

Student Name: \_\_\_\_\_



# **South Carolina High School Assessment Program**

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English  
Language Arts

Release Form



# English Language Arts

## Directions

This test is divided into two sessions: 1 and 2. You will take Session 1 today and Session 2 tomorrow. Today's session contains one extended-response question asking you to write a composition, followed by reading selections with multiple-choice questions.

Write your composition and mark your answers to the multiple-choice questions directly in your test booklet. Use only a Number 2 pencil to write your composition and mark your answer choices.

## Writing Prompt

- Read the prompt carefully before you begin to write.
- Use a dictionary and thesaurus to write your composition.
- Be sure your composition addresses all parts of the prompt.
- Refer to the checklist below the prompt with the features of good writing.
- Do your pre-writing on the separate, lined scratch paper provided—your pre-writing WILL NOT be scored.
- Allow enough time to write your FINAL composition in the test booklet on the three lined pages marked "Writing" at the top.

## Multiple-Choice Questions

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

You are NOT allowed to use a dictionary or thesaurus during the multiple-choice section of the test.

When you have finished your work and checked your answers, you have completed Session 1. Turn to the inside front cover, and mark your stop time in the box labeled "Session 1 – Stop Time."

# WRITING

## Extended Response

**Write your response on the lined pages in your test booklet. Use only the lines provided in your test booklet. Do not write beyond the lines or in the margins.**

### Writing Prompt

If you could spend a day with a person you have read about or seen in a movie, who would that person be? How would you spend your day with that person?

Write an essay in which you explain how you would spend your day with this person and why it would be so special. Include detailed descriptions and explanations to support your ideas.

SCEH300091

As you write, be sure to

- consider the audience.
- develop your response around a clear central idea.
- use specific details and examples to support your central idea.
- organize your ideas into a clear introduction, body, and conclusion.
- use smooth transitions so that there is a logical progression of ideas.
- use a variety of sentence structures.
- check for correct sentence structure.
- check for errors in capitalization, punctuation, spelling, and grammar.

**Be sure to use a No. 2 pencil to  
write your response.**

**Write your response on  
the following lined pages.**

[illegible]

[illegible]

[illegible]

## **SESSION 1**

**If you have been using a dictionary and/or a thesaurus, close them now. You may not use a dictionary or thesaurus for the remaining questions on this test.**



Read the selection below and answer questions 1–8.

## **In Favor Of Curfews**

Whenever I see teenagers roaming the streets late at night, I immediately fear for their safety and wonder if they have someone to look after them. I define “late at night” as any time after the 10 P.M. curfew. Why do we put curfews in place if we do not enforce them as strictly as we should? Clearly, if we issue a curfew, then as a society we must recognize that it makes good sense.

Statistics show that young people need more than eight hours of sleep nightly in order to grow and function in a healthy way. They need a good night’s rest in order to be effective learners and can get that rest only if they are off the streets. These are good reasons to have and enforce curfews in our cities, and there are other reasons as well.

A youth on the streets at night is vulnerable. This vulnerability goes two ways. The youth can either become the victim of a crime or use the protection of darkness to commit a crime. Although most young people are not violent or criminal by nature, the opportunity for trouble is more likely to present itself to a young person who is not at home under the supervision of a responsible adult.

Clearly, the best way to protect youth and reduce crime is to enforce curfews. Officers should consistently stop minors who are out past curfew, issue warnings, and, if necessary, take the minors home. After repeated stops of minors who are violating curfews, neglectful parents or guardians should be fined or arrested. On the other hand, careful parents should not be punished if a minor sneaks out after curfew, unless this becomes a chronic problem. In that case, a trip to the police station may be just the eye-opener the minor needs.

Opponents of curfew laws have many objections to curfews. They say that enforcing curfews is making criminals out of innocent teens. They argue that if the teen has parental permission to be out late, then who has the right to interfere? Opponents also

# SESSION 1

argue that statistics indicate that curfews do not decrease juvenile crime rates. Many civil liberties groups argue that curfews violate minors' rights as outlined in the Constitution.

Would you not agree that most parents would want their children safe at home at a reasonable hour, especially in light of today's headlines? If the answer is yes, and most likely it is, then parents have no need to fight against curfews. In fact, a curfew enforced by local law enforcement can serve as reinforcement of parental authority. Contrary to some objections, curfews are not restrictive. In fact, most cities observe a generous curfew of 11 P.M. on school nights and midnight on Friday and Saturday nights.

A curfew is necessary for the protection of innocent minors. It is essential that the police enforce this protective measure for the health and safety of our young people and the community. Curfew enforcement is also vital because, if minors feel they can elude the curfew law, they may also believe they can elude other more important laws.

1. What feature in this reading selection **best** illustrates that it is an editorial?

- A. the use of logical reasoning to support an opinion
- B. the discussion of the opposing view
- C. the use of statistics to prove a point
- D. the discussion of parental responsibility

SCEH008318

2. Look at the dictionary entry.

**mea sure** \ 'me zhər \ *n.* 1. an adequate portion 2. an instrument for measuring 3. a step taken toward a goal 4. a basis for comparing

Which definition is the **correct** meaning of *measure* as it is used in this sentence?

It is essential that the police enforce this protective *measure* for the health and safety of our young people and the community.

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

SCEH008306

3. Which statement implies that curfews help parents guide their teens?

- A. "They say that enforcing curfews is making criminals out of innocent teens."
- B. "Opponents also argue that statistics indicate that curfews do not decrease juvenile crime rates."
- C. "In fact, a curfew enforced by local law enforcement can serve as reinforcement of parental authority."
- D. "A curfew is necessary for the protection of innocent minors."

SCEH008310

# SESSION 1

4. Which organizational method would produce the **most** relevant and sequential research article about the effects of curfews on crime rates in cities?

- A. • current news about curfews and reduction in criminal activity  
• parental views on curfews  
• law enforcement view of minors out after dark  
• old statistics on curfews
- B. • law enforcement view of minors out after dark  
• current news about curfews and reduction in criminal activity  
• parental views on curfews  
• old statistics on curfews
- C. • old statistics on curfews  
• current news about curfews and reduction in criminal activity  
• parental views on curfews  
• law enforcement view of curfews
- D. • current news about curfews and reduction of criminal activity  
• old statistics on curfews  
• parental views on curfews  
• law enforcement view of curfews

SCEH008316

5. Which research question would lead to the greatest variety of viewpoints about the benefits of curfews in small towns?

- A. How do small-town law enforcement officials view curfews?
- B. What is the average number of late-night arrests in a typical small town?
- C. What are the opinions of police, parents, and teens on the subject of curfews in small towns?
- D. How do the opinions of political leaders and parents differ about curfews in small towns?

SCEH008311

6. Which research source would provide the **most** bias-free information to support arguments in favor of curfews?

- A. an online report about recent curfew laws resulting from high crime rates
- B. an online magazine article by a teen about how curfew laws saved his life
- C. an editorial that argues that curfews reduce crime rates
- D. a newspaper article with crime statistics showing drops in crime rates in cities with curfews

SCEH008313

7. Which organizational method would produce the **most** relevant and sequential research report on the history of curfews in large cities?

- A.
  - areas where curfews have failed
  - changes in crime rate after curfew implementation
  - most recent cities to lift or implement curfews
- B.
  - statistics about curfews and crime rate
  - the first five cities to implement curfews
  - public feeling about curfews
- C.
  - the first five cities to implement curfews
  - public feeling about curfews
  - crime rate statistics
- D.
  - the first cities to apply curfew policies
  - changes in crime rates due to curfews
  - most recent cities to lift or use curfews

SCEH008315

# SESSION 1

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8. Which statement **best** explains the author's bias in this reading selection?
- A. The writer is not a young person.
  - B. The writer assumes that unsupervised young people will commit crimes.
  - C. The writer assumes that young people out after dark are not safe.
  - D. The writer informs the audience of existing curfews in other cities.

SCEH008317

Read the information below and review the Rebate Form. Then answer questions 9–14.

## Electronic Hut Policies

The following information is given to each customer who makes a purchase at Electronic Hut. On March 2, 2000, Joshua Hunter purchased a CD player from Electronic Hut. It cost \$65.00 and had a \$5.00 mail-in rebate. After dropping the CD player, he discovers that it no longer works. He decides to get it repaired under the warranty.

### Electronic Hut Warranty, Rebate, and Return Policies

#### PRODUCT REGISTRATION FORM

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Occupation: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Date of purchase: \_\_\_\_\_

Product Purchased: \_\_\_\_\_

Serial number: \_\_\_\_\_

Place of purchase: \_\_\_\_\_

To register your product, visit us online at [warrantyregistration@archive.com](mailto:warrantyregistration@archive.com) or send this card to: Customer Service c/o Electronic Hut Warranty Department, 1900 Cross Road SW, Reading, Ohio 55784-0019. Registering your product will help us provide better support for your new product and allow us to notify you of product updates, services and support. Completing this form is not required to activate your warranty.

#### WARRANTY

For a period of twelve months from the date of receipt, Electronic Hut guarantees that merchandise will be free from defects in materials and workmanship. Electronic Hut will not be liable for any loss or damage arising from negligence or misuse.

# SESSION 1

This warranty is non-transferable and applies only when the sale of the product is for personal or household use, but not when the sale or resale is for commercial use.

In order to obtain service under this warranty, send a letter to

ATTN: Customer Service  
c/o Electronic Hut Warranty Department  
1900 Cross Road SW  
Reading, Ohio 55784-0019  
or e-mail [warrantyregistration@archive.com](mailto:warrantyregistration@archive.com)

Be sure to include the following:

- Reliable and legible return address
- Daytime phone number
- Brief statement concerning the defect in question
- Your product ID # and/or copy of proof of purchase

You will be sent a coupon to take to your local Electronic Hut, which will cover the full cost of repairs.

This warranty is limited solely to the product brand you purchased. This warranty and any warranties implied by state law will apply only for the time period set forth above. SOME STATES DO NOT ALLOW LIMITS ON HOW LONG AN IMPLIED WARRANTY LASTS; THEREFORE, THE ABOVE LIMIT MAY NOT APPLY TO YOU.

For questions or concerns regarding warranties, please contact Electronic Hut Customer Service at 1-800-555-7877.

## Mail-in Rebates

To submit a rebate, you will need a register-printed rebate form or a copy of the rebate form below, the receipt, and the product's UPC bar code. The UPC is the bar code the cashier will scan to ring up the product purchased. The bar code located on the outside of the product box is made up of vertical black lines with twelve numbers and no letters. There is one number to the far left, a space, then a set of five numbers, a space, then a set of five numbers, a space, and one number to the far right. Please retain copies of your rebate submissions. For questions or concerns regarding rebates, please contact the Electronic Hut Rebate Center at 1-800-555-7878.

To receive your rebate check:

Collect completed Rebate Form, the original dated cash register receipt, and the portion of the box with the UPC bar code.

Mail all three items to  
Electronic Hut Rebate Center  
1900 Cross Road SW  
Reading, Ohio 55784-0019



**Terms and Conditions**

- Please allow eight to ten weeks for rebate check delivery.
- Offer void where prohibited, licensed, taxed, or otherwise restricted by law.
- Requests from clubs, groups, organizations, or bulk requests will not be honored.
- Not responsible for lost, misdirected, or postage due mail.
- Offer good in the U.S.A. only or U.S. military addresses in which this offer form is displayed or advertised.
- Duplicate submissions and copies of the cash register receipt or UPC bar code will not be honored.
- Post Office Boxes without a street address are not permitted.
- Rebate cannot be combined with other offers.
- All determinations of compliance with this offer are in the sole discretion of Electronic Hut.
- Offer expires 12/31/2002.

# SESSION 1

## REBATE FORM

Please send my rebate check to

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone No.: \_\_\_\_\_

E-mail address: \_\_\_\_\_

### Return and Exchange Policy

We accept returns or exchanges made within fourteen days of the original date of purchase on computers, monitors, printers, laptop computers, camcorders, digital cameras and radar detectors. We accept returns or exchanges up to thirty days from the original date of purchase on all other merchandise. Returns must include original packaging and accessories, and must be in “like new” condition. Include your original receipt. Refunds of cash purchases over \$250 and check purchases over \$100 will be issued by check from the corporate office within fourteen business days of return.

You may EXCHANGE computer software, DVD or VHS videos, video games, and music for the same title only if the original is defective. Merchandise that has been damaged due to negligence cannot be exchanged. Merchandise missing the original Universal Product Code (UPC) cannot be returned; it may be exchanged for the same product only. There is no refund on labor or installation services.

Restocking fees will be applied to ANY product not returned in “like new” condition, including products missing the original box, packaging materials, contents, accessories, or manuals. A 15% restocking fee will be charged on returns or exchanges of any opened laptop computer, camcorder, digital camera, or radar detector, unless the item is defective.

**9.** What is the purpose of this selection?

- A. to describe Electronic Hut's community involvement
- B. to entertain Electronic Hut's customers
- C. to inform customers about Electronic Hut's products
- D. to inform customers of Electronic Hut's guidelines

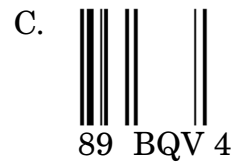
SCEH116515

**10.** What does Joshua need to do to obtain service under the warranty?

- A. Mail the product registration.
- B. Call the customer service number.
- C. Send a letter describing the defect.
- D. Submit a completed rebate form.

SCEH116503

**11.** Which would be an accurate representation of a UPC bar code?



SCEH116508

# SESSION 1

12. How long will it take for Joshua to receive his rebate check?

- A. twelve months
- B. until 12/31/02
- C. eight to ten weeks
- D. fourteen business days

SCEH116506

13. Which statement **best** paraphrases Electronic Hut's policy regarding returns for software and videos?

- A. Software and videos can be returned within sixty days.
- B. Software and videos can be exchanged only if the original was defective.
- C. Software and videos can be exchanged only if the amount is under \$250.
- D. Software and videos can be returned if the price is over \$100.

SCEH116516

14. If Joshua lived in a state where time limits on implied warranties were **not** allowed, how much time would he have to make a claim under the warranty?

- A. one year from the time the CD player broke
- B. more than one year from the time the CD player was purchased
- C. one year from the time the rebate was received
- D. less than one year from the time the product registration was mailed in

SCEH116504

# **END OF SESSION 1**

**When you have answered all the questions for Session 1, you may go back and check your work for Session 1. Then, mark your stop time in the box labeled “Session 1 – Stop Time” on the inside front cover.**

**When you have finished recording your stop time for Session 1, raise your hand and your booklet will be collected.**



## SESSION 2

### Directions

You will take Session 2 today. Today's session contains multiple-choice questions and reading selections with constructed-response questions that require you to write your answers. You MAY NOT use a dictionary or thesaurus today.

Use only a Number 2 pencil to mark or write your answers in the test booklet.

### Multiple-Choice Questions

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

### Constructed-Response Questions

- Write your response to each question on the lines below the question.
- Use only the lines provided for your response.
- Do not write beyond the lines or in the margins.
- Continue with the test after you have finished each response.

When you have finished your work and checked your answers, you have completed Session 2. Turn to the inside front cover, and mark your stop time in the box labeled "Session 2 – Stop Time."

Then turn to the Student Questionnaire at the back of your test booklet, and use your Number 2 pencil to mark your answers.

Read the selection below and answer questions 15–24. Then answer Constructed Response #1.

## Art Imitating Life

Bonsai is the ancient art of growing and cultivating miniature trees. Although the art of Bonsai originated in China around 225 B.C.E., it is quite popular today in other countries of the Far East and Western nations. The word “Bonsai” translates as “tree planted in a small dish” and is used to describe a miniaturized version of a natural tree. As an art form, Bonsai is unique because it involves a living tree and, thus, can never be a finished work. Caring for such a miniature tree involves close observation of its progress. In doing so, a person may find a level of peace, as well as a connection with nature and the environment. Taking good care of the Bonsai tree is critical if it is to remain healthy. More than anything, the care of the Bonsai should be consistent.

Since there are many different kinds of Bonsai, including juniper, elm, rosemary, Japanese maple, heather, and gardenia, each tree needs to be considered individually. After having chosen the type of tree, one must think about where it will grow best. Some Bonsai trees thrive indoors near a sunny window, while others do well outside in a shaded area. Typically, Bonsai trees do better when exposed to adequate natural light, but artificial lighting can also be used in darker conditions.

Certain kinds of Bonsai, particularly those of coniferous and deciduous varieties, will need a dormant period during the winter; in fact, many Bonsai trees will not survive the winter unless it is fairly cold. These types of Bonsai do better in a cool room, basement, or even a garage, provided some light is available. As one might expect, a Bonsai tree will die if left in complete darkness for a long period of time.

In addition to exposing Bonsai to sufficient light, the tree will also need ample water. Since each tree is different, some need watering daily, while others have to be watered only every two or three days. A Bonsai is watered by submerging it for ten minutes in a sink with the water about a half an inch over the rim of the pot. The Bonsai

## SESSION 2

should not be allowed to become too dry. When the weather becomes very hot, the Bonsai tree needs enough water to keep both the soil and moss damp. Spritzing or spraying the leaves periodically with a light mist of water is helpful for maintaining a healthy tree full of green leaves or needles.

Shaping and trimming the Bonsai is also a very important part of care and maintenance. One must trim the Bonsai twice a year (at least once before spring). The Bonsai can be nipped and pinched at any time to maintain its form. When purchased, some Bonsai trees are wound in wire, which helps foster the tree's unique and striking shape. This wire should be removed after one year so that the tree can continue to grow properly.

Bonsai trees should be repotted into larger pots every three to five years, but are usually kept at a height between six and twenty inches. Visually, they should resemble their larger counterparts thriving in nature.

One additional consideration when buying the first Bonsai is where to purchase it. A reputable dealer is a much better choice than a store that doesn't specialize in Bonsai. If one chooses wisely, the dealer will be able to assist with the care of the tree and answer any questions that may arise.



15. Which statement **best** expresses the author's main point?

- A. Bonsai originated in China.
- B. There are many different kinds of Bonsai.
- C. Caring for a Bonsai requires thought and effort.
- D. Bonsai are miniaturized versions of natural trees.

SCEH002001

16. What feature of the selection **best** illustrates that it is informational?

- A. It explains how to grow a Bonsai tree.
- B. It calls Bonsai an ancient art form.
- C. It persuades people to grow Bonsai trees.
- D. It is written by a Bonsai dealer.

SCEH002002

17. What does *thrive* mean as it is used in this sentence?

After having chosen the type of tree, one must think about where it will grow best. Some Bonsai trees *thrive* indoors near a sunny window, while others do well outside in a shaded area.

- A. select
- B. remain
- C. deteriorate
- D. flourish

SCEH002010

## SESSION 2

18. Which statement **best** supports the idea that Bonsai are works in progress?

- A. Bonsai trees come in many different forms.
- B. Bonsai trees are living so they are never complete.
- C. Bonsai trees look identical to larger trees in nature.
- D. Bonsai trees can be peaceful to work with.

SCEH002016

19. What does *counterparts* mean as it is used in this sentence?

Visually, they should resemble their larger *counterparts* thriving in nature.

- A. parts of something
- B. things that correspond to other things
- C. parts of things that can be counted
- D. things that live in a natural environment

SCEH002009

20. Which statement lacks specificity?

- A. “More than anything, the care of the Bonsai should be consistent.”
- B. “Some Bonsai trees thrive indoors near a sunny window, while others do well outside in a shaded area.”
- C. “One must trim the Bonsai twice a year (at least once before spring).”
- D. “Bonsai trees should be repotted into larger pots every three to five years . . .”

SCEH002003

21. Which research question would lead to the **most** information about the history of Bonsai?
- A. Is the Bonsai art form an ancient tradition?
  - B. Where were Bonsai trees originally found?
  - C. Did Bonsai trees exist in more than one country?
  - D. How did the Bonsai art form first develop and spread?

SCEH002004

22. What does *reputable* mean as it is used in this sentence?

A *reputable* dealer is a much better choice than a store that doesn't specialize in Bonsai. If one chooses wisely, the dealer will be able to assist with the care of the tree and answer any questions that may arise.

- A. credible
- B. memorable
- C. respectful
- D. powerful

SCEH002017

## SESSION 2

**23.** Based on the information in the selection, what inference can you make about ancient civilizations?

- A. Art was the most important thing in ancient times.
- B. Several ancient civilizations developed the art of growing miniature trees.
- C. Growing trees was considered to be the highest form of art in ancient civilizations.
- D. People in ancient times developed new art forms.

SCEH002020

**24.** According to the selection, which is **most** essential for good Bonsai care?

- A. giving it consistent treatment
- B. placing it indoors
- C. exposing it to direct sunlight
- D. trimming it monthly

SCEH002019

### Constructed Response #1

Write your response in your test booklet. Be sure to use only the lines provided below. Do not write beyond the lines or in the margins.

Decide whether you would enjoy the hobby of Bonsai. Using information from the selection, explain why or why not.

As you write, be sure to support your response with evidence from the selection.

SCEH002018

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



**TURN THE PAGE.**

Read the selection below and answer questions 25–32.

## A Pioneer with Heart

Delicate heart transplant surgery was not an idea entertained by the medical community until Alexis Carrel's historic work in the early 1900s. Carrel, a specialist in blood vessels, was an experimental surgeon in the field of tissue and organ transplants. Because of his groundbreaking work, he received a Nobel Prize in 1912. In 1935, he helped to create a machine that would keep donated organs in fresh, sterile condition. He performed several heart valve transplants, but no whole heart transplants. In spite of Carrel's work, heart surgery was a rare thing even as recently as fifty years ago. The risks were just too great. Because experiments with whole heart transplants in 1933 were not successful, heart transplantation became a neglected field. A Russian surgeon covered some ground in the late 1940s, but his work was unknown to the western world until 1962.

In the 1950s, medical professionals began to revisit the topic of heart transplantation. In 1959, Dr. Norman Shumway and his colleagues at Stanford began to experiment but did not perform an actual transplant until many years later.

History gives credit to Christiaan Barnard for performing the first human heart transplant in December 1967. Dr. Barnard was born in 1922 in South Africa. His education and early career in surgery were in Cape Town, South Africa, as well as in America. He eventually became the world's best heart surgeon. On December 3, 1967, Dr. Barnard and his team of thirty medical professionals transplanted a donated heart. The patient, a very ill fifty-nine-year-old man, volunteered for the surgery. The surgery was a success, but sadly, the weakened patient did not survive the pneumonia that developed afterward. The medicine used to make his body accept the transplant had taken its toll on his immune system. Another one of Dr. Barnard's patients lived for more than a year and a half after the same surgery. One thing became clear to the medical community and the world: better heart transplant medicine was badly needed.

## SESSION 2

Dr. Barnard's work created a great deal of interest. In fact, Dr. Barnard was amazed by the media attention his work received. He did not seek the attention himself and had not even told the hospital supervisor what he would be doing on that fateful December morning in 1967. One month later, Dr. Norman Shumway and his Stanford colleagues performed the first heart transplant in the United States. Between December 1967 and March 1971, sixty-five surgical teams performed 170 heart transplants. The risk was still too great. Only fifteen percent of the transplant patients survived for a year after the surgery. By late 1971, heart transplantation was fast becoming a procedure of the past.

A real breakthrough occurred in 1974 with the development of a new heart transplantation drug. The drug helped fight rejection of transplanted organs and bolstered patients' immune systems as their bodies fought post-surgery infection. Since the advent of the 1974 drug, the success rate of heart transplants has risen. Today, most patients' life expectancies are extended by two years—a remarkable amount. Dr. Christiaan Barnard began a very crucial era of medical history. The world recognized his revolutionary work, and he received the first World Health Award in 2000.

Dr. Barnard devoted his life to experimentation and the study of organ transplants. He was a tireless doctor. When one of his patients' bodies rejected a first heart transplant, he tried a second time. He developed other techniques in cardiac surgery such as double transplants, artificial heart valves, and the use of non-human hearts to help people survive. Dr. Barnard viewed the human heart as a mere pump and the brain as the master of the heart. He also spent time at Oklahoma's Baptist Center trying to discover a method of slowing the processes of aging. He was a confident man; and his self-assured, determined work gave medical researchers vital information to make heart transplantation a life-extending reality.



25. Which organizational method would produce the **most** sequential research report on the history of heart transplantation?

- A. 1. early pioneers  
2. current news  
3. first breakthroughs  
4. setbacks and their causes
- B. 1. early pioneers  
2. setbacks and their causes  
3. first breakthroughs  
4. current news
- C. 1. current news  
2. early pioneers  
3. setbacks and their causes  
4. first breakthroughs
- D. 1. current news  
2. first breakthroughs  
3. setbacks and their causes  
4. early pioneers

SCEH001215

26. What does *transplant* mean as it is used throughout the selection?

- A. to donate a human heart to save another's life
- B. to operate on a human heart to save a life
- C. to put an artificial heart into a human body
- D. to replace a heart in one body with a heart from another body

SCEH001205

## SESSION 2

27. Which research question would lead to the **most** information about the success of heart transplantation as it varies from country to country?

- A. How do other countries' transplant procedures and costs vary from those in the United States?
- B. Does a European country with a national health care plan cover the full cost of heart transplants?
- C. How do transplant procedures in metropolitan areas differ from procedures in rural areas?
- D. How do successful heart transplants in other countries compare to those in the United States?

SCEH001211

28. Which excerpt **best** supports the claim that transplantation will help all heart patients live longer?

- A. "Between December 1967 and March 1971, sixty-five surgical teams performed 170 heart transplants."
- B. "When one of his patients' bodies rejected a first heart transplant, he tried a second time."
- C. ". . . [Barnard's] self-assured, determined work gave medical researchers vital information to make heart transplantation a life-extending reality."
- D. "A real breakthrough occurred in 1974 with the development of a new heart transplantation drug."

SCEH001209

29. Look at the thesaurus entry.

**revolutionary** *adj.* 1. disobedient  
2. fanatical 3. innovative  
4. resistant

Which word **best** fits the meaning of *revolutionary* as it refers to Christiaan Barnard's historic work?

- A. word 1
- B. word 2
- C. word 3
- D. word 4

SCEH001206

30. Which research source would provide the **most** accurate information about various cultural attitudes toward heart transplantation?

- A. a documentary produced by the American Medical Association on heart transplantation
- B. a documentary produced by a leading American heart surgeon
- C. a book titled *Heart Transplantation Around the World: Facts and Viewpoints*
- D. a book titled *Heart Transplantation in South Africa*

SCEH001212

## SESSION 2

31. According to the selection, what is Christiaan Barnard's **most** important characteristic?

- A. his intelligence
- B. his tirelessness
- C. his humility
- D. his stubbornness

SCEH001204

32. Which statement is an example of the author's bias in favor of the idea that heart transplantation has been successful?

- A. "The surgery was a success, but sadly, the weakened patient did not survive the pneumonia that developed afterward."
- B. "Another one of Dr. Barnard's patients lived for more than a year and a half after the same surgery."
- C. "Today, most patients' life expectancies are extended by two years—a remarkable amount."
- D. "Since the advent of the 1974 drug, the success rate of heart transplants has risen."

SCEH001202

Read the selection below and answer questions 33–38.

## Another Library Visit?

Dear Journal,

Today I realized something new about a very old part of my life. When I was in third grade, I decided that visiting the library would always be a terrible bore for me. Why my mother insisted on taking me there almost every day during summer vacation was beyond me. As far as I was concerned, it was a complete waste of time. Sure, I liked to read, but I liked to take my time choosing my books. And why did Mom need to check out a whole stack of new books every day, anyway? I needed more than a day or two to get into my comic books, videos, and spine-chilling mysteries. Why couldn't she take her time over her paperbacks, instead of rushing through them like they were the last books she would ever have the pleasure of reading?

My idea of going to the library in those days was to rush in and grab a few things to keep my mind occupied, but not completely stimulated, for the next twenty-four-hour period. Mom, on the other hand, loved long, leisurely library visits. She argued that spending more time in the library would help me learn the Dewey Decimal System and expand my horizons. But, even at that age, I already knew that as long as I knew how to work a computer, I could always find the book I was looking for. Most of the time I sat around waiting impatiently for Mom to turn in the paperbacks she had checked out the day before and read cover-to-cover overnight. It seemed like it took her hours to select a new stack of unimaginative pulp fiction. Most of the time I killed time by thinking about what I would eat for lunch when we got back. Watching the birds on the library's balcony, I often estimated how many times I'd be able to play my newest computer game before bedtime.

After third grade, my view of library visits changed only marginally. I tried to treat going to the library like it was an adventure or a mission, but it never became an experience I could appreciate until today.

## SESSION 2

As my mother loaded her stack of paperback novels onto the checkout counter—crime dramas this time, with titles like *Under Suspicion* and *Lack of Evidence*—I said, sarcastically, “Haven’t you read all these before?”

“No,” she responded.

“Why do you like them so much?” I asked quickly, a little worried I had upset her.

“They’re helping me learn the ropes.”

“Learn the ropes?” Needless to say, this was something I’d never heard in relation to the library.

“Well, my first novel isn’t just going to write itself, is it?”

That was it. She wasn’t just reading to escape or reading because she was bored. She had been working on writing a novel, on her own, without drawing attention to it. The library had been her treasure mine, her secret laboratory. And I had been too hung up on my own boredom to notice it.

I looked around at the other library patrons, my face reddening, as my mother pushed her well-worn library card across the desk. There were hundreds of other people in the library, each face different, all their bodies hunched over books—giant atlases and encyclopedias, smaller paperback novels, magazines in plastic covers. People were here for a purpose, not just because they had been dragged along. For the weary college student, the quiet, warm corner of the library was a far better place to study than a noisy dorm room. For the young mother with three rambunctious children under the age of five, story time at the library meant an hour’s quiet, blissful solitude. For the harassed, middle-aged father spending his lunch hour looking for a book for his daughter’s research paper, the library meant a quick solution to the problem of his daughter’s slipping English grade. For the aging grandmother or great-uncle living alone in a dim, crowded apartment, the library meant companionship. It meant light. It meant freedom. For my mother, the library wasn’t just entertainment; it was a head start on a new career.

Today I learned that the library is not just the site of a wealth of knowledge. The library is a hub, a nucleus of community spirit, with much more to offer than just the books on the walls. It is the source of relief from the daily routines and stresses of one's schedule. It provides answers to life's most persistent problems and questions. Now I understand why my mother once told me when I was protesting yet another visit to the library: "Son, going to the library will give you a good dose of what humanity needs in order to stay civilized. You'll see what I mean when you're older." Mother was right. Thanks for listening, Journal.

Sincerely,

Long Vu

**33.** Which **best** describes the narrator of this selection?

- A. a dejected mother
- B. an elegant businessman
- C. an angry librarian
- D. a reflective young man

SCEH021610

**34.** Which **best** describes the conflict in this selection?

- A. an external conflict between Long and his mother
- B. an external conflict between Long's mother and the library
- C. an internal conflict between Long's old and new understandings of the library
- D. an internal conflict between Long's opinion of the library and of himself

SCEH021603

## SESSION 2

35. Which **best** describes the change in the tone of this selection?

- A. from frustrated to sympathetic
- B. from kind to mean
- C. from accepting to judgmental
- D. from ashamed to proud

SCEH021606

36. Which **best** defines the phrase *hung up on* as it is used in this sentence?

And I had been too *hung up on* my own boredom to notice it.

- A. in favor of
- B. placed next to
- C. stopped talking to
- D. distracted by

SCEH021615



37. Which statement **best** summarizes Long's new attitude about libraries?

- A. The library is not as important as having a hobby you enjoy.
- B. The library serves varied purposes for its patrons.
- C. The library is an influence that helps students do better in school.
- D. The library is a place that people can go to change their careers.

SCEH021602

38. How does the phrase *wealth of knowledge* relate to the overall theme of this selection?

- A. Long learns that the library depends on the money of the patrons.
- B. Long learns that the library depends on the knowledge of book writers.
- C. Long learns that the library offers more than just information.
- D. Long learns that the library offers a very successful career path.

SCEH021608

## SESSION 2

Read the story below and answer questions 39–43.

### The Aquarium

Larson looked out at the usual scene. Bulbous faces distorted by water and thick glass, oddly formed fins pointing, the bright blue leader gesturing incomprehensibly.

Larson recognized the bright blue leader because it was the same one, her mouth constantly moving up and down. Larson had no idea what the bright blue leader could possibly be trying to convey to all those oblivious-looking fish that filed past his tank every day. But aside from that little mystery, the scene outside held very little interest for him. Once it had fascinated him, but now he had grown accustomed to the strange fish on the other side. The only reason he looked at all was because he had very little else to look at.

“Now, the wrasse is a magnificent fish,” the bright blue leader was saying to the small crowd that had congregated around Larson’s tank. Larson watched her mouth move up and down, up and down. “The wrasse is related to the tautog, cunner, and hogfish, and is characterized by its thick lips, spiny fins, strong teeth, and bright coloring. It is found mostly in tropical seas.”

“Do people eat ’em?” asked a little boy wearing a gorilla-shaped baseball cap.

“Yes, unfortunately the wrasse is sometimes hunted for its meat,” the leader said. There was something about the way her mouth moved up and down that reminded Larson of a fish he’d known in the previous tank where he had resided before they moved him to this new, much larger arena. Tamara had been such a sublime fish, Larson recalled now. She had been very amiable and had a great sense of humor. Larson wondered if the funny fish on the other side of the glass knew what a sense of humor was. They didn’t look as if they knew too much about anything. Larson felt sorry for them for other reasons as well. For one thing, they had to plod along clumsily on two awkward looking poles that stuck out of their rather tubular bodies. Quick, darting movements, such as those Larson was accustomed to making all the time, seemed impossible for them. He pitied such a fish if it should ever find itself in the same waters as a great white shark.

“There would be no hope for the poor things,” muttered Larson.

“No hope for who?” grumbled old Pete who had snuck up on Larson from behind the kelp bed.

“Oh nothing,” bubbled Larson. “I was just thinking about those poor fish on the other side.”

“I never pay any attention to them,” said Pete, who was one of the oldest fish in the tank.

“But don’t you ever wonder what it must be like to be so inefficiently designed?” asked Larson.

“Nope,” said Pete.

“Typical,” thought Larson to himself. None of the others in this tank had what you might call an imagination. Tamara had an imagination, though. She’d told Larson all kinds of fabulous tales about the strange fish on the other side of the glass. She’d told him that they didn’t even live in water and they made a sport out of catching other fish and eating them. He was sure she was making it all up, but he liked hearing her stories anyway. She had such a wonderful way of putting things, Tamara did. He wondered what ever happened to her. Maybe she had finally found her way to that mythical place she was always talking about. What was it called? “The Ocean” or something like that.

Larson’s thoughts were once more interrupted by Pete, who was encroaching even further into Larson’s space with his large, bulging eyes and flickering fins.

“You’re always over in this spot,” said Pete. “Why is that? Is this spot better than any other spot? There must be a reason why you’re always floating around in it.”

So that was it. Pete wanted his spot.

“I just like it because I can see the other fish. Sometimes they come right up and press their faces against the glass. I get a real hoot out of that.”

“You always were a strange one,” said Pete. “A dreamer.”

“Pete, have you ever heard of The Ocean?”

## SESSION 2

“The what-en?”

“Oooo-cean. Supposedly it’s a tank that is so enormous that you can never reach the end of it even if you were to swim in one direction your entire life.”

“Sounds made-up,” said Pete.

Larson sighed, emitting a few bubbles that rose to the surface and disappeared. The bright-blue leader and her group had moved on, and now only one little fish wearing a pink dress stood staring up at Larson. He stared back at her. Larson always made eye contact with the strange fish on the other side. He thought it was the polite thing to do. The little pink creature smiled at him, lifted her strange fin, and waved. Larson waved back.

**39.** Who is the “bright blue leader” to whom Larson refers?

- A. a magnificent fish in the tank
- B. another wrasse specimen
- C. an aquarium tour guide
- D. a good friend of Larson’s

SCEH017002

**40.** What are the “awkward looking poles” that Larson describes at the beginning of the story?

- A. arms
- B. legs
- C. canes
- D. fins

SCEH017008

41. Which statement **best** reveals the “bright blue leader’s” thoughts about tropical fish?
- A. They are impressive and splendid and should not be eaten.
  - B. They are amiable and have a good sense of humor.
  - C. They have thick lips, spiny fins, and bright coloring.
  - D. They are fascinating to observe in captivity.

SCEH017006

43. What does Larson’s lack of knowledge or experience with the ocean reveal about him?
- A. He is not interested in leaving the aquarium.
  - B. He has spent his whole life in an aquarium.
  - C. He does not believe the stories Tamara told.
  - D. He is just a dreamer with an imagination.

SCEH017004

42. From whose viewpoint is this story told?
- A. the bright blue leader
  - B. Larson
  - C. a little girl in a pink dress
  - D. old Pete

SCEH017011

## SESSION 2

Read the selection below and answer questions 44–50. Then respond to Constructed Response #2.

### The Need to Read!

Every weekend, my parents, two sisters, and I took the bus across town to the public library. Both of my parents worked full time and they were usually exhausted by the time they got home on Friday evenings, but, without fail, they woke up every Saturday morning and got us ready for our weekly library trip. The journey took thirty minutes each way, but they made it a family priority because they believed that reading would enrich our lives.

Most of the parents in our neighborhood were very involved with their children's education, so many of our neighbors also made the weekend trek to the library. When we arrived, we would listen to volunteers read stories, take part in fun reading activities, and spend hours poring through books. Sometimes, we would stay at the library all day, so we always packed bag lunches just in case. Each week, we checked out as many books as we could carry.

Reading was a big deal in our house. Most weeknights—and often weekends—our entire family would get together in the living room to read. Sometimes we would read short stories aloud to each other, but mostly we read our own books.

One year, during an open house at school, our principal asked the parents if they had any questions or concerns. My mom startled us all when she jumped up and expressed her frustration about the fact that we had no library in our community. Before the principal could respond, at least ten other parents chimed in with agreement. Although the population in our area was small, we were taxpayers and deserved to have sufficient local resources, one of which was a library.

Before we knew it, nearly all the parents at the open house were talking over each other and making suggestions about how we could persuade city officials to designate funds for a library in our community. The principal finally restored order in the room and

told everyone how happy she was that they wanted a library. Apparently, that had been on her mind for years, but she didn't think she would have community support. Now that she knew she would, it was time to act.

First, she organized all the students and parents into various committees. My entire family volunteered, and both of my parents signed up to head committees. We needed people who could research how much a new library would cost, people who were good at writing letters and making calls to politicians, and people who could raise funds. Neighbors who had never met before became fast friends, and everyone helped as much as they could.

For several months, we contacted every civic employee and local company that we thought could help. Everyone was totally consumed with the library project and, slowly but surely, we made headway. To raise funds, we held bake sales and car washes in the bigger cities just beyond our town. As luck would have it, one of the people who came to the car wash was a television news reporter. She was so touched by our story that she came back with a news crew and interviewed us. We got the chance to make our wish for a community library known to everyone in the metropolitan area!

What happened next was like a dream-come-true. After our story aired on the evening news, calls flooded our committee offices. People from all over the region offered monetary donations, and many companies said they would donate building materials and even buy books to stock our library shelves.

The biggest surprise of all was the call we got from the CEO of a huge high-tech company that employed many people in our area. She told us that one of her favorite childhood memories was going to the library with her mom. She added that the young people in our community would likely be her future employees, so she wanted to invest in their education as much as possible. The CEO said that she would contribute \$10 for every \$1 donated by community members.

We were stunned, and before we knew it, we'd raised enough to build our library!

## SESSION 2

After a whirl of construction, we had a beautiful new library that became the center of our community. The importance of this common goal brought people from diverse backgrounds together, and some became lifelong friends. Looking back, it seemed like an impossible task, but it taught all of us that we could accomplish a lot, especially when we combined our strengths.

44. What lesson can be learned from the events in this selection?

- A. Generosity is seldom rewarded.
- B. With luck, anything is possible.
- C. Anything can be accomplished through teamwork.
- D. The bravery of a few will save many.

SCEH001604

45. Which statement **best** explains why the library was built?

- A. The principal wanted a library and persuaded the community to help.
- B. Community members wanted a library and worked together to get one built.
- C. The nearest library was thirty minutes away and students couldn't walk there.
- D. A local CEO wanted to educate people who might work for her someday.

SCEH001602



46. Which word **best** describes the tone of this selection?

- A. victorious
- B. depressing
- C. impatient
- D. indifferent

SCEH001603

48. Which word **best** describes the narrator of this selection?

- A. indifferent
- B. pessimistic
- C. melancholic
- D. enthusiastic

SCEH001609

47. What does *diverse* mean as it is used in this sentence?

The importance of this common goal brought people from *diverse* backgrounds together, and some became lifelong friends.

- A. similar
- B. varied
- C. hardworking
- D. unfortunate

SCEH001612

## SESSION 2

49. Which phrase **best** describes the reason this selection was written?

- A. to emphasize the importance of reading
- B. to show how much a community can accomplish
- C. to show how much power the television news has
- D. to show how to raise funds for a library project

SCEH001605

50. Why does the author use *stunned* to describe how the community members felt when the local CEO offered to make a large donation?

- A. to show that the characters were exhausted and unable to continue
- B. to show that the characters believed that CEOs rarely donate money
- C. to show that the characters were surprised that their goal was within reach
- D. to show that the characters did not realize how uneducated the community was

SCEH001607

**Constructed Response #2**

Write your response in your test booklet. Be sure to use only the lines provided below. Do not write beyond the lines or in the margins.

Using information from the selection, explain how the community achieved its goal.

As you write, be sure to support your response with evidence from the selection.

SCEH001613

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## SESSION 2

The essay below needs revisions or edits. Read the essay and answer questions 51–55.

### Hold the Anchovies!

(1) Bread resembling pizza crust has been around since the time of the Greeks, Romans, and Egyptians. (2) These ancient people prepared seasoned flat breads. (3) They used a variety of herbs and spices. (4) To describe this tasty creation, the aristocracy in Naples coined the word “pizza.” (5) During the Middle Ages, peasants in Naples, Italy, combined flour, olive oil, lard, cheese, and herbs to make flat bread garnished with cheese. (6) The cheese had an exceptional taste. (7) It was made from the milk of water buffaloes imported from India in the seventh century.

(8) When Queen Margherita traveled throughout Italy in the late 1800s, she frequently observes ordinary people eating pizza. (9) After trying a piece and enjoying it immensely, she summoned Raffaele Esposito to her palace and asked him to make a pizza for her. (10) Esposito was a baker. (11) To show patriotism to his country, Esposito decorated the crust with colorful foods that represented the Italian flag—red tomatoes, white mozzarella cheese, and green basil.

(12) It was love at first bite when Queen Margherita sank her teeth into Esposito’s version of pizza. (13) When the news got out that it was the queen’s favorite, with the public she became a greater hit. (14) Therefore, “Pizza Margherita” became a sensation around the country. (15) Now it is considered the typical pizza all over the world.

51. What is the **correct** revision of the underlined word in sentence 1?

(1) Bread resembling pizza crust has been around since the time of the Greeks, Romans, and Egyptians.

- A. at hand
- B. within reach
- C. in style
- D. in existence

SCEH212208

52. Which is the **most** effective way to combine sentences 6 and 7?

(6) The cheese had an exceptional taste. (7) It was made from the milk of water buffaloes imported from India in the seventh century.

- A. The cheese, it had an exceptional taste, was made from the milk of water buffaloes imported from India in the seventh century.
- B. The cheese, made from the milk of water buffaloes imported from India in the seventh century, had an exceptional taste.
- C. The cheese had an exceptional taste; made from the milk of water buffaloes imported from India in the seventh century.
- D. Made from the milk of water buffaloes was the cheese imported from India in the seventh century, it had an exceptional taste.

SCEH212202

## SESSION 2

53. Which change to the underlined word in sentence 8 would make it more consistent with the first part of the sentence?

(8) When Queen Margherita traveled throughout Italy in the late 1800s, she frequently observes ordinary people eating pizza.

- A. observed
- B. will observe
- C. is observing
- D. has observed

SCEH212207

54. Which revision, if any, would improve the underlined portion of sentence 13?

(13) When the news got out that it was the queen's favorite, with the public she became a greater hit.

- A. she with the public became a greater hit.
- B. she became an even greater hit with the public.
- C. a greater hit with the public she became.
- D. Correct as is

SCEH212210

55. Which transition, if any, would improve the underlined word in sentence 14?

(14) Therefore, "Pizza Margherita" became a sensation around the country.

- A. Indeed
- B. Soon
- C. Again
- D. Correct as is

SCEH212205

Questions 56–58 contain sentences that require editing and/or revision. Read each question carefully before you choose your answer.

56. Which sentence is written **correctly**?

- A. Susan announced that Mark and her were going to the store.
- B. Susan announced that him and her were going to the store.
- C. Susan announced that she and Mark were going to the store.
- D. Susan announced that her and Mark were going to the store.

SCEH300020

57. Which sentence is written **correctly**?

- A. Jim had began the meeting before I arrived.
- B. Jim had begun the meeting before I arrived.
- C. Jim had begunned the meeting before I arrived.
- D. Jim had begin the meeting before I arrived.

SCEH300026

58. Which sentence is written **correctly**?

- A. When things are going good, we accomplish much and progress rapidly on our work.
- B. When things are going well, we accomplish much and progress rapidly on our work.
- C. When things are going perfect, we accomplish much and progress rapidly on our work.
- D. When things are going nice, we accomplish much and progress rapidly on our work.

SCEH300110

