

**English Language and Composition Exam  
Section II**

**Reading time: 15 minutes**

**Writing time: 2 hours**

**Number of questions: 3**

**Percentage of total grade: 55**

Each question counts as one-third of the total essay section score.

Reading time before receiving booklet..... 15 minutes

Question 1 Essay.....suggested time 40 minutes

Question 2 Essay.....suggested time 40 minutes

Question 3 Essay.....suggested time 40 minutes

Section II of this examination requires answers in essay form. To help you use your time well, the proctor will announce the time at which each question should be completed. If you finish any question before time is announced, you may go on to the following question. If you finish the examination in less than the time allotted, you may go back and work on any essay question you want.

Each essay will be judged on its clarity and effectiveness in dealing with the requirements of the topic assigned and on the quality of the writing. After completing each question, you should check your essay for accuracy of punctuation, spelling, and diction; you are advised, however, not to attempt many longer corrections. Remember that quality is far more important than quantity.

Write your essays with a pen, preferably in black or dark blue ink. Be sure to write CLEARLY and LEGIBLY. Cross out any errors you make.

The questions for Section II are printed in the green insert. You are encouraged to use the green insert to make notes and to plan your essays, but *be sure to write your answers in the pink booklet*. Number each answer as the question is numbered in the examination. Do not skip lines. Begin each answer on a new page in the pink booklet.

## English Language and Composition Exam Section II

### Question 1

(Suggested time: reading time—15 minutes; writing time—40 minutes. This question counts as one-third of the total essay section score.)

**Directions:** The following prompt is based on the accompanying eight sources.

The question requires you to integrate a variety of sources into a coherent, well-written essay. Refer to the sources to support your position; avoid mere paraphrase or summary. Your argument should be central; the sources should support this argument.

Remember to attribute both direct and indirect citations.

### INTRODUCTION

The history of lotteries goes back for centuries. Many believe that lotteries were part of any organized tribal society. We have records of lotteries before recorded history in the Far East. The Romans liked to play the lottery. However, lotteries developed a reputation for scandal and fixing and so were abandoned in the middle of the nineteenth century. States, feeling the economic crunch of services and unwilling to increase taxes, began, in 1964, to organize state-run lotteries. Today it is the rare state that does not have a lottery.

### ASSIGNMENT

Read the following sources (including any introductory information) carefully. Then, in an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that lotteries are an ethical and effective way to raise state revenues for education.

Refer to the sources as Source A, Source B, etc.; titles are included for your convenience.

- Source A (Steinberg)
- Source B (Thompson)
- Source C (Fahrenkopf)
- Source D (Nelson)
- Source E (Campbell)
- Source F (Davis)
- Source G (Political Cartoon)
- Source H (Pie Chart)

**Source A**

Steinberg, Dr. Marvin. "National Gambling Impact Study Commission."  
<http://govinfo.library.unt.edu/ngisc/meeting/mar1698/mar16p3.html>. 16 March 1998.

*The following passage is an excerpt from an online source.*

In fact, analogous to alcoholism among bartenders, employees on the gaming floors at casinos and parimutuels are at risk for developing a gambling problem. Buying a hundred or a thousand instant or scratch tickets in the lottery is no different than putting a hundred or a thousand dollars in a slot machine.

In fact, as lotteries expand the variety of gambling options they offer, the boundaries between casino and lottery gambling is becoming blurry. For example, some lotteries offer slot machines under the name video lottery terminals. The lives of those who are vulnerable to a gambling addiction are as damaged by an addiction to lottery games as to any other form of gambling.

I'd like to make four points, five points, relating to the responsibilities of state government and the lottery relating to the issue of problem gambling. Just quickly, because others are going to address this. I think that state governments are compromised in the role of gambling regulator when states directly and indirectly operate the lottery. It is my view that when a state is the operator of a form of gambling such as lottery, the state often loses the ability to adequately regulate the spread of lottery and the way it's promoted.

Third point. An excessive number of minors are gambling in the lottery due to ineffective monitoring by retailers and lottery personnel. Results from state surveys of high school students indicate that between 30 and 35 percent of students report purchasing lottery tickets themselves. This is far more than gambling in any other form of state sanctioned gambling. This problem will only get worse if states continue to install lottery vending machines across communities. I ask the question, haven't we learned from the example of widespread under age access to cigarette vending machines?

**Source B**

Thompson, William. "Easy Money." *Frontline: Easy Money: Pro/Con*.  
[www.pbs.org/wgbh/pages/frontline/shows/gamble/procon/ithompson.html](http://www.pbs.org/wgbh/pages/frontline/shows/gamble/procon/ithompson.html). 26 April  
 2007.

*The following passage is an excerpt from an interview from an on-line source.*

Poor people playing the lottery in Georgia are shifting money to middle-class kids going to the University of Georgia. Is this the way we tax public services? Take from the poor, give to the middle class and the wealthy people? That everybody that earns a B average gets a free college education at the University of Georgia. Are these poor kids? Or are these middle-class kids?

It's a—it's sort of a tax from—what do we call? Welfare for the middle class and the rich paid for by the poor. The lottery ticket is a bad mechanism for redistributing goods and services in society. . . .

Poor people play more. All sectors of society play the lottery, but there's a disproportionate play among poorer people. Secondly, lotteries just extract money from the local community. There is no influx of outside money for the lotteries. Beyond that, the states extract an extremely high tax.

If you consider that a lottery ticket costs \$1, well, you put 50%—you put 50 cents into a pool and redistribute the 50 cents, and it costs you a dollar for the ticket. Well, you bought something that's valued at 50 cents. You just paid a 100% sales tax. That's an extremely high tax. And it's an extremely high take-out for a gambling organization. It's one of the worst bets in our society . . . with a 100% take-out, or a 100% surcharge on the cost of gambling.

So, it's not a good bet, it's extracted from the community. States lose money on the deal because the supply companies are expensive. Usually, oh, 5% or so of the lottery costs go to a supplier. So the State actually loses money on the deal. But, the State government picks up a lot of money.

And—but I don't think they realize what the options are, if people had the money in their pockets and they were spending it on consumer goods. First of all, society would be more wealthy, because at the end of the purchase there would be a consumer good. And the State would also pick up a sales tax on that consumer good.

**Source C**

Fahrenkopf, Frank. "Responsible Gambling Is Harmless Fun." *Gambling: Opposing Viewpoints*. Ed. James Torr. San Diego, CA: Greenhaven Press, 2002. 26-30.

*The following passage is an excerpt from a series collection.*

Gambling is a voluntary activity. Nobody is forced to enter a casino or pick up a playing card. If you disapprove, don't do it. . . .

But the [National Gambling Impact Study Commission] took a poke at state lotteries, on the grounds that government services should not be financed largely on the backs of the low-income minorities and other poor people who are the heaviest players. The commission urged states and communities to consider a moratorium on new lotteries until the social consequences can be further evaluated.

Fiddlesticks. That is bleeding-heart liberalism at its bloodiest. Lotteries are a clean way to get people to do voluntarily what they resent doing through mandatory taxes, which is to pay for education and other public necessities. If lotteries offer impossible hope against insurmountable odds, so be it. A buck is a cheap price to pay for a dream, however temporary.

**Source D**

Nelson, Michael. "State Lotteries Are an Unethical Source of Government Revenue." *Gambling: Opposing Viewpoints*. Ed. James Torr. San Diego, CA: Greenhaven Press, 2002. 31-36.

*The following passage is an excerpt from a series collection.*

What a deal with the devil Carlin and his fellow governors struck. To begin with, lotteries are a wildly regressive way of raising revenue. Although members of nearly every demographic group bet the lottery in roughly equal numbers, some bet much more frequently than others did. "The heaviest players," Duke University economists Charles Clotfelter and Philip Cook have found, are "blacks, high-school dropouts, and people in the lowest income category." Yet state lotteries depend on the participation of these frequent players. "If all players spent the same as the median player, \$75 a year," report Clotfelter and Cook, "[lottery ticket] sales would fall by 76 percent." Eighty-two percent of lottery bets are made by just 20 percent of players—and this group is disproportionately poor, black, and uneducated.

Despite laws to the contrary, minors bet the lottery, too. The presence of lottery tickets alongside candy, chips, and crackers in neighborhood convenience stores places children directly in contact with gambling. In lottery states, three-fourths of high school seniors report having bet in a lottery, according to the 1999 report of the National Gambling Impact Study Commission. In Massachusetts the attorney general found that children as young as age nine were able to buy lottery tickets in 80 percent of their attempts.

An additional problem with lotteries is that the money that states make from them seldom goes where the law says it should. Eighteen states earmark their lottery revenues for education; others, for transportation or programs for seniors. But economists have discovered that in most states little if any net increase in spending for the earmarked purpose actually occurs. Instead these states substitute lottery revenues for money they otherwise would have spent from their general funds.

**Source E**

Campbell, Felicia. "The Future of Gambling." *Frontline: Easy Money: Pro/Con*.  
[www.pbs.org/wgbh/pages/frontline/shows/gamble/procon/future.html](http://www.pbs.org/wgbh/pages/frontline/shows/gamble/procon/future.html). 26 April 2007.

*The following passage is an excerpt from an on-line source.*

We all take chances; we all gamble to some extent. Yet it is the person who bets in the formal sense who is criticized. His actions are termed masochistic, sexually sublimative, and aberrant—harsh descriptions for behavior that has been ubiquitous in human history and that has often served people well.

The gambling impulse is part of what has been called "the adventurer within us"—that part of ourselves which lusts for change, the wooing of all the unknown, chance, danger, all that is new. The gambling impulse sends us both to the gaming tables and to the moon, to the laboratory and to the numbers man. It is part of what makes us human.

Contrary to popular belief, I have found gambling to be largely beneficial to the gambler, increasing rather than decreasing his efficiency. Gambling stimulates, offers hope, and allows decision-making. In many cases, it provides the gambler with a "peak experience," that godlike feeling that occurs when all of one's physical and emotional senses are "go."

**Source F**

Davis, Bertha. Gambling in America. New York: Franklin Watts (An Impact Book), 1992. 43-44.

*The following passage is an excerpt from a book.*

Despite the widespread acceptance of lotteries, they are still controversial. Some people question the wisdom of using lotteries as revenue raisers. Those who defend such use rightfully claim that lotteries do raise large sums for good purposes. But, say critics, there is another side to this picture.

Public belief that lottery proceeds serve worthwhile ends—education is by far the most important beneficiary—has produced mixed results. Certainly that belief increases participation in the lottery. It makes purchase of a ticket seem a commendable act rather than just plain gambling. However, general awareness of the good purposes served by lotteries seems to foster a misconception: some believe that with lottery money flowing to education, the schools must have ample funds at their disposal. In Florida, for example, during the 1990-91 school year, the lottery contributed \$691.2 million to elementary and secondary schools. But that sum was only about 8.4 percent of a \$7.9 billion public education budget.

Defeat of school bond issues is sometimes attributed to misunderstanding of lotteries' actual impact on the financial condition of a state's schools. Even more unfortunate, some state legislatures have used lottery receipts as an excuse to cut normal budget allotments to education.

Supporters of lotteries-as-revenue-raisers argue that buying a lottery ticket is actually payment of a voluntary tax. (States retain about half the sums raised through lotteries.) Think how much better voluntary taxes are, they argue, in a time when "no new taxes" is such a rallying cry. The voluntary taxation argument loses some of its potency, however, when the regressive nature of that taxation is made clear. One survey by a respected research center found that households with incomes under \$10,000 earned 11.49 percent of the total household income of the survey population, but those households bought 24.68 percent of all the non-winning tickets purchased. In other words, poor people's purchase of lottery tickets means they make a larger contribution to states' treasuries than their incomes warrant.



**Source G**

"State Gambling Addiction Clinic." Political cartoon. <http://www.caglecartoons.com/images/preview/%7Ba15d6bd1-6697-4f9f-8d49-3f0470835>. 26 April 2007.

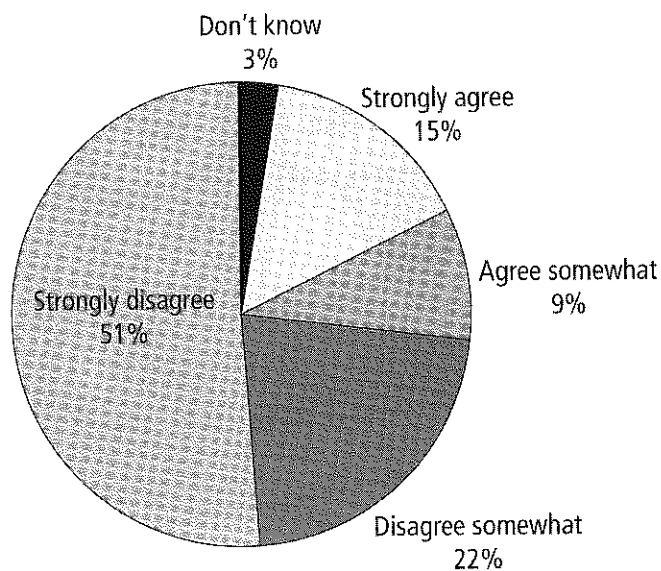


### Source H

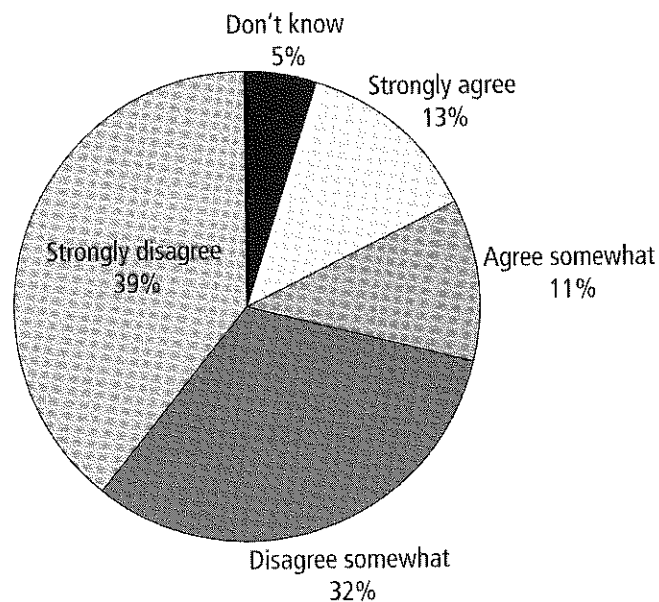
Freeney, Don. "Is Gambling Immoral?" *Beyond the Odds*, June 1999.  
[www.miph.org/gambling/bto/jun99/1.html](http://www.miph.org/gambling/bto/jun99/1.html)

*The following is an excerpt from an on-line quarterly newsletter.*

#### **"I am opposed to gambling for moral or religious reasons."**



#### **"All gambling should be outlawed."**



## Question 2

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

The passage below is an excerpt from a speech Daniel Webster made in 1825 at the site of the Bunker Hill Monument, a monument to an important battle for the American Revolutionary forces against the British. Read the speech carefully. Then, in a well-written essay, analyze the rhetorical devices Webster uses to define how his listeners should feel about this monument and what it means for the fledgling republic.

This uncounted multitude before me and around me proves the feeling which the occasion has excited. These thousands of human faces, glowing with sympathy and joy, and from the impulses of a common gratitude turned reverently to heaven in this spacious temple of the firmament, proclaim that the day, the place, and the purpose of our assembling have made a deep impression on our hearts.

If, indeed, there be any thing in local association fit to affect the mind of man, we need not strive to repress the emotions which agitate us here. We are among the sepulchres of our fathers. We are on ground, distinguished by their valor, their constancy, and the shedding of their blood. We are here, not to fix an uncertain date in our annals, nor to draw into notice an obscure and unknown spot. If our humble purpose had never been conceived, if we ourselves had never been born, the 17th of June 1775 would have been a day on which all subsequent history would have poured its light, and the eminence where we stand a point of attraction to the eyes of successive generations. But we are Americans. We live in what may be called the early age of this great continent; and we know that our posterity, through all time, are here to enjoy and suffer the allotments of humanity. We see before us a probable train of great events; we know that our own fortunes have been happily cast; and it is natural, therefore, that we should be moved by the contemplation of occurrences which have guided our destiny before many of us were born, and settled the condition in which we should pass that portion of our existence which God allows to men on earth.

We do not read even of the discovery of this continent, without feeling something of a personal interest in the event; without being reminded how much it has affected our own fortunes and our own existence. It would be still more unnatural for us, therefore, that for others, to contemplate with unaffected minds that interesting, I may say that most touching and pathetic scene, when the great discoverer of America stood on the deck of his shattered bark, the shades of night falling on the sea, yet no man sleeping; tossed on the billows of an unknown ocean, yet the stronger billows of alternate hope and despair tossing his own troubled thoughts; extending forward his harassed

frame, straining westward his anxious and eager eyes, till Heaven at last granted him a moment of rapture and ecstasy, in blessing his vision with the sight of the unknown world.

### Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

The passage below is an excerpt from “Women and the Future of Fatherhood” by Barbara Dafoe Whitehead. Her article begins with a discussion of the Million Man March and Promise Keepers as efforts to reinvest men in the important role of fatherhood. She argues that this is not possible unless women support men as fathers. Read the passage carefully. Then write an essay in which you take a position on the value of fathers in the raising of children, supporting your view with appropriate evidence.

But what has not yet been acknowledged is that the success of any effort to renew fatherhood as a social fact and a cultural norm also hinges on the attitudes and behavior of women. Men can't be fathers unless the mothers of their children allow it.

Women can be good mothers without being married. But especially with weakened communities that provide little support, children need levels of parental investment that cannot be supplied solely by a good mother, even if she has the best resources at her disposal. These needs are more likely to be met if the child has a father as well as a mother under the same roof. Simply put, even the best mothers cannot be good fathers.

STOP

END OF EXAM

## ANSWERS AND EXPLANATIONS FOR PRACTICE TEST 1

Using the answer key below, score your test and determine how many questions you answered correctly and incorrectly. Then look over the answer explanations.

### ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. E	10. A	19. C	28. C	37. E	46. B
2. A	11. D	20. E	29. D	38. A	47. B
3. B	12. B	21. D	30. B	39. B	48. D
4. C	13. C	22. B	31. A	40. C	49. E
5. E	14. E	23. A	32. A	41. A	50. A
6. A	15. B	24. A	33. C	42. C	51. C
7. B	16. D	25. C	34. D	43. A	52. B
8. B	17. A	26. D	35. B	44. D	53. C
9. E	18. C	27. B	36. E	45. E	54. D

### ANSWERS AND EXPLANATIONS FOR MULTIPLE-CHOICE QUESTIONS

1. **ANSWER: E** Debtors' prisons were used to incarcerate people for the failure to pay a debt. If this law were in force today, there would be a lot of people in jail.

2. **ANSWER: A** Johnson is a master of parallel syntax. He does use vivid language, and here and there is anger in his description, but neither is as dominant as his parallelism.

3. **ANSWER: B** The initial tone of the piece describing his encounter with the outside walls of the prison is very negative, nearly heartrending. Every word here carries a negative connotation except "zealous."

4. **ANSWER: C** Johnson clearly states that this encounter with sorrow was occasioned by a stroll through the streets of London.

5. **ANSWER: E** "Atrophy" means essentially to waste away from disuse. More specifically, it is the loss of muscle through a complete lack of exercise, which is what happens within the prison walls. The sin is not the fault of the debtors but the fault of the system.

6. **ANSWER: A** The sentence essentially condemns the practice because it takes hard-working people off the street and incarcerates them. Later, remember, Johnson does an entire mathematical calculation of the cost to the country as a whole. The creditors do not get their money and the country loses potential employees.

7. **ANSWER: B** All answers except deterrence are found in this paragraph.

8. **ANSWER: B** This is the paragraph where Johnson suggests an altering of the legal system. His suggestion is that the creditor must prove that the debtor is holding out on him with hidden assets. Otherwise, the debtor would be back out on the streets.

9. **ANSWER: E** All the indicators suggest not only a negative connotation, but a strong one. In the list of possible answers there are three negatives, but "loathsome" is by far the most negative.

10. **ANSWER: A** Johnson is making a clear financial analogy comparing the way countries conduct trade and the current local situation of lending money. One country cannot put another in jail, so if creditors did not put debtors in jail the promotion of commerce would improve.

11. **ANSWER: D** By using "we," Johnson encompasses the entire community: himself, creditors, debtors, government. In so doing, he makes it a community problem that society must address together or suffer the consequences.

12. **ANSWER: B** This was discussed earlier. Johnson's best solution—at least the one he offers here—is that a trial determines whether the debtor is holding out. If that can be demonstrated, then he is required by the court to pay the debt. Otherwise, he should be freed.

13. **ANSWER: C** The entire article is fundamentally ironic and angry. Johnson finds it utterly paradoxical that if one is engaged in the business of making money, that person would then lock up people who could potentially give him that money. Johnson sees nothing in a debtors' prison but cruelty and meanness. There are several potential paradoxical statements in the answer, but the one that comes closest to the focus of the essay is C. Trust is the very opposite of criminality, and yet here it is found in union. Johnson considers that deplorable.

14. **ANSWER: E** The passage offers a discussion of several cultural attitudes toward pain not only in modern society, but throughout history. Although there are concrete examples, answer choice C is too vague to be a solid answer. E is the best choice.

15. **ANSWER: B** "Slender" is commonly used as a description of body type. However, here Ackerman employs the term metaphorically. She implies that our entire existence on this earth is brief and perpetually threatened. Pain is a physical reminder of threats to that existence. Hence, B is the best answer.

16. **ANSWER: D** In this line "it" refers to the "I" in the phrase "the slender word 'I'". One must sacrifice oneself, one's entire being, to pain to be considered a martyr.

17. **ANSWER: A** The sentence is cohesive due to parallelism: "the ceremonial violence," "the psychology," "the charmed circle," "the breezy rhetoric," "the anthropological spectacle." None of the other answer choices applies to this sentence.

18. **ANSWER: C** The phrase is a simile that uses the requisite "like" to compare screaming pain to a factory whistle.

19. **ANSWER: C** The best way to approach these questions is to look at all the answer choices and eliminate those that are true, since the question says "EXCEPT." The sentence "Often our fear of pain contributes to it" does allude to the speaker's knowledge about pain, it is the main idea of the second paragraph, it does offer an answer of sorts to the biological riddle of why pain is subjective, and it is one approach to the topic of pain. It does not contradict the final statement of the first paragraph, that soccer players feel pain only after the match is over.

20. **ANSWER: E** The answer that makes sense is that the author is referring to Burton's writing as authoritative. According to this passage, Burton has written about pain and the historical conceptions of pain in other cultures, an idea that the author is also discussing.

21. **ANSWER: D** The sentence specifically states "what we call 'happiness' may be just the absence of pain." The author is offering a definition of the word.

22. **ANSWER: B** The last paragraph provides a connection to the author's first statement that pain is subjective and the last statement that it is difficult to define pain. The idea is that something so subjective is difficult to define.

23. **ANSWER: A** The last paragraph is quite scientific, offering descriptions of the kinds of pain people may experience (throbbing, etc.), as well the body's reaction to pain (histamine and serotonin).

24. **ANSWER: A** Every answer choice here is tied to pain (a negative experience) except "absence," which is used to define "happiness" as an "absence of pain."

25. **ANSWER: C** Woolf's statement tells us that language cannot express such a unique experience as pain. Her references to Hamlet and Lear are merely literary references to characters who are great commentators about human psychology and the human experience, but even they cannot describe pain. In fact, Lear's inability to express his pain resulted in his madness and subsequent death.

26. **ANSWER: D** Ackerman employs every strategy except D. Nowhere in the piece does she give a hint of what others might argue. She is making her own definition, about which she sees no real critical response. She definitely appeals to authority and both types of



comparison are made. It is more difficult to perceive, but she does make a thesis statement, which she follows with a counterproposal that then results in a finished statement that synthesizes her perspective on pain and the human condition.

27. **ANSWER: B** Twain begins his essay by commenting that once he had learned everything there was to know about the river, he felt he lost something. The end of the essay questions whether the doctor's knowledge keeps him from appreciating a young woman's beauty. Thus, one may infer that the purpose is to examine the ways in which knowledge destroys one's ability to appreciate beauty.

28. **ANSWER: C** Plug in the various answer choices and you will find that the word "character" best suits the meaning of the word "language" in this context. His point is not literally linguistic, but more emotional.

29. **ANSWER: D** Again, put your finger on the word "it" and plug in the answer choices to see which best fits the context of the sentence and paragraph. Here, "scene" is the antecedent to the pronoun "it."

30. **ANSWER: B** In each of the answer choices, the river and riverbank are personified (it is "bloody," it has a flush, it carries a shadow, and it waves), except in answer B. A floating log does not contribute to the environment's humanity.

31. **ANSWER: A** As most will attest, romance and beauty are acutely personal and emotional connections. The speaker capitalizes on the emotional connection with the river as something lost, and it is his sense of nostalgia for that loss that keeps the piece from becoming too rational and logical.

32. **ANSWER: A** This is a tricky question mainly because of today's notions of doctors as professionals rather than tradespeople. However, the end of the piece specifically asks, "And doesn't he [the doctor] sometimes wonder whether he has gained most or lost most by learning his trade?" Since the speaker refers to the doctor as a tradesperson whose knowledge also affects his ability to appreciate beauty, A is the correct answer.

33. **ANSWER: C** You can arrive at the correct answer through the process of elimination. The last sentences include rhetorical questions (looking for question marks is a good place to begin), antithetical statements (his comparison of his view of the river as a novice to his view of that same river, that same moment, as a captain), metaphorical comparisons ("lovely flush" to "a 'break' that ripples"), and an extended analogy (a doctor's knowledge of biology compared to a riverboat captain's knowledge of the river).

34. **ANSWER: D** One of Twain's most endearing features is his ability to relate to the general reader. That aside, however, one can see that his essay appeals to more than just riverboat captains and young women. While his essay is also quite poetic, the purpose of the essay is to convey the beauty of the river and the loss of that beauty through the poetry of language for *all* readers.

35. **ANSWER: B** The second paragraph describes a technical view of the river, which is the antithesis to the first paragraph's description of the beauty of it.

36. **ANSWER: E** Here, the river is personified as having a face.

37. **ANSWER: E** Once again, the process of elimination should remove at least C and D as viable choices. Although the sentence is parallel, it doesn't necessarily give the river energy so much as mimic the slowness of its movement. A is not possible because Twain's purpose and description carry no irony. Thus, we are left with the illustrious semicolon, which, when used appropriately, serves as a connector between ideas, giving pause to each idea separately.

38. **ANSWER: A** The speaker contrasts his two views of the river—one as beautiful, one as ominous and threatening—to show that sometimes knowledge can ruin one's outlook and complicate the ability to see beauty.

39. **ANSWER: B** The text clearly states that learning a trade, gaining extensive knowledge of something, is beneficial, but is also a loss of innocence. Thus, knowledge comes with a price.

40. **ANSWER: C** The passage clearly discusses two theories about how immigrants integrated into American culture.

41. **ANSWER: A** The phrase "ethnic enclaves" is most closely related to the word "oases," as both inspire a sense of refuge or sanctuary. Although "familiar institutions" is a good distractor, it is not the correct answer because the context of the word is not in line with "enclaves," which is a kind of community or closed society.

42. **ANSWER: C** This is the process of elimination again. The sentence includes an appositive ("natural as breathing"), is parallel ("by the later accretion," "by the desire," "by the necessity"), has a parenthetical remark (the phrase "necessarily in miniature" in parentheses), and has loose sentence structure (an independent clause—"Such as development . . . was supported"—followed by several parallel dependent clauses). The only choice left is C, and when you look, you'll see there is only one independent clause followed by several dependent clauses.

43. **ANSWER: A** The speaker defines "Americanization" as "Anglo-conformity," the opposite of cultural pluralism, which allows many cultures to coexist in one society without conforming to any particular culture.

44. **ANSWER: D** Look to the text and you will see that it clearly states that some immigrants who fled Germany "looked forward to the creation of an all-German state within the union, or, even more hopefully, to the eventual formation of a separate German nation, as soon as the expected dissolution of the union under the impact of the slavery controversy should have taken place." Of course, knowing a bit of history helps here as well, since you would have to know that the

“expected dissolution of the union under the impact of the slavery controversy” is a direct reference to the Civil War.

45. **ANSWER: E** As you read through the paragraphs, notice that Gordon progressively identifies the ways in which disparate groups have unified. Being located in the same place, living under the same government, and speaking a common language of commerce ultimately created a common culture.

46. **ANSWER: B** Kallen would see the maintenance of the Jewish identity as positive; hence, he would see the positive in cultural pluralism. However, he also saw that groups did not remain distinct and hostile but rather successfully integrated into an American culture that happened naturally rather than by coercion (Americanization). If you force groups to become “American,” they resist. If you allow them their own space in the larger culture, they will integrate.

47. **ANSWER: B** Do you remember the big fight over the Articles of Confederation and the new Constitution? Americans were afraid of a centralized government even though they needed one. The states maintained their separate identities, and yet they have, over time, created networks of interstate cooperation. The exact same forces that brought states together also coerced separate immigrant groups to seek out fiscal and governmental and, finally, cultural unity.

48. **ANSWER: D** The only possible answer is “repetitive emphasis.” None of the other choices apply at all.

49. **ANSWER: E** The implication of this sentence is that immigrants are effectively adapting to American democracy while still maintaining their own cultural identities.

50. **ANSWER: A** One may infer from the sentence preceding the footnote that each source separately discussed a movement in the United States to create a German state after the Civil War.

51. **ANSWER: C** All of the answer choices are untrue or cannot be inferred except that C. Glazer’s article is reprinted and appears in Berger, Abel, and Page’s book, *Freedom and Control in Modern Society*, which was published in 1954.

52. **ANSWER: B** Footnote 4 states that *Boston’s Immigrants* was published in a revised edition in 1959. The first printed edition is unknown and unstated. Referring to the text will show the other statements as true.

53. **ANSWER: C** Knowing the documentation style of a journal will help, but you are given a specific date of publication in the journal *The Nation*. The author’s views were reprinted in his book *Culture and Democracy in the United States* in 1924.

54. **ANSWER: D** To some extent, the author included the footnotes to appeal to scholarly authorities in the field. He wanted them to know that he was aware of the extent of the debate and was familiar with all sides of it. He wanted to appear dispassionate and firmly aware of the issues involved.

## EXPLANATIONS AND RUBRICS FOR ESSAY QUESTIONS

### ESSAY QUESTION 1: UPPER-HALF PAPERS: SCORES OF 5–9

Synthesis papers require you to make *your own argument*. The sources assist and help sustain that argument, but it is crucial that you offer your own point of view on the topic. Upper-half paper writers clearly sustain their own argument. They integrate quotations from the sources provided and cite them correctly in a coherent essay. Upper-half papers may include some citations that do not quite fit the argument, but for the most part, the quotations are part of a fairly seamless whole. The writing is not necessarily flawless, but the paper is clear and well-argued. In this prompt, writers can take a variety of positions on lotteries: everything from “Lotteries are absolutely unethical” to “Lotteries are completely ethical,” as well as any opinion in between. The crucial element, as always, is that the opinion be sustained and supported by the citations.

### ESSAY QUESTION 1: LOWER-HALF PAPERS: SCORES OF 1–4

Remember: Yours will be a lower-half essay if you do not quote and correctly cite at least three sources. We have provided one example in the synthesis chapter of a good paper that scored in the lower half because the writer made such an error. However, most lower-half papers will have used the requisite number of sources, but the quotations used will often have little to do with the writer’s argument about lotteries. Lower-half paper writers seem to drop in quotations without fitting them to the essay in any cohesive way. They also often find themselves summarizing all the sources without attempting to make any kind of argument on their own. Finally, such essays are often too brief and/or are grammatically weak.

### ESSAY QUESTION 2: UPPER-HALF PAPERS: SCORES OF 5–9

These papers will clearly demonstrate an understanding of Webster’s eloquent prose. Their writers will appreciate his sense of history and the emphasis he places on this monument, dedicated in this fledgling republic. The writers of upper-half papers will also discuss specific strategies employed by Webster and the possible effects they might have had upon his audience. Such writers will also use specific quotations to illustrate these strategies. They may note but are not limited to his diction, syntactical structure, and appeals to the Divine and especially that tradition of the original colonists. These papers are not necessarily flawless but generally remain coherent throughout.

### ESSAY QUESTION 2: LOWER-HALF PAPERS: SCORES OF 1–4

There are many ways an analytical paper can go wrong. The first is if the student misread the passage and misunderstood Webster’s purpose. The second and more common failure is to summarize and restate what Webster said without analyzing his methods of oratorical flair. Sometimes writers of these essays will merely identify strategies without discussing their impact on the reader. If the essays are either

too brief or grammatically unsound, they will also land in the lower half.

### ESSAY QUESTION 3: UPPER-HALF PAPERS: SCORES OF 5–9

Upper-half essays clearly understand the argument Barbara Whitehead makes. Writers of these essays will argue coherently and provide examples that help sustain the argument. Any position may be taken: fathers are essential to the raising of children; mothers are essential but fathers are not; both mothers and fathers are equally important in raising successful and healthy children. The crucial element in the upper-half paper is not the argument, but that the writer provides concrete examples from personal experience, current events, current trends, books, and movies to support that position. Upper-half papers are not always without grammatical error, but they are generally clearly written, and the relationship between the examples and the argument is well-defined.

### ESSAY QUESTION 3: LOWER-HALF PAPERS: SCORES OF 1–4

Lower-half paper writers may have misunderstood Whitehead's claim and argue that she sees fathers as unnecessary and/or that she thinks marriage is a hopeless institution. However, most of the weaker papers earn low scores because their writers fail to provide evidence. They generalize about the topic and give little support to their arguments. Lower-half papers are often unacceptably brief and/or have grammatical and mechanical errors throughout.

## COMPUTING YOUR SCORE ON THE PRACTICE TEST

Please keep in mind that these numbers are subjective. Two variables affect the computation every year: the number of the multiple-choice questions and the difficulty level of the essays. There is a slight curve created every year in terms of the numbers. Having said that, remember that earning fifteen points on the essays and getting 50 percent right on the multiple-choice questions will generally produce a score of 3.

### SCORING THE MULTIPLE-CHOICE SECTION

$$\frac{\text{number correct}}{\text{number correct}} - \left( \frac{1}{4} \times \frac{\text{number incorrect}}{\text{number incorrect}} \right) = \frac{\text{multiple-choice score}}{\text{multiple-choice score}}$$

### SCORING THE FREE-RESPONSE SECTION

$$\frac{\text{Question 1 (0-9 score)}}{\text{Question 1 (0-9 score)}} + \frac{\text{Question 2 (0-9 score)}}{\text{Question 2 (0-9 score)}} + \frac{\text{Question 3 (0-9 score)}}{\text{Question 3 (0-9 score)}} = \frac{\text{total essay score}}{\text{total essay score}}$$

### COMPOSITE SCORE

$$1.29 \times \frac{\text{multiple-choice score}}{\text{multiple-choice score}} = \frac{\text{weighted section I score}}{\text{weighted section I score}}$$

$$3.05 \times \frac{\text{free response score}}{\text{free response score}} = \frac{\text{weighted section II score}}{\text{weighted section II score}}$$

$$\frac{\text{weighted section I score}}{\text{weighted section I score}} + \frac{\text{weighted section II score}}{\text{weighted section II score}} = \frac{\text{composite score}}{\text{composite score}}$$

You now have a number between 0 and about 150. Each year that scale is adjusted. Generally it goes like this:

$$0-49 = 1 \quad 50-75 = 2 \quad 76-94 = 3 \quad 95-110 = 4 \quad 112-150 = 5$$