

**SECTION 8****Time — 20 minutes****19 Questions****Turn to Section 8 (page 7) of your answer sheet to answer the questions in this section.****Directions:** For each question in this section, select the best answer from among the choices given and fill in the corresponding circle on the answer sheet.

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

Example:

Hoping to ----- the dispute, negotiators proposed a compromise that they felt would be ----- to both labor and management.

- (A) enforce . . useful
(B) end . . divisive
(C) overcome . . unattractive
(D) extend . . satisfactory
(E) resolve . . acceptable

(A) (B) (C) (D) ☒

- As a child, Mary ----- her stringent upbringing; however, as she grew older she began to appreciate her grandmother's strict -----.
(A) tolerated . . autonomy
(B) despised . . discipline
(C) embraced . . authority
(D) disavowed . . abstinence
(E) loathed . . liberality
- His mouth stinging and burning, Virgil hurried to the kitchen for water to wash away the dish's ----- taste.
(A) earthy (B) exotic (C) cloying
(D) acrid (E) succulent
- Since other seabirds customarily nest in colonies on ocean cliffs and islands, the marbled murrelet's ----- nesting in forests many miles from the sea must be considered -----.
(A) ambivalence about . . hypothetical
(B) indifference to . . bold
(C) insistence upon . . evident
(D) aversion to . . dangerous
(E) predilection for . . atypical
- The cause of Mozart's ----- is a long-standing medical -----: over the years, physicians have suggested more than 100 possibilities, including poisoning, malnutrition, kidney disease, and heart failure.
(A) mortality . . phenomenon
(B) bereavement . . controversy
(C) genius . . enigma
(D) demise . . mystery
(E) death . . trial
- At first the children were -----, but as the morning progressed they began to laugh and talk eagerly.
(A) ostentatious (B) myopic (C) solicitous
(D) puerile (E) reticent
- Oren missed the play's overarching significance, focusing instead on details so minor that they would best be described as -----.
(A) pragmatic (B) indelible (C) moribund
(D) picayune (E) impervious

GO ON TO THE NEXT PAGE 



The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage and in any introductory material that may be provided.

Questions 7-19 are based on the following passage.

The following passage is from a 1979 essay by a Native American writer.

Line An understanding of any national literature depends
very much on an awareness of the larger cultural context.
Without some knowledge of language, of history, of
inflection, of the position of the storyteller within the
5 group, without a hint of the social roles played by males
and females in the culture, without a sense of the society's
humor or priorities—without such knowledge, how can
we, as reader or listener, penetrate to the core of meaning
in an expression of art?
10 The difficulty of gaining access to the literature of a
different culture may be illustrated by an exemplary folk-
tale (in translation) from the Tanaina (Athabaskan) culture
of south-central Alaska. It would typically be told to a
general audience within the society, including the full range
15 of ages from young children to grandparents; it would be
recounted with gesticulation and exaggeration by a perfor-
mance specialist. It would be expected to have different
meanings to the various categories of listeners— instructive,
entertaining, reinforcing, or all three. Here is a brief version
20 of the story:
“Once upon a time there was a porcupine woman who
decided to do some hunting on the far side of the river. She
went to the bank, where she met a beaver.
‘Hello,’ she said to him. ‘I need to do some hunting over
25 there. Will you ride me across on your back?’
‘I’d be glad to,’ replied the beaver. ‘Hop on.’
So the porcupine woman climbed on his back, and he
started swimming for the other side. When he had almost
made it, the porcupine woman said, ‘Oh my! I’ve forgotten
30 to bring my sack. I’ll need to go back to the other bank and
get it.’
‘All right,’ said the beaver, and swam back. He was
panting while the porcupine woman went to get her sack.
‘Okay,’ she said. ‘Let’s go.’ So they started across
35 again. The beaver was swimming much more slowly. When
they had practically reached the other side, she said, ‘Oh
my! I’ve forgotten to bring my needle. We’ll have to go
back and get it.’
This time the beaver didn’t say anything—he didn’t
40 have enough breath! But he turned around and pulled them
back to the shore and nearly passed out while she got her
needle.

‘Hurry up, now,’ the porcupine woman said as she
climbed back on his back. He could hardly keep his nose
45 above water, but he had almost made it to the far bank
again when she said, ‘Oh my! I’ve forgotten my staff.
We’ll have to . . .’

Before she had finished her sentence the beaver had
flipped over in the water and dragged himself onto the
50 bank, where he lay half dead. The porcupine woman
managed to make the shore too, and climbed up onto a bear
path. When she had caught her breath, she turned on the
beaver and quilled him to death.”

The Tanaina live in an environment that could euphe-
55 mistically be described as “difficult.” Survival, especially
in the wild, is always precarious. Further, they were, in the
precontact period, a nonliterate people. Oral communica-
tion was therefore the method of cultural transmission,
legal understanding, and meaningful communication. It is
60 also necessary to know that a “staff,” as mentioned in the
story, functions as both a walking stick and a weapon, and
that in the Tanaina symbol system, porcupines were
supposed to be rather ponderous, dull-witted creatures, and
beavers were thought to be energetic and industrious but
65 overly spontaneous and erratic.

For the reader armed with these data, the story becomes
more accessible as a lesson in contract law, with several
additional minor themes. A culturally attuned listener
would notice, for instance, that when the porcupine woman
70 proposed passage to the beaver, he agreed without any
stipulations or clarifications of the terms. He gave a
basically open-ended agreement—made a contract—and
hence the porcupine woman was perfectly within her rights
both in demanding that he return three times and in quilling
75 him to death when he reneged.

The story is not, however, without its moral for the por-
cupine women of this world. Her stated aim is to go
hunting, and yet she sets out without the three essentials of
that endeavor: a sack in which to carry home her game, a
80 needle with which to sew up the intestines, and, most
important, an implement with which to hunt and defend
herself. True, she had an open-ended contract, but where
does she wind up at the conclusion of the story? Sitting,
exhausted, quills used up, weaponless, and not only on the
85 wrong side of the river from her home but on a bear path!
The hunter is about to become the hunted, and all because
of her own improvidence.



7. In the opening paragraph, the author assumes that the “meaning” (line 8) is
- (A) culturally determined
 - (B) intensely personal
 - (C) essentially moralistic
 - (D) permanently inscrutable
 - (E) uniquely artistic
8. In the context of the passage, which “expression of art” (line 9) would be the most difficult to interpret?
- (A) A contemporary play written by a prolific playwright
 - (B) A fable from a nonliterate society with which anthropologists are very familiar
 - (C) A single text produced by a previously unknown society
 - (D) A sitcom from the early days of television
 - (E) A single myth from an ancient culture with a well-documented mythological structure
9. How does the author respond to the question posed in lines 3-9?
- (A) By proposing an innovative strategy
 - (B) By confirming the futility of such analysis
 - (C) By describing a personal experience with the problem
 - (D) By illustrating his point within a particular context
 - (E) By documenting a traditional approach to the problem
10. The author discusses Tanaina culture from the perspective of
- (A) a concerned parent
 - (B) a bewildered visitor
 - (C) a performance artist
 - (D) an informed outsider
 - (E) an indignant reader
11. The sentence in which “difficult” appears (lines 54-55) indicates that the author considers the word to be
- (A) an exaggeration
 - (B) an estimate
 - (C) an understatement
 - (D) a contradiction
 - (E) a preconception
12. In relation to the passage, the statements in lines 59-65 serve a function most similar to which of the following items?
- (A) A menu in a restaurant
 - (B) The key or legend to a map
 - (C) A department store directory
 - (D) The outline of a term paper
 - (E) An illustration of a fairytale
13. The author’s analysis of the folktale offers which insight into Tanaina beliefs?
- (A) A fanciful story is most suitable for an audience of children.
 - (B) A verbal exchange can establish a binding contract.
 - (C) A person who behaves impulsively is most often sincere.
 - (D) A shared task should be divided fairly between two people.
 - (E) A painstaking plan may nonetheless fail to anticipate all problems.
14. The “porcupine women of this world” (lines 76-77) are best described as people who
- (A) plan inadequately for their own needs
 - (B) postpone necessary work in favor of leisure
 - (C) depend heavily upon help from their close friends
 - (D) return repeatedly to their favorite places
 - (E) flee quickly from any laborious task
15. The final paragraph (lines 76-87) suggests that the bear path mentioned in lines 51-52 is significant because it
- (A) foreshadows the arrival of a benevolent character from Tanaina folklore
 - (B) suggests an alarming alternative to crossing the river
 - (C) marks the boundary of the beaver’s natural surroundings
 - (D) explains the porcupine woman’s fear of unfamiliar territory
 - (E) poses a new peril for the porcupine woman



16. In lines 83-87, the description of the porcupine woman emphasizes the discrepancy between her
- (A) social position and her private feelings
 - (B) physical wealth and her moral poverty
 - (C) hostile action and her ultimate gratitude
 - (D) original goal and her actual situation
 - (E) grandiose ambition and her real needs
17. As a commentary on legal relations, this folktale is best described as
- (A) an example of traditional practices
 - (B) an outline for social behavior
 - (C) a warning about ill-conceived assent
 - (D) a criticism of obsolete customs
 - (E) a parody of actual situations
18. The author's attitude toward the Tanaina folktale is best described as
- (A) excitement at an unexpected discovery
 - (B) admiration of the storyteller's performance
 - (C) appreciation of the folktale as a means of communicating values
 - (D) enthusiasm for the Tanaina culture's concept of legality
 - (E) enjoyment of the comical aspects of the folktale
19. Which statement is most consistent with the author's argument?
- (A) Translating a literary text requires formal linguistic training.
 - (B) Tales transmitted by a nonliterate society elude transcription in later eras.
 - (C) Listening to a skilled storyteller is more instructive than entertaining.
 - (D) Simple enjoyment of a tale is incompatible with scholarly analysis.
 - (E) To read a text is not necessarily to understand it.

S T O P

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section in the test.**

Correct Answers and Difficulty Levels

Critical Reading

Section 4			Section 7			Section 8		
COR. DIFF. ANS. LEV.			COR. DIFF. ANS. LEV.			COR. DIFF. ANS. LEV.		COR. DIFF. ANS. LEV.
1. E 1		13. A 3	1. D 1		13. C 3	1. B 1		11. C 3
2. C 1		14. B 4	2. D 1		14. E 3	2. D 2		12. B 3
3. A 4		15. B 3	3. A 2		15. C 3	3. E 3		13. B 3
4. E 2		16. D 1	4. C 5		16. C 3	4. D 3		14. A 2
5. D 4		17. C 3	5. B 5		17. D 2	5. E 5		15. E 3
6. E 4		18. E 5	6. E 3		18. D 2	6. D 5		16. D 2
7. B 5		19. A 3	7. B 1		19. E 4	7. A 3		17. C 4
8. A 5		20. B 4	8. C 4		20. E 5	8. C 3		18. C 3
9. C 3		21. A 4	9. A 5		21. A 4	9. D 3		19. E 3
10. C 2		22. B 2	10. B 3		22. D 3	10. D 3		
11. A 2		23. D 3	11. B 5		23. B 3			
12. E 1		24. B 3	12. A 3		24. E 3			

Number correct

Number correct

Number correct

Number incorrect

Number incorrect

Number incorrect

Math

Section 2		Section 6			Section 9	
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	Multiple-Choice Questions COR. DIFF. ANS. LEV.	Student-Produced Response Questions COR. ANS.	DIFF. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.
1. D 1	11. E 3	1. A 1	9. 12	1	1. A 1	9. C 3
2. B 1	12. E 2	2. C 1	10. 2	2	2. B 1	10. A 3
3. D 1	13. E 3	3. B 2	11. $120 < x < 125$	2	3. D 1	11. D 3
4. C 1	14. A 4	4. B 2	12. 2035	3	4. C 1	12. E 4
5. B 2	15. A 4	5. A 3	13. 5	3	5. C 3	13. B 4
6. A 2	16. B 4	6. E 5	14. 89	3	6. A 2	14. C 4
7. A 2	17. B 5	7. E 4	15. $13/2$ or 6.5	4	7. D 3	15. C 5
8. C 3	18. D 4	8. A 4	16. $5/9$, .555 or .556	4	8. E 3	16. E 5
9. C 3	19. C 5		17. 700	5		
10. D 2	20. D 5		18. 120	4		

Number correct

Number correct

Number correct
(9-18)

Number correct

Number incorrect

Number incorrect

Number incorrect

Writing

Section 5				Section 10		
COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.	COR. DIFF. ANS. LEV.
1. D 1	10. E 3	19. E 3	28. C 5	1. C 1	6. B 2	11. A 3
2. C 1	11. C 3	20. A 3	29. B 5	2. C 1	7. E 1	12. C 4
3. A 1	12. B 1	21. C 3	30. B 3	3. A 1	8. D 3	13. E 5
4. E 1	13. E 3	22. B 3	31. E 3	4. C 2	9. A 3	14. E 5
5. C 1	14. C 2	23. B 3	32. D 3	5. B 1	10. D 3	
6. B 1	15. C 2	24. A 3	33. A 3			
7. E 2	16. E 3	25. C 4	34. C 4			
8. C 2	17. C 3	26. B 3	35. E 3			
9. A 2	18. B 3	27. B 4				

Number correct

Number correct

Number incorrect

Number incorrect

NOTE: Difficulty levels are estimates of question difficulty for a reference group of college-bound seniors. Difficulty levels range from 1 (easiest) to 5 (hardest).

SAT Score Conversion Table

Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score*	Raw Score	Critical Reading Scaled Score	Math Scaled Score	Writing Multiple-Choice Scaled Score*
67	800			31	510	560	54
66	800			30	500	550	54
65	800			29	500	540	53
64	780			28	490	530	52
63	760			27	480	530	51
62	750			26	480	520	50
61	730			25	470	510	49
60	720			24	460	500	48
59	710			23	460	490	47
58	700			22	450	480	47
57	690			21	450	470	46
56	680			20	440	460	45
55	670			19	430	450	44
54	660	800		18	430	440	43
53	650	800		17	420	430	42
52	640	780		16	410	420	41
51	640	760		15	410	420	41
50	630	740		14	400	410	40
49	620	730	80	13	390	400	39
48	610	720	78	12	380	390	38
47	610	710	75	11	380	380	37
46	600	700	73	10	370	370	36
45	590	690	71	9	360	360	35
44	590	680	69	8	350	350	34
43	580	670	67	7	340	330	33
42	580	660	66	6	330	320	32
41	570	650	65	5	320	310	31
40	560	640	64	4	310	290	30
39	560	630	62	3	300	280	28
38	550	620	61	2	280	260	27
37	540	620	60	1	270	240	25
36	540	610	59	0	250	210	24
35	530	600	58	-1	230	200	22
34	530	590	57	-2	210	200	20
33	520	580	56	-3	200	200	20
32	510	570	55	and below			

This table is for use only with the test in this booklet.

*The writing multiple-choice score is reported on a 20-80 scale. Use the table on the following page for the writing composite scaled score.