



Taking the SAT® II: Subject Tests

Writing

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Writing

one-hour subject test

PURPOSE

Measure a student's ability to:

- express ideas effectively in standard written English, using appropriate organization, word choice, and sentence structure
- recognize and correct faults in usage and structure

FORMAT

A one-hour test that includes:

- a 20-minute essay
- 60 multiple-choice questions

The essay, which is on an assigned topic, does not require special knowledge. It comprises one-third of the total score.

The multiple-choice questions deal with common writing problems such as being consistent, expressing ideas logically, being clear and precise, and following conventions of standard written English. The questions do not ask you to define or to use grammatical terms and do not test spelling or capitalization. In some questions, punctuation marks such as the semicolon are important in arriving at the correct answer, but these questions primarily test the structure in which the punctuation appears. This section represents two-thirds of the total score.

RECOMMENDED PREPARATION

- Gradual development of competence over many years through extensive experience with English, especially written English

SCORES

- Total score: 200-to-800 scale
- Multiple-choice and writing sample subscores: 20-to-80 scale

Sample Multiple-Choice Questions

Three types of multiple-choice questions appear in the Writing Test. The directions that follow are identical to those in the test. For the multiple-choice questions, you must choose the **BEST** response from the five choices offered.

IDENTIFYING SENTENCE ERRORS

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words), and idiom. Some sentences are correct.

No sentence contains more than one error.

You will find that the error, if there is one, is underlined and lettered. Elements of the sentence that are not underlined will not be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct and fill in the corresponding oval on your answer sheet.

If there is no error, fill in answer oval E.

Example

The other delegates and him immediately
A B C
accepted the resolution drafted by the
D
neutral states. No error
E

(A) (B) (C) (D) (E)

Sample Questions

1. Few people cannot hardly tell the difference between
A B
purple and fuchsia, even when samples of these
C
related colors are placed side by side. No error
D E
2. The commission investigating the accident at the
A
laboratory was less interested in why the experiment
was conducted than in whether they were
B C
conducted properly. No error
D E

3. Uncontrolled harvesting of forests for timber could affect the weather because land covered by large trees absorbs and releases twice as much moisture as smaller plants. No error
- A
B C
D E

IMPROVING SENTENCES

Directions: The following sentences test correctness and effectiveness of expression. In choosing answers, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five ways of phrasing the underlined part. Choice A repeats the original; the other four are different.

Choose the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise choose one of the others. Your choice should produce the most effective sentence—clear and precise, without awkwardness or ambiguity.

Example

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
(B) upon the reaching of sixty-five years
(C) at age sixty-five years old
(D) when she was sixty-five
(E) at the time when she was sixty-five

A B C D E

Sample Questions

4. The struggles and triumphs of the Mexican worker, which are brilliantly depicted in the murals of Diego Rivera.
- (A) The struggles and triumphs of the Mexican worker, which are brilliantly depicted in the murals of Diego Rivera.
(B) The murals of Diego Rivera brilliantly depict the struggles and triumphs of the Mexican worker.
(C) Diego Rivera, in his brilliant murals, depicting the struggles and triumphs of the Mexican worker.
(D) The Mexican worker's struggles and triumphs being brilliantly depicted in the murals of Diego Rivera.
(E) Diego Rivera, whose murals brilliantly depict the struggles and triumphs of the Mexican worker.
5. Dorothy Hafner is a New York ceramist, she is widely known for her bold colors and patterns, and she will conduct the workshop.
- (A) Dorothy Hafner is a New York ceramist, she is widely known for her bold colors and patterns, and she
(B) Dorothy Hafner is a New York ceramist who is widely known for her bold colors and patterns and
(C) Dorothy Hafner, a New York ceramist whose bold colors and patterns being widely known,
(D) Dorothy Hafner, a New York ceramist, the bold colors and patterns of which are widely known,
(E) Dorothy Hafner, a New York ceramist widely known for her bold colors and patterns,
6. Juggling two careers is common among state legislators, the majority of them serve in states where the legislature is in session only part of the year.
- (A) of them serve
(B) of them are serving
(C) which serve
(D) of whom serve
(E) serve

IMPROVING PARAGRAPHS

Directions: Each of the following passages is an early draft of an essay. Some parts of the passages need to be rewritten.

Read each passage and answer the questions that follow. Some questions are about particular sentences or parts of sentences and ask you to improve sentence structure and word choice. Other questions refer to parts of the essay or the entire essay and ask you to consider organization and development. In making your decisions, follow the conventions of standard written English. After you have chosen your answer, fill in the corresponding oval on your answer sheet.

Questions 7–8. These questions are based on the following essay, which is a response to an assignment to write about an economic issue facing the United States today.

(1) Recently a group of workers from a clothing factory in my hometown picketed peacefully in front of a department store. (2) They carried signs, and passing shoppers were urged by them to buy products that were made in the United States. (3) A newspaper article suggested that they were wrong. (4) It pointed out that nearly all stores now sell goods that are not made in this country. (5) However, I would argue that the demonstrators are right, consumers should think about the effect they can have on industries here in the United States.

(6) Consumers have the right to buy whatever they want, but they should consider the effects of their choices. (7) In the last several years, hundreds of thousands of workers in United States industries have lost their jobs. (8) The lost jobs represent billions of dollars of lost wages and taxes. (9) Consumers should know that consumer goods that are not made in the United States contribute to the loss of jobs in many different American industries and businesses. (10) Buying goods made in the United States means investing in our future. (11) Without

government subsidies, our industries only have the American consumer to help them compete in the world market and therefore guarantee jobs for hundreds of thousands of workers in the United States.

7. In context, which is the best way to revise and combine the underlined portion of sentence 3 (reproduced below)?

A newspaper article suggested that they were wrong. It pointed out that nearly all stores now sell goods that are not made in this country.

- (A) A newspaper article suggested that the demonstrators were wrong, pointing out
- (B) They were wrong, a newspaper article suggested, it pointed out
- (C) Suggesting that they are wrong, in a newspaper article it says
- (D) The newspaper article suggests that the shoppers were wrong,
- (E) In the newspaper article was the suggestion that they were wrong and

8. Which sentence would be most appropriate to follow sentence 11?

- (A) I see now that the demonstrators were right.
- (B) Consumers have rights, too.
- (C) In conclusion, we have no one else to blame.
- (D) The next time you go shopping, think of the workers and their families in your community.
- (E) We, the American consumers, must find out how to invest in our industries.

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

- | | | |
|----------|----------|----------|
| 1. A (1) | 4. B (1) | 7. A (1) |
| 2. C (3) | 5. E (3) | 8. D (3) |
| 3. D (5) | 6. D (5) | |

Writing Problem	Example of Problem	Corrected Example
BEING CONSISTENT		
Sequence of tenses	After he broke his arm, he <i>is</i> home for two weeks.	After he broke his arm, he <i>was</i> home for two weeks.
Shift of pronoun	If one is tense, <i>they</i> should try to relax.	If one is tense, <i>one</i> should try to relax.
Parallelism	She skis, plays tennis, and <i>flying</i> hang gliders.	She skis, plays tennis, and <i>flies</i> hang gliders.
Noun agreement	Ann and Sarah want to be a <i>pilot</i> .	Ann and Sara want to be <i>pilots</i> .
Pronoun reference	Several people wanted the job, and <i>he or she</i> filled out the required applications.	Several people wanted the job, and <i>they</i> filled out the required applications.
Subject-verb agreement	There <i>is</i> eight people on the shore.	There <i>are</i> eight people on the shore.
EXPRESSING IDEAS LOGICALLY		
Coordination and subordination	Nancy has a rash, <i>and she</i> is probably allergic to something.	Nancy has a rash; <i>she</i> is probably allergic to something.
Logical comparison	Harry grew more vegetables than his <i>neighbor's garden</i> .	Harry grew more vegetables than his <i>neighbor grew</i> .
Modification and word order	Barking loudly, <i>the tree had the dog's leash wrapped around it</i> .	Barking loudly, <i>the dog wrapped its leash around the tree</i> .
BEING CLEAR AND PRECISE		
Ambiguous and vague pronouns	<i>In the newspaper they said that</i> few people voted.	<i>The newspaper reported that</i> few people voted.
Diction	He <i>circumvented</i> the globe on his trip.	He <i>circumnavigated</i> the globe on his trip.
Wordiness	There are many problems <i>in the contemporary world in which we live</i> .	There are many problems <i>in the contemporary world</i> .
Improper modification	<i>If your car is parked here while not eating in the restaurant, it will be towed away</i> .	<i>If you park here and do not eat in the restaurant, your car will be towed away</i> .
FOLLOWING CONVENTIONS		
Pronoun case	He sat between you and <i>I</i> at the stadium.	He sat between you and <i>me</i> at the stadium.
Idiom	Natalie had a different opinion <i>towards</i> her.	Natalie had a different opinion <i>about</i> her.
Comparison of modifiers	Of the sixteen executives, Meg makes <i>more</i> money.	Of the sixteen executives, Meg makes <i>the most</i> money.
Sentence fragment	Fred <i>having</i> to go home early.	Fred <i>has</i> to go home early.
Double negative	Manuel has scarcely <i>no</i> free time.	Manuel has scarcely <i>any</i> free time.

THE WRITING SAMPLE

Writing sample essays are read and scored by “readers,” high school and college teachers who have experience with the writing demonstrated by students at the end of high school. They do not expect polished compositions. Two readers score each essay on a 6-point scale, with 6 as the highest score and 1 as the lowest. The total writing sample score is the sum of the two readers’ scores. It is weighted to equal one-third of the total SAT II: Writing Subject Test score. If the two readers’ scores are more than two points apart, a third reader resolves the discrepancy.

SAMPLE ESSAYS

Reproduced below is a topic used for the October 1999 SAT II: Writing Test. You will also see the Scoring Guide for Readers of Student Responses to the Writing Subject Test and actual students’ essays. The Scoring Guide, shown on page 11, is used to instruct essay readers. The directions that follow are identical to those in the test.

You have twenty minutes to write an essay on the topic assigned below. **DO NOT WRITE ON ANOTHER TOPIC. AN ESSAY ON ANOTHER TOPIC IS NOT ACCEPTABLE.**

The essay is assigned to give you an opportunity to show how well you can write. You should, therefore, take care to express your thoughts on the topic clearly and effectively. How well you write is much more important than how much you write, but to cover the topic adequately you will probably need to write more than one paragraph. Be specific.

Your essay must be written on the lines provided on your answer sheet. You will receive no other paper on which to write. You will find that you have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. It is important to remember that what you write will be read by someone who is not familiar with your handwriting. Try to write or print so that what you are writing is legible to the reader.

Consider carefully the following statement. Then plan and write your essay as directed.

Nothing requires more discipline than freedom.

Assignment: In an essay, discuss your view of the statement above. Support your view with an example or examples from literature, the arts, history, politics, science and technology, current events, or your experience or observation.

WHEN THE SUPERVISOR ANNOUNCES THAT TWENTY MINUTES HAVE PASSED, YOU MUST STOP WRITING THE ESSAY AND GO ON TO PART B IF YOU HAVE NOT ALREADY DONE SO. IF YOU FINISH YOUR ESSAY BEFORE THIS ANNOUNCEMENT, YOU MAY GO ON TO PART B AT ONCE.

YOU MAY MAKE NOTES ON THIS PAGE BUT YOU MUST WRITE YOUR ESSAY ON THE ANSWER SHEET.

Essays with a Total Score of 12

(Each reader gave the essay a score of 6.)

Although essays in this category differ in approach, style, and opinion, and have slight differences in quality, they all demonstrate the **clear and consistent competence** specified in the scoring guide. These essays are characterized by good organization, good command of the language, pertinent support for the ideas being developed, and an effective presentation. These essays are not perfect, nor are they expected to be, for each is only a first draft written in the twenty minutes allotted. The essay below is representative of essays in this category.

The ultimate freedom does not require discipline because to be entirely free, one must have no restrictions created by them or the world around them. But ultimate freedom exists only as a concept and while humans can strive to be free, in reality it can never be achieved. Discipline is therefore inescapable.

In William Shakespeare’s *King Lear*, the theme of madness plays a major role in Lear’s life. Lear’s madness becomes his freedom from the rules around him. In the first scene, Lear gives up his land and therefore, power to his daughters, supposedly freeing himself from obligations in his old age. Yet Lear soon finds that his life and the people in his life are not as he once thought them to be. His daughters Regan and Goneril each display cruelty towards him and place restrictions of Lear. By giving up his power, Lear was in fact giving away his freedom. He can no longer do as he pleases, for example, he must beg each daughter to let him live with them. If discipline is taken to mean restrictions and rules placed upon oneself, than Lear in fact has more as a free man than a powerful man. Lear’s freedom, or rather his lack of power, ends up promoting his madness. This madness removes him from obligations, but at the same time creates a different kind of restriction on him. Lear in his mad state may not have restrictions and discipline in the sense generally thought of, but he does in a new sense. The discipline of madness consumes him.

Lear, in both his powerful state and his weakened yet free state has freedom and discipline. And while the concept of ultimate freedom is without discipline, Lear’s freedom in both cases is an example of how imperfect freedom does involve discipline. When Lear had power, he was free to make decisions, but these decisions were disciplined choices. When Lear had madness instead of power, he had freedom to do what he wanted, without concern of the consequences, but he had discipline forced upon him by his situation. Because ultimate freedom cannot be attained, freedom as we see it and refer to daily does involve discipline. Only the unachievable, ultimate freedom does not require discipline.

Essays with a Total Score of 10

(Each reader gave the essay a score of 5.)

Essays in this category demonstrate the **reasonably consistent competence** described in the scoring guide. They present pertinent examples and a developed argument. These essays, however, do contain lapses that keep them out of the top category. These lapses range from an awkward sentence or two to a failure to maintain a consistent tone. Still, whatever the flaws, they do not detract from the overall impression that the writing is well done.

In society today, as well as histories past, we have seen that “nothing requires more discipline than freedom”. Freedom was a principle that people fought and died for. It was an undisputable right that was sometimes put to the test. However, Adeline Yen Mah and Martin Luther King Jr. prove that nothing isn’t worth fighting for.

In “Falling Leaves” by Adeline Yen Mah, we can easily sympathize with her struggle for freedom and rights of passage. Ever since she was a young Chinese girl growing up in a male-dominated world, Adeline had to prove to herself and others that she deserved the praise, affection, and education that her three brothers easily attained. With much determination and introspective spirit, she soon learned the power of her will. By speaking out for her wanting to be rid of her provincial education and moving on to higher learning through attending England’s Universities did she recognize that “nothing requires more discipline than freedom”.

In addition to Adeline’s opposition, Martin Luther King Jr. was a prominent figure in America’s history that proved that his efforts were not wasted. He was a firm believer of equal rights for his fellow African American people. Without Martin’s unerring attempts at breaking the barriers, there would not have been such a great uproar to stop the injustices.

From time to time, people have felt the restraint and oppression, but Adeline and Martin proved that their voices could not go on unheard. They attacked all obstacles and grew strong enough to realize the importance of their cause. The attainment of freedom have bonded these figures into our nation.

Essays with a Total Score of 8

(Each reader gave the essay a score of 4.)

As the scoring guide describes, essays in this category demonstrate **adequate competence** with occasional errors and lapses in quality. Although the papers show that the writers have adequate command of the skills needed for good writing, the papers have the kinds of flaws that keep them out of the top ranges.

In today’s world almost all people are granted certain freedoms in relation to behavior or emotions. In the United States of America this privilege is especially prevalent through its democratic government and the constitution it provides to protect the people’s rights. Because too much unrestricted freedom can hurt a nation, the freedoms granted to the people must be regulated by each person’s self-discipline. As with most things in life, freedom can be taken for granted if responsibility is not taken for one’s own actions.

One major freedom given to most teenagers is the privilege to go away from home for college. This is a major commitment and responsibility because in many cases a student will be living away from his/her parents for the first time. His/her mother and father are no longer around to hassle the youth about homework, going to sleep, or other decisions. It is a beginning college student’s own discipline or practicality that must aid the teen in making such lifestyle choices. In order to succeed and keep the new freedom of living away from home, the student must prove that he or she is mature enough to handle it. The student must organize his/her time appropriately, take care of himself/herself, and act like an adult.

Many personal freedoms and liberties are granted to people in life. In exchange for these rights, human beings must show they are worthy of receiving them by showing discipline and maturity in their actions and decision. If people were to live carelessly without regard for the preciousness of their freedom, the world would be full of chaos and injustice.

ScoringGuide

General Directions for Scoring:

Scores given to papers range from 6 down to 1. Readers should reward what has been done well. Scores should reflect the range in excellence in the papers that have been written on the topic. The range finders and sample papers will provide examples of responses at the various score levels and will guide your understanding of both the diversity and limits of the range at each score level.

Because each topic places unique demands on student writers, readers should score papers primarily in reference

to the standards that emerge from the sample papers. There are, however, some broad categories that define the range of scores, no matter what topic has been administered and no matter how broad or narrow the range of skills of those responding. These categories are listed below. Readers' interpretations of terms such as "competence," "effectively," and "well developed" in the descriptions below should be significantly influenced by the sample papers on the topic being scored.

SCORE OF 6

A paper in this category demonstrates clear and consistent competence, though it may have occasional errors. Such a paper:

- effectively and insightfully addresses the writing task
- is well organized and fully developed, using clearly appropriate examples to support ideas
- displays consistent facility in the use of language, demonstrating variety in sentence structure and range of vocabulary

SCORE OF 3

A paper in this category demonstrates developing competence. Such a paper may contain one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support ideas
- an accumulation of errors in grammar, diction, or sentence structure

SCORE OF 5

A paper in this category demonstrates reasonably consistent competence, though it will have occasional errors or lapses in quality. Such a paper:

- effectively addresses the writing task
- is generally well organized and well developed, using appropriate examples to support ideas
- displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary

SCORE OF 2

A paper in this category demonstrates some incompetence. Such a paper is flawed by one or more of the following weaknesses:

- poor organization
- thin development
- little or inappropriate detail to support ideas
- frequent errors in grammar, diction, and sentence structure

SCORE OF 4

A paper in this category demonstrates adequate competence with occasional errors and lapses in quality. Such a paper:

- addresses the writing task
- is organized and adequately developed, using examples to support ideas
- displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction
- presents minimal sentence variety

SCORE OF 1

A paper in this category demonstrates incompetence. Such a paper is seriously flawed by one or more of the following weaknesses:

- very poor organization
- very thin development
- usage and syntactical errors so severe that meaning is somewhat obscured

Essays that appear to be off topic or that pose unusual challenges in handwriting or other areas should be given to the Table Leader.



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Literature

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Literature

one-hour subject test

PURPOSE

- measure interpretive skills necessary to read poetry and prose from different periods and cultures

FORMAT

- about 60 multiple-choice questions
- 6 to 8 reading selections followed by sets of 4 to 12 questions
- selections from works originally written in English from the Renaissance to the present

Questions may cover:

- overall meaning, including effect and theme
- form, including structure, genre, and organization
- use of language, including diction, imagery and metaphor
- meanings and connotations of specific words in context
- narrative voice, including tone and attitude
- characterization in narrative and dramatic selections

RECOMMENDED PREPARATION

- close, critical reading in English and American literature from a variety of historical periods and genres
- working knowledge of basic literary terminology, such as speaker, tone, image, irony, alliteration, stanza, etc.
- There is no suggested reading list.

SCORE

- Total score: 200-to-800 scale

CONTENT	Approximate % of Test*
Source of Questions	
English literature	40-50
American literature	40-50
Other literature written in English	0-10
Chronology	
Renaissance and 17th century	30
18th and 19th centuries	30
20th century	40
Genre	
Poetry	40-50
Prose	40-50
Drama and other	0-10
*The distribution of passages may vary in different editions of the test. The chart above indicates typical or average content.	

Sample Questions

Questions on the Literature Test are presented as sets of questions about reading selections. The directions that follow are identical to those in the test. All questions on the test are multiple-choice questions in which you must choose the **BEST** response from the five choices offered. For these sample materials and for the actual test, the date printed at the end of each passage or poem is the original publication date or, in some cases, the estimated date of composition.

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

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

Questions 1–4. Read the following passage carefully before you choose your answers.

- By the time the man with the camera had cut across our neighbor's yard, the twins were out of the trees swingin low and Granny was onto the steps, the screen door bammin soft and scratchy against her palms.
- Line (5) "We thought we'd get a shot or two of the house and everything and then . . ."
- "Good mornin," Granny cut him off. And smiled that smile.
- "Good mornin," he said, head all down the way (10) Bingo does when you yell at him about the bones on the kitchen floor. "Nice place you got here, aunty. We thought we'd take a . . ."
- "Did you?" said Granny with her eyebrows. Cathy pulled up her socks and giggled.
- (15) "Nice things here," said the man buzzin his camera over the yard. The pecan barrels, the sled, me and Cathy, the flowers, the painted stones along the driveway, the trees, the twins, the toolshed.
- "I don't know about the thing, the it, and the stuff," (20) said Granny still talkin with her eyebrows. "Just people here is what I tend to consider."
- Camera man stopped buzzin. Cathy giggled into her collar.
- "Mornin, ladies," a new man said. He had come up (25) behind us when we weren't lookin. "And gents," discoverin the twins givin him a nasty look. "We're filmin for the county," he said with a smile. "Mind if we shoot a bit around here?"
- "I do indeed," said Granny with no smile. (30) Smilin man was smiling up a storm. So was Cathy.

But he didn't seem to have another word to say, so he and the camera man backed on out the yard, but you could hear the camera buzzin still.

(35) "Suppose you just shut that machine off," said Granny real low through her teeth and took a step down off the porch and then another.

"Now, aunty," Camera said pointin the thing straight at her.

"Your mama and I are not related."

(1971)

1. After Granny's "Good mornin" (line 7), the camera man probably behaves as he does because he
 - (A) is made to realize that he is intruding
 - (B) suspects that he is in physical danger
 - (C) hopes to win Granny's affection by appearing at ease
 - (D) is relieved that an adult is present
 - (E) realizes that he is disturbing the tidiness of the yard
2. The tone of "Now, aunty" (line 37) is most accurately described as
 - (A) expectant
 - (B) patronizing
 - (C) accusatory
 - (D) obedient
 - (E) respectful
3. Granny's final comment can best be understood as a
 - (A) reluctant confession
 - (B) tentative assertion
 - (C) witty joke
 - (D) surprising revelation
 - (E) strong rebuke
4. The episode reveals a conflict between
 - (A) propriety and impertinence
 - (B) virtue and corruption
 - (C) kindness and cruelty
 - (D) passiveness and aggression
 - (E) refinement and grossness

Questions 5–9. Read the following excerpt from a poem carefully before you choose your answers.

One summer evening (led by her)¹ I found
A little boat tied to a willow tree
Within a rocky cave, its usual home.
Line Straight I unloosed her chain, and stepping in
(5) Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,

Small circles glittering idly in the moon,
(10) Until they melted all into one track
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
(15) The horizon's utmost boundary; for above
Was nothing but the stars and the grey sky.
She was an elfin pinnacle;² lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
(20) Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct
Upreared its head. I struck and struck again,
(25) And growing still in stature the grim shape
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
(30) And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, —
And through the meadows homeward went, in grave
And serious mood; but after I had seen
(35) That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
(40) Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams.

¹nature

(1850)

²a boat

5. The excerpt is best described as
 - (A) an enthusiastic celebration of youthful optimism
 - (B) an ironic self-portrait colored by satiric observations
 - (C) an imaginative evocation without didactic intention
 - (D) a symbolic representation of intellectual creativity
 - (E) a narrative episode with philosophical implications
6. In lines 1–7, which of the following devices is used to present nature, the boat, and the mountain echoes?
 - (A) Personification
 - (B) Apostrophe
 - (C) Rhyme
 - (D) Paradox
 - (E) Simile

7. In lines 6–7, “the voice/Of mountain-echoes” serves to reinforce the speaker’s sense of
- (A) freedom
 - (B) omnipotence
 - (C) furtiveness
 - (D) enthusiasm
 - (E) despondency
8. At the conclusion of the excerpt, the “huge peak” (line 22) seems to represent which of the following for the speaker?
- (A) An emblem of the beauty of the natural world
 - (B) A figure of undefined and unsettling significance
 - (C) An allegorical representation of sin itself
 - (D) A curious natural phenomenon
 - (E) A trivial figment of the speaker’s imagination
9. Which of the following best describes the change in the outlook of the speaker during the course of this excerpt?
- (A) Naiveté to cynicism
 - (B) Bravery to cowardice
 - (C) Hope to despair
 - (D) Daring to uncertainty
 - (E) Eagerness to sloth

Questions 10–14. Read the following poem carefully before you choose your answers.

Poor soul, the centre of my sinful earth,
 Fenc’d by these rebel pow’rs that thee array,
 Why dost thou pine within and suffer dearth,
 Painting thy outward walls so costly gay?
 Why so large cost, having so short a lease,
 Dost thou upon thy fading mansion spend?
 Shall worms, inheritors of this excess,
 Eat up thy charge? Is this thy body’s end?
 Then, soul, live thou upon thy servant’s loss,
 And let that pine to aggravate thy store;
 Buy terms divine in selling hours of dross;
 Within be fed, without be rich no more:
 So shalt thou feed on Death, that feeds on men,
 And Death once dead, there’s no more dying then.

(1609)

10. The dramatic situation in the poem is that of
- (A) a youth speaking to a lover
 - (B) a priest speaking to a sinner
 - (C) a reformer addressing an impoverished person
 - (D) God addressing any human soul
 - (E) an individual addressing his or her own soul
11. In the context of the poem, “Painting thy outward walls so costly gay” (line 4) refers to
- (A) camouflage
 - (B) writing poetry
 - (C) attending to physical appearances
 - (D) pretending to be happy
 - (E) preparations for a celebration
12. The poet signals a major shift at line 9 by changing from
- (A) entirely negative to entirely positive imagery
 - (B) imagery of permanence to imagery of change
 - (C) direct address to impersonal statement
 - (D) material to spiritual imagery
 - (E) questions to commands
13. Which of the following best describes the theme of the concluding couplet (lines 13–14)?
- (A) A confession of sin before an almighty judge
 - (B) An affirmation of the immortality of the soul
 - (C) A declaration of rebellion against the powers of fate
 - (D) An accusation that death is a faithless servant
 - (E) A surrender to the inexplicable nature of life
14. The central contrast in the poem is expressed in all of the following pairs EXCEPT
- (A) “Poor soul” . . . “sinful earth” (line 1)
 - (B) “worms” . . . “inheritors” (line 7)
 - (C) “soul” . . . “thy servant’s” (line 9)
 - (D) “terms divine” . . . “hours of dross” (line 11)
 - (E) “Within” . . . “without” (line 12)

ANSWERS

The difficulty of sample Literature questions is reported by the set only. (The complexity of a literary text often influences the difficulty of the questions asked about it.) Questions 1–4 overall are an easy set, questions 5–9 overall are a set of average difficulty, and questions 10–14 overall are a hard set.

- | | | | | |
|------|------|------|-------|-------|
| 1. A | 4. A | 7. C | 10. E | 13. B |
| 2. B | 5. E | 8. B | 11. C | 14. B |
| 3. E | 6. A | 9. D | 12. E | |



Taking the SAT® II: Subject Tests

United States History

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The College Board: Expanding College Opportunity

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Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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United States History

one-hour subject test

PURPOSE

- measure comprehension of United States history from pre-Columbian times to the present as well as basic social science concepts, methods, and generalizations as found in the study of history.

FORMAT

- 90-95 multiple-choice questions
- questions cover political, economic, social, intellectual, and cultural history and foreign policy

Questions may require you to:

- understand terms, concepts, and generalizations
- recall basic information
- understand significant aspects of U.S. History
- analyze and interpret materials
- relate ideas to given data
- evaluate data for a given purpose

RECOMMENDED PREPARATION

- one-year comprehensive course in United States history at the college-preparatory level
- knowledge gained from social studies courses and outside reading is helpful

SCORE

- Total score: 200-to-800 scale

CONTENT

Approximate
% of Test

Material Covered*

Political history	32-36
Economic history	18-20
Social history	18-22
Intellectual and cultural history	10-12
Foreign policy	13-17

Periods Covered

Pre-Columbian history to 1789	20
1790-1898	40
1899 to the present	40

*Social science concepts, methods, and generalizations are incorporated in this material.

Sample Questions

All questions in the U.S. History Test are multiple-choice questions in which you are asked to choose the **BEST** response from the five choices offered. The directions that follow are identical to those in the test.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. Which of the following best describes the pattern of immigration into Britain's North American colonies during the years 1620 to 1770?
 - (A) Largely English in the seventeenth century, non-English in the eighteenth century
 - (B) Chiefly of English origin during the whole period
 - (C) Largely non-English in the seventeenth century, English in the eighteenth century
 - (D) Predominantly from southern and eastern Europe, especially after 1700
 - (E) Predominantly from Asia, Africa, and Spanish America, especially after 1650
2. George Grenville viewed the Stamp Act primarily as a means to
 - (A) make the customs service more efficient
 - (B) punish rebellious colonists
 - (C) test the colonists' will to resist England
 - (D) create more patronage positions for the king's courtiers
 - (E) raise revenue for the crown
3. Which of the following statements is generally true of the framers of the Constitution?
 - (A) They believed in the supremacy of the executive branch of the federal government.
 - (B) They had great faith in the goodness and rationality of people.
 - (C) They were opposed to the development of political parties.
 - (D) They incorporated into the Constitution the most democratic ideals of the Declaration of Independence.
 - (E) They believed the new American republic would be stable because of the unanimity of public opinion in the country on major policy issues.

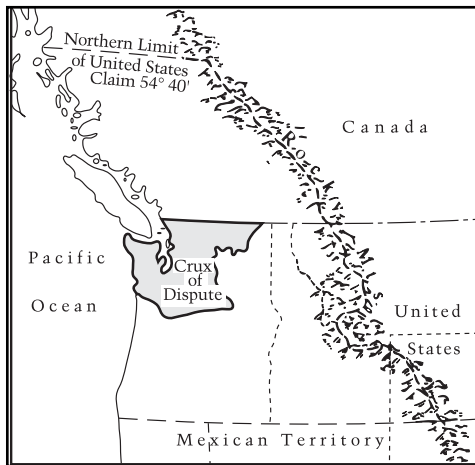
4. "What is man born for but to be a reformer, a remaker of what man has made; a renouncer of lies; a restorer of truth and good, imitating that great Nature which embosoms us all, and which sleeps no moment on an old past, but every hour repairs herself, yielding every morning a new day, and with every pulsation a new life?"
- These sentiments are most characteristic of
- (A) fundamentalism
 (B) Social Darwinism
 (C) pragmatism
 (D) neoorthodoxy
 (E) transcendentalism
5. From 1870 to 1930, the trend in industry was for hours to be generally reduced, while both money wages and real wages rose. What factor was primarily responsible for this trend?
- (A) A reduction in profit margins
 (B) Minimum-wage laws
 (C) Restriction of the labor supply
 (D) Increased output per hour of work
 (E) Right-to-work legislation
6. I. "I believe it is the duty of the Negro — as the greater part of the race is already doing — to deport himself modestly in regard to political claims, depending upon the slow but sure influences that proceed from the possession of property, intelligence, and high character for the full recognition of his political rights."
- II. "The truth is that 'integration' is an *image*, it's a foxy Northern liberal's smoke-screen that confuses the true wants of the American black man."
- III. "The talented tenth of the Negro race must be made leaders of thought and missionaries of culture among their people . . . The Negro race, like all other races, is going to be saved by its exceptional men."
- The most probable authors of statements I, II, and III, respectively, are
- (A) Malcolm X, Nat Turner, and Martin Luther King, Jr.
 (B) Booker T. Washington, Malcolm X, and W.E.B. Du Bois
 (C) Martin Luther King, Jr., Booker T. Washington, and W.E.B. Du Bois
 (D) Nat Turner, Martin Luther King, Jr., and Booker T. Washington
 (E) W.E.B. Du Bois, Malcolm X, and Martin Luther King, Jr.
7. All of the following are true of the movement to prohibit alcoholic beverages in the United States EXCEPT:
- (A) It arose quite suddenly amid the hysteria surrounding the First World War.
 (B) It won the support of many progressive reformers.
 (C) It was often favored by people who disliked immigrants and their cultural practices.
 (D) It was a movement in which women played leading roles.
 (E) It gained strength from new scientific evidence that alcohol was harmful to health.
8. Which of the following was symbolic of the rise of American influence in the fine arts after the Second World War?
- (A) Mary Cassatt's work in impressionism
 (B) Thomas Eakin's work in realism
 (C) Grant Wood's work in regionalism
 (D) Jackson Pollock's work in abstract expressionism
 (E) John S. Copley's work in realistic portraiture
9. Major population shifts between 1915 and 1980 included all of the following EXCEPT a movement from
- (A) the rural South to Northern cities
 (B) New England to the Midwest
 (C) the North to the Sun Belt
 (D) the inner cities to the suburbs
 (E) the Caribbean region to the American mainland
10. Which of the following Presidents is correctly paired with an event that took place during his administration?
- (A) Lyndon B. Johnson . . . the establishment of diplomatic relations between the United States and the People's Republic of China
 (B) John F. Kennedy . . . resolution of the Suez Crisis
 (C) Richard M. Nixon . . . the reduction of United States forces in Vietnam
 (D) Gerald R. Ford . . . the signing of the Camp David Accords
 (E) Jimmy Carter . . . resolution of the Cuban Missile Crisis
11. The Emancipation Proclamation declared slaves in which of the following areas "forever free"?
- (A) All areas of the United States
 (B) All areas of the Confederacy
 (C) Areas in border states loyal to the Union
 (D) Confederate areas still in rebellion
 (E) Areas in states controlled by Union forces

12. "The point I wish plainly to bring before you on this occasion is the individuality of each human soul; our Protestant idea, the right of individual conscience and judgment; our republican idea, individual citizenship. . . . If we consider [a woman] as a citizen, as a member of a great nation, she must have the same rights as all other members, according to the fundamental principles of our government."

The statement above was made by

- (A) Thomas Jefferson
- (B) Elizabeth Blackwell
- (C) Henry David Thoreau
- (D) Margaret Sanger
- (E) Elizabeth Cady Stanton

Questions 13–14. These questions refer to the following map:



13. The controversy with Great Britain over the northern boundary of the shaded section was settled during the presidency of

- (A) John Quincy Adams
- (B) James K. Polk
- (C) Franklin Pierce
- (D) James Buchanan
- (E) Andrew Johnson

14. To the north of the area shown on the map is a continental territory purchased by Secretary of State William H. Seward from

- (A) Great Britain
- (B) Canada
- (C) Russia
- (D) France
- (E) Spain

15. A major change brought about by Franklin D. Roosevelt's New Deal, 1933-1939, was the
- (A) creation of machinery for maintaining full employment
 - (B) transformation of a business-dominated society into a labor-dominated one
 - (C) redistribution of population from urban centers to rural areas
 - (D) development of new attitudes about the role and function of government
 - (E) destruction of machine politics at the state and city levels



National Archives

16. The 1940's poster above referred to the
- (A) contribution of women to the defense industry
 - (B) growing popularity of women movie stars
 - (C) large number of women in the armed forces
 - (D) large number of immigrants who supported the war effort
 - (E) affection of Americans for their wartime President

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

- | | | | |
|----------|----------|-----------|-----------|
| 1. A (2) | 5. D (4) | 9. B (3) | 13. B (2) |
| 2. E (2) | 6. B (5) | 10. C (3) | 14. C (2) |
| 3. C (3) | 7. A (4) | 11. D (3) | 15. D (3) |
| 4. E (5) | 8. D (3) | 12. E (3) | 16. A (2) |



Taking the SAT® II: Subject Tests

World History

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World History

one-hour subject test

PURPOSE

- to measure understanding of key developments in global history
- to assess ability to use basic historical techniques including application and weighing of evidence and the ability to interpret and generalize

FORMAT

- 95 multiple-choice questions
- questions cover political and diplomatic, social and economic, and intellectual and cultural fields

Questions may test your:

- knowledge of facts and terms; understanding of cause-and-effect relationships; knowledge of events and geography necessary for understanding major historical developments
- understanding of concepts essential to historical analysis, interpretation of artistic materials, and ability to assess quotations from published materials

RECOMMENDED PREPARATION

- one-year comprehensive course in world history at the college-preparatory level
- independent reading of materials on historical topics

SCORE

- Total score: 200-to-800 scale

CONTENT

Approximate
% of Test

Material Covered

Global or comparative	25
Europe	25
Africa	10
Southwest Asia	10
South and Southeast Asia	10
East Asia	10
Americas	10

Periods Covered

Pre-history and civilizations to 500 C.E.*	25
500 to 1500 C.E.	20
1500 to 1900 C.E.	25
Post-1900 C.E.	20
Cross-chronological	10

*The World History Test uses the chronological designations B.C.E. (before common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini) which are used in some world history textbooks.

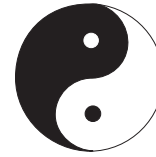
Sample Questions

All questions in the World History Test are multiple-choice questions in which you are asked to choose the **BEST** response from the five choices offered. The directions that follow are identical to those that are in the test.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is **BEST** in each case and then fill in the corresponding oval on the answer sheet.

1. Based on archaeological evidence, historians of the prehistoric period believe that the first hominids probably lived in
 - (A) North America
 - (B) South America
 - (C) Australia and New Zealand
 - (D) East Africa
 - (E) Northern Europe
2. Which of the following was an important virtue in traditional Confucian China?
 - (A) Warlike prowess
 - (B) Filial piety
 - (C) Public charity
 - (D) Poverty
 - (E) Manual labor
3. The monastic ideal developed among the early Christians as a means of counteracting
 - (A) government interference
 - (B) heresy
 - (C) competition from Eastern religions
 - (D) worldliness
 - (E) persecution

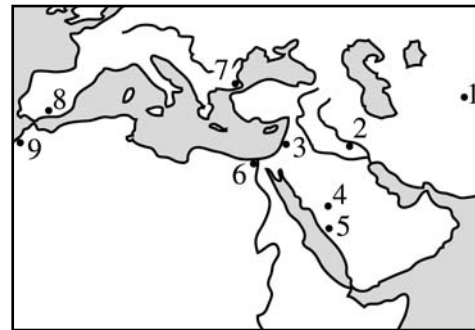
4. The Silk Routes were important in ancient times because they
- (A) facilitated the exchange of goods and ideas between China and the Roman Empire
 - (B) allowed gold and silver mined in China to be traded for European furs and wool cloth
 - (C) provided trade links between the people of Siberia and the people living on islands in the Bering Sea
 - (D) provided a conduit for trade in silk, porcelain, and costly gems between China and Japan
 - (E) allowed carts and carriages to travel on paved roads across northern Asia as far west as the Caspian Sea



7. The ancient Chinese symbol of the universe shown above was intended to represent
- (A) the theory that everything consists of opposite but complementary elements
 - (B) the Zen concept of unity in artistic expression
 - (C) Buddha's vision of the perfect shape
 - (D) a dualism in which everything is in conflict, and nothing can be resolved
 - (E) the essential moral principles of Confucius



5. The bronze plaque shown above was created in
- (A) Italy
 - (B) Central Asia
 - (C) Arabia
 - (D) West Africa
 - (E) China
6. Which of the following was characteristic of the physical environments of early river-valley civilizations in the Near East?
- (A) Cool summer temperatures encouraged the production of grain crops.
 - (B) Tropical forests along the riverbanks provided the population with most of its food.
 - (C) The rivers maintain a steady flow year-round, fed by melting mountain glaciers.
 - (D) The rivers flowed through deep mountain valleys, which sheltered early civilizations.
 - (E) Rainfall was low, requiring irrigation of crops with river water.



8. In the map above, the numbered dots correspond to cities. In the eighth century, which cities were near the east-west limits of the Islamic world?
- (A) 1 and 7
 - (B) 1 and 9
 - (C) 2 and 6
 - (D) 2 and 8
 - (E) 5 and 7
9. The *encomienda* system in the Spanish Empire in the Americas most closely resembled the European practice of
- (A) absolutism
 - (B) primogeniture
 - (C) patronage
 - (D) manorialism
 - (E) nepotism

10. In early modern Europe, governments sought to increase their national wealth and to maintain a favorable balance of trade through government intervention by advocating
- (A) Liberalism
 - (B) Capitalism
 - (C) Socialism
 - (D) Utilitarianism
 - (E) Mercantilism
11. "Where it is an absolute question of the welfare of our country, we must admit of no considerations of justice or injustice, or mercy or cruelty, or praise or ignominy, but putting all else aside must adopt whatever course will save its existence and preserve its liberty."
- The statement above expresses the viewpoint of which of the following?
- (A) Niccolo Machiavelli
 - (B) Sir Thomas More
 - (C) Desiderius Erasmus
 - (D) Dante Alighieri
 - (E) John Calvin
12. Advocates of Social Darwinism such as Herbert Spencer argued that
- (A) competition allows individuals to develop their talents and meet their needs
 - (B) competition and cooperation are equally important in building a productive and compassionate society
 - (C) human societies progress through competition, since the strong survive and the weak perish
 - (D) human societies progress through cooperation, a natural instinct that should be encouraged
 - (E) God predetermines that some members of society are fated to succeed and some members are fated to fail
13. Shah Mohammad Reza Pahlavi fell from power in the Iranian revolution of 1978-1979 partly because he
- (A) was moving toward a military alliance with the Soviet Union
 - (B) was aggressive in modernizing the country along Western lines
 - (C) insisted on strict enforcement of Islamic religious laws
 - (D) tried unsuccessfully to annex Afghanistan
 - (E) opposed increased educational and employment opportunities for women
14. Differences between which two religions in India contributed to violent conflicts during and after the struggle for independence of 1947?
- (A) Hinduism and Buddhism
 - (B) Islam and Christianity
 - (C) Hinduism and Islam
 - (D) Islam and Buddhism
 - (E) Hinduism and Jainism
15. Most of the noncitizens currently residing in Western European countries originally came to Western Europe to
- (A) consolidate the European Economic Community agreements
 - (B) find employment
 - (C) do graduate work in the universities
 - (D) participate in the democratic political process
 - (E) avoid forced military conscription in their native land

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

- | | | | |
|----------|----------|-----------|-----------|
| 1. D (2) | 5. D (4) | 9. D (3) | 13. B (4) |
| 2. B (4) | 6. E (4) | 10. E (3) | 14. C (1) |
| 3. D (5) | 7. A (2) | 11. A (4) | 15. B (4) |
| 4. A (3) | 8. B (4) | 12. C (2) | |