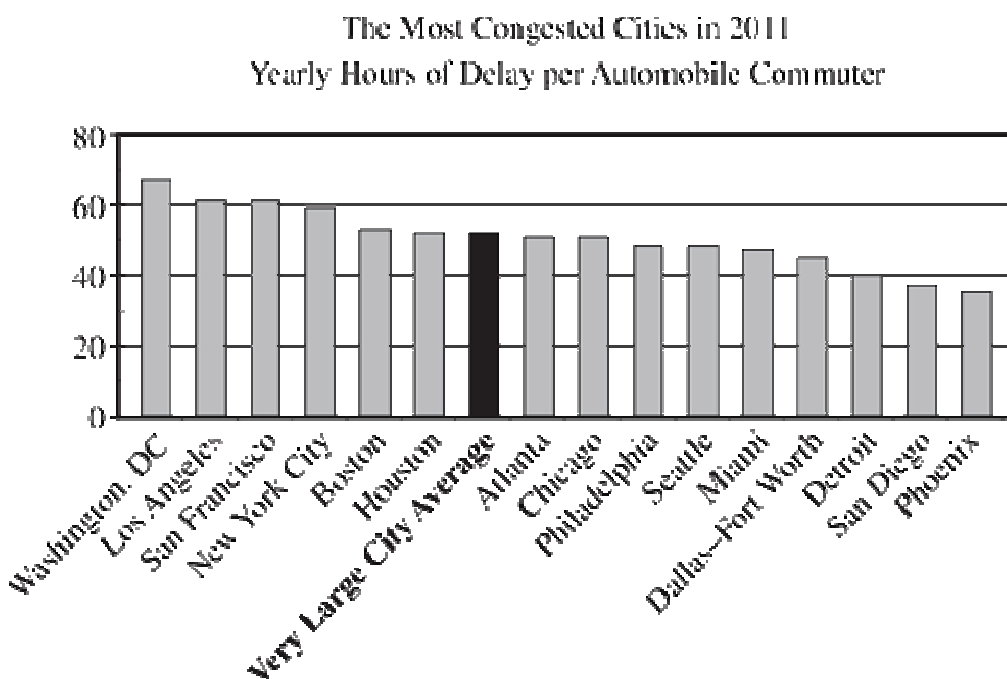
The auto-dependent transportation system has reached its limit in most major cities and megaregions. Commuting by car is among the least efficient of all our activities—not to mention among the least enjoyable, according to detailed research by the Nobel Prize-winning economist Daniel Kahneman and his colleagues. Though one might think that the economic crisis beginning in 2007 would have reduced traffic (high unemployment means fewer workers traveling to and from work), the opposite has been true. Average commutes have lengthened, and congestion has gotten worse, if anything. The average commute rose in 2008 to 25.5 minutes, “erasing years of decreases to stand at the level of 2000, as people had to leave home earlier in the morning to pick up friends for their ride to work or to catch a bus or subway train,” according to the U.S. Census Bureau, which collects the figures. And those are average figures. Commutes are far longer in the

big West Coast cities of Los Angeles and San Francisco and the East Coast cities of New York, Philadelphia, Baltimore, and Washington, D.C. In many of these cities, gridlock has become the norm, not just at rush hour but all day, every day.

The costs are astounding. In Los Angeles, congestion eats up more than 485 million working hours a year; that's seventy hours, or nearly two weeks, of full-time work per commuter. In D.C., the time cost of congestion is sixty-two hours per worker per year. In New York it's forty-four hours. Average it out, and the time cost across America's thirteen biggest city-regions is fifty-one hours per worker per year. Across the country, commuting wastes 4.2 billion hours of work time annually—nearly a full workweek for every commuter. The overall cost to the U.S. economy is nearly \$90 billion when lost productivity and wasted fuel are taken into account. At the Martin Prosperity Institute, we calculate that every minute shaved off America's commuting time is worth \$19.5 billion in value added to the economy. The numbers add up fast: five minutes is worth \$97.7 billion; ten minutes, \$195 billion; fifteen minutes, \$292 billion.

It's ironic that so many people still believe the main remedy for traffic congestion is to build more roads and highways, which of course only makes the problem worse. New roads generate higher levels of "induced traffic," that is, new roads just invite drivers to drive more and lure people who take mass transit back to their cars. Eventually, we end up with more clogged roads rather than a long-term improvement in traffic flow.

The coming decades will likely see more intense clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources.



Adapted from Adam Werbach, "The American Commuter Spends 38 Hours a Year Stuck in Traffic." Copyright 2013 by *The Atlantic*.

Begin skippable figure description.

The figure is a bar graph titled "The Most Congested Cities in 2011: Yearly Hours of Delay per Automobile Commuter." Data are presented in sixteen bars.

The vertical axis on the left of the figure has nine tick marks representing intervals of ten going upward from zero to eighty. Five of

the tick marks are labeled zero, twenty, forty, sixty, and eighty and have gridlines extending horizontally to the right across the figure. The other four tick marks are not labeled and do not have gridlines extending from them.

The horizontal axis at the bottom of the figure is labeled with the names of fifteen city-regions and one category designated “Very Large City Average,” which is set in bold font in contrast to the standard font of the other fifteen labels. Bars extending upward indicate the yearly hours of delay per automobile commuter for each of the sixteen designations, and they are arranged in descending order from left to right. The bar for “Very Large City Average” is black, and the other fifteen bars are gray.

The data are as follows, where all values are approximate.

Washington, D.C.: 68

Los Angeles: 61

San Francisco: 61

New York City: 59

Boston: 54

Houston: 52

Very Large City Average: 52

Atlanta: 50

Chicago: 50

Philadelphia: 48

Seattle: 48

Miami: 46

Dallas–Fort Worth: 44

Detroit: 40

San Diego: 37

Phoenix: 35

End skippable figure description.

Question 6.

The passage most strongly suggests that researchers at the Martin Prosperity Institute share which assumption?

- A. Employees who work from home are more valuable to their employers than employees who commute.
- B. Employees whose commutes are shortened will use the time saved to do additional productive work for their employers.
- C. Employees can conduct business activities, such as composing memos or joining conference calls, while commuting.
- D. Employees who have lengthy commutes tend to make more money than employees who have shorter commutes.

[Answer and Explanation.](#) (Follow link to explanation of question 6.)

Question 7.

As used in the first sentence of paragraph 5 (follow link), “[intense](#)” most nearly means

- A. emotional.
- B. concentrated.
- C. brilliant.
- D. determined.

[Answer and Explanation.](#) (Follow link to explanation of question 7.)

Question 8.

Which claim about traffic congestion is supported by [the graph](#) (follow link)?

- A. New York City commuters spend less time annually delayed by traffic congestion than the average for very large cities.
- B. Los Angeles commuters are delayed more hours annually by traffic congestion than are commuters in Washington, D.C.
- C. Commuters in Washington, D.C., face greater delays annually due to traffic congestion than do commuters in New York City.
- D. Commuters in Detroit spend more time delayed annually by traffic congestion than do commuters in Houston, Atlanta, and Chicago.

[Answer and Explanation.](#) (Follow link to explanation of question 8.)

Reading Sample Set 2 Answers and Explanations

The following are explanations of answers to questions 6 through 8 of sample Reading Set 2. The heading of each explanation is hyperlinked to the actual question. In addition, each explanation is followed by two hyperlinks: one to the question explained and one to the next question.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). After following a link in Microsoft Word, you can return to your previous location (for example, the answer explanation) by pressing Alt+left arrow.

Explanation for [question 6](#).

Subscore: Not applicable

Skill: Rhetoric

Objective (focus): Students must reasonably infer an assumption that is implied in the passage.

Difficulty: Medium

Key: B

Choice B is the best answer because details in the [third paragraph](#) (follow link) strongly suggest that researchers (“we”) at the Martin Prosperity Institute assume that shorter commutes will lead to more productive time for workers. The author notes that “[across the country, commuting wastes 4.2 billion hours of work time annually](#)” (follow link to the sixth sentence of paragraph 3) and that “[the overall cost to the U.S. economy is nearly \\$90 billion when lost productivity and wasted fuel are taken into account](#)” (follow link to the seventh sentence of paragraph 3). Given also that those at the institute “[calculate that every minute shaved off America’s commuting time is worth \\$19.5 billion in value added to the economy](#)” (follow link to the eighth sentence of paragraph 3), it can reasonably be concluded that some of that added value is from heightened worker productivity.

Choice A is not the best answer because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees who work from home are more valuable to their employers than employees who commute. Although the passage does criticize long commutes, it does not propose working from home as a solution.

Choice C is not the best answer because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees can conduct business activities, such as composing memos or joining conference calls, while commuting. The passage does discuss commuting in some detail, but it does not mention activities that commuters can or should be undertaking while commuting, and it generally portrays commuting time as lost or wasted time.

Choice D is not the best answer because there is no evidence in the passage that researchers at the Martin Prosperity Institute assume that employees who have lengthy commutes tend to make more money than employees who have shorter commutes. The passage does not draw any clear links between the amount of money employees make and the commutes they have.

Link back to [question 6](#).

Link back to [question 7](#).

Explanation for [question 7](#).

Subscore: Words in context

Skill: Information and ideas

Objective (focus): Students must determine the meaning of a word in the context in which it appears.

Difficulty: Easy

Key: B

Choice B is the best answer because the context makes clear that the clustering of jobs, innovation, and productivity will be more concentrated in, or more densely packed into, "[a smaller number of bigger cities and city-regions](#)" (follow link to the first sentence of paragraph 5).

Choice A is not the best answer because although "intense" sometimes means "emotional," it would make no sense in context to say that the clustering of jobs, innovation, and productivity will be more emotional in "[a smaller number of bigger cities and city-regions](#)" (follow link to the first sentence of paragraph 5).

Choice C is not the best answer because although "intense" sometimes means "brilliant," it would make no sense in context to say that the clustering of jobs, innovation, and productivity will be more brilliant in "[a smaller number of bigger cities and city-regions](#)" (follow link to the first sentence of paragraph 5).

Choice D is not the best answer because although "intense" sometimes means "determined," it would make no sense in context to say that the clustering of jobs, innovation, and productivity will be more determined in "[a smaller number of bigger cities and city-regions](#)"

(follow link to the first sentence of paragraph 5).

Link back to [question 7](#).

Link back to [question 8](#).

Explanation for [question 8](#).

Subscore: Command of evidence

Skill: Synthesis

Objective (focus): Students must interpret data presented graphically.

Difficulty: Easy

Key: C

Choice C is the best answer. Higher bars on [the graph](#) (follow link) represent longer annual commute delays than do lower bars; moreover, the number of hours of annual commute delay generally decreases as one moves from left to right on the graph. The bar for Washington, D.C., is higher than and to the left of that for New York City, meaning that D.C. automobile commuters experience greater amounts of delay each year.

Choice A is not the best answer because [the graph's](#) (follow link) bar for New York City is higher than and to the left of that for the average for very large cities, meaning that New York City automobile commuters experience greater, not lesser, amounts of delay each year.

Choice B is not the best answer because [the graph's](#) (follow link) bar for Los Angeles is lower than and to the right of that for Washington, D.C., meaning that Los Angeles automobile commuters experience lesser, not greater, amounts of delay each year.

Choice D is not the best answer because [the graph's](#) (follow link) bar for Detroit is lower than and to the right of those for Houston, Atlanta, and Chicago, meaning that Detroit automobile commuters experience lesser, not greater, amounts of delay each year.

Link back to [question 8](#).

This is the end of Reading Sample Set 2 Answers and Explanations. Go on to the next page to begin Reading Sample Set 3.

Reading Sample Set 3

Program or exam: SAT, PSAT/NMSQT, PSAT 10

Passage content: Science

Text complexity: Lower

Questions 9 through 14 are based on the following passage and supplementary material.

This passage is adapted from Ed Yong, “Turtles Use the Earth’s Magnetic Field as Global GPS.” Copyright 2011 by Kalmbach Publishing Company.

In 1996, a loggerhead turtle called Adelita swam across 9,000 miles from Mexico to Japan, crossing the entire Pacific on her way.

Wallace J. Nichols tracked this epic journey with a satellite tag. But Adelita herself had no such technology at her disposal. How did she steer a route across two oceans to find her destination?

Nathan Putman has the answer. By testing hatchling turtles in a special tank, he has found that they can use the Earth’s magnetic field as their own Global Positioning System (GPS). By sensing the field, they can work out both their latitude and longitude and head in the right direction.

Putman works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years. In his lab at the University of North Carolina, Lohmann places hatchlings in a large water tank surrounded by a large grid of electromagnetic coils. In 1991, he found that the babies started swimming in the opposite direction if he used the coils to reverse the direction of the magnetic field around them. They could use the field as a compass to get their bearing.

Later, Lohmann showed that they can also use the magnetic field to work out their position. For them, this is literally a matter of life or death. Hatchlings born off the sea coast of Florida spend their early lives in the North Atlantic gyre, a warm current that circles between North America and Africa. If they're swept towards the cold waters outside the gyre, they die. Their magnetic sense keeps them safe.

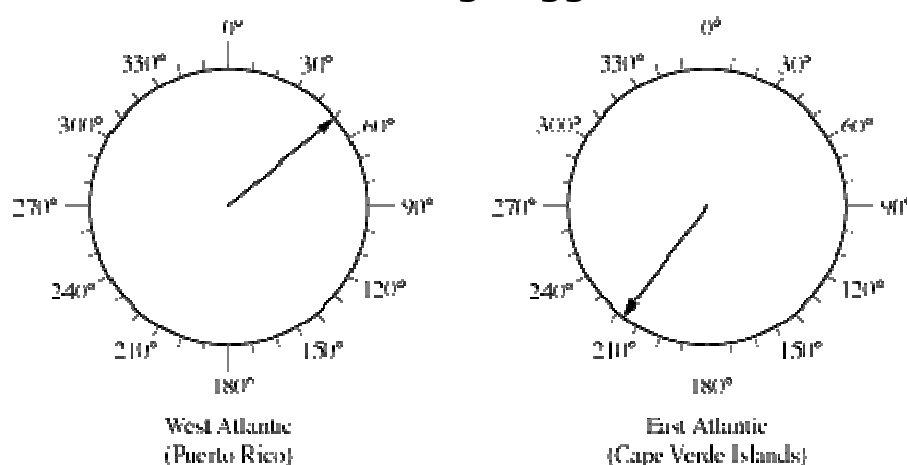
Using his coil-surrounded tank, Lohmann could mimic the magnetic field at different parts of the Earth's surface. If he simulated the field at the northern edge of the gyre, the hatchlings swam southwards. If he simulated the field at the gyre's southern edge, the turtles swam west-northwest. These experiments showed that the turtles can use their magnetic sense to work out their latitude—their position on a north-south axis. Now, Putman has shown that they can also determine their longitude—their position on an east-west axis.

He tweaked his magnetic tanks to simulate the fields in two positions with the same latitude at opposite ends of the Atlantic. If the field simulated the west Atlantic near Puerto Rico, the turtles swam northeast. If the field matched that on the east Atlantic near the Cape Verde Islands, the turtles swam southwest. In the wild, both headings would keep them within the safe, warm embrace of the North Atlantic gyre.

Before now, we knew that several animal migrants, from loggerheads to reed warblers to sparrows, had some way of working out longitude, but no one knew how. By keeping the turtles in the same conditions, with only the magnetic fields around them changing, Putman clearly showed that they can use these fields to find their way. In the wild, they might well also use other landmarks like the position of the sea, sun and stars.

Putman thinks that the turtles work out their position using two features of the Earth's magnetic field that change over its surface. They can sense the field's inclination, or the angle at which it dips towards the surface. At the poles, this angle is roughly 90 degrees and at the equator, it's roughly zero degrees. They can also sense its intensity, which is strongest near the poles and weakest near the Equator. Different parts of the world have unique combinations of these two variables. Neither corresponds directly to either latitude or longitude, but together, they provide a "magnetic signature" that tells the turtle where it is.

Orientation of Hatchling Loggerheads Tested in Magnetic Fields



Adapted from Nathan Putman, Courtney Endres, Catherine Lohmann, and Kenneth Lohmann, "Longitude Perception and Bicoordinate

Magnetic Maps in Sea Turtles.” Copyright 2011 by Elsevier Incorporated.

Orientation of hatchling loggerheads tested in a magnetic field that simulates a position at the west side of the Atlantic near Puerto Rico (left) and a position at the east side of the Atlantic near the Cape Verde Islands (right). The arrow in each circle indicates the mean direction that the group of hatchlings swam. Data are plotted relative to geographic north (N 5 08). (north equals zero degrees).

Begin skippable figure description.

The figure presents two circles next to each other. The circle on the left is labeled “West Atlantic (Puerto Rico).” The circle on the right is labeled “East Atlantic (Cape Verde Islands).”

Each circle has 36 tick marks spaced equally around its edge. Proceeding clockwise from the tick mark at the highest point of each circle, every third tick mark is labeled from zero degrees to 330 degrees in increments of 30 degrees.

An arrow is drawn from the center to the perimeter of each circle. The arrow in the circle on the left, for West Atlantic (Puerto Rico), points approximately to the tick mark for 50 degrees. The arrow in the circle on the right, for East Atlantic (Cape Verde Islands), points between the tick marks for 210 degrees and 220 degrees.

End skippable figure description.

Question 9.

The passage most strongly suggests that Adelita used which of the following to navigate her 9,000-mile journey?

- A. The current of the North Atlantic gyre
- B. Cues from electromagnetic coils designed by Putman and Lohmann
- C. The inclination and intensity of Earth’s magnetic field
- D. A simulated “magnetic signature” configured by Lohmann

Answer and Explanation. (Follow link to explanation of question 9.)

Question 10.

Which choice provides the best evidence for the answer to [question 9](#)?

- A. Link to: [“In 1996, a loggerhead turtle called Adelita swam across 9,000 miles from Mexico to Japan, crossing the entire Pacific on her way,”](#) which is the first sentence of paragraph 1.
- B. Link to: [“Using his coil-surrounded tank, Lohmann could mimic the magnetic field at different parts of the Earth’s surface,”](#) which is the first sentence of paragraph 5.
- C. Link to: [“In the wild, they might well also use other landmarks like the position of the sea, sun and stars,”](#) which is the third sentence of paragraph 7.
- D. Link to: [“Neither corresponds directly to either latitude or longitude, but together, they provide a ‘magnetic signature’ that tells the turtle where it is,”](#) which is the sixth sentence of paragraph 8.

[Answer and Explanation.](#) (Follow link to explanation of question 10.)

Question 11.

As used in the second sentence of paragraph 1 (follow link), “[tracked](#)” most nearly means

- A. searched for.
- B. traveled over.
- C. followed.
- D. hunted.

[Answer and Explanation.](#) (Follow link to explanation of question 11.)

Question 12.

Based on the passage, which choice best describes the relationship between Putman’s and Lohmann’s research?

- A. Putman’s research contradicts Lohmann’s.
- B. Putman’s research builds on Lohmann’s.
- C. Lohmann’s research confirms Putman’s.
- D. Lohmann’s research corrects Putman’s.

[Answer and Explanation.](#) (Follow link to explanation of question 12.)

Question 13.

The author refers to [reed warblers and sparrows](#) (follow link to the first sentence of paragraph 7) primarily to

- A. contrast the loggerhead turtle's migration patterns with those of other species.
- B. provide examples of species that share one of the loggerhead turtle's abilities.
- C. suggest that most animal species possess some ability to navigate long distances.
- D. illustrate some ways in which the ability to navigate long distances can help a species.

[Answer and Explanation.](#) (Follow link to explanation of question 13.)

Question 14.

It can reasonably be inferred from the passage and [graphic](#) (follow link) that if scientists adjusted the coils to reverse the magnetic field simulating that in the East Atlantic (Cape Verde Islands), the hatchlings would most likely swim in which direction?

- A. Northwest
- B. Northeast
- C. Southeast
- D. Southwest

[Answer and Explanation.](#) (Follow link to explanation of question 14.)

Reading Sample Set 3 Answers and Explanations

The following are explanations of answers to questions 9 through 14 of sample Reading Set 3. The heading of each explanation is hyperlinked to the actual question. In addition, each explanation is followed by two hyperlinks: one to the question explained and one to the next question.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). After following a link in Microsoft Word, you can return to your previous location (for example, the answer explanation) by pressing Alt+left arrow.

Explanation for [question 9](#).

Subscore: Not applicable

Skill: Information and ideas

Objective (focus): Students must draw a reasonable inference from the text.

Difficulty: Easy

Key: C

Choice C is the best answer. The first paragraph describes the 9,000-mile journey that Adelita made and raises the question, which the rest of the passage tries to answer, of how this loggerhead turtle was able to “[steer a route across two oceans to find her destination](#)” (follow link to the fourth sentence of paragraph 1). The answer comes most directly in the last paragraph, which presents Putman’s belief that loggerhead turtles “[work out their position using two features of the Earth’s magnetic field that change over its surface](#)” (follow link to the first sentence of paragraph 8): its inclination and its intensity. It is reasonable, therefore, to infer from the passage that this was the method that Adelita used.

Choice A is not the best answer because there is no evidence in the passage that Adelita used the current of the North Atlantic gyre to navigate her 9,000-mile journey. The passage does discuss the North Atlantic gyre but only as the place where loggerhead turtle hatchlings “[born off the sea coast of Florida spend their early lives](#)” (follow link to the third sentence of paragraph 4).

Choice B is not the best answer because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of cues from electromagnetic coils designed by Putman and Lohmann. The passage does say that Putman and Lohmann use electromagnetic coils as part of their research on loggerhead turtles, but [the coils are part of tanks used in a laboratory to study loggerhead hatchlings](#) (follow link to the first and second sentences of paragraph 3).

Choice D is not the best answer because there is no evidence in the passage that Adelita navigated her 9,000-mile journey with the aid of a simulated “magnetic signature” configured by Lohmann. The passage does describe how Lohmann and Putman manipulate magnetic fields as part of their research on loggerhead turtle hatchlings (see, for example, the [second and third sentences of paragraph 3](#)—follow link), but there is no indication that the two scientists used (or even could use) the kind of equipment necessary for this project outside of laboratory tanks or with Adelita in the wild.

Link back to [question 9](#).

Link back to [question 10](#).

Explanation for [question 10](#).

Subscore: Command of evidence

Skill: Information and ideas

Objective (focus): Students must determine which portion of the passage provides the best support for the answer to [question 9](#).

Difficulty: Medium

Key: D

Choice D is the best answer because in the [sixth sentence of paragraph 8](#) (follow link), the author indicates that “together, [inclination and intensity] provide a ‘magnetic signature’ that tells the turtle where it is.” This sentence thus serves as the best evidence for the answer to [question 9](#).

Choice A is not the best answer because in the [first sentence of paragraph 1](#) (follow link), the author establishes that Adelita made a 9,000-mile journey but does not explain how she navigated it. This sentence thus does not serve as the best evidence for the answer to [question 9](#).

Choice B is not the best answer because in the [first sentence of paragraph 5](#) (follow link), the author indicates that Lohmann is able to “mimic the magnetic field at different parts of the Earth’s surface” in his laboratory but does not explain how Adelita navigated her 9,000-mile journey or suggest that Lohmann had any influence over Adelita’s trip. This sentence thus does not serve as the best evidence for the answer to [question 9](#).

Choice C is not the best answer because in the [third sentence of paragraph 7](#) (follow link), the author notes that loggerhead turtles “in the wild” may make use of “landmarks like the position of the sea, sun and stars” but does not indicate that Adelita used such landmarks to navigate her 9,000-mile journey. This sentence thus does not serve as the best evidence for the answer to [question 9](#).

Link back to [question 10](#).

Link back to [question 11](#).

Explanation for [question 11](#).

Subscore: Words in context

Skill: Information and ideas

Objective (focus): Students must determine the meaning of a word in the context in which it appears.

Difficulty: Easy

Key: C

Choice C is the best answer because the context makes clear that Nichols followed Adelita’s “[epic journey with a satellite tag](#)” (follow link to second sentence of paragraph 1).

Choice A is not the best answer because while “tracked” sometimes means “searched for,” it would make little sense in context to say that Nichols searched for Adelita’s “[epic journey with a satellite tag](#)” (follow link to second sentence of paragraph 1). It is more reasonable to conclude from the passage that Nichols knew about Adelita and her journey and used a satellite tag to help follow it.

Choice B is not the best answer because while “tracked” sometimes means “traveled over,” it would make no sense in context to say that Nichols traveled over Adelita’s “[epic journey with a satellite tag](#)” (follow link to second sentence of paragraph 1).

Choice D is not the best answer because while “tracked” sometimes means “hunted,” it would make no sense in context to say that Nichols hunted Adelita’s “[epic journey with a satellite tag](#)” (follow link to second sentence of paragraph 1).

Link back to [question 11](#).

Link back to [question 12](#).

Explanation for [question 12](#).

Subscore: Not applicable

Skill: Information and ideas

Objective (focus): Students must characterize the relationship between two individuals described in the passage.

Difficulty: Easy

Key: B

Choice B is the best answer. Putman “[works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years](#)” (follow link to the first sentence of paragraph 3). Lohmann had earlier demonstrated that loggerhead turtles “[could use the \[magnetic\] field as a compass to get their bearing](#)” (follow link to the fourth sentence of paragraph 3) and “[use their magnetic sense to work out their latitude—their position on a north-south axis](#)” (follow link to the fourth sentence of paragraph 5). Putman has since (“[now](#),” follow link to the fifth sentence of paragraph 5) built on Lohmann’s work by demonstrating that the turtles “[can also determine their longitude—their position on an east-west axis](#)” (follow link to the fifth sentence of paragraph 5).

Choice A is not the best answer because the passage does not indicate that Putman’s research contradicts Lohmann’s. In fact, Putman’s work complements Lohmann’s. Lohmann had demonstrated that loggerhead turtles “[could use the \[magnetic\] field as a compass to get their bearing](#)” (follow link to the fourth sentence of paragraph 3) and “[use their magnetic sense to work out their latitude—their position on a north-south axis](#)” (follow link to the fourth sentence of paragraph 5). Putman has, in turn, demonstrated that the turtles “[can also determine their longitude—their position on an east-west axis](#)” (follow link to the fifth sentence of paragraph 5).

Choice C is not the best answer because the research of Lohmann that the passage describes came before that of Putman. Putman “[works in the lab of Ken Lohmann, who has been studying the magnetic abilities of loggerheads for over 20 years](#)” (follow link to the first sentence of paragraph 3). Lohmann had earlier demonstrated that loggerhead turtles “[could use the \[magnetic\] field as a compass to get their bearing](#)” (follow link to the fourth sentence of paragraph 3) and “[use their magnetic sense to work out their latitude—their position on a north-south axis](#)” (follow link to the fourth sentence of paragraph 5). Putman has since (“[now](#),” follow link to the fifth sentence of paragraph 5) built on Lohmann’s work by demonstrating that the turtles “[can also determine their longitude—their position on an east-west axis](#)” (follow link to the fifth sentence of paragraph 5).

Choice D is not the best answer because the passage does not indicate that Lohmann’s research corrects Putman’s. First, the research of Lohmann that the passage describes came before that of Putman (see [explanation for choice C](#)—follow link) and thus could not “correct” Putman’s later research. Second, the passage does not indicate that Putman’s research contradicts Lohmann’s (see [explanation for choice A](#)—follow link), meaning that there is nothing for Lohmann to “correct” with his own research.

Link back to [question 12](#).

Link back to [question 13](#).

Explanation for [question 13](#).

Subscore: Not applicable

Skill: Rhetoric

Objective (focus): Students must determine the main rhetorical effect a part of the passage has on the passage as a whole.

Difficulty: Easy

Key: B

Choice B is the best answer because the author indicates that reed warblers and sparrows, like loggerhead turtles, had previously been known to have "[some way of working out longitude](#)" (follow link to first sentence of paragraph 7).

Choice A is not the best answer because although the author notes that loggerhead turtles, reed warblers, and sparrows are all "[animal migrants](#)" (follow link to first sentence of paragraph 7), he offers no specifics about reed warblers' and sparrows' migration patterns, and the only connection he draws among the three animals is their recognized ability of somehow "[working out longitude](#)" (follow link to first sentence of paragraph 7).

Choice C is not the best answer because the author only mentions three "animal migrants" by name (loggerhead turtles, reed warblers, and sparrows) and indicates that "several" such migrants had previously been known to have "[some way of working out longitude](#)" (follow link to first sentence of paragraph 7). He makes no claim in the passage that most animal species have some long-distance navigation ability.

Choice D is not the best answer because although the author indicates that reed warblers and sparrows, like loggerhead turtles, are “[animal migrants](#)” (follow link to first sentence of paragraph 7), he offers no specifics about how the ability to navigate long distances might help reed warblers and sparrows (nor, for that matter, much information about how this ability might help loggerhead turtles).

Link back to [question 13](#).

Link back to [question 14](#).

Explanation for [question 14](#).

Subscore: Command of evidence

Skill: Synthesis

Objective (focus): Students must interpret a graphic and synthesize information from both the text and the graphic.

Difficulty: Hard

Key: B

Choice B is the best answer. The passage notes that Lohmann, who studied loggerhead turtle hatchlings “[in a large water tank surrounded by a large grid of electromagnetic coils](#)” (follow link to the second sentence of paragraph 3) capable of manipulating the magnetic field around the turtles, discovered that the hatchlings would start “[swimming in the opposite direction](#)” when he “[reverse\[d\] the direction of the magnetic field around them](#)” (follow links to the third sentence of paragraph 3). The [graphic](#) [follow link] (whose caption establishes that geographic north is represented by zero degrees) indicates that loggerhead hatchlings tested in a magnetic field that simulates a position at the east side of the Atlantic near the Cape Verde Islands would normally travel in a southwesterly direction (around 218 degrees). Given the above information, it is reasonable to infer that if the magnetic field were reversed, the turtles would travel in a northeasterly direction.

Choice A is not the best answer because information in the passage and graphic suggests that the loggerhead turtle hatchlings would travel in a northeasterly, and not a northwesterly, direction if scientists reversed the magnetic field simulating a position at the east side of the Atlantic near the Cape Verde Islands.

Choice C is not the best answer because information in the passage and graphic suggests that the loggerhead turtle hatchlings would travel in a northeasterly, and not a southeasterly, direction if scientists reversed the magnetic field simulating a position at the east side of the Atlantic near the Cape Verde Islands.

Choice D is not the best answer because information in the passage and graphic suggests that the loggerhead turtle hatchlings would travel in a northeasterly, and not a southwesterly, direction if scientists reversed the magnetic field simulating a position at the east side of the Atlantic near the Cape Verde Islands. The graphic indicates that the hatchlings travel southwesterly under the normal (nonreversed) simulated conditions.

Link back to [question 14](#).

This is the end of Reading Sample Set 3 Answers and Explanations. Go on to the next page to begin Reading Sample Set 4.

Reading Sample Set 4

Program or exam: SAT, PSAT/NMSQT, PSAT 10

Passage content: History and Social Studies

Text complexity: Higher

Questions 15 through 19 are based on the following passage.

This passage is adapted from a speech delivered by Congresswoman Barbara Jordan of Texas on July 25, 1974, as a member of the Judiciary Committee of the United States House of Representatives. In the passage, Jordan discusses how and when a United States president may be impeached, or charged with serious offenses, while in office. Jordan’s speech was delivered in the context of impeachment hearings against then president Richard M. Nixon.

Today, I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution.

“Who can so properly be the inquisitors for the nation as the representatives of the nation themselves?” [“The subjects of its jurisdiction are those offenses which proceed from the misconduct of public men.”](#) * (Follow link to endnote.) And that’s what we’re talking about. In other words, [the jurisdiction comes] from the abuse or violation of some public trust.

It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office. The Constitution doesn't say that. The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive. The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge—the framers of this Constitution were very astute. They did not make the accusers and the judges . . . the same person.

We know the nature of impeachment. We've been talking about it a while now. It is chiefly designed for the President and his high ministers to somehow be called into account. It is designed to "bridle" the executive if he engages in excesses. ["It is designed as a method of national inquest into the conduct of public men."](#)* (Follow link to endnote.) The framers confided in the Congress the power, if need be, to remove the President in order to strike a delicate balance between a President swollen with power and grown tyrannical, and preservation of the independence of the executive.

The nature of impeachment: a narrowly channeled exception to the separation of powers maxim. The Federal Convention of 1787 said that. It limited impeachment to high crimes and misdemeanors, and discounted and opposed the term "maladministration." "It is to be used only for great misdemeanors," so it was said in the North Carolina ratification convention. And in the Virginia ratification convention: "We do not trust our liberty to a particular branch. We need one branch to check the other."

. . . The North Carolina ratification convention: “No one need be afraid that officers who commit oppression will pass with immunity.”
“Prosecutions of impeachments will seldom fail to agitate the passions of the whole community,” said Hamilton in the Federalist Papers, number 65. [“We divide into parties more or less friendly or inimical to the accused.” *](#) (Follow link to endnote.) I do not mean political parties in that sense.

The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term “high crime[s] and misdemeanors.” Of the impeachment process, it was Woodrow Wilson who said that “Nothing short of the grossest offenses against the plain law of the land will suffice to give them speed and effectiveness. Indignation so great as to overgrow party interest may secure a conviction; but nothing else can.”

Common sense would be revolted if we engaged upon this process for petty reasons. Congress has a lot to do: appropriations, tax reform, health insurance, campaign finance reform, housing, environmental protection, energy sufficiency, mass transportation. Pettiness cannot be allowed to stand in the face of such overwhelming problems. So today we’re not being petty. We’re trying to be big, because the task we have before us is a big one.

***Endnote.**

Jordan quotes from *Federalist* Number 65, an essay by Alexander Hamilton, published in 1788, on the powers of the United States Senate, including the power to decide cases of impeachment against a president of the United States.

Question 15.

The stance Jordan takes in the passage is best described as that of

- A. an idealist setting forth principles.
- B. an advocate seeking a compromise position.
- C. an observer striving for neutrality.
- D. a scholar researching a historical controversy.

[Answer and Explanation.](#) (Follow link to explanation of question 15.)

Question 16.

The main rhetorical effect of the series of three phrases in the fourth sentence of paragraph 1 (follow link to: "[the diminution, the subversion, the destruction](#)") is to

- A. convey with increasing intensity the seriousness of the threat Jordan sees to the Constitution.
- B. clarify that Jordan believes the Constitution was first weakened, then sabotaged, then broken.
- C. indicate that Jordan thinks the Constitution is prone to failure in three distinct ways.
- D. propose a three-part agenda for rescuing the Constitution from the current crisis.

[Answer and Explanation.](#) (Follow link to explanation of question 16.)

Question 17.

As used in the first sentence of paragraph 5 (follow link), "[channeled](#)" most nearly means

- A. worn.
- B. sent.
- C. constrained
- D. siphoned.

[Answer and Explanation.](#) (Follow link to explanation of question 17.)

Question 18.

In the [second through fourth sentences of paragraph 6](#) (follow link), what is the most likely reason Jordan draws a distinction between two types of "parties"?

- A. To counter the suggestion that impeachment is or should be about partisan politics
- B. To disagree with Hamilton's claim that impeachment proceedings excite passions
- C. To contend that Hamilton was too timid in his support for the concept of impeachment
- D. To argue that impeachment cases are decided more on the basis of politics than on justice

[Answer and Explanation.](#) (Follow link to explanation of question 18.)

Question 19.

Which choice provides the best evidence for the answer to the previous question?

- A. Link to: [“It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office,”](#) which is the first sentence of paragraph 3.
- B. Link to: [“The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge—the framers of this Constitution were very astute,”](#) which is the fourth sentence of paragraph 3.
- C. Link to: [“The drawing of political lines goes to the motivation behind impeachment; but impeachment must proceed within the confines of the constitutional term ‘high crime\[s\] and misdemeanors,’”](#) which is the first sentence of paragraph 7.
- D. Link to: [“Congress has a lot to do: appropriations, tax reform, health insurance, campaign finance reform, housing, environmental protection, energy sufficiency, mass transportation,”](#) which is the second sentence of paragraph 8.

Answer and Explanation. (Follow link to explanation of question 19.)

Reading Sample Set 4 Answers and Explanations

The following are explanations of answers to questions 15 through 19 of sample Reading Set 4. The heading of each explanation is hyperlinked to the actual question. In addition, each explanation is followed by two hyperlinks: one to the question explained and one to the next question.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). After following a link in Microsoft Word, you can return to your previous location (for example, the answer explanation) by pressing Alt+left arrow.

Explanation for [question 15](#).

Subscore: Not applicable

Skill: Rhetoric

Objective (focus): Students must use information and ideas in the passage to determine the speaker’s perspective.

Difficulty: Hard

Key: A

Choice A is the best answer. Jordan helps establish her idealism by declaring that she is an [“inquisitor”](#) (follow link to the first sentence of paragraph 1) and that her [“faith in the Constitution is whole; it is complete; it is total”](#) (follow link to the third sentence of paragraph 1). At numerous points in the passage, Jordan sets forth principles (for example [follow link], [“The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive,”](#) which is the third sentence of paragraph 3) and makes reference to important documents that do the same, including the U.S. Constitution and *Federalist* Number 65.

Choice B is not the best answer because although Jordan is advocating a position, there is no evidence in the passage that she is seeking a compromise position. Indeed, she notes that she is [“not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution”](#) (follow link to the fourth sentence of paragraph 1), indicating that she is not seeking compromise.

Choice C is not the best answer because Jordan is a participant (“[an inquisitor](#)”; follow link to the first sentence of paragraph 1) in the proceedings, not a mere observer. Indeed, she notes that she is “[not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution](#)” (follow link to the fourth sentence of paragraph 1).

Choice D is not the best answer because Jordan is identified as a congresswoman and an “[inquisitor](#)” (follow link to the first sentence of paragraph 1), not a scholar, and because she is primarily discussing events happening at the moment, not researching an unidentified historical controversy. While she refers to historical documents and individuals, her main emphasis is on the (then) present impeachment hearings.

Link back to [question 15](#).

Link back to [question 16](#).

Explanation for [question 16](#).

Subscore: Words in context

Skill: Rhetoric

Objective (focus): Students must determine the main rhetorical effect of the speaker’s choice of words.

Difficulty: Medium

Key: A

Choice A is the best answer because the quoted phrases — building from “diminution” to “subversion” to “destruction” — suggest the increasing seriousness of the threat Jordan sees to the Constitution.

Choice B is not the best answer because the passage offers no evidence that the quoted phrases refer to three different events that happened in a strict sequence. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct stages in a process.

Choice C is not the best answer because the passage offers no evidence that the quoted phrases refer to three distinct ways in which the Constitution is prone to failure. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct “ways.”

Choice D is not the best answer because the passage offers no evidence that the quoted phrases refer to three unique elements of a proposal to resolve a crisis. It is more reasonable to infer from the passage that Jordan sees “diminution,” “subversion,” and “destruction” as differing degrees to which the Constitution could be undermined. Moreover, the passage suggests that Jordan sees these three things as products of the same action or series of actions, not as three distinct “parts.”

Link back to [question 16](#).

Link back to [question 17](#).

Explanation for [question 17](#).

Subscore: Words in context

Skill: Information and ideas

Objective (focus): Students must determine the meaning of a word in the context in which it appears.

Difficulty: Medium

Key: C

Choice C is the best answer because the context makes clear that the kind of "[exception](#)" (follow link to the first sentence of paragraph 5) Jordan describes should be narrowly constrained, or limited. As the [second and third sentences of paragraph 5](#) (follow link) indicate, the Federal Convention of 1787 "limited impeachment to high crimes and misdemeanors, and discounted and opposed the term 'maladministration,'" presumably because the term implied too broad a scope for the exception.

Choice A is not the best answer because while "channeled" sometimes means "worn," it would make no sense in context to say that the kind of "[exception](#)" (follow link to the first sentence of paragraph 5) Jordan describes should be narrowly worn.

Choice B is not the best answer because while "channeled" sometimes means "sent," it would make no sense in context to say that the kind of "[exception](#)" (follow link to the first sentence of paragraph 5) Jordan describes should be narrowly sent.

Choice D is not the best answer because while "channeled" sometimes means "siphoned," it would make no sense in context to say that the kind of "[exception](#)" (follow link to the first sentence of paragraph 5)

Jordan describes should be narrowly siphoned.

Link back to [question 17](#).

Link back to [question 18](#).

Explanation for [question 18](#).

Subscore: Not applicable

Skill: Rhetoric

Objective (focus): Students must interpret the speaker’s line of reasoning.

Difficulty: Medium

Key: A

Choice A is the best answer. Jordan is making a distinction between two types of “parties”: the informal associations to which Alexander Hamilton refers and formal, organized political parties such as the modern-day Republican and Democratic parties. Jordan anticipates that listeners to her speech might misinterpret her use of Hamilton’s quotation as suggesting that she thinks impeachment is essentially a tool of organized political parties to achieve partisan ends, with one party attacking and another defending the president. Throughout the passage and notably in the [seventh paragraph](#) (follow link), Jordan makes clear that she thinks impeachment should be reserved only for the most serious of offenses — ones that should rankle people of any political affiliation.

Choice B is not the best answer because Jordan offers no objection to Hamilton’s notion that impeachment proceedings excite passions. Indeed, she quotes Hamilton extensively in a way that indicates that she fundamentally agrees with his view on impeachment. Moreover, she acknowledges that her own speech is impassioned — that she feels a “[solemnness](#)” (follow link to the second sentence of paragraph 1) and a willingness to indulge in “[hyperbole](#)” (follow link to the second sentence of paragraph 1).

Choice C is not the best answer because Jordan offers no objection to Hamilton’s level of support for the concept of impeachment. Indeed, she quotes Hamilton extensively in a way that indicates that she fundamentally agrees with his view on impeachment.

Choice D is not the best answer because Jordan suggests that she and her fellow members of Congress are “[trying to be big](#)” (follow link to the fifth sentence of paragraph 8), or high-minded, rather than decide the present case on the basis of politics. Indeed, throughout the last four paragraphs of the passage (follow links to [paragraph 5](#), [paragraph 6](#), [paragraph 7](#), and [paragraph 8](#)), she elaborates on the principled, just basis on which impeachment should proceed. Moreover, throughout the passage Jordan is focused on the present impeachment hearings, not on the justice or injustice of impeachments generally.

Link back to [question 18](#).

Link back to [question 19](#).

Explanation for [question 19](#).

Subscore: Command of evidence

Skill: Information and ideas

Objective (focus): Students must determine which portion of the passage provides the best evidence for the answer to [question 18](#).

Difficulty: Hard

Key: C

Choice C is the best answer because in the [first sentence of paragraph 7](#) (follow link), Jordan draws a contrast between political motivations and “high crime[s] and misdemeanors” as the basis for impeachment and argues that impeachment “must proceed within the confines” of the latter concept. This sentence thus serves as the best evidence for the answer to [question 18](#).

Choice A is not the best answer because the [first sentence of paragraph 3](#) (follow link) only addresses a misconception that Jordan contends some people have about what a vote for impeachment means. This sentence thus does not serve as the best evidence for the answer to [question 18](#).

Choice B is not the best answer because the [fourth sentence of paragraph 3](#) (follow link) only speaks to a division of responsibility between the two houses of the U.S. Congress. This sentence thus does not serve as the best evidence for the answer to [question 18](#).

Choice D is not the best answer because the [second sentence of paragraph 8](#) (follow link) serves mainly to indicate that the U.S. Congress has an extensive and important agenda. This sentence thus does not serve as the best evidence for the answer to

[question 18](#).

Link back to [question 19](#).

This is the end of Reading Sample Set 4 Answers and Explanations. Go on to the next page to begin Reading Sample Set 5.

Reading Sample Set 5

Program or exam: SAT, PSAT/NMSQT, PSAT 10

Passage content: Science

Text complexity: Medium

Questions 20 through 24 are based on the following passages.

Passage 1 is adapted from Susan Milius, “A Different Kind of Smart.” Copyright 2013 by Science News. Passage 2 is adapted from Bernd Heinrich, *Mind of the Raven: Investigations and Adventures with Wolf-Birds*. Copyright 2007 by Bernd Heinrich.

Passage 1

In 1894, British psychologist C. Lloyd Morgan published what’s called Morgan’s canon, the principle that suggestions of humanlike mental processes behind an animal’s behavior should be rejected if a simpler explanation will do.

Still, people seem to maintain certain expectations, especially when it comes to birds and mammals. “We somehow want to prove they are as ‘smart’ as people,” zoologist Sara Shettleworth says. We want a bird that masters a vexing problem to be employing human-style insight.

New Caledonian crows face the high end of these expectations, as possibly the second-best toolmakers on the planet.

Their tools are hooked sticks or strips made from spike-edged leaves, and they use them in the wild to winkle grubs out of crevices.

Researcher Russell Gray first saw the process on a cold morning in a mountain forest in New Caledonia, an island chain east of Australia. Over the course of days, he and crow researcher Gavin Hunt had gotten wild crows used to finding meat tidbits in holes in a log. Once the birds were checking the log reliably, the researchers placed a spiky tropical pandanus plant beside the log and hid behind a blind.

A crow arrived. It hopped onto the pandanus plant, grabbed the spiked edge of one of the long straplike leaves and began a series of ripping motions. Instead of just tearing away one long strip, the bird ripped and nipped in a sequence to create a slanting stair-step edge on a leaf segment with a narrow point and a wide base. The process took only seconds. Then the bird dipped the narrow end of its leaf strip into a hole in the log, fished up the meat with the leaf-edge spikes, swallowed its prize and flew off.

“That was my ‘oh wow’ moment,” Gray says. After the crow had vanished, he picked up the tool the bird had left behind. “I had a go, and I couldn’t do it,” he recalls. Fishing the meat out was tricky. It turned out that Gray was moving the leaf shard too forcefully instead of gently stroking the spines against the treat.

The crow’s deft physical manipulation was what inspired Gray and Auckland colleague Alex Taylor to test other wild crows to see if they employed the seemingly insightful string-pulling solutions that some ravens, kea parrots and other brainiac birds are known to employ. Three of four crows passed that test on the first try.

Passage 2

For one month after they left the nest, I led my four young ravens at least once and sometimes several times a day on thirty-minute walks. During these walks, I wrote down everything in their environment they pecked at. In the first sessions, I tried to be teacher. I touched specific objects—sticks, moss, rocks—and nothing that I touched remained untouched by them. They came to investigate what I had investigated, leading me to assume that young birds are aided in learning to identify food from the parents' example. They also, however, contacted almost everything else that lay directly in their own paths. They soon became more independent by taking their own routes near mine. Even while walking along on their own, they pulled at leaves, grass stems, flowers, bark, pine needles, seeds, cones, clods of earth, and other objects they encountered. I wrote all this down, converting it to numbers. After they were thoroughly familiar with the background objects in these woods and started to ignore them, I seeded the path we would later walk together with objects they had never before encountered. Some of these were conspicuous food items: raspberries, dead meal worm beetles, and cooked corn kernels. Others were conspicuous and inedible: pebbles, glass chips, red winterberries. Still others were such highly cryptic foods as encased caddisfly larvae and moth cocoons. The results were dramatic.

The four young birds on our daily walks contacted all new objects preferentially. They picked them out at a rate of up to tens of thousands of times greater than background or previously contacted objects. The main initial criterion for pecking or picking anything up was its novelty. In subsequent trials, when the previously novel items were edible, they became preferred and the inedible objects became “background” items, just like the leaves, grass, and pebbles, even if they were highly conspicuous. These experiments showed that ravens’ curiosity ensures exposure to all or almost all items in the environment.

Question 20.

Within [Passage 1](#) (follow link), the main purpose of the first two paragraphs (follow links to [paragraph 1](#) and [paragraph 2](#)) is to

- A. offer historical background in order to question the uniqueness of two researchers’ findings.
- B. offer interpretive context in order to frame the discussion of an experiment and its results.
- C. introduce a scientific principle in order to show how an experiment’s outcomes validated that principle.
- D. present seemingly contradictory stances in order to show how they can be reconciled empirically.

[Answer and Explanation.](#) (Follow link to explanation of question 20.)

Question 21.

According to the experiment described in [Passage 2](#) (follow link), whether the author’s ravens continued to show interest in a formerly new object was dictated primarily by whether that object was

- A. edible.
- B. plentiful.
- C. conspicuous.
- D. natural.

[Answer and Explanation.](#) (Follow link to explanation of question 21.)

Question 22.

The crows in [Passage 1](#) (follow link) and the ravens in [Passage 2](#) (follow link) shared which trait?

- A. They modified their behavior in response to changes in their environment.
- B. They formed a strong bond with the humans who were observing them.
- C. They manufactured useful tools for finding and accessing food.
- D. They mimicked the actions they saw performed around them.

[Answer and Explanation.](#) (Follow link to explanation of question 22.)

Question 23.

One difference between the experiments described in the two passages is that unlike the researchers discussed in [Passage 1](#) (follow link), the author of [Passage 2](#) (follow link)

- A. presented the birds with a problem to solve.
- B. intentionally made the birds aware of his presence.
- C. consciously manipulated the birds' surroundings.
- D. tested the birds' tool-using abilities.

[Answer and Explanation.](#) (Follow link to explanation of question 23.)

Question 24.

Is the main conclusion presented by the author of [Passage 2](#) (follow link) consistent with Morgan's canon, as described in [Passage 1](#) (follow link)?

- A. Yes, because the conclusion proposes that the ravens' behavior is a product of environmental factors.
- B. Yes, because the conclusion offers a satisfyingly simple explanation of the ravens' behavior.
- C. No, because the conclusion suggests that the ravens exhibit complex behavior patterns.
- D. No, because the conclusion implies that a humanlike quality motivates the ravens' behavior.

[Answer and Explanation.](#) (Follow link to explanation of question 24.)

Reading Sample Set 5 Answers and Explanations

The following are explanations of answers to questions 20 through 24 of sample Reading Set 5. The heading of each explanation is hyperlinked to the actual question. In addition, each explanation is followed by two hyperlinks: one to the question explained and one to the next question.

There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left-click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). After following a link in Microsoft Word, you can return to your previous location (for example, the answer explanation) by pressing Alt+left arrow.

Explanation for [question 20](#).

Subscore: Not applicable

Skill: Rhetoric

Objective (focus): Students must determine the main purpose of two paragraphs in relation to the passage as a whole.

Difficulty: Hard

Key: B

Choice B is the best answer. [Passage 1](#) (follow link) opens with an explanation of Morgan’s canon and continues with a discussion of people’s expectations regarding animal intelligence. Taken together, the first two paragraphs indicate that despite cautions to the contrary, people still tend to look for humanlike levels of intelligence in many animals, including birds. These two paragraphs provide a framework in which to assess the work of Gray and Hunt, presented in the rest of the passage. The passage’s characterization of the experiment Gray and Hunt conduct, in which they observe a crow’s tool-making ability and to which Gray responds by trying and failing to mimic the bird’s behavior (“[I had a go, and I couldn’t do it](#)”; follow link to the third sentence of paragraph 6 of Passage 1), suggests that Shettleworth, quoted in the second paragraph, is at least partially correct in her assessment that “[We somehow want to prove \[birds\] are as ‘smart’ as people](#)” (follow link to the second sentence of paragraph 2 of Passage 1).

Choice A is not the best answer because while the reference to Morgan's canon in the first paragraph offers a sort of historical background (given that the canon was published in 1894), the second paragraph describes people's continuing expectations regarding animal intelligence. Furthermore, the fact that Gray and Hunt may share with other people the tendency to look for humanlike intelligence in many animals does not by itself establish that the main purpose of the first two paragraphs is to question the uniqueness of Gray and Hunt's findings.

Choice C is not the best answer because while the reference to Morgan's canon in the first paragraph does introduce a scientific principle, the discussion in the second paragraph of people's expectations regarding animal intelligence, as well as the passage's characterization of Gray and Hunt's experiment and how the researchers interpret the results, primarily suggest that people tend to violate the canon by attributing humanlike levels of intelligence to many animals.

Choice D is not the best answer because although the first two paragraphs do present different perspectives, they are not seemingly or genuinely contradictory. The second paragraph, particularly the quotation from Shettleworth, serves mainly to qualify (not contradict) the position staked out in the first paragraph by suggesting that while Morgan's canon is probably a sound principle, people still tend to project humanlike levels of intelligence onto many animals. Moreover, the experiment depicted in the rest of the passage primarily bears out Shettleworth's claim that ["We somehow want to prove \[birds\] are as 'smart' as people"](#) (follow link to the second sentence of paragraph 2 of Passage 1) and thus does not reconcile the perspectives found in the opening paragraphs.

Link back to [question 20](#).

Link back to [question 21](#).

Explanation for [question 21](#).

Subscore: Not applicable

Skill: Information and ideas

Objective (focus): Students must identify an explicitly stated relationship between events.

Difficulty: Easy

Key: A

Choice A is the best answer. The last paragraph of Passage 2 presents the results of an experiment in which the author scattered unfamiliar objects in the path of some ravens. According to the passage, [the birds initially “contacted all new objects preferentially” but in “subsequent trials” only preferred those “previously novel items” that “were edible”](#) (follow link to the first through fourth sentences of paragraph 2 of Passage 2).

Choice B is not the best answer because the ravens studied by the author only preferred those [“previously novel items” that “were edible,” whereas “the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles”](#) (follow link to the first through fourth sentences of paragraph 2 of Passage 2). In other words, plentiful items did not continue to interest the ravens unless the items were edible.

Choice C is not the best answer because the ravens studied by the author only preferred those [“previously novel items” that “were edible,”](#) whereas [“the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles, even if they were highly conspicuous”](#) (follow link to the first through fourth sentences of paragraph 2 of Passage 2). In other words, conspicuous items did not continue to interest the ravens unless the items were edible.

Choice D is not the best answer because the ravens studied by the author only preferred those [“previously novel items” that “were edible,”](#) whereas [“the inedible objects became ‘background’ items, just like the leaves, grass, and pebbles”](#) (follow link to the first through fourth sentences of paragraph 2 of Passage 2). In other words, natural items did not continue to interest the ravens unless the items were edible.

Link back to [question 21](#).

Link back to [question 22](#).

Explanation for [question 22](#).

Subscore: Not applicable

Skill: Synthesis

Objective (focus): Students must synthesize information and ideas from paired texts.

Difficulty: Medium

Key: A

Choice A is the best answer. Both bird species studied modified their behavior in response to changes in their environment. The researchers described in Passage 1 “[had gotten wild crows used to finding meat tidbits in holes in a log](#)” (follow link to the third sentence of paragraph 4 of Passage 1). In other words, the researchers had repeatedly placed meat in the log—that is, changed the crows’ environment—and the birds had responded by modifying their behavior, a point reinforced in the [fourth sentence of paragraph 4 of Passage 1](#) (follow link), which notes that the birds began “checking the log reliably.” The ravens in Passage 2 act in analogous fashion, responding to the introduction of new objects in their environment by “[pick\[ing\] them out at a rate of up to tens of thousands of times greater than background or previously contacted objects](#)” (follow link to the second sentence of paragraph 2 of Passage 2).

Choice B is not the best answer because while there is some evidence that the ravens described in Passage 2 formed a bond with the author, going on walks with him and possibly viewing him as their “teacher,” there is no evidence that a similar bond formed between the researchers described in Passage 1 and the crows they studied. Indeed, these researchers “[hid behind a blind](#)” (follow link to the fourth sentence of paragraph 4 of Passage 1) in an effort to avoid contact with their subjects.

Choice C is not the best answer because while crows' tool manufacture is the central focus of the experiment described in Passage 1, there is no evidence that the ravens in Passage 2 did anything similar.

Passage 1 does mention that ["some ravens" use "seemingly insightful string-pulling solutions"](#) (follow link to the first sentence of paragraph 7 of Passage 1), but nothing in Passage 2 suggests that the ravens in that particular study had or displayed tool-making abilities.

Choice D is not the best answer because while there is some evidence that the ravens described in Passage 2 mimicked human behavior, going on walks with the author and possibly viewing him as their "teacher," there is no evidence that the crows in Passage 1 did any mimicking. Passage 1, in fact, suggests that the ability of the crow to produce the meat-fishing tool was innate rather than a skill it had acquired from either humans or other birds.

Link back to [question 22](#).

Link back to [question 23](#).

Explanation for [question 23](#).

Subscore: Not applicable

Skill: Synthesis

Objective (focus): Students must synthesize information and ideas from paired texts.

Difficulty: Easy

Key: B

Choice B is the best answer. The researchers described in Passage 1 "[hid behind a blind](#)" (follow link to the fourth sentence of paragraph 4 of Passage 1) to avoid being seen by the crow. The author of Passage 2, on the other hand, made no attempt to conceal his presence; in fact, as he describes it, he "[led](#)" [the ravens in his study](#) [on](#) "[walks](#)" (follow link to the first sentence of paragraph 1 of Passage 2), during which he "[touched specific objects](#)" (follow link to the fourth sentence of paragraph 1 of Passage 2) and then watched to see whether the birds touched the same objects. The author of Passage 2 notes that the ravens "[soon became more independent](#)" (follow link to the seventh sentence of paragraph 1 of Passage 2), going their own way rather than continuing to follow the author. From this it is clear that the author of Passage 2, unlike the researchers described in Passage 1, intentionally made the birds aware of his presence.

Choice A is not the best answer because while a case could be made that the author of Passage 2 gave the ravens a problem to solve (Which new objects are best to touch?), the researchers described in Passage 1 presented the crows with a problem as well: how to extract meat from a log. Thus, presenting birds with a problem to solve was not a difference between the experiments.

Choice C is not the best answer because both the researchers described in Passage 1 and the author of Passage 2 consciously manipulated the birds' surroundings. The crow researchers placed meat pieces in a log and a pandanus plant behind the log (see the [third and fourth sentences of paragraph 4 of Passage 1](#); follow link). The author of Passage 2 put unfamiliar objects on a path for the ravens to find (see the [tenth sentence of paragraph 1 of Passage 2](#); follow link). Thus, conscious manipulation of the birds' surroundings was not a difference between the experiments.

Choice D is not the best answer because there is no evidence that the author of Passage 2 tested the ravens' tool-using abilities. The passage instead indicates that the author recorded observations about the birds' interactions with objects naturally occurring in and artificially introduced into the environment.

Link back to [question 23](#).

Link back to [question 24](#).

Explanation for [question 24](#).

Subscore: Not applicable

Skill: Synthesis

Objective (focus): Students must synthesize information and ideas from paired texts.

Difficulty: Medium

Key: D

Choice D is the best answer. According to Passage 1, Morgan's canon is "[the principle that suggestions of humanlike mental processes behind an animal's behavior should be rejected if a simpler explanation will do](#)" (follow link to the first sentence of paragraph 1 of Passage 1). The main conclusion drawn by the author of Passage 2 is that "[ravens' curiosity ensures exposure to all or almost all items in the environment](#)" (follow link to the fifth sentence of paragraph 2 of Passage 2). In referring to the ravens' behavior as reflecting "curiosity," a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal's behavior without explicitly considering alternate explanations.

Choice A is not the best answer because the main conclusion drawn by the author of Passage 2 is that “[ravens’ curiosity ensures exposure to all or almost all items in the environment](#)” (follow link to the fifth sentence of paragraph 2 of Passage 2). In referring to the ravens’ behavior as reflecting “curiosity,” a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal’s behavior without explicitly considering alternate explanations. Morgan’s canon holds that such suggestions should be rejected unless a “[simpler explanation](#)” cannot be found (follow link to the first sentence of paragraph 1 of Passage 1); therefore, the conclusion the author of Passage 2 reaches is not consistent with Morgan’s canon. Moreover, by ascribing the ravens’ behavior to “curiosity,” the author of Passage 2 seems to reject environmental factors as the cause.

Choice B is not the best answer because the main conclusion drawn by the author of Passage 2 is that “[ravens’ curiosity ensures exposure to all or almost all items in the environment](#)” (follow link to the fifth sentence of paragraph 2 of Passage 2). In referring to the ravens’ behavior as reflecting “curiosity,” a human trait, the author of Passage 2 would seem to be ascribing a humanlike mental process to an animal’s behavior without explicitly considering alternate explanations. Morgan’s canon holds that such suggestions should be rejected unless a “[simpler explanation](#)” cannot be found (follow link to the first sentence of paragraph 1 of Passage 1); therefore, the conclusion the author of Passage 2 reaches cannot be the type of “simpler explanation” Morgan was alluding to.

Choice C is not the best answer because while the main conclusion drawn by the author of Passage 2 is not consistent with Morgan’s canon (see [explanation for choice D](#); follow link), nothing about how the canon is described in Passage 1 precludes the possibility that animals can exhibit complex behavior patterns. The canon merely rejects the idea that humanlike mental processes should quickly or easily be attributed to animals.

Link back to [question 24](#).

This is the end of Reading Sample Set 5 Answers and Explanations.