

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## FREE PRACTICE TEST



USE THIS SHEET TO RECORD YOUR ANSWERS FOR THE EXAM.

## SECTION 1: MULTIPLE-CHOICE QUESTIONS 1–45

Indicate your answers to the exam questions by filling in each circle completely.  
Mark only one response per question.

- |    |                     |    |                     |    |                     |
|----|---------------------|----|---------------------|----|---------------------|
| 1  | (A) (B) (C) (D) (E) | 16 | (A) (B) (C) (D) (E) | 31 | (A) (B) (C) (D) (E) |
| 2  | (A) (B) (C) (D) (E) | 17 | (A) (B) (C) (D) (E) | 32 | (A) (B) (C) (D) (E) |
| 3  | (A) (B) (C) (D) (E) | 18 | (A) (B) (C) (D) (E) | 33 | (A) (B) (C) (D) (E) |
| 4  | (A) (B) (C) (D) (E) | 19 | (A) (B) (C) (D) (E) | 34 | (A) (B) (C) (D) (E) |
| 5  | (A) (B) (C) (D) (E) | 20 | (A) (B) (C) (D) (E) | 35 | (A) (B) (C) (D) (E) |
| 6  | (A) (B) (C) (D) (E) | 21 | (A) (B) (C) (D) (E) | 36 | (A) (B) (C) (D) (E) |
| 7  | (A) (B) (C) (D) (E) | 22 | (A) (B) (C) (D) (E) | 37 | (A) (B) (C) (D) (E) |
| 8  | (A) (B) (C) (D) (E) | 23 | (A) (B) (C) (D) (E) | 38 | (A) (B) (C) (D) (E) |
| 9  | (A) (B) (C) (D) (E) | 24 | (A) (B) (C) (D) (E) | 39 | (A) (B) (C) (D) (E) |
| 10 | (A) (B) (C) (D) (E) | 25 | (A) (B) (C) (D) (E) | 40 | (A) (B) (C) (D) (E) |
| 11 | (A) (B) (C) (D) (E) | 26 | (A) (B) (C) (D) (E) | 41 | (A) (B) (C) (D) (E) |
| 12 | (A) (B) (C) (D) (E) | 27 | (A) (B) (C) (D) (E) | 42 | (A) (B) (C) (D) (E) |
| 13 | (A) (B) (C) (D) (E) | 28 | (A) (B) (C) (D) (E) | 43 | (A) (B) (C) (D) (E) |
| 14 | (A) (B) (C) (D) (E) | 29 | (A) (B) (C) (D) (E) | 44 | (A) (B) (C) (D) (E) |
| 15 | (A) (B) (C) (D) (E) | 30 | (A) (B) (C) (D) (E) | 45 | (A) (B) (C) (D) (E) |

## ENGLISH LANGUAGE AND COMPOSITION

## SECTION I

Time—1 hour

45 Questions

**Directions:** This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding circle on the answer sheet.

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

**Questions 1–11 refer to the passage below.**

*The following passage is excerpted from a book by Helen Keller published in 1903.*

Most people measure their happiness in terms of physical pleasure and material possession. Could they win some visible goal which they have set on the horizon, how happy they would be! Lacking this gift or that circumstance, they would be miserable. If happiness is to be so measured, I who cannot hear or see have every reason to sit in a corner with folded hands and weep. If I am happy in spite of my deprivations, if my happiness is so deep that it is a faith, so thoughtful that it becomes a philosophy of life,—if, in short, I am an optimist, my testimony to the creed of optimism is worth hearing. As sinners stand up in meeting and testify to the goodness of God, so one who is called afflicted may rise up in gladness of conviction and testify to the goodness of life. Once I knew the depth where no hope was, and darkness lay on the face of all things. Then love came and set my soul free.

Once I knew only darkness and stillness. Now I know hope and joy. Once I fretted and beat myself against the wall that shut me in. Now I rejoice in the consciousness that I can think, act and attain heaven. My life was without past or future; death, the pessimist would say, “a consummation devoutly to be wished.” But a little word from the fingers of another fell into my hand that clutched at emptiness, and my heart leaped to the rapture of living. Night fled before the day of thought, and love and joy and hope came up in a passion of obedience to knowledge. Can anyone who has escaped such captivity, who has felt the thrill and glory of freedom, be a pessimist?...

If I tried, I could not check the momentum of my first leap out of the dark;... With the first word I used intelligently, I learned to live, to think, to hope. Darkness cannot shut me in again. I have had a glimpse of the shore, and can now live by the hope of reaching it....

Only by contact with evil could I have learned to feel by contrast the beauty of truth and love and goodness.

It is a mistake always to contemplate the good and ignore the evil, because by making people neglectful it lets in disaster. There is a dangerous optimism of ignorance and indifference.... Optimism that does not count the cost is like a house built on sand. A man must understand evil and be acquainted with sorrow before he can write himself an optimist and expect others to believe that he has reason for the faith that is in him.

I know what evil is. Once or twice I have wrestled with it, and for a time felt its chilling touch on my life; so I speak with knowledge when I say that evil is of no consequence, except as a sort of mental gymnastic. For the very reason that I have come in contact with it, I am more truly an optimist. I can say with conviction that the struggle which evil necessitates is one of the greatest blessings. It makes us strong, patient, helpful men and women. It lets us into the soul of things and teaches us that although the world is full of suffering, it is full also of the overcoming of it.... The world is sown with good; but unless I turn my glad thoughts into practical living and till my own field, I cannot reap a kernel of the good....

Two generations ago Carlyle flung forth his gospel of work. To the dreamers of the Revolution, who built cloud-castles of happiness, and, when the inevitable winds rent the castles asunder, turned pessimists—to those ineffectual Endymions,<sup>1</sup> Alastors<sup>2</sup> and Werthers<sup>3</sup> this Scots peasant, man of dreams in the hard, practical world, cried aloud his creed of labor. “Be no longer a Chaos, but a World. Produce! produce! Were it but the pitifullest infinitesimal fraction of a product, produce it, in God’s name! ‘Tis the utmost thou hast in thee; out with it, then. Up, up! whatsoever thy hand findeth to do, do it with thy whole might. Work while it is called Today; for the Night cometh wherein no man may work.”

1 In Greek mythology, Endymion is a beautiful youth who spent the majority of his life asleep.

2 Alastor refers to an avenging deity or spirit.

3 Werther is a character in a novel by Johann Wolfgang von Goethe who illustrates the calamitous effects of an inclination for absolutes.

**GO ON TO THE NEXT PAGE.**

Some have said Carlyle was taking refuge from a hard world by bidding men grind and toil, eyes to the 75 earth, and so forget their misery. This is not Carlyle's thought. "Fool!" he cries, "the Ideal is in thyself; the Impediment is also in thyself. Work out the Ideal in the poor, miserable Actual; live, think, believe, and be free!" It is plain what he says, that work, production, brings 80 life out of chaos, makes the individual a world, an order; and order is optimism.

- In lines 8–12 ("If I... worth hearing"), the writer uses an em-dash in order to
  - interject a tangential thought
  - make a generalization based on the preceding clauses
  - link together the independent clauses in the sentence
  - break up the repetitive thoughts in the sentence
  - draw contrasts among the preceding dependent clauses
- The writer draws a parallel between herself and sinners in lines 12–15 ("As sinners...of life") in order to
  - appeal to readers' experiences with rebounding from adversity
  - encourage readers to attend church meetings to seek relief
  - allude to readers' exposure to God's punishment
  - engage readers who express themselves with conviction
  - persuade readers that the origin of happiness lies within sin
- In the first four sentences of the second paragraph (lines 18–21), the primary reason the writer's sentence structure is effective is because it
  - breaks down complex ideas with short sentences
  - repeats words to produce a lyrical tone
  - employs first-person narration to draw comparisons
  - indicates sequence of events with clarity
  - emphasizes the contrast between the writer's past and present
- In the sixth paragraph, last sentence, the writer states "The world...the good," (lines 56–59) to support which of the following claims?
  - If you look for the good in the world, you will find it.
  - The key to happiness is being productive.
  - In order to obtain happiness, you must act with optimism.
  - Happiness can be found most readily in the natural world.
  - You have to act happy, even if you are not truly happy, to become an optimist.
- In the sixth paragraph (lines 46–59), the writer expresses the primary role of evil by
  - providing an example of evil in the world
  - explaining that evil is pervasive
  - making readers aware that good deeds can be bad deeds in disguise
  - describing the advantages of being exposed to evil
  - contrasting evil with good
- When the passage moves from the fifth paragraph (lines 38–45) to the sixth paragraph (lines 46–59), it also moves from
  - a specificity to a generalization
  - a first-person narrator to third-person narrator
  - an objective conjecture to a subjective conjecture
  - an overview to an illustration
  - a description of the past to a description of the present
- In the seventh paragraph (lines 60–72), the writer includes the metaphor "cloud-castles" for which of the following purposes?
  - To express the insubstantial efforts of the dreamers of the American Revolution
  - To emphasize the unrealistic notions that the dreamers of the American Revolution had
  - To highlight the inexcusable actions of the dreamers of the American Revolution
  - To show that the dreamers of the American Revolution had peaceful ambitions
  - To underscore the prospective ideals of the dreamers of the American Revolution

**GO ON TO THE NEXT PAGE.**

8. The writer refers to the “Endymions, Alastors and Werthers” of the world (line 64) to provide which of the following effects?
- (A) The reference proves the uselessness of quixotic individuals.
  - (B) The reference underscores the futility of revolution.
  - (C) The reference serves to contrast her character with overly idealistic characters.
  - (D) The reference emphasizes the differences between fiction and real life.
  - (E) The reference encourages criticism of people who create false hopes in others.
9. In the last half of the second sentence of the seventh paragraph (lines 65–66), the writer describes Carlyle as a “Scots peasant, man of dreams in the hard, practical world” primarily to
- (A) express that idealistic dreams and practical thoughts can coexist
  - (B) assert that life comprises challenges
  - (C) indicate that he is of Scottish descent
  - (D) compare and contrast him with the Endymions, Alastors, and Werthers of the world
  - (E) characterize him as being firmly rooted in real life with an expert opinion worth listening to
10. Carlyle’s use of the sentence “Up, up!” (line 70) has the primary effect of
- (A) implying the extent to which Carlyle has suffered in the past
  - (B) indicating Carlyle’s sarcastic tone
  - (C) enabling Carlyle to create a sense of urgency in readers
  - (D) suggesting Carlyle is trying to quell a disbelief among readers
  - (E) signifying that Carlyle is shouting
11. The writer includes Carlyle’s quote, “the Night cometh wherein no man may work” (line 72), to support which of the following claims?
- (A) Eventually hardships will reemerge.
  - (B) The opportunity to work is a gift of life.
  - (C) Seek the good in time of darkness.
  - (D) It is natural to fall into depression.
  - (E) Unemployment is a constant worry.

**GO ON TO THE NEXT PAGE.**

**Questions 12–23 refer to the passage below.**

The following passage is excerpted from President George H. W. Bush's *State of the Union Address* in 1992.

Two years ago, I began planning cuts in military spending that reflected the changes of the new era. But now, this year, with imperial communism gone, that process can be accelerated. Tonight I can tell you of dramatic changes in our strategic nuclear force. These are actions we are taking on our own because they are the right thing to do. After completing 20 planes for which we have begun procurement, we will shut down further production of the B-2 bombers. We will cancel the small ICBM program. We will cease production of new warheads for our sea-based ballistic missiles. We will stop all new production of the Peacekeeper missile. And we will not purchase any more advanced cruise missiles....

There are those who say that now we can turn away from the world, that we have no special role, no special place. But we are the United States of America, the leader of the West that has become the leader of the world. And as long as I am president, I will continue to lead in support of freedom everywhere, not out of arrogance, not out of altruism, but for the safety and security of our children. This is a fact: Strength in the pursuit of peace is no vice; isolationism in the pursuit of security is no virtue.

And now to our troubles at home. They're not all economic, but the primary problem is our economy. There are some good signs. Inflation, that thief, is down. And interest rates are down. But unemployment is too high, some industries are in trouble, and growth is not what it should be. Let me tell you right from the start and right from the heart, I know we're in hard times. But I know something else: This will not stand.... Now, these are the things I can do. And now, members of Congress, let me tell you what you can do for your country.<sup>1</sup> You must pass the other elements of my plan to meet our economic needs. Everyone knows that investment spurs recovery. I am proposing this evening a change in the alternative minimum tax and the creation of a new 15-percent investment tax allowance. This will encourage businesses to accelerate investment and bring people back to work....

<sup>1</sup> In President John F. Kennedy's inaugural address in 1961, he famously said, "Ask not what your country can do for you—ask what you can do for your country." The words were intended to inspire Americans to view civic action and public service as important.

I'll tell you, those of you who say, "Oh, no, someone who's comfortable may benefit from that," you kind of remind me of the old definition of the Puritan<sup>2</sup> who couldn't sleep at night, worrying that somehow, someone somewhere was out having a good time. [Laughter] The opponents of this measure and those who have authored various so-called soak-the-rich bills that are floating around this chamber should be reminded of something: When they aim at the big guy, they usually hit the little guy. And maybe it's time that stopped....

Let's be frank. Let's be frank. Let me level with you. I know and you know that my plan is unveiled in a political season. [Laughter] I know and you know that everything I propose will be viewed by some in merely partisan terms. But I ask you to know what is in my heart. And my aim is to increase our nation's good. I'm doing what I think is right, and I am proposing what I know will help.

I pride myself that I'm a prudent man, and I believe that patience is a virtue. But I understand that politics is, for some, a game and that sometimes the game is to stop all progress and then decry the lack of improvement. [Laughter] But let me tell you: Far more important than my political future and far more important than yours is the well-being of our country. Members of this chamber are practical people, and I know you won't resent some practical advice. When people put their party's fortunes, whatever the party, whatever side of this aisle, before the public good, they court defeat not only for their country but for themselves. And they will certainly deserve it....

Moods come and go, but greatness endures. Ours does. And maybe for a moment it's good to remember what, in the dailiness of our lives, we forget: We are still and ever the freest nation on Earth, the kindest nation on Earth, the strongest nation on Earth. And we have always risen to the occasion. And we are going to lift this nation out of hard times inch by inch and day by day, and those who would stop us had better step aside. Because I look at hard times, and I make this vow: This will not stand.

<sup>2</sup> Puritans were a group of Protestants that formed in the late sixteenth century. They endeavored to "purify" the Church of England of any remnants of Roman Catholicism. They became known for their strict moral and religious views and lifestyles.

**GO ON TO THE NEXT PAGE.**

12. In the first paragraph, what is the relationship between lines 1–7 (“Two years...to do”) and lines 9–14 (“We will...cruise missiles”)?
- (A) The first four sentences provide an overview of changes taking place, and the last three sentences elaborate on those changes.
  - (B) The first four sentences describe the former aims of the president, and the last three sentences describe the status of those aims.
  - (C) The first four sentences provide a definition of communism, and the last three sentences provide a definition of democracy.
  - (D) The first four sentences outline actions the president took in the past, and the last three sentences outline the actions he is presently taking.
  - (E) The first four sentences extol the perils of communism, and the last three sentences state what happens when communism persists.
13. Which of the following best describes the effect of the writer’s use of personification in the sentence, “Inflation, that thief, is down” (lines 27–28)?
- (A) It portrays inflation as something he can’t control.
  - (B) It portrays inflation as an international concern.
  - (C) It portrays inflation as being tied to interest rates.
  - (D) It portrays inflation as the nation’s main economic problem.
  - (E) It portrays inflation as a fictional character not to be taken seriously.
14. The speaker implies which of the following in lines 54–55 (“Let’s be...with you”)?
- (A) He’s been slightly misleading in his previous remarks.
  - (B) He’s about to say something that politicians don’t typically disclose.
  - (C) He’s struggling to get his audience’s attention.
  - (D) He’s about to express the complications of putting forth his policies.
  - (E) He’s going to explain something that will be difficult to hear.
15. Which of the following best expresses the function of the third paragraph (lines 25–41)?
- (A) It supports the writer’s statements in the second paragraph.
  - (B) It expresses challenges in order to refute them in the fourth paragraph.
  - (C) Its somber tone provides a transition to the serious subject that follows.
  - (D) Its diverting subject matter creates a suspenseful tension.
  - (E) It discusses a topic inverse to the paragraphs that come before it.
16. The primary purpose of the use of lines 33–35 (“And now...your country”) is to
- (A) compare President Kennedy’s manner of speaking to President Bush’s
  - (B) suggest that the writer was expressing the importance of civic action
  - (C) explain that members of Congress are public servants
  - (D) contrast the policies of the 1960s with those of the 1990s
  - (E) allude to President Kennedy’s famous words
17. By comparing people who disagree with tax policy to “Puritans” in lines 42–46 (“I’ll tell...good time”), the writer implies his opponents are
- (A) extremely religious
  - (B) needlessly optimistic
  - (C) excessively rigid
  - (D) openly irritable
  - (E) markedly wealthy
18. In the fifth paragraph, the writer uses “big guy” and “little guy” (lines 50–51) in order to
- (A) assuage the opinion that upper-class people are better than lower-class people
  - (B) intimidate audience members who disagree with his policies
  - (C) convey a sense of simplicity to an otherwise complex dynamic
  - (D) encourage a combative approach between the wealthy and the impoverished
  - (E) embolden everyday people to appeal to famous people for financial contributions

**GO ON TO THE NEXT PAGE.**

19. The writer includes the statement “I know...partisan terms” (lines 55–57) primarily in order to
- (A) persuade people that his intentions are for the good of the American people
  - (B) detract his audience from focusing on the disagreements that have long plagued Republicans and Democrats
  - (C) convince individuals not to think of politics in black-and-white terms
  - (D) admonish members of Congress for tending to disbelieve his motivations
  - (E) express the complexity of his policies and the patience that’s required to comprehend them
20. When the writer says, “But I ask...will help” (lines 57–60), he is using which of the following approaches to persuade his audience?
- (A) Reasoning and logic
  - (B) Emotion and personal character
  - (C) Facts and figures
  - (D) Moral and ethical claims
  - (E) Analysis and inference
21. The primary purpose of the statement “But I...of improvement” (lines 62–65) is to relate to the audience by expressing a commonly held idea that
- (A) some politicians complain about the problems they create
  - (B) progress is often thwarted by politicians who have ill will
  - (C) the only way to improve the country is by cunning political strategizing
  - (D) if politicians don’t allow for compromise, nothing gets accomplished
  - (E) some politicians do not take their roles seriously enough
22. The repetition in lines 76–78 (“We are...on Earth”) serves to
- (A) emphasize America’s international standing
  - (B) invoke confidence in the writer’s leadership
  - (C) inspire citizens to think about the global impact of their actions
  - (D) stress the principles that Americans value most
  - (E) accentuate the United States’ worldwide accomplishments
23. The writer primarily develops the passage by utilizing
- (A) a crescendo of dramatic personal accounts
  - (B) statements followed by supportive evidence
  - (C) a chronology of events
  - (D) a pronouncement of intentions
  - (E) an assertion of pros and cons

**GO ON TO THE NEXT PAGE.**



**Questions 24–30 are based on the following passage.**

The passage below is a draft.

(1) *Reduce, reuse, recycle.* (2) For nearly 40 years, this has been the mantra of environmentalists seeking to limit the ecological damage brought about by the accumulation of too much garbage. (3) In 2015, Americans were responsible for producing nearly 250 million tons of trash per year. (4) Many U.S. communities have implemented recycling initiatives to collect and reuse this trash, including curbside pickup, current recycling systems that utilize single-stream recycling and global changes in recycling processes make recycling an ineffective solution to the growing waste management problem.

(5) Single-stream recycling refers to the process of collecting all types of recycling in one container. (6) Single-stream recycling is great for consumers, who only have to toss recyclable items into one bin, rather than separate each item based on material. (7) This means that aluminum cans, cardboard boxes, and newspapers can all be tossed in together. (8) However, the utilization of single-stream recycling creates a toss-and-go mentality that increases the number of contaminated products being sent to recycling centers. (9) Contaminated products include any items with food residue, items made from mixed materials, and low-quality plastics. (10) If an unrinsed milk carton gets pitched into the same container as cardboard boxes, the boxes could become contaminated by the milk residue, giving both the milk carton and the boxes a one-way ticket to the garbage dump.

(11) To further compound the issue, the cost of recycling is on the rise. (12) This is due, in part, to foreign governments restricting the amount of recyclable materials they will import from the United States. (13) Many Americans do not realize that U.S. recyclables are not processed and remanufactured in the United States. (14) Rather, U.S. waste management companies collect recycling in the United States and then sell it to foreign countries, like China and Taiwan.

(15) In 2018, the Chinese government issued a statement that China would no longer be accepting many categories of waste, and capped contamination standards at less than 1 percent. (16) To put this cap in perspective, it is important to note that U.S. paper products have a 25 percent food contamination rate. (17) This means that, under new laws, China will not be accepting most U.S. paper waste.

24. In sentence 4 (reproduced below), which of the following versions of the underlined text most effectively transitions the reader from the introduction to the main argument of the passage?

*Many U.S. communities have implemented recycling initiatives to collect and reuse this trash, including curbside pickup, current recycling systems that utilize single-stream recycling and global changes in recycling processes make recycling an ineffective solution to the growing waste management problem.*

- (A) (as it is now)  
 (B) curbside pickup; however, current recycling systems that utilize single-stream recycling  
 (C) curbside pickup and current recycling systems that utilize single-stream recycling  
 (D) curbside pickup together with current recycling systems that utilize single-stream recycling  
 (E) curbside pickup, as opposed to current recycling systems that utilize single-stream recycling

25. In sentence 10 (reproduced below), which version of the underlined text best maintains the writer's tone?

*If an unrinsed milk carton gets pitched into the same container as cardboard boxes, the boxes could become contaminated by the milk residue, giving both the milk carton and the boxes a one-way ticket to the garbage dump.*

- (A) (as it is now)  
 (B) marking both the milk carton and the boxes as disposable junk  
 (C) causing both the milk carton and the boxes to be disposed of as waste  
 (D) so you might as well chuck both the milk carton and the boxes into the dumpster  
 (E) which means you've effectively turned your boxes and milk cartons into trash

**GO ON TO THE NEXT PAGE.**

26. The writer wants to add the following sentence to the second paragraph (sentences 5–10) to introduce a counterclaim.
- Proponents of single-stream recycling argue that while there is an increased risk of contamination, this risk is offset by the increased number of items being recycled.*
- Where would the sentence best be placed?
- (A) Before sentence 5  
(B) After sentence 6  
(C) After sentence 7  
(D) After sentence 9  
(E) After sentence 10
27. In sentence 11 (reproduced below), the writer wants to provide a link between the main argument and the development of ideas within the paragraph.
- To further compound the issue, the cost of recycling is on the rise.*
- Which of the following versions of the underlined text best achieves this purpose?
- (A) (as it is now)  
(B) Further complicating the process of recycling is that  
(C) As if contamination wasn't a big enough problem,  
(D) Recycling is made more ineffective by the fact that  
(E) Many recycling companies must contend with the reality that
28. The writer wants to add the following sentence to the third paragraph (sentences 11–14) to provide a piece of evidence.
- One New Hampshire-based waste management company saw its recycling costs increase from \$6.00 per ton to over \$100.00 per ton in a matter of months.*
- Where would the sentence best be placed?
- (A) Before sentence 11  
(B) After sentence 11  
(C) After sentence 12  
(D) After sentence 13  
(E) After sentence 14
29. The writer wants to clarify the information in sentence 16 (reproduced below) by changing the underlined text, adjusting the punctuation, and capitalizing as needed.
- To put this cap in perspective, it is important to note that U.S. paper products have a 25 percent food contamination rate.*
- Which of the following versions of the underlined text best achieves this goal?
- (A) (as it is now)  
(B) U.S. paper products have, it is important to note, a food contamination rate of 25 percent.  
(C) Americans need to understand that U.S. paper products are highly contaminated with food.  
(D) 25 percent of all U.S. paper products placed in a recycling bin are marred by food waste or residue.  
(E) you should know that nearly a quarter of U.S. paper products cannot be recycled due to food contamination.
30. Which of the following sentences, if placed after sentence 17, would provide the most effective conclusion to the main argument of the passage?
- (A) Because U.S. waste management companies cannot afford to process recycling in-house, most materials collected through recycling will be deposited in landfills.  
(B) As doors continue to close on recycling, both in collection and processing, waste disposal companies must consider more effective solutions to the problem of trash.  
(C) Some waste management groups report that because of the increase in recycling costs, it is cheaper to burn or dump items collected for recycling.  
(D) One solution to the issue of recycling is for waste management companies to better educate consumers on the importance of sorting recyclables before disposing.  
(E) Americans should act to eliminate waste on an individual level by using reusable containers and bottles, limiting the consumption of paper products, and buying items in bulk.

**GO ON TO THE NEXT PAGE.**

**Questions 31–38 are based on the following passage.**

The passage below is a draft.

(1) Jazz was an expression of the diverse cultural and social fabric that characterized early-twentieth-century New Orleans. (2) Ragtime, blues, marches, string orchestras, and brass bands collided in a kaleidoscope of syncopated rhythm and complex harmony.

(3) New Orleans was a city that embraced dancing, and many early jazz musicians developed their skills providing music at dance halls and social festivals. (4) The music, however, was not confined to these places. (5) Jazz great Louis Armstrong recalled that at a funeral:

“Once the band starts, everybody starts swaying from one side of the street to the other, especially those who drop in and follow the ones who have been to the funeral. These people are known as ‘the second line,’ and they may be anyone passing along the street who wants to hear the music. The spirit hits them and they follow along to see what’s happening” (Armstrong, *Satchmo: My Life in New Orleans*).

(6) The city created an environment in which young musicians could experiment with different sounds and styles while earning a living. (7) Jazz not only reflected New Orleans in function, but also in form. (8) The “improvisation which characterized New Orleans–style jazz required a delicate balance between the individual’s desire for freedom and the community’s need for order and unity” (National Park Service, “A New Orleans Jazz History, 1895–1927”). (9) Originally labeled “ungovernable” by its first governor, the citizens of New Orleans have always had a penchant for living life on their own terms.

(10) The collaborative nature of jazz music, with many different instruments playing improvisations as one, represented the diversity inherent in New Orleans culture. (11) While New Orleans was a Southern city, it was extremely multicultural in makeup. (12) People of different ethnic backgrounds lived together in neighborhoods that were largely organized by class. (13) This allowed for a rich exchange of cultural information. (14) This exchange of information is reflected in the music itself.

(15) In both form and function, jazz music owes its existence to the unique characteristics of New Orleans.

31. Which of the following sentences could the writer add before sentence 1 to most provide the most effective introduction to the passage?
- (A) While the history of musical expression is often debated, most historians and musicians agree that New Orleans is the birthplace of American jazz music.
- (B) Recognized as an inherently American art form, jazz music has roots in African American traditions dating before the Civil War.
- (C) From Mardi Gras parades to beignets in the French Quarter, New Orleans is a city that is rich in both diversity and character.
- (D) While the blues gave voice to the oppression and despair of segregation, jazz explored the effervescent possibility of freedom.
- (E) American jazz was popularized in 1917, when the Original Dixieland Jazz Band recorded the first jazz record.
32. The writer intends for the text to be read by students in an introductory music class. Which sentence, when added after sentence 1, would most effectively aid a student’s understanding?
- (A) Jazz is a form of modern American music that was created by African American musicians and is characterized by unique rhythms and improvisation.
- (B) A lone trumpet calls out in the night, its syncopated notes echoed by a trombone that is soon joined by bass and a piano.
- (C) From football to fast food, there are things that are quintessentially American; but perhaps none so much as jazz music.
- (D) New Orleans developed along the Mississippi River as a trading port for French fur trappers and was later home to major shipping industries.
- (E) The Mississippi River is the lifeblood of New Orleans, ferrying goods and people over the years to build a one-of-a-kind city.

**GO ON TO THE NEXT PAGE.**

33. In sentence 2 (reproduced below), the writer is considering deleting the underlined text.

*Ragtime, blues, marches, string orchestras, and brass bands collided in a kaleidoscope of syncopated rhythm and complex harmony.*

Should the writer keep or delete the underlined text?

- (A) Keep it because it provides a description of the diverse “cultural and social fabric” that enabled the creation of jazz.
- (B) Keep it because it supports the audience’s perspective that New Orleans is a colorful city.
- (C) Keep it because it provides a contrast to how American music changed throughout the twentieth century.
- (D) Delete it because it changes the tone of the sentence from being philosophical to absurd.
- (E) Delete it because it introduces a counterclaim before the main argument is presented.
34. The writer wants to modify sentence 3 (reproduced below) in order to introduce an argument that can be supported by the evidence within the paragraph.

*New Orleans was a city that embraced dancing, and many early jazz musicians developed their skills providing music at dance halls and social festivals.*

Which of the following versions of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) jazz musicians were eager to provide music that kept people dancing at both dance halls and social festivals
- (C) people there were eager to explore new forms of dancing that were accompanied by new musical forms
- (D) dance halls and social festivals provided a space to indulge in the freedom of dancing
- (E) the festive culture of the city precipitated a change in the function of music that found expression in early jazz songs

35. The writer wants to add more information after sentence 6 to support the main argument. All of the following pieces of evidence help achieve this purpose EXCEPT which one?

- (A) A biographical sketch of early jazz musicians in New Orleans that chronicles how their careers developed
- (B) An article published on a university website that describes the music scene in New Orleans in the early twentieth century
- (C) A blog post on a Louisiana tourism website that highlights popular New Orleans music clubs
- (D) A transcript of an interview with an early jazz pioneer about experimenting with style while playing in New Orleans
- (E) A documentary film tracing the evolution of jazz music from its early days in New Orleans to contemporary jazz greats

36. The writer wants to add the following sentence to paragraph 4 (sentences 6–9) to more effectively explain the relationship between jazz form and New Orleans.

*Jazz, in its purest form, is ungovernable by the rules of traditional music, focusing on improvisation and syncopation rather than structured notes and beats.*

Where would the sentence be most effective?

- (A) Before sentence 6
- (B) After sentence 6
- (C) After sentence 7
- (D) After sentence 8
- (E) The sentence would not be effective in the paragraph.

**GO ON TO THE NEXT PAGE.**

37. The writer is considering modifying sentence 10 (reproduced below) to eliminate the underlined parenthetical phrase.

*The collaborative nature of jazz music, with many different instruments playing improvisations as one, represented the diversity inherent in New Orleans culture.*

Should the writer eliminate the underlined text?

- (A) Yes, because it interrupts the argument that jazz collaborations represent New Orleans culture.
- (B) Yes, because it is an unnecessary detail that does not add meaning to the sentence.
- (C) Yes, because it inappropriately shifts from past tense to present perfect tense.
- (D) No, because it provides a description of improvisation that might aid understanding.
- (E) No, because it is an interesting detail that some readers might enjoy learning.

38. In sentence 11 (reproduced below), the writer wants to more effectively illustrate the uniqueness of New Orleans in regard to population demographics.

*While New Orleans was a Southern city, it was extremely multicultural in makeup.*

Which version of the underlined text best accomplishes this goal?

- (A) (as it is now)
- (B) part of the segregated South, its citizens were ethnically diverse
- (C) a very Southern city, its population was more multicultural
- (D) a Southern city geographically, many citizens came from the North
- (E) in the South, the musical influences came from across the globe

**GO ON TO THE NEXT PAGE.**

**Questions 39–45 are based on the following passage.**

The passage below is a draft.

(1) Gabriela Sosa sits with a group of elementary aged students under the shade of a banana tree in rural Honduras. (2) A recent high school graduate, Gabriela is volunteering for a literacy program in Honduras as part of her gap year experience between high school and college. (3) “Gap year” is the phrase used to denote the period of time taken by students between graduating high school and beginning college. (4) The concept is gaining popularity and can be beneficial for students if implemented correctly.

(5) Motivation is the key when considering the pros of a gap year. (6) Students who have a clear plan to accomplish something are more likely to benefit from a gap year than those who simply want a break from school. (7) Studies show that when students take a gap year to accomplish a specific goal, they are more likely to return to college focused on academics. (8) This renewed focus helps them earn higher grade point averages and graduate on time.

(9) Another benefit of the gap year is the emotional maturation of students. (10) With six-year college completion rates hovering at about 60 percent, it is obvious that many students who attempt a college degree are not equipped to complete it in a timely manner. (11) A gap year provides the opportunity for students to explore career options and ultimately find a degree program that meets their career goals.

(12) A gap year is not for every student. (13) However, with intentionality, a gap year can be a positive learning experience for many.

39. In sentence 1 (reproduced below), the writer is considering deleting the underlined text.

*Gabriela Sosa sits with a group of elementary aged students under the shade of a banana tree in rural Honduras.*

Should the writer keep or delete the underlined text?

- (A) Keep it because it establishes context and provides a description that clarifies the purpose of a gap year.
- (B) Keep it because it helps audiences in developing nations see that an education is possible.
- (C) Keep it because it establishes an uplifting and optimistic tone that will appeal to readers.
- (D) Delete it because it is contrary to the writer’s purpose and detracts from the main argument.
- (E) Delete it because there is no supporting evidence to defend the claim suggested in the sentence.

40. In sentence 4 (reproduced below), which version of the underlined text best clarifies the writer’s purpose?

*The concept is gaining popularity and can be beneficial for students if implemented correctly.*

- (A) (as it is now)
  - (B) but is not useful for students who want to graduate with honors
  - (C) yet teaches irresponsibility and self-centered behavior
  - (D) even though it has been in existence since the 1800s
  - (E) as students around the United States seek alternatives to college
41. The writer wants to revise the underlined text in sentence 5 (reproduced below) to more effectively emphasize the main argument.
- Motivation is the key when considering the pros of a gap year.*
- Which change best achieves this goal?
- (A) implications
  - (B) drawbacks
  - (C) appeal
  - (D) efficacy
  - (E) criticisms

**GO ON TO THE NEXT PAGE.**

42. The writer wants to add the following quote to the second paragraph (sentences 5–8) to build support for the main argument.
- “Almost anything can make a gap year rewarding, say experts, so long as the time is well planned”*  
(Torpey, “Gap Year: Time Off With a Plan, BLS. <https://www.bls.gov/careeroutlook/2009/fall/art04.pdf>).
- Where would this quote be most effective?
- (A) Before sentence 5
  - (B) After sentence 5
  - (C) After sentence 6
  - (D) After sentence 7
  - (E) After sentence 8
43. The writer wants to add a word or phrase at the beginning of sentence 11 (reproduced below), adjusting the capitalization as needed, to more effectively connect the ideas in sentence 11 to sentence 10.
- A gap year provides the opportunity for students to explore career options and ultimately find a degree program that meets their career goals.*
- Which of the following words or phrases best accomplishes this goal?
- (A) For example,
  - (B) Instead,
  - (C) Likewise,
  - (D) In addition,
  - (E) Also,
44. The writer wants to make a comparison in the third paragraph (sentences 9–11) to aid the reader’s understanding of the main argument. Which comparison would most effectively achieve this goal?
- (A) Similar to newborn puppies, many high school graduates are completely dependent on the adults in their lives.
  - (B) College is a journey and, as with any journey, one must make preparations in advance.
  - (C) Like the protagonist in a coming-of-age novel, students emerge from a gap year with new insight into life and self.
  - (D) Many students graduate from high school with a limited understanding of who they are and what they want from life.
  - (E) Students should be careful, however, as it is possible to waste the opportunity of a gap year by acting like it’s a long vacation.
45. In the fourth paragraph (sentences 12–13), the writer wants to expand on the claim that a gap year is not for every student. Which of the following pieces of evidence would best achieve this goal?
- (A) Some students note that it can be difficult to return to school and find that your peers have moved on in their educational pursuits, while you are a year behind.
  - (B) Although, almost 90 percent of students who take a gap year attest to its educational benefits.
  - (C) There are some students who just do not have the self-discipline to use the gap year appropriately.
  - (D) Many top-ranking colleges and universities support the idea of a gap year for students and assist them in making the most of it.
  - (E) Students should talk to a college advisor before determining whether or not to take a gap year.

**END OF SECTION I**

## ENGLISH LANGUAGE AND COMPOSITION

## SECTION II

Time—2 hours, 15 minutes

## Question 1

Suggested reading and writing time—55 minutes.

**It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

(This question counts for one-third of the total essay section score.)

The Electoral College is a process that determines the United States presidential election. The candidate with the majority of electoral votes wins. Each state, including the District of Columbia, is designated with a number of electoral votes proportionate to the state's population. However, it's possible that a candidate can win the majority of electoral votes, but lose the national popular vote, as was the case in the 2016 presidential election. As a result, some individuals believe that the Electoral College system should be eliminated, and presidential elections should instead be decided by the actual number of citizen votes cast nationwide. Others believe the Electoral College continues to be the most effective process.

Carefully read the **seven sources**, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the question: Should the Electoral College be abolished and replaced by the national popular vote?

Source A (*USA Today*)

Source B (Posner)

Source C (Desilver)

Source D (NARA)

Source E (*New York Times*)

Source F (Amar)

Source G (Ramirez)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

**GO ON TO THE NEXT PAGE.**



**Source A**

*USA Today* Editorial Board. “Keep the Electoral College: Our View.” *USA Today*. November 11, 2016.

*The following article is excerpted from an article published by a major news and information newspaper.*

A national popular vote would bring its own set of problems.

With Hillary Clinton more than 300,000 votes ahead of President-elect Donald Trump in the popular vote count as of Thursday, calls have already begun to ditch the Electoral College system enshrined in the Constitution for choosing presidents.

If Clinton’s lead holds, she would be the second contender in modern times—joining fellow Democrat Al Gore in 2000—to win the popular vote but lose the White House by failing to amass the 270 electoral votes needed to capture it.

Filmmaker and progressive activist Michael Moore colorfully summed up Democratic feelings about Trump’s victory: “The only reason he’s president is because of an arcane, insane 18th century idea called the Electoral College.”

But those clamoring to dump the system cobbled together by the nation’s Founders—which gives each state as many electoral votes as it has members of Congress—should be careful what they wish for. Adopting a national popular vote would trade one set of problems for another.

Electoral College opponents argue that the system pushes candidates to ignore states that Republicans or Democrats consider sure things and focus on a dozen battleground states during the campaigns. But Tuesday’s election showed that the Electoral College map is more fluid than many people believed. Pennsylvania and Wisconsin, considered reliably Democratic, swung Republican.

If the national popular vote were the ultimate decider, candidates would gravitate toward the voter-rich big cities and their suburbs and ignore everyone else. If candidates felt obliged to blanket the entire country with visits and advertising, it would set off a scramble for even more campaign money, leaving candidates more beholden to special interests.

A popular vote contest involving multiple candidates could produce a winner with, say, only 35% of the vote, provoking an outcry to create a runoff process involving the top two vote-getters. And if the U.S. popular vote were so close that a nationwide recount were needed, the process could turn into a nightmare dwarfing the Florida fiasco of 2000.

For those seeking change, there are two avenues: Amend the Constitution, which is extraordinarily difficult, or do an end run around the Constitution, which a group called National Popular Vote has been trying. The group seeks to pass state laws mandating that the states’ electoral votes be cast for whoever wins the U.S. popular vote. Ten states and Washington, D.C., representing 165 electoral votes, have signed on, and it has been most popular in states with Democrat-controlled legislatures. The compact would take effect when it’s ratified by states representing at least 270 electoral votes.

This scheme sounds clever, but dig down and you find problems. Imagine for a moment what would happen when New Yorkers, reliably Democratic in presidential elections, learned that their legislature was casting all its electoral votes for a Republican candidate because he or she won the popular vote. Uproar is too modest a word.

The current system is far from ideal, and one idea worth considering is to shift away from winner-take-all in each state to a proportional allocation of electors based on statewide vote totals. But any change to a system that has generally served the nation well for more than two centuries should be both bipartisan and carefully considered. . . .

**GO ON TO THE NEXT PAGE.**

**Source B**

Richard A. Posner. “In Defense of the Electoral College.”  
*Slate.com*. November 12, 2012.

*The following is excerpted from an article published on a general interest daily magazine website.*

There are five reasons for retaining the Electoral College despite its lack of democratic pedigree; all are practical reasons, not liberal or conservative reasons.

**1) Certainty of Outcome**

A dispute over the outcome of an Electoral College vote is possible—it happened in 2000—but it’s less likely than a dispute over the popular vote. The reason is that the winning candidate’s share of the Electoral College invariably exceeds his share of the popular vote. In last week’s election, for example, Obama received 61.7 percent of the electoral vote compared to only 51.3 percent of the popular votes cast for him and Romney. (I ignore the scattering of votes not counted for either candidate.) Because almost all states award electoral votes on a winner-take-all basis, even a very slight plurality in a state creates a landslide electoral-vote victory in that state. A tie in the nationwide electoral vote is possible because the total number of votes—538—is an even number, but it is highly unlikely. . . .

**2) Everyone’s President**

The Electoral College requires a presidential candidate to have transregional appeal. No region (South, Northeast, etc.) has enough electoral votes to elect a president. So a solid regional favorite, such as Romney was in the South, has no incentive to campaign heavily in those states, for he gains no electoral votes by increasing his plurality in states that he knows he will win. This is a desirable result because a candidate with only regional appeal is unlikely to be a successful president. The residents of the other regions are likely to feel disfranchised—to feel that their votes do not count, that the new president will have no regard for their interests, that he really isn’t their president.

**3) Swing States**

The winner-take-all method of awarding electoral votes induces the candidates—as we saw in last week’s election—to focus their campaign efforts on the toss-up states; that follows directly from the candidates’ lack of inducement to campaign in states they are sure to win. Voters in toss-up states are more likely to pay close attention to the campaign—to really *listen* to the competing candidates—knowing that they are going to decide the election. They are likely to be the most thoughtful voters, on average (and for the further reason that they will have received the most information and attention from the candidates), and the most thoughtful voters should be the ones to decide the election.

**4) Big States**

The Electoral College restores some of the weight in the political balance that large states (by population) lose by virtue of the mal-apportionment of the Senate decreed in the Constitution. This may seem paradoxical, given that electoral votes are weighted in favor of less populous states. Wyoming, the least populous state, contains only about one-sixth of 1 percent of the U.S. population, but its three electors (of whom two are awarded only because Wyoming has two senators like every other state) give it slightly more than one-half of 1 percent of total electoral votes. But winner-take-all makes a slight increase in the popular vote have a much bigger electoral-vote payoff in a large state than in a small one. The popular vote was very close in Florida; nevertheless Obama, who won that vote, got 29 electoral votes. A victory by the same margin in Wyoming would net the winner only 3 electoral votes. So, other things being equal, a large state gets more attention from presidential candidates in a campaign than a small state does. And since presidents and senators are often presidential candidates, large states are likely to get additional consideration in appropriations and appointments from presidents and senators before as well as during campaigns, offsetting to some extent the effects of the malapportioned Senate on the political influence of less populous states.

**GO ON TO THE NEXT PAGE.**

**5) Avoid Run-Off Elections**

The Electoral College avoids the problem of elections in which no candidate receives a majority of the votes cast. For example, Nixon in 1968 and Clinton in 1992 both had only a 43 percent plurality of the popular votes, while winning a majority in the Electoral College (301 and 370 electoral votes, respectively). There is pressure for run-off elections when no candidate wins a majority of the votes cast; that pressure, which would greatly complicate the presidential election process, is reduced by the Electoral College, which invariably produces a clear winner.

Against these reasons to retain the Electoral College the argument that it is undemocratic falls flat. No form of representative democracy, as distinct from direct democracy, is or aspires to be perfectly democratic. Certainly not our federal government. In the entire executive and judicial branches, only two officials are elected—the president and vice president. All the rest are appointed—federal Article III judges for life. . . .

**GO ON TO THE NEXT PAGE.**

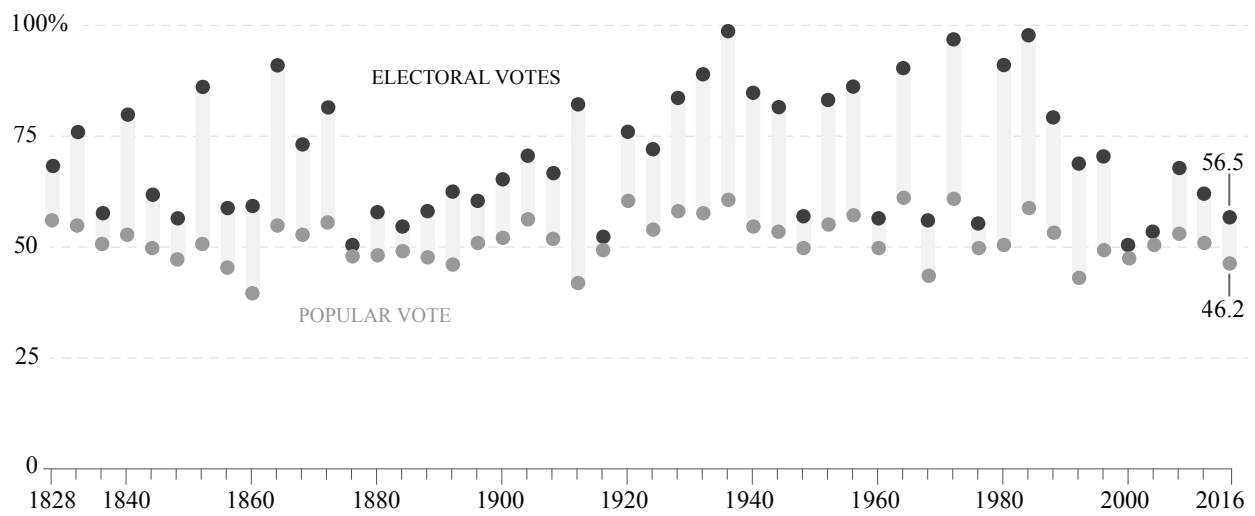
**Source C**

Drew Desilver. “Trump’s Victory Another Example of How Electoral College Wins Are Bigger Than Popular Vote Ones.” *PewResearch.org*. December 20, 2016.

The following graphic was created by a nonpartisan think tank website that reports on worldwide issues, attitudes, and trends.

**The Electoral College can magnify a win into a landslide**

*President-elect’s share of electoral and popular votes*



**GO ON TO THE NEXT PAGE.**

**Source D**

National Archives and Records Administration (NARA).  
“What is the Electoral College?” *Archives.gov*.

*The following is drawn from an entry published on a U.S. government website that keeps record of the nation’s important legal and historical documents and materials.*

- Established in the Constitution as a compromise between election of the President by a vote in Congress and popular vote of qualified citizens
- Electors
  - 538 total electors
  - equivalent to number of Congress members for each state
    - one for each member in the House of Representatives and two for state’s Senators
  - each presidential candidate has a group of electors
    - chosen by the candidate’s political party
  - citizens’ presidential vote, by default, votes for candidate’s electors
- Process
  - electors selected for each candidate running for president
    - generally selected by candidate’s political party
  - citizens vote
  - (for most states) all electors awarded to the winning presidential candidate
  - candidate with majority of 270 electoral votes wins
  - governors prepare Certificate of Ascertainment
    - lists all presidential candidates in state and respective electors
    - declares winning presidential candidate
    - shows electors’ representation in each state
  - Certificate of Ascertainment sent to Congress and National Archives
  - electors meet in respective states and cast votes
  - electors prepare record of vote in Certificate of Vote
  - Certificate of Vote sent to Congress and National Archives
  - electoral votes counted in joint session of Congress
  - House and Senate members conduct official tally
  - Vice President presides over count and announces result
  - President-Elect takes oath of office and is sworn in on January 20th

**GO ON TO THE NEXT PAGE.**

**Source E**

*The New York Times* Editorial Board. “Let the People Pick the President.” *The New York Times*. November 7, 2017.

*The following is excerpted from an article published in a major United States newspaper.*

Decades of polling have found that Americans of all stripes would prefer that the president be chosen directly by the people and not by 538 party functionaries six weeks after Election Day. . . .

The existing winner-take-all system, which awards all of a state’s electoral votes to the popular-vote winner in that state, no matter how close the race, is deeply anti-democratic. It treats tens of millions of Americans—from Republicans in Boston to Democrats in Biloxi—as if their voices don’t matter.

Defenders of the Electoral College argue that it was created to protect the interests of smaller states, whose voters would otherwise be overwhelmed by the much larger populations living in urban areas along the coasts. That’s wrong as a matter of history: The framers of the Constitution were concerned primarily with ensuring that the president wasn’t selected by uneducated commoners. The electors were meant to be a deliberative body of intelligent, well-informed men who would be immune to corruption. (The arrangement was also a gift to the Southern states, with their large, unenfranchised populations of slaves.)

But regardless of its original intent, the Electoral College today is . . . a disaster for a democracy. Modern presidential campaigns ignore almost all states, large and small alike, in favor of a handful that are closely divided between Republicans and Democrats—and even within those states, they focus on a few key regions. In 2016, two-thirds of all public campaign events were held in just six states: Michigan, Ohio, Florida, Pennsylvania, Virginia, and North Carolina; toss in six more and you’ve got 94 percent of all campaign events. . . .

This may be smart campaigning, but it’s terrible for the rest of the country, which is rendered effectively invisible, distorting our politics, our policy debates, and even the distribution of federal funds. Candidates focus their platforms on the concerns of battleground states, and presidents who want to stay in office make sure to lavish attention, and money, on the same places. The emphasis on a small number of states also increases the risk to our national security, by creating an easy target for hackers who want to influence the outcome of an election. Perhaps most important, voters outside of swing states know their votes are devalued, if not worthless, and they behave accordingly. In 2012, 64 percent of swing-state voters showed up, compared with 57 percent everywhere else, a pattern that persisted in 2016. What better way to get more voters to register and go to the polls than to ensure that everyone’s vote is weighed equally?

The Electoral College has been the subject of more amendment efforts—595 as of 2004—than any other part of the Constitution. But amending the Constitution is a heavy lift. A quicker and more realistic fix is the National Popular Vote Interstate Compact, under which states agree to award all of their electoral votes to the winner of the national popular vote. The agreement kicks in as soon as states representing a total of 270 electoral votes sign on, ensuring that the popular vote will always pick the president. So far, 10 states and the District of Columbia have joined, representing 165 electoral votes. . . .

This problem isn’t going away; if anything it’s going to get worse as Americans continue to cluster. Half the population now lives in just nine states. . . .

**GO ON TO THE NEXT PAGE.**

**Source F**

Akhil Reed Amar. “The Troubling Reason the Electoral College Exists.” *Time*. November 26, 2018.

*The following is excerpted from an article published in a major news magazine.*

Some claim that the founding fathers chose the Electoral College over direct election in order to balance the interests of high-population and low-population states. But the deepest political divisions in America have always run not between big and small states, but between the North and the South, and between the coasts and the interior.

One Founding-era argument for the Electoral College stemmed from the fact that ordinary Americans across a vast continent would lack sufficient information to choose directly and intelligently among leading presidential candidates.

This objection rang true in the 1780s, when life was far more local. But the early emergence of national presidential parties rendered the objection obsolete by linking presidential candidates to slates of local candidates and national platforms, which explained to voters who stood for what.

Although the Philadelphia framers did not anticipate the rise of a system of national presidential parties, the 12th Amendment—proposed in 1803 and ratified a year later—*was* framed with such a party system in mind, in the aftermath of the election of 1800–01. . . .

The 12th Amendment . . . allowed each party to designate one candidate for president and a separate candidate for vice president. The amendment’s modifications of the electoral process transformed the Framers’ framework, enabling future presidential elections to be openly populist and partisan affairs featuring two competing tickets. It is the 12th Amendment’s Electoral College system, not the Philadelphia Framers’, that remains in place today. If the general citizenry’s lack of knowledge had been the real reason for the Electoral College, this problem was largely solved by 1800. So why wasn’t the entire Electoral College contraption scrapped at that point?

Standard civics-class accounts of the Electoral College rarely mention the real demon dooming direct national election in 1787 and 1803: slavery. . . .

Visionary Pennsylvanian James Wilson proposed [a] direct national election of the president. But the savvy Virginian James Madison responded that such a system would prove unacceptable to the South: “The right of suffrage was much more diffusive [i.e., extensive] in the Northern than the Southern States; and the latter could have no influence in the election on the score of Negroes.” In other words, in a direct election system, the North would outnumber the South, whose many slaves (more than half a million in all) of course could not vote. But the Electoral College—a prototype of which Madison proposed in this same speech—instead let each southern state count its slaves, albeit with a two-fifths discount, in computing its share of the overall count. . . . Were a slave state to free any blacks who then moved North, the state could actually lose electoral votes.

If the system’s pro-slavery tilt was not overwhelmingly obvious when the Constitution was ratified, it quickly became so. For 32 of the Constitution’s first 36 years, a white slaveholding Virginian occupied the presidency.

The 1796 contest between Adams and Jefferson had featured an even sharper division between northern states and southern states. Thus, at the time the Twelfth Amendment tinkered with the Electoral College system rather than tossing it, the system’s pro-slavery bias was hardly a secret. . . . [But] once again, the North caved to the South by refusing to insist on direct national election.

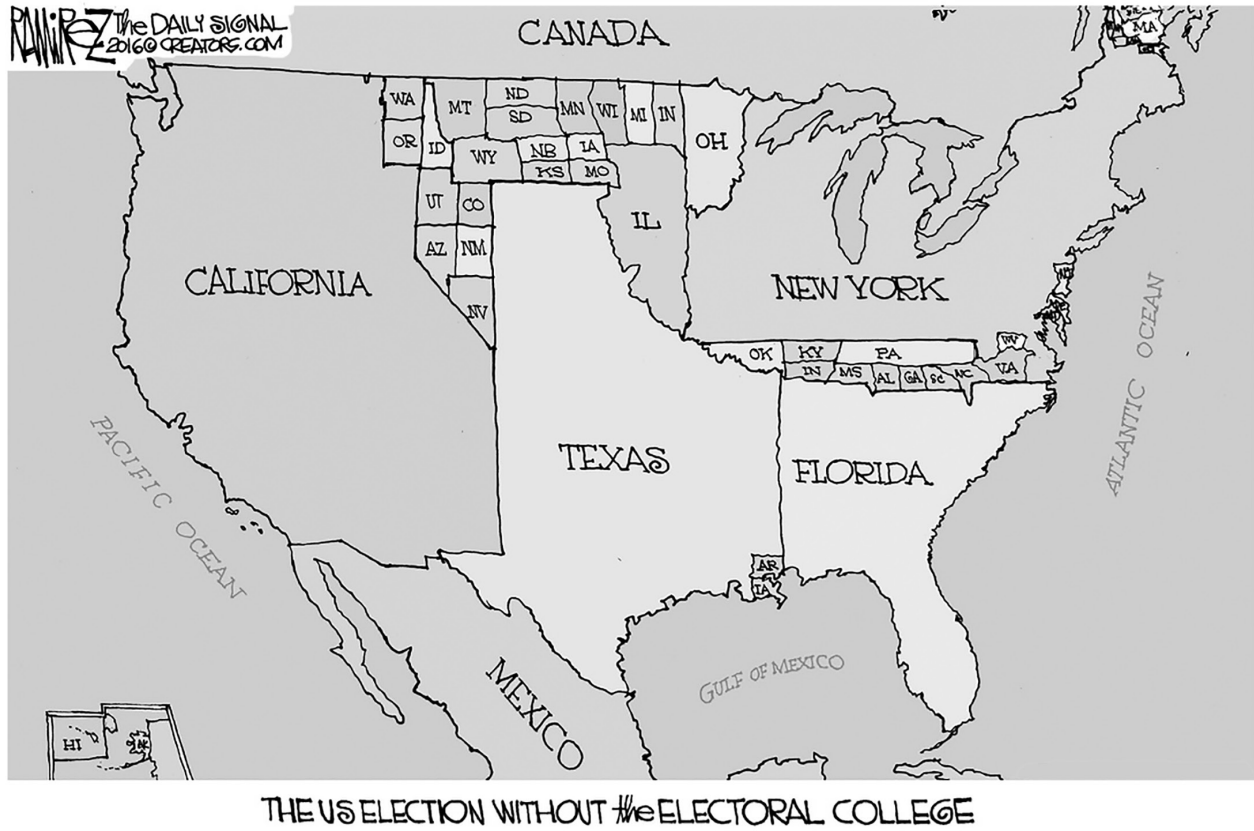
In light of this more complete (if less flattering) account of the electoral college in the late 18th and early 19th century, Americans should ask themselves whether we want to maintain this odd—dare I say peculiar?—institution in the 21st century.

**GO ON TO THE NEXT PAGE.**

**Source G**

Michael Ramirez. “The US Election without the Electoral College.” *The Daily Signal*. November 19, 2016.

The following political cartoon was published on a political journalism website.



**GO ON TO THE NEXT PAGE.**



## Question 2

Suggested time: 40 minutes

(This question counts for one-third of the total essay section score.)

In 1899 African American residents of Massachusetts wrote to President McKinley regarding the injustices made against them. The passage below is an excerpt from that letter. Read the passage carefully. Write an essay that analyzes the rhetorical choices the residents make to convey their demand to the president.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Sir:—

We, colored people of Massachusetts in mass meeting assembled to consider our oppressions and the state of the country relative to the same, have resolved to address ourselves to you in an open letter, notwithstanding your extraordinary, your incomprehensible silence on the subject of our wrongs in your annual and other messages to Congress, as in your public utterances to the country at large. We address ourselves to you, sir, not as suppliants, but as of right, as American citizens, whose servant you are, and to whom you are bound to listen, and for whom you are equally bound to speak, and upon occasion to act, as for any other body of your fellow-countrymen in like circumstances. . . . We ask for the free and full exercise of all the rights of American freemen, guaranteed to us by the Constitution and laws of the Union, which you were solemnly sworn to obey and execute. . . . These rights are everywhere throughout the South denied to us, violently wrested from us by mobs, by lawless legislatures, and nullifying conventions, combinations, and conspiracies, openly, defiantly, under your eyes, in your constructive and actual presence. And we demand, which is a part of our rights, protection, security in our life, our liberty, and in the pursuit of our individual and social happiness under a government, which we are bound to defend in war, and which is equally bound to furnish us in peace protection, at home and abroad.

We have suffered, sir,—God knows how much we have suffered!—since your accession to office, . . . Why? we ask. Is it because we are black and weak and despised? Are you silent because without any fault of our own we were enslaved and held for more than two centuries in cruel bondage by your forefathers? . . .

Had, eighteen months ago, the Cuban revolution to throw off the yoke of Spain, or the attempt of Spain to subdue the Cuban rebellion, any federal aspect? We believe that you and the Congress of the United States thought that they had, and therefore used, finally, the armed force of the nation to expel Spain from that island. Why? Was it because “the people of the Island of Cuba are, and of right ought to be free and independent?” You and the Congress said as much, . . .

Where there is a will among constitutional lawyers and rulers, Mr. President, there is ever a way; but where there is no will, there is no way. . . . Do the colored people of the United States deserve equal consideration with the Cuban people at the hands of your administration, and shall they, though late, receive it? If, sir, you have the disposition, as we know that you have the power, we are confident that you will be able to find a constitutional way to reach us in our extremity, and our enemies also, who are likewise enemies to great public interests and national tranquility.

**GO ON TO THE NEXT PAGE.**

**Question 3****Suggested time: 40 minutes**

(This question counts for one-third of the total essay section score.)

People, companies, and governments throughout the world are now interacting and integrating more than ever. This multifaceted phenomenon, called “globalization,” continues to grow due to advancements in transportation and communication technologies. It results in a widespread exchange of international trade, ideas, and culture. Former UN Secretary-General, Kofi Annan, speaks of the importance of the global market reflecting broadly shared values and practices and social needs. However, German engineer and economist Klaus Schwab concedes that globalization increases the discord among social classes, which begs the question, “Is globalization ultimately good for the world?”

Write an essay that argues your position on whether globalization—sharing economies, ideas, and cultures—is ultimately good for the world.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

**STOP****END OF EXAM**