

2019-20

# The SAT Subject Tests™

# Student Guide



Information about all  
20 SAT Subject Tests™



Test-taking advice  
and tips



Sample questions  
for all tests

**MATH | HISTORY | SCIENCE | LITERATURE | LANGUAGES**



Find more free and  
affordable practice at  
[SATSubjectTests.org](https://SATSubjectTests.org).

# About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT<sup>®</sup> and the Advanced Placement Program<sup>®</sup>. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit [collegeboard.org](https://collegeboard.org).

## SAT Customer Service

You can reach us from 8 a.m. to 9 p.m. (ET)

Summer hours (after the June test through August 19): Monday–Friday 9 a.m. to 7 p.m. (ET)

**PHONE:** 866-756-7346

International: +1-212-713-7789

**EMAIL:** [sat@info.collegeboard.org](mailto:sat@info.collegeboard.org)

**MAIL:** College Board SAT Program

P.O. Box 025505

Miami, FL 33102

©2019 College Board. College Board, Advanced Placement Program, AP, SAT, Student Search Service, and the acorn logo are registered trademarks of College Board. BigFuture, SAT Subject Tests, Score Choice, The Official SAT Study Guide, The Official SAT Subject Tests in Mathematics Levels 1 & 2 Study Guide, The Official SAT Subject Tests in U.S. and World History Study Guide, and The Official Study Guide for all SAT Subject Tests are trademarks owned by College Board. All other products and services may be trademarks of their respective owners. Visit College Board on the web: [collegeboard.org](https://collegeboard.org).

Khan Academy is a trademark registered in the United States and other jurisdictions.

# Contents

1	Using This Guide	38	Chinese with Listening
2	Before Test Day	43	French and French with Listening
4	On Test Day	49	German and German with Listening
7	After the Tests	54	Modern Hebrew
9	Literature	57	Italian
12	United States History	59	Japanese with Listening
15	World History	62	Korean with Listening
18	Mathematics Level 1 and Level 2	66	Latin
24	Biology E/M	68	Spanish and Spanish with Listening
29	Chemistry	72	Acceptable and Unacceptable Calculators
33	Physics	73	Additional Terms and Conditions

## Using This Guide

If you've used a paper form to register for the SAT Subject Tests, you can use this booklet to familiarize yourself with the tests. Remember, if you have access to the internet you can find everything in this booklet, including answer explanations for the practice questions, at [SATSubjectTests.org](http://SATSubjectTests.org).

### Know What to Expect

Use the information in this booklet and online to help avoid surprises on test day. For additional details, see [SATSubjectTests.org](http://SATSubjectTests.org).

- **Review the equipment you need for each test.** (See "Subject Tests Requiring Special Equipment.")
- **Learn the test directions.** If you become familiar with the directions now, you'll leave yourself more time to answer the questions when you take the test. Note that some Subject Tests, such as Chemistry, may have special instructions.
- **Review the sample questions.** The more familiar you are with the question formats, the more comfortable you'll feel when you see similar questions on the actual test.
- **Understand how the tests are scored.** Hard questions count the same amount as easier questions. You may not be able to complete all the questions in the time given, but it is not necessary to get every question correct to receive the highest score for the test. Refer to the next column to learn more about how the tests are scored.

## Understand the Tests

### What the SAT Subject Tests Measure

The SAT Subject Tests are one-hour-long exams that give you the opportunity to demonstrate knowledge and showcase achievement in specific subjects. They provide a fair and reliable measure of your achievement in high school—information that can help enhance your college application portfolio.

SAT Subject Tests measure how well you know a particular subject area and your ability to apply that knowledge. SAT

Subject Tests aren't connected to specific textbooks or teaching methods. The content of each test evolves to reflect the latest trends in what is taught in typical high school courses in the corresponding subject.

### How the SAT Subject Tests Are Scored

Each test is scored slightly differently depending on how many answer choices there are. See specific subject sections in this booklet for more information.

The total score for each test is on a 200–800 scale in 10-point intervals.

Each correct answer receives one point. Each incorrect answer is subtracted as follows:

- ◆ 1/4 point subtracted for each 5-choice question
- ◆ 1/3 point subtracted for each 4-choice question
- ◆ 1/2 point subtracted for each 3-choice question
- ◆ 0 points subtracted for questions you don't answer

### How Colleges Use SAT Subject Test Scores

Colleges use SAT Subject Test scores to gain insight into your academic background and achievement in specific subject areas. They use this information, in combination with other factors (high school grades, letters of recommendation, extracurricular activities, essays, etc.), to make admission or placement decisions.

Even schools that don't require the tests often review them during the application process because the scores can give a fuller picture of your academic achievement. Many colleges also use Subject Tests for course placement and advising; some schools allow you to place out of introductory courses by taking certain Subject Tests.

## Which SAT Subject Tests You Should Take

SAT Subject Tests are the only college admission tests where you can choose the subjects in which you are tested. You select the Subject Test(s) and can take up to three tests in one sitting. With the exception of listening tests, you can even decide to change the subject or number of tests you want to take on the day of the test.\*

The SAT Subject Tests that you take should be based on the subject areas you enjoy in school as well as your academic strengths. The tests are a great way to indicate interest in specific majors or programs of study (e.g., engineering, premed, cultural studies).

Certain colleges or programs of study require or recommend specific tests, such as mathematics or science, so it's important to make sure you understand the policies prior to choosing which Subject Tests to take. If you have questions or concerns about admission policies, contact admission officers at individual schools.

## When to Take SAT Subject Tests

Check the recommended preparation guidelines for each Subject Test at [SATSubjectTests.org](http://SATSubjectTests.org) (click on each subject to view) to make sure you've completed the recommended course work. In general, you'll want to take SAT Subject Tests right after you've completed the recommended classes, even in your first or second years of high school, because the material will still be fresh in your mind. For language tests, however, you should consider delaying testing until after you've studied the language for at least two years.

Check online to see when the Subject Tests you're interested in are offered. You should also think about college application deadlines. Go to [bigfuture.org](http://bigfuture.org) to look up policies for specific colleges.

Still not sure when you should schedule your SAT Subject Tests? Talk to your counselor or teacher to figure out the timing that works best for you.

## Sending Scores When You Register

When you register, you also have the opportunity to choose up to four colleges, universities, or scholarship programs to receive your scores at no further charge. Only your scores from the test date on the registration will be sent, unless you specifically ask to send all your existing SAT and SAT Subject Test scores.

\*If you are testing with accommodations that are not given in a test center, please contact SSD at 212-713-8333 or [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org) to make changes to your Subject Tests.

# Before Test Day

## If You Need Testing Accommodations

College Board provides accommodations, such as braille, large print and extended time, for students who require them. You must apply for and get College Board approval in advance of the test date you need the accommodations for. Requests for accommodations are handled by the Services for Students with Disabilities (SSD) office.

## Applying for Accommodations

- Talk to your school's SSD coordinator or your counselor to see if accommodations are appropriate. Your SSD coordinator can submit a request for accommodations online. If you choose to request accommodations without help from your school, you should complete a Student Eligibility Form. See [collegeboard.org/ssd](http://collegeboard.org/ssd) or contact the College Board SSD office for information.
- If you move to a new school after you've been approved for accommodations, tell your new school that you are approved for accommodations.
- Students approved for extended time for specific subject areas only (math, for example) will only get those accommodations in those subject area tests.
- Bring your SSD eligibility letter with you on test day to provide documentation if needed.

## Registering with Accommodations

- If your accommodations aren't approved in time for your test date, you can:
  - ◆ Transfer to a later date.
  - ◆ Bring a copy of your SSD eligibility letter, along with your photo ID and admission ticket, to the center. If there are enough materials and space, you may be able to test with your approved accommodations.

## The SAT Questionnaire

When you register, you have the opportunity to answer questions about yourself, your educational experience, and your possible plans for after you graduate high school. While you don't have to answer these questions, we strongly recommend that you do. Your responses give your school counselors and college admission officers information they can use to help you plan your future. The more information you provide, the more they can help you.

Your answers to some questions (the questionnaire identifies which ones) won't appear on your score report but will be used by College Board for research and planning.

Your responses, when combined with those of all other students taking the SAT Subject Tests, contribute to an understanding of the academic preparation, extra- and cocurricular involvement, and post-high-school plans of your graduating class, which can help colleges and universities deliver programs and opportunities to serve you and your classmates.

## Score Reporting

Scores are available for free online at [studentscores.collegeboard.org](http://studentscores.collegeboard.org) several weeks after each test is given. You can also get your scores, for a fee, by calling Customer Service (see inside front cover).

## Sending Scores When You Register

When you send scores as part of your test registration, we will send just the scores from that test administration. In all other cases, we'll send all your scores, unless you use Score Choice™.

## Score Choice

Score Choice gives you the option to choose the individual SAT Subject Test scores you send to colleges. With Score Choice, you have an opportunity to show colleges the scores you feel best represent your abilities. Score Choice is optional, so if you don't actively choose to use it when you order additional score reports, all your scores will be sent automatically with your score report. Since most colleges only consider your best scores, you should still feel comfortable reporting scores from all of your tests.

## Student Search Service Program

Nearly 1,900 eligible colleges, universities, scholarships, and other educational programs use our Student Search Service® to look for students who match a range of factors—such as the area where you live or go to school, the interests you pursue, and what you plan to study in college. Here are some key facts about the service:

- You can join for free and directly hear from a diverse group of eligible colleges, universities, and scholarship and other educational programs.
- When you take a College Board test, you can opt in so eligible colleges, universities, scholarships, and other educational programs can send you information. You'll be asked to provide information about yourself when either registering or taking the test. (See The SAT Questionnaire for more information.) You may also provide additional information on College Board's college planning website, BigFuture™, at [bigfuture.org](http://bigfuture.org).
- Only eligible colleges, universities, scholarships, and other educational programs can participate. They most often search on expected graduation date, cumulative grade point average (GPA), and intended college major.
- We never sell nor share your test scores, grades, or telephone numbers.
- We don't allow any commercial advertising.

Student Search Service communications are sent by outside colleges, scholarship programs, and educational opportunity organizations. All entities who receive student information from Student Search Service are required to maintain strict confidentiality. We actively monitor these entities to ensure adherence to our guidelines. The frequency and mode of communication are determined by the entity that receives the student's name. Every communication from individual entities is required to contain specific instructions on how to unsubscribe from that particular institution. To unsubscribe from the entire Student Search Service program, email [SearchCustomerService@collegeboard.com](mailto:SearchCustomerService@collegeboard.com) (see below).

## How Student Search Service Works

Once you opt in, you can expect to receive emails and postal mail from eligible colleges, universities, scholarships, and other educational programs in your city, state, or country, or from around the world. All of the colleges and universities that you'll hear from welcome students just like you on their campuses. They may send you:

- Information on financial aid, scholarships, or other ways to make college or university more affordable.
- Details on campus life and student services.
- Overviews of majors, courses, and degree options.

**Being contacted by a college doesn't mean you've been admitted.** You'll still need to submit an application to be considered for admission. The eligible colleges, universities, and scholarship and other educational programs that participate want to find students who will succeed and thrive on their campus and in classes, programs, scholarships, and special activities. Student Search Service is simply a way for eligible colleges and universities to reach prospective students to let them know about the opportunities they offer. For more information, visit our site at [studentsearchservice.org](http://studentsearchservice.org).

If at any time you change your mind and want to stop participating, please visit [studentsearch.collegeboard.org/opt-out](http://studentsearch.collegeboard.org/opt-out) or contact us at [SearchCustomerService@collegeboard.org](mailto:SearchCustomerService@collegeboard.org) or 866-825-8051. Please note that any participating eligible colleges, universities, or scholarship or other educational programs that have already received your name and other data may continue to send you information, but your information will not be included going forward from the time you opt out.

## How to Get Ready for the Tests?

### Prepare and Practice for the Tests

- Take challenging classes, study hard, and learn classroom material.
- Visit [SATSubjectTests.org](http://SATSubjectTests.org) to access free online practice tools. If you're preparing to take a Language with Listening Test, ask your counselor to order a free SAT Subject Tests Practice CD from College Board.

- Review the sample questions, test-taking approaches, and recommended study methods in this booklet and online. Look for free answer explanations for this booklet's practice questions at [sat.org/stpractice](https://sat.org/stpractice) (under each subject). There, you can find the practice pages for each Subject Test, and download answer explanations for the corresponding practice questions. For science and math subjects, you can also access free video lesson playlists from Khan Academy®.
- Consider reviewing full-length practice exams that appear in the following books, available for purchase in bookstores or online at [store.collegeboard.org](https://store.collegeboard.org):
  - ◆ *The Official Study Guide for All SAT Subject Tests, Second Edition*
  - ◆ *The Official SAT Subject Test Study Guide – Biology*
  - ◆ *The Official SAT Subject Test Study Guide – Chemistry*
  - ◆ *The Official SAT Subject Test Study Guide – Math Level 1*
  - ◆ *The Official SAT Subject Test Study Guide – Math Level 2*
  - ◆ *The Official SAT Subject Test Study Guide – Physics*
  - ◆ *The Official SAT Subject Test Study Guide – U.S. History*
  - ◆ *The Official SAT Subject Test Study Guide – World History*

All guides include full-length, previously administered tests, detailed answer explanations, and tips and approaches to help you prepare for the Subject Tests.

## Plan to Use These Test-Taking Strategies

- **Read carefully.** Consider all the choices in each question. Avoid careless mistakes that will cause you to lose points.
- **Answer the easy questions first.** Work on less time-consuming questions before moving on to the more difficult ones. Questions on each test are generally ordered from easiest to hardest.
- **Eliminate answer choices that you know are wrong.** Cross them out in your test booklet so that you can clearly see which choices are left.
- **Make educated guesses or skip the question.** If you have eliminated the choices that you know are wrong, guessing is your best strategy. However, if you cannot eliminate any of the answer choices, it's best to skip the question. You'll lose points for incorrect answers.
- **Use your test booklet as scratch paper.** Make notes or write down ideas in your test book. What you write in the booklet will not affect your score.
- **Circle the questions you've skipped.** This will help you keep track of which questions you've skipped.
- **Check your answer sheet regularly.** Make sure you are in the right place.
- **Work at an even, steady pace, and keep track of time.**

You are given one hour to complete each test. Use a watch to time yourself—no separate timers or alarms are allowed, as they distract other test takers. Choose a watch that doesn't have advanced communication or recording features (these are not allowed and will be collected from you in the testing room).

# On Test Day

## Items to Bring for Testing

### What to Bring:

- A printed copy of your admission ticket with photo, which is required for entry to the test center
- An acceptable photo ID (Be sure to check online at [sat.org/id](https://sat.org/id) or in the *Student Registration Booklet* about what ID you can use.)
- Two No. 2 pencils with soft erasers
- An acceptable calculator for SAT Subject Tests in Mathematics
- An acceptable CD player for Language with Listening Subject Tests

### Nice to Have:


- A watch (without an audible alarm or communication/recording capabilities; smartwatches will be collected before testing)
  - A bag or backpack (which must be stored under the desk during testing)
  - Snacks and drinks (which must be packed away during testing)
  - Extra batteries and backup equipment
- ⓘ Epinephrine auto-injectors (e.g., EpiPens) are permitted in the testing room without the need for accommodations. They must be placed in a clear bag and stored under your desk during testing. (For other medical devices, you may need to request an accommodation.)

## Mathematics Level 1 or Level 2

### Bring an acceptable calculator to the test center.

See page 72 for more information about acceptable and unacceptable calculators and what to do if your calculator malfunctions. A list of permitted graphing calculators is given in the back of this booklet.

## Language Tests with Listening

- **Bring an acceptable CD player to the test center.** Your CD player **MUST** be:
  - ◆ Equipped with earphones
  - ◆ Portable (handheld)
  - ◆ Battery operated (no power cords are allowed)
- **Your CD player should display this  icon.**

- **You are not allowed to use a CD player with recording or duplicating capabilities. Portable stereos are also not allowed.**
- If you need to purchase or borrow an acceptable CD player, please make arrangements in advance, as these items aren't always readily available.
- **If the volume on your CD player disturbs other students**, the test center supervisor may ask you to move to another seat.
- **If you encounter problems with your CD, such as occasional skipping, try to work through the problem and keep testing if possible.** If necessary, raise your hand and ask the supervisor for a replacement CD. If a replacement is not available, a makeup test will be arranged.

## What Not to Bring

Prohibited devices and other aids include, but aren't limited to:

- Cell phones, smartphones, or wearable technology (phones and wearable technology will be collected before the test, and returned before dismissal)
- Audio players (except for an acceptable CD player for the Language Test with Listening) or recorders
- Tablets, laptops, notebooks, Bluetooth, or any other personal computing devices
- Separate timers of any type
- Cameras or any other photographic equipment
- Smartwatches and any other devices that can be used to record, transmit, receive, or play back audio, photographic, text, or video content
- Compasses, rulers, protractors, or cutting devices
- Highlighters, colored pens/pencils, or mechanical pencils
- Pamphlets or papers of any kind
- Dictionaries or other books
- Earplugs

## Test Security and Fairness Policies

College Board's Test Security and Fairness policies are designed to give every student a fair and equitable opportunity to demonstrate their skills and knowledge. They're also designed to prevent anyone from gaining an unfair advantage on the SAT Subject Tests. Please read this section carefully. When you take the SAT Subject Tests, you acknowledge that you have read, understand, and will comply with our Test Security and Fairness policies and Your Rights and Responsibilities, as given in this booklet.

- You must present acceptable photo ID for admission to the test center.
- Allowing someone to impersonate you to take a College Board test, or engaging in impersonation to take a test for someone else, is strictly prohibited.

- Creating a disturbance or failing to follow instructions given by testing staff is prohibited.
- Sharing test questions or answers is prohibited at any time.
- Using phones and certain other electronic devices is prohibited in SAT test centers.
- You are prohibited from accessing secured test materials at any time before or after the test.
- If you exit the building before testing ends, your scores will be canceled.
- While you're taking a test, do not allow anyone to see the test questions or your answers.
- The timing of each test section is strictly scheduled. You cannot skip ahead or go back to a previous test in the test book or answer sheet while taking the SAT Subject Tests.
- You may not consult textbooks, other people, electronic devices, or any other resources during the test or during breaks.
- Calculators may not be shared, and may only be on your desk during the SAT Subject Tests they're approved for.

Violation of policies related to test security can result in denial of entry to or immediate dismissal from the test center, cancellation of your scores, or a limited or permanent ban from future SAT and AP® administrations.

## Your Rights and Responsibilities

Please read the SAT Terms and Conditions at the back of this booklet for important information about your rights and responsibilities as a test taker.

## Phones and Electronic Devices Policy

Devices that can be used to communicate test content or share answers are not allowed in the test center. You may not bring electronics of any kind with you on test day. If, however, you forget to leave a device at home, you'll be instructed to turn off all electronic devices and give cell phones and wearable technology to the staff in your testing room before the test begins. Be sure to turn off your watch alarm, if you have one.

If your device makes noise or you are seen with it at any time, including during breaks, you will be dismissed immediately, your scores will be canceled, and the device may be collected and its contents inspected. College Board and your test center are not responsible for loss of or damage to personal items, including electronic devices, while you're in the test center.

College Board regularly bolsters its security efforts in order to protect the integrity of the test and ensure a fair SAT Subject Test administration. From time to time, College Board, ETS and its testing staff may employ enhanced security measures, such as the use of metal detecting wands to detect mobile phones and other

electronic devices. Test takers should be prepared to undergo these security measures to ensure a fair testing environment.

The test administration staff are required to collect and hold phones and other prohibited electronic devices during the test administration, including break periods, or to deny admission to anyone in possession of a prohibited electronic device.

## Taking the Tests

### Testing Guidelines

- Plan ahead and bring equipment that's in good working order. You can bring backup equipment and extra batteries, but you can't share calculators or CD players with other students. Test center staff won't have extra batteries or calculators.
- When marking answers:
  - ◆ Use a No. 2 pencil with a soft eraser on all parts of the answer sheet. Do not use a pen or mechanical pencil.
  - ◆ Make sure you fill in the entire bubble darkly and completely.
  - ◆ Erase any changes you make as completely as possible.
  - ◆ **Do not try to erase all of your answers.** If you erase all of the answers to one of the tests you take on a given date, all of your tests you take that day will be canceled. Remember that you can choose which scores to send to colleges (see Score Choice earlier in this section).
- Store any snacks you bring out of sight in your backpack or a paper bag under your desk. You may only eat snacks during breaks.
- Keep your ID and admission ticket with you at all times, especially if you leave the testing room. You may be asked to show your ID or admission ticket at any time while in the test center. Do not write on the admission ticket.

### Calculator Rules

You can only use certain kinds of calculators as explained in the Mathematics Test portion of this guide. Here are the other rules to bear in mind:

- If you use your calculator to share or exchange information during the test, or to remove test questions or answers from the test room, you'll be dismissed and your scores canceled.
- If you're using a calculator with a large (characters one inch high or more) or raised display that might be visible to other test takers, the proctor may move you to another seat.

### Canceling Scores

On test day, if you want to cancel your scores, you must cancel scores for ALL SAT Subject Tests you take that day unless your equipment malfunctions. Visit [sat.org/cancel-scores](https://sat.org/cancel-scores) for more information.

If your equipment (calculator or CD player) fails during testing, ask for permission to switch to backup equipment if you have it. You may cancel your score on the mathematics or listening test if you do not have backup equipment. Scores for other SAT Subject Tests you take that day will not be canceled.

### Protecting Your Privacy: Use of Student Information

College Board recognizes the importance of protecting your privacy. We've designed privacy principles that govern how we use your personal information. College Board lets students choose what personal information they provide to us and how we share it. See [collegeboard.org/privacy-policy](https://collegeboard.org/privacy-policy) for complete data privacy information.

During the registration process, we ask students for name, address, date of birth, gender, student ID, and address. We may also ask for phone numbers, email addresses, school name, and grade level or expected graduation date, ethnicity, a parent's name, email address, and education level. Sometimes schools will give us students' personal information to register these students for College Board tests. Schools may share students' names, addresses, dates of birth, and gender, and in certain circumstances information about students to help College Board determine if they qualify for fee waivers. Students provide any remaining personal information themselves.

We only share student information for the following educational purposes (or under court order):

- We report scores to students and their schools, districts, and states to help measure educational progress and support students on their path to college.
- If students request it, we use information to send customized college planning information.
- We use student information to give SAT college application fee waivers and other benefits to income-eligible students.
- We share a limited amount of personal data with our partners—only what's needed for administering testing services and producing student score reports.
- On our website, we use student information to customize and personalize the content users see, such as important reminders about test dates and college-planning milestones.
- We share de-identified student information with researchers so they can study it for College Board programs and services that help solve education issues.



- If there's an investigation involving validity of a student's test scores, a photo of the student may be sent to institutions that received the scores. Any college given access to the photo must certify that it has admitted the student.
- If requested by government agencies, we will provide student information without receiving a subpoena when the status of the investigation prevents issuance.

You're required to provide your name, the name or code of your high school, and other personal information during the registration process. College Board maintains records of the personal information and photo that you provided at the time of registration for each test date, which are used for the photo admission ticket required for test center entry. You can choose to disclose your information for scholarship purposes, Student Search Service, score reporting to institutions other than your high school, and receiving communications from College Board.

### Telemarketing and Internet Scams

College Board does not make unsolicited phone calls or send emails to students or families requesting this type of information. This type of activity, known as telemarketing fraud, is a crime.

See [collegeboard.org/privacy-policy/security](https://collegeboard.org/privacy-policy/security).

## After the Tests

### Fee Waiver Benefits for Income-Eligible Students

Students who face financial barriers to taking the SAT can be granted College Board fee waivers through schools and authorized community-based organizations to cover the cost of testing. College Board offers fee waivers to qualified, income-eligible students who want to take the SAT and SAT Subject Tests. They cover 100% of the registration fees for a single test date and unlimited score sends to colleges, universities, and scholarship programs. Each qualifying student can use up to two waivers for the SAT and up to two waivers for the SAT Subject Tests. SAT fee waivers also give first-time, domestic applicants CSS/Financial Aid PROFILE® fee waivers.

Learn more about this at [cssprofile.collegeboard.org](https://cssprofile.collegeboard.org). Also, seniors who use a fee waiver to take the SAT will automatically receive four college application fee waivers to use in applying to colleges and universities that accept the waivers. You can learn about eligibility and the other benefits offered to help you in the college application process at [sat.org/feewaivers](https://sat.org/feewaivers).

## Useful Resources

We offer resources to help you find the best college and career for you, including:

**BigFuture**—Our website helps you plan for college and find the college that's best for you. Visit [bigfuture.org](https://bigfuture.org).

**Roadmap to Careers**—Want to see how your interests can connect to careers in your future? Try this great online experience powered by our partnership with Roadtrip Nation.

Visit [collegeboard.roadtripnation.com](https://collegeboard.roadtripnation.com).

Don't forget the Free Application for Federal Student Aid (FAFSA)—the form you'll need to qualify for most financial aid opportunities—can be filed beginning October 1. You should complete your FAFSA as early as possible.



**ALSO AVAILABLE**

Biology ▪ Chemistry ▪ Physics ▪ U.S. History  
World History ▪ Mathematics Level 1 ▪ Mathematics Level 2

# Get ready for the **SAT** Subject Tests™

[sat.org/store](https://sat.org/store)

Additional SAT Subject Test practice tools at:  
[satsubjecttests.org/practice](https://satsubjecttests.org/practice).

© 2019 The College Board. 01434-078

- Exclusive test-taking approaches and tips from the test maker
- Actual full-length tests
- Detailed answer explanations for every question



# Literature

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Skills Covered

- Interpret themes and meanings of a text
- Understand both denotations and connotations of words in context
- Recognize the structure of a text, including genre, development, and organization
- Respond to a writer's use of language, including diction, imagery, and figurative language, and to its effects on the reader
- Analyze aspects of narration, including narrative voice, tone, and point of view
- Analyze poetry in terms of speaker, audience, occasion, and purpose
- Understand characterization in narrative and dramatic selections

## Recommended Preparation

There is no suggested reading list to prepare for the Literature Subject Test. We recommend:

- Close, critical reading of English and American literature from a variety of historical periods and genres
- Reading of complete novels and plays, not just excerpts
- Understanding of basic literary terminology, such as *speaker*, *tone*, *image*, *irony*, *alliteration*, *stanza*
- Three or four years of literary study at the college-preparatory level
- Independent, critical reading of poetry, prose, and drama

FORMAT/CONTENT	Approximate % of Test*
About 60 multiple-choice questions	
Six to eight reading selections followed by sets of four to 12 questions	
<b>Source of Questions</b>	
English literature	40%–50%
American literature	40%–50%
Other literature written in English	0%–10%
<b>Chronology</b>	
Renaissance and 17th century	30%
18th and 19th centuries	30%
20th and 21st centuries	40%
<b>Genre</b>	
Poetry	40%–50%
Prose	40%–50%
Drama and other	0%–10%
<i>*The distribution of passages may vary in different versions of the test. The chart above indicates typical or average content.</i>	

## Sample Questions

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

### Directions

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

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

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

- By the time the man with the camera had cut across our neighbor's yard, the twins were out of the trees swingin low and Granny was onto the steps, the screen door bammin soft and scratchy against her palms.
- Line (5) "We thought we'd get a shot or two of the house and everything and then . . ."
- "Good mornin," Granny cut him off. And smiled that smile.
- "Good mornin," he said, head all down the way
- (10) Bingo does when you yell at him about the bones on the kitchen floor. "Nice place you got here, aunty. We thought we'd take a . . ."

- “Did you?” said Granny with her eyebrows. Cathy pulled up her socks and giggled.
- (15) “Nice things here,” said the man buzzin his camera over the yard. The pecan barrels, the sled, me and Cathy, the flowers, the painted stones along the driveway, the trees, the twins, the toolshed.
- “I don’t know about the thing, the it, and the stuff,”
- (20) said Granny still talkin with her eyebrows. “Just people here is what I tend to consider.”
- Camera man stopped buzzin. Cathy giggled into her collar.
- “Mornin, ladies,” a new man said. He had come up
- (25) behind us when we weren’t lookin. “And gents,” discoverin the twins givin him a nasty look. “We’re filmin for the county,” he said with a smile. “Mind if we shoot a bit around here?”
- “I do indeed,” said Granny with no smile.
- (30) Smilin man was smiling up a storm. So was Cathy. But he didn’t seem to have another word to say, so he and the camera man backed on out the yard, but you could hear the camera buzzin still.
- “Suppose you just shut that machine off,” said
- (35) Granny real low through her teeth and took a step down off the porch and then another.
- “Now, aunty,” Camera said pointin the thing straight at her.
- “Your mama and I are not related.”

(1971)

“Blues Ain’t No Mocking Bird,” copyright © 1971 by Toni Cade Bambara; from GORILLA, MY LOVE by Toni Cade Bambara. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.

- After Granny’s “Good mornin” (line 7), the camera man probably behaves as he does because he
  - is made to realize that he is intruding
  - suspects that he is in physical danger
  - hopes to win Granny’s affection by appearing at ease
  - is relieved that an adult is present
  - realizes that he is disturbing the tidiness of the yard
- The tone of “Now, aunty” (line 37) is most accurately described as
  - expectant
  - patronizing
  - accusatory
  - obedient
  - respectful
- Granny’s final comment can best be understood as a
  - reluctant confession
  - tentative assertion
  - witty joke
  - surprising revelation
  - strong rebuke

- The episode reveals a conflict between
  - propriety and impertinence
  - virtue and corruption
  - kindness and cruelty
  - passiveness and aggression
  - refinement and grossness

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

- One summer evening (led by her)<sup>1</sup> I found  
 A little boat tied to a willow tree  
 Within a rocky cave, its usual home.
- Line Straight I unloosed her chain, and stepping in  
 (5) Pushed from the shore. It was an act of stealth  
 And troubled pleasure, nor without the voice  
 Of mountain-echoes did my boat move on;  
 Leaving behind her still, on either side,  
 Small circles glittering idly in the moon,
- (10) Until they melted all into one track  
 Of sparkling light. But now, like one who rows,  
 Proud of his skill, to reach a chosen point  
 With an unswerving line, I fixed my view  
 Upon the summit of a craggy ridge,
- (15) The horizon’s utmost boundary; for above  
 Was nothing but the stars and the grey sky.  
 She was an elfin pinnace;<sup>2</sup> lustily  
 I dipped my oars into the silent lake,  
 And, as I rose upon the stroke, my boat
- (20) Went heaving through the water like a swan;  
 When, from behind that craggy steep till then  
 The horizon’s bound, a huge peak, black and huge,  
 As if with voluntary power instinct  
 Upreared its head. I struck and struck again,  
 (25) And growing still in stature the grim shape  
 Towered up between me and the stars, and still,  
 For so it seemed, with purpose of its own  
 And measured motion like a living thing,  
 Strode after me. With trembling oars I turned,
- (30) And through the silent water stole my way  
 Back to the covert of the willow tree;  
 There in her mooring-place I left my bark,—  
 And through the meadows homeward went, in grave  
 And serious mood; but after I had seen
- (35) That spectacle, for many days, my brain  
 Worked with a dim and undetermined sense  
 Of unknown modes of being; o’er my thoughts  
 There hung a darkness, call it solitude  
 Or blank desertion. No familiar shapes
- (40) Remained, no pleasant images of trees,  
 Of sea or sky, no colours of green fields;  
 But huge and mighty forms, that do not live  
 Like living men, moved slowly through the mind  
 By day, and were a trouble to my dreams.

<sup>1</sup>nature

(1850)

<sup>2</sup>a boat

5. The excerpt is best described as
- (A) an enthusiastic celebration of youthful optimism
  - (B) an ironic self-portrait colored by satiric observations
  - (C) an imaginative evocation without didactic intention
  - (D) a symbolic representation of intellectual creativity
  - (E) a narrative episode with philosophical implications
6. In lines 1-7, which of the following devices is used to present nature, the boat, and the mountain echoes?
- (A) Personification
  - (B) Apostrophe
  - (C) Rhyme
  - (D) Paradox
  - (E) Simile
7. In lines 6-7, “the voice/Of mountain-echoes” serves to reinforce the speaker’s sense of
- (A) freedom
  - (B) omnipotence
  - (C) furtiveness
  - (D) enthusiasm
  - (E) despondency
8. At the conclusion of the excerpt, the “huge peak” (line 22) seems to represent which of the following for the speaker?
- (A) An emblem of the beauty of the natural world
  - (B) A figure of undefined and unsettling significance
  - (C) An allegorical representation of sin itself
  - (D) A curious natural phenomenon
  - (E) A trivial figment of the speaker’s imagination
9. Which of the following best describes the change in the outlook of the speaker during the course of this excerpt?
- (A) Naïveté to cynicism
  - (B) Bravery to cowardice
  - (C) Hope to despair
  - (D) Daring to uncertainty
  - (E) Eagerness to sloth
10. The dramatic situation in the poem is that of
- (A) a youth speaking to a lover
  - (B) a priest speaking to a sinner
  - (C) a reformer addressing an impoverished person
  - (D) God addressing any human soul
  - (E) an individual addressing his or her own soul
11. In the context of the poem, “Painting thy outward walls so costly gay” (line 4) refers to
- (A) camouflage
  - (B) writing poetry
  - (C) attending to physical appearances
  - (D) pretending to be happy
  - (E) preparations for a celebration
12. The poet signals a major shift at line 9 by changing from
- (A) entirely negative to entirely positive imagery
  - (B) imagery of permanence to imagery of change
  - (C) direct address to impersonal statement
  - (D) material to spiritual imagery
  - (E) questions to commands
13. Which of the following best describes the theme of the concluding couplet (lines 13-14)?
- (A) A confession of sin before an almighty judge
  - (B) An affirmation of the immortality of the soul
  - (C) A declaration of rebellion against the powers of fate
  - (D) An accusation that death is a faithless servant
  - (E) A surrender to the inexplicable nature of life

### ANSWERS

The difficulty of sample Literature questions is reported by the set only. (The complexity of a literary text often influences the difficulty of the questions asked about it.) Questions 1–4 overall are an easy set, questions 5–9 overall are a set of average difficulty, and questions 10–13 overall are a hard set.

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/literatureanswers](https://www.collegeboard.org/sat-subject-tests/literature-answers) to view and download the complete document.

**Questions 10-13.** Read the following poem carefully before you choose your answers.

Poor soul, the centre of my sinful earth,  
 Fenc'd by these rebel pow'rs that thee array,  
 Why dost thou pine within and suffer dearth,  
*Line* Painting thy outward walls so costly gay?  
 (5) Why so large cost, having so short a lease,  
 Dost thou upon thy fading mansion spend?  
 Shall worms, inheritors of this excess,  
 Eat up thy charge? Is this thy body's end?  
 Then, soul, live thou upon thy servant's loss,  
 (10) And let that pine to aggravate thy store;  
 Buy terms divine in selling hours of dross;  
 Within be fed, without be rich no more:  
 So shalt thou feed on Death, that feeds on men,  
 And Death once dead, there's no more dying then.  
 (1609)

# United States History

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. This is nothing to worry about. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Skills Covered in the Context of United States History

- Understand historical terms, concepts, and generalizations
- Recall historical information and chronology
- Understand significant aspects of U.S. history
- Analyze and interpret primary sources
- Relate ideas to charts, maps, and graphs
- Evaluate sources for a given purpose

## Recommended Preparation

- One-year comprehensive course in United States history at the college-preparatory level
- Social studies courses and outside reading

FORMAT/CONTENT	Approximate % of Test
90 multiple-choice questions	
<b>Material Covered*</b>	
Political history	31%–35%
Economic history	13%–17%
Social history	20%–24%
Intellectual and cultural history	13%–17%
Foreign policy	13%–17%
<b>Periods Covered</b>	
Pre-Columbian history to 1789	20%
1790–1898	40%
1899 to the present	40%
<i>*Social science concepts, methods, and generalizations are incorporated in this material.</i>	

## Sample Questions

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

### Directions

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

1. Which of the following best describes the pattern of immigration into Britain's North American colonies during the years 1620 to 1770?
  - (A) Largely English in the seventeenth century, non-English in the eighteenth century
  - (B) Chiefly of English origin during the whole period
  - (C) Largely non-English in the seventeenth century, English in the eighteenth century
  - (D) Predominantly from southern and eastern Europe, especially after 1700
  - (E) Predominantly from Asia, Africa, and Spanish America, especially after 1650
  
2. The encomienda system in the Spanish North American colonies included doing all of the following EXCEPT
  - (A) coercing Native Americans to provide labor
  - (B) granting estates to Spanish settlers
  - (C) exacting tribute in goods
  - (D) converting Native Americans to Christianity
  - (E) delegating authority to joint-stock companies
  
3. Which of the following statements is generally true of the framers of the Constitution?
  - (A) They believed in the supremacy of the executive branch of the federal government.
  - (B) They had great faith in the goodness and rationality of people.
  - (C) They were opposed to the development of political parties.
  - (D) They incorporated into the Constitution the most democratic ideals of the Declaration of Independence.
  - (E) They believed the new American republic would be stable because of the unanimity of public opinion in the country on major policy issues.

4. “What is man born for but to be a reformer, a remaker of what man has made; a renouncer of lies; a restorer of truth and good, imitating that great Nature which embosoms us all, and which sleeps no moment on an old past, but every hour repairs herself, yielding every morning a new day, and with every pulsation a new life?”

These sentiments are most characteristic of

- (A) fundamentalism
  - (B) Social Darwinism
  - (C) pragmatism
  - (D) neoorthodoxy
  - (E) transcendentalism
5. From 1870 to 1930, the trend in industry was for hours to be generally reduced, while both money wages and real wages rose. What factor was primarily responsible for this trend?
- (A) A reduction in profit margins
  - (B) Minimum-wage laws
  - (C) Restriction of the labor supply
  - (D) Increased output per hour of work
  - (E) Right-to-work legislation
6. All of the following are true of the movement to prohibit alcoholic beverages in the United States EXCEPT:
- (A) It arose quite suddenly amid the hysteria surrounding the First World War.
  - (B) It won the support of many progressive reformers.
  - (C) It was often favored by people who disliked immigrants and their cultural practices.
  - (D) It was a movement in which women played leading roles.
  - (E) It gained strength from new scientific evidence that alcohol was harmful to health.
7. The slogan “Fifty-four forty or fight!” was used to advocate which of the following United States foreign policies?
- (A) Extending the United States northern border with British Canada to the Pacific Coast
  - (B) Enforcing the return of enslaved people who escaped to northern states
  - (C) Acquiring all of Texas, not just the area north of the Nueces River
  - (D) Obtaining control of all the Oregon Territory from Great Britain
  - (E) Preventing further attempts at European colonization in the Western Hemisphere

8. Which of the following was symbolic of the rise of American influence in the fine arts after the Second World War?

- (A) Mary Cassatt’s work in Impressionism
- (B) Thomas Eakin’s work in Realism
- (C) Grant Wood’s work in Regionalism
- (D) Jackson Pollock’s work in Abstract Expressionism
- (E) John S. Copley’s work of realistic portraiture

9. Major population shifts between 1915 and 1980 included all of the following EXCEPT a movement from

- (A) the rural South to Northern cities
- (B) New England to the Midwest
- (C) the North to the Sun Belt
- (D) the inner cities to the suburbs
- (E) the Caribbean region to the American mainland

10. Which of the following presidents is correctly paired with an event that took place during his administration?

- (A) Lyndon B. Johnson . . . the establishment of diplomatic relations between the United States and the People’s Republic of China
- (B) John F. Kennedy . . . resolution of the Suez Crisis
- (C) Richard M. Nixon . . . the reduction of United States forces in Vietnam
- (D) Gerald R. Ford . . . the signing of the Camp David Accords
- (E) Jimmy Carter . . . resolution of the Cuban Missile Crisis

11. The Emancipation Proclamation declared slaves in which of the following areas “forever free”?

- (A) All areas of the United States
- (B) All areas of the Confederacy
- (C) Areas in border states loyal to the Union
- (D) Confederate areas still in rebellion
- (E) Areas in states controlled by Union forces

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

The statement above was made by

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

13. Which of the following contributed most directly to the increase in segregation and disenfranchisement of African Americans by state governments during the late nineteenth and early twentieth centuries?
- (A) The movement of many African Americans from the rural South to the urban North
  - (B) The Supreme Court's decision in *Plessy v. Ferguson*
  - (C) The establishment of civil rights advocacy groups such as the NAACP
  - (D) The passage of federal civil rights legislation in 1875
  - (E) The establishment of schools and colleges serving African Americans
14. A major change brought about by Franklin D. Roosevelt's New Deal, 1933–1939, was the
- (A) creation of machinery for maintaining full employment
  - (B) transformation of a business-dominated society into a labor-dominated one
  - (C) redistribution of population from urban centers to rural areas
  - (D) development of new attitudes about the role and function of government
  - (E) destruction of machine politics at the state and city levels



National Archives

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

### ANSWERS

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

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/ushistoryanswers](https://www.satsubjecttests.org/ushistoryanswers) to view and download the complete document.



# World History

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Skills Covered in the Context of World History

- Show knowledge of facts and terms
- Understand cause-and-effect relationships
- Use knowledge of events and geography to demonstrate understanding of major historical developments
- Understand concepts essential to historical analysis
- Interpret artistic materials and assess quotations from published materials

## Recommended Preparation

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

FORMAT/CONTENT	Approximate % of Test
Approximately 90 to 95 multiple-choice questions	
<b>Material Covered</b>	
Global or comparative	25%
Europe	25%
Africa	10%
Southwest Asia	10%
South and Southeast Asia	10%
East Asia	10%
Americas	10%
<b>Periods Covered</b>	
Prehistory and civilizations to 500 C.E.*	25%
500 to 1500 C.E.	20%
1500 to 1900 C.E.	25%
Post-1900 C.E.	20%
Cross-chronological	10%
*The World History Subject Test uses the chronological designations B.C.E. (before common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.	

## Sample Questions

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

### Directions

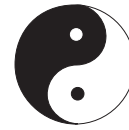
Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is BEST in each case and then fill in the corresponding bubble on the answer sheet.

1. Which of the following was an important virtue in Confucianism?
  - (A) Warlike prowess
  - (B) Filial piety
  - (C) Public charity
  - (D) Poverty
  - (E) Manual labor
  
2. Early Christians developed the monastic ideal as a means of counteracting
  - (A) government interference
  - (B) heresy
  - (C) competition from Eastern religions
  - (D) worldliness
  - (E) persecution
  
3. The Silk Routes were important in ancient times because they
  - (A) facilitated the exchange of goods and ideas between China and the Roman Empire
  - (B) allowed gold and silver mined in China to be traded for European furs and wool cloth
  - (C) provided trade links between the people of Siberia and the people living on islands in the Bering Sea
  - (D) provided a conduit for trade in silk, porcelain, and costly gems between China and Japan
  - (E) allowed carts and carriages to travel on paved roads across northern Asia as far west as the Caspian Sea

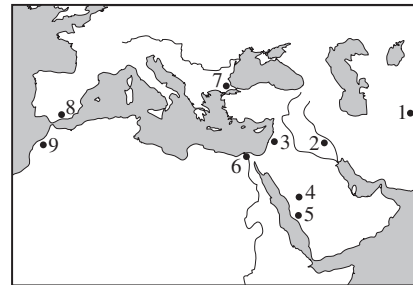


© Werner Forman / Art Resource, NY # ART133217

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



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



7. In the map above, the numbered dots correspond to cities. In the eighth century, which cities were near the east-west limits of the Islamic world?
- (A) 1 and 7
  - (B) 1 and 9
  - (C) 2 and 6
  - (D) 2 and 8
  - (E) 5 and 7
8. The *encomienda* system of colonial Spanish America most closely resembled the European practice of
- (A) absolutism
  - (B) primogeniture
  - (C) patronage
  - (D) manorialism
  - (E) nepotism
9. In early modern Europe, governments sought to increase national wealth and maintain a favorable balance of trade through government intervention by advocating
- (A) Liberalism
  - (B) Capitalism
  - (C) Socialism
  - (D) Utilitarianism
  - (E) Mercantilism

10. “Where it is an absolute question of the welfare of our country, we must admit of no considerations of justice or injustice, or mercy or cruelty, or praise or ignominy, but putting all else aside must adopt whatever course will save its existence and preserve its liberty.”

The statement above expresses the viewpoint of which of the following?

- (A) Niccolò Machiavelli
- (B) Sir Thomas More
- (C) Desiderius Erasmus
- (D) Dante Alighieri
- (E) John Calvin

11. Social Darwinists such as Herbert Spencer argued that

- (A) competition allows individuals to develop their talents and meet their needs
- (B) competition and cooperation are equally important in building a productive and compassionate society
- (C) human societies progress through competition, since the strong survive and the weak perish
- (D) human societies progress through cooperation, a natural instinct that should be encouraged
- (E) God predetermines that some members of society are fated to succeed and some members are fated to fail

12. Differences between which two religions contributed to violent conflicts in India during and after the struggle for independence in 1947?

- (A) Hinduism and Buddhism
- (B) Islam and Christianity
- (C) Hinduism and Islam
- (D) Islam and Buddhism
- (E) Hinduism and Jainism

13. Most of the noncitizens who settled in Western European countries in the second half of the twentieth century originally came to Western Europe to

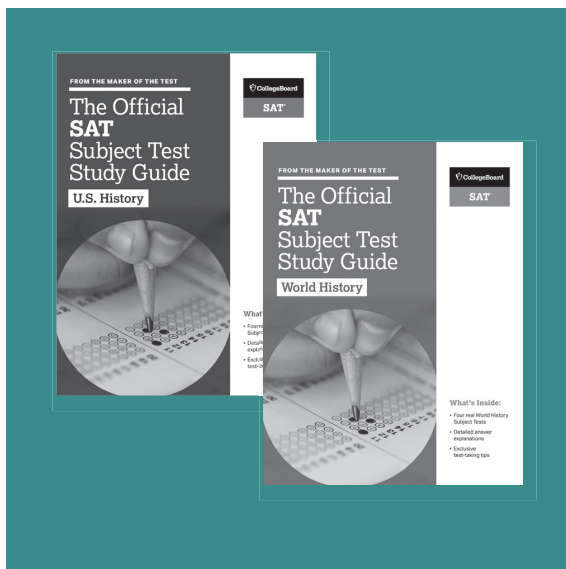
- (A) consolidate the European Economic Community agreements
- (B) find employment
- (C) do graduate work in the universities
- (D) participate in the democratic political process
- (E) avoid forced military conscription in their native land

### ANSWERS

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

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/worldhistoryanswers](https://satsubjecttests.org/worldhistoryanswers) to view and download the complete document.



© 2018 The College Board. 00898-023

# Get ready for the SAT Subject Tests™

## History

### THE OFFICIAL STUDY GUIDES

- Exclusive test-taking approaches and tips from the test maker
- Actual full-length tests in U.S. and World History
- Detailed answer explanations for every question

[sat.org/store](https://sat.org/store)



# Mathematics Level 1 and Level 2

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. Students are not expected to have studied every topic on either test. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Recommended Preparation Mathematics Level 1

- Three years of college-preparatory mathematics, including two years of algebra and one year of geometry.

## Mathematics Level 2

- More than three years of college-preparatory mathematics, including two years of algebra, one year of geometry, and elementary functions (precalculus) and/or trigonometry.
- If you have had preparation in trigonometry and elementary functions and have attained grades of B or better in these courses, select Level 2. If you are sufficiently prepared to take Level 2 but take Level 1 in hopes of receiving a higher score, you may not do as well as you expect.

## Scores

Because the content measured by the two tests differs considerably, you cannot use your score on one test to predict your score on the other or to compare scores.

## Calculators

Be sure to bring a calculator to use on the Mathematics tests. If you take these tests without a calculator, you will be at a disadvantage. In fact, some questions cannot be solved without a scientific or a graphing calculator. Check page 72 for Acceptable and Unacceptable Calculators and a list of graphing models that are permitted.

- Verify that your calculator is in good working condition before you take the test.
- If possible, bring batteries and a backup calculator to the test center. No substitute calculators or batteries will be available. Students may not share calculators.
- If your calculator malfunctions during the Level 1 or Level 2 test and you do not have a backup calculator, you can cancel scores on just the Mathematics test. You must tell your test supervisor when the malfunction occurs in order to cancel scores on these tests only.

FORMAT/CONTENT	Approximate % Level 1 Test	Approximate % Level 2 Test
50 multiple-choice questions each		
<b>Topics Covered*</b> <i>(topics in italics are tested on Level 2 Test only)</i>	Level 1	Level 2
<b>Number and Operations</b> Operations, ratio and proportion, complex numbers, counting, elementary number theory, matrices, sequences, <i>series, vectors</i>	<b>10%–14%</b>	<b>10%–14%</b>
<b>Algebra and Functions</b> Expressions, equations, inequalities, representation and modeling, properties of functions (linear, polynomial, rational, exponential, <i>logarithmic, trigonometric, inverse trigonometric, periodic, piecewise, recursive, parametric</i> )	<b>38%–42%</b>	<b>48%–52%</b>
<b>Geometry and Measurement</b>	<b>38%–42%</b>	<b>28%–32%</b>
<b>Plane Euclidean/Measurement</b>	<b>18%–22%</b>	-
<b>Coordinate</b> Lines, parabolas, circles, <i>ellipses, hyperbolas, symmetry, transformations, polar coordinates</i>	8%–12%	10%–14%
<b>Three-dimensional</b> Solids, surface area and volume (cylinders, cones, pyramids, spheres, prisms), <i>coordinates in three dimensions</i>	4%–6%	4%–6%
<b>Trigonometry</b> Right triangles, identities, <i>radian measure, law of cosines, law of sines, equations, double angle formulas</i>	6%–8%	12%–16%
<b>Data Analysis, Statistics and Probability</b> Mean, median, mode, range, interquartile range, <i>standard deviation, graphs and plots, least-squares regression (linear, quadratic, exponential), probability</i>	<b>8%–12%</b>	<b>8%–12%</b>
*The content of Level 1 overlaps somewhat with that on Level 2, but the emphasis on Level 2 is on more advanced content. Plane Euclidean geometry is not tested directly on Level 2.		

## Using the Calculator

You don't need to use a calculator to solve every question, and it's important to know when and how to use one. First decide how you will solve a problem; then determine whether the calculator is needed.

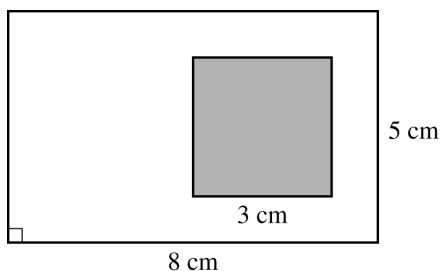
- You'll need a calculator for 40 to 50 percent of the questions on Level 1 and for 55 to 65 percent of the questions on Level 2. For the rest of the questions, there is no advantage, perhaps even a disadvantage, to using a calculator.
- Do not round any intermediate calculations.** When you get a result from the calculator for the first step of a solution, keep the result in the calculator and use it for the second step. If you round the result from the first step, your answer may not be one of the choices.

## Geometric Figures

Figures that accompany problems are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a particular problem that the figure is not drawn to scale. Even when figures are not drawn to scale, the relative positions of points and angles may be assumed to be in the order shown. Also, line segments that extend through points and appear to lie on the same line may be assumed to be on the same line. The text “Note: Figure not drawn to scale” is included on the figure when degree measures may not be accurately shown and specific lengths may not be drawn proportionally.

## Geometric Probability

In any problem involving geometric probability, the assumption is that the feasible region is a part of the sample space. Example:



The figure above is a rectangular game board. What is the probability of randomly throwing a dart at the board such that it lands within the shaded square, assuming that the dart always lands within the boundary of the game board? (Answer:  $\frac{9}{40}$ )

The assumption is that the point inside the shaded square can be located anywhere in the region with the same probability.

## Measures of Center

- The **mean** of a list of  $n$  numbers is equal to the sum of the numbers divided by  $n$ .
- The **median** of a list of numbers is the number in the middle when the numbers are ordered from least to greatest or from greatest to least. When there is an even number of values, the median is equal to the mean of the two middle numbers.
- A **mode** of a list of numbers is a number that occurs most often in the list. For example, 7 is the mode of 2, 7, 5, 8, 7, and 12. The list 2, 4, 2, 8, 2, 4, 7, 4, 9, and 11 has two modes, 2 and 4.

## Calculating Quartiles

1. Arrange the data in order from least to greatest. The median of the data is the **second quartile**, Q2.
2. Now consider the lower half of the data. The median of these data is the **first (lower) quartile**, Q1.\*
3. Next, consider the upper half of the data. The median of these data is the **third (upper) quartile**, Q3.\*
4. Finally, the **interquartile range** (IQR) is equal to  $Q3 - Q1$ .

\*Note: If the number of data points is odd, exclude Q2, the median of the entire data set, before separating it into halves to calculate Q1 or Q3.

Example: Consider the list 1, 2, 4, 5, 5, 5, 7, and 9. The mean is  $\frac{43}{9}$ . The mode is 5. Q1 is 3. Q2, the median, is 5. Q3 is 6. The IQR is 3.

## Sample Questions

All questions in the Mathematics Level 1 and Mathematics Level 2 Subject Tests are multiple-choice questions in which you are asked to choose the BEST response from the five choices offered. The directions for the tests are below:

### Directions

For each of the following problems, decide which is the **BEST** of the choices given. If the exact numerical value is not one of the choices, select the choice that best approximates this value. Then fill in the corresponding bubble on the answer sheet.

**Notes:** (1) A scientific or graphing calculator will be necessary for answering some (but not all) of the questions in this test. For each question you will have to decide whether or not you should use a calculator.

(2) Level 1: The only angle measure used on this test is degree measure. Make sure your calculator is in the degree mode.

Level 2: For some questions in this test you may have to decide whether your calculator should be in the radian mode or the degree mode.

(3) Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

(4) Unless otherwise specified, the domain of any function  $f$  is assumed to be the set of all real numbers  $x$  for which  $f(x)$  is a real number. The range of  $f$  is assumed to be the set of all real numbers  $f(x)$ , where  $x$  is in the domain of  $f$ .

(5) Reference information that may be useful in answering the questions in this test can be found before Question 1.

**Reference Information.** The following information is for your reference in answering some of the questions in this test.

Volume of a right circular cone with radius  $r$  and height  $h$ :  $V = \frac{1}{3}\pi r^2 h$

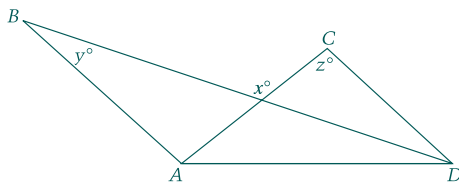
Volume of a sphere with radius  $r$ :  $V = \frac{4}{3}\pi r^3$

Volume of a pyramid with base area  $B$  and height  $h$ :  
 $V = \frac{1}{3}Bh$

Surface Area of a sphere with radius  $r$ :  $S = 4\pi r^2$

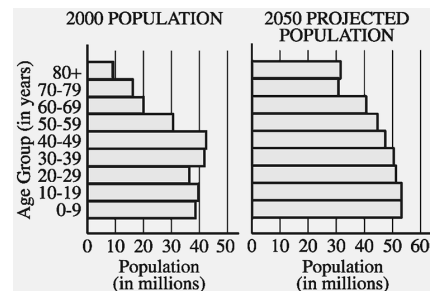
## Mathematics Level 1

1. A band wants to distribute its music on compact discs (CDs). The equipment to produce the CDs costs \$250, and blank CDs cost \$5.90 for a package of 10. Which of the following represents the total cost, in dollars, to produce  $n$  CDs, where  $n$  is a multiple of 10?
- (A)  $(250 + 0.59)n$     (B)  $250 + 0.59n$   
 (C)  $(250 + 5.90)n$     (D)  $250 + 5.90n$   
 (E)  $250n + 5.90$



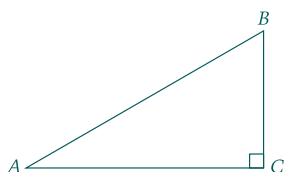
2. In the figure above,  $\overline{AB}$  and  $\overline{CD}$  are parallel. What is  $x$  in terms of  $y$  and  $z$ ?
- (A)  $y + z$   
 (B)  $2y + z$   
 (C)  $2y - z$   
 (D)  $180 - y - z$   
 (E)  $180 + y - z$
3. A number  $n$  is increased by 8. If the cube root of that result equals  $-0.5$ , what is the value of  $n$ ?
- (A)  $-15.625$   
 (B)  $-8.794$   
 (C)  $-8.125$   
 (D)  $-7.875$   
 (E)  $421.875$

4. If  $a$  and  $b$  are real numbers,  $i^2 = -1$ , and  $(a + b) + 5i = 9 + ai$ , what is the value of  $b$ ?
- (A) 4                      (B) 5                      (C) 9  
 (D)  $4 + 5i$               (E)  $5 + 4i$
5. What are all values of  $x$  for which  $4 - x^2 \geq x - 2$ ?
- (A)  $x \geq -3$               (B)  $-5 \leq x \leq 0$   
 (C)  $-3 \leq x \leq 2$         (D)  $x \leq -3$  or  $x \geq 2$   
 (E)  $-2 \leq x \leq 3$



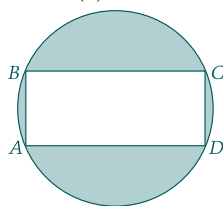
6. The graphs above show United States Census Bureau population figures for the year 2000 for various age groups, together with projections for the year 2050. Of the following age groups, for which is the projected percent increase in population from 2000 to 2050 greatest?
- (A) 30–39                  (B) 40–49                  (C) 50–59  
 (D) 60–69                  (E) 70–79
7. If  $\log_c a = x$ , which of the following must be true?
- (A)  $a^c = x$                   (B)  $a^x = c$                   (C)  $c^a = x$   
 (D)  $c^x = a$                   (E)  $x^c = a$
8. If  $f(x) = x + 3$  and  $g(x) = \frac{x^2 - 9}{x - 3}$ , which of the following statements are true about the graphs of  $f$  and  $g$  in the  $xy$ -plane?
- I. The graphs are exactly the same.  
 II. The graphs are the same except when  $x = 3$ .  
 III. The graphs have an infinite number of points in common.
- (A) I only                  (B) II only                  (C) III only  
 (D) I and III                  (E) II and III
9. If line  $\ell$  is the perpendicular bisector of the line segment with endpoints  $(2, 0)$  and  $(0, -2)$ , what is the slope of line  $\ell$ ?
- (A) 2                          (B) 1                          (C) 0  
 (D)  $-1$                       (E)  $-2$

10. Twenty students have each sampled one or more of three kinds of candy bars that a school store sells. If 3 students have sampled all three kinds, and 5 have sampled exactly two kinds, how many of these students have sampled only one kind?
- (A) 8                      (B) 12                      (C) 15  
(D) 17                      (E) 18



Note: Figure not drawn to scale.

11. In the figure above,  $\triangle ABC$  has a right angle at  $C$ . If the length of side  $\overline{AC}$  is 10 and the measure of  $\angle BAC$  is  $22^\circ$ , what is the length of side  $\overline{BC}$ ?
- (A) 3.7                      (B) 4.0                      (C) 5.8  
(D) 6.8                      (E) 9.3
12. The function  $h$  given by  $h(t) = -16t^2 + 46t + 5$  represents the height of a ball, in feet,  $t$  seconds after it is thrown. To the nearest foot, what is the maximum height the ball reaches?
- (A) 5                      (B) 23                      (C) 35  
(D) 38                      (E) 46
13. The front, side, and bottom faces of a rectangular solid have areas of 24 square centimeters, 8 square centimeters, and 3 square centimeters, respectively. What is the volume of the solid, in cubic centimeters?
- (A) 24                      (B) 96                      (C) 192  
(D) 288                      (E) 576



14. Rectangle  $ABCD$  is inscribed in the circle shown above. If the length of side  $\overline{AB}$  is 5 and the length of side  $\overline{BC}$  is 12, what is the area of the shaded region?
- (A) 40.8                      (B) 53.1                      (C) 72.7  
(D) 78.5                      (E) 81.7

15. If  $f(x) = x^4 - 3x^3 - 9x^2 + 4$ , for how many real numbers  $k$  does  $f(k) = 2$ ?
- (A) None                      (B) One                      (C) Two  
(D) Three                      (E) Four

Time $t$ (years)	0	1	2	5
Value $v(t)$ (dollars)	15,000	13,000	10,900	3,000

16. When purchased, an automobile is valued at \$15,000. Its value depreciates at the rate shown in the table above. Based on a least-squares linear regression, what is the value, to the nearest hundred dollars, of the automobile when  $t = 4$ ?
- (A) \$5,400                      (B) \$5,500                      (C) \$5,600  
(D) \$6,400                      (E) \$7,000

## Mathematics Level 2

17. What is the distance in space between the points with coordinates  $(-3, 6, 7)$  and  $(2, -1, 4)$ ?
- (A) 4.36                      (B) 5.92                      (C) 7.91  
(D) 9.11                      (E) 22.25
18. If  $f(x) = \frac{3x + 12}{2x - 12}$ , what value does  $f(x)$  approach as  $x$  gets infinitely larger?
- (A)  $-6$                       (B)  $-\frac{3}{2}$                       (C)  $-1$   
(D)  $\frac{2}{3}$                       (E)  $\frac{3}{2}$
19. In January 1990 the world's population was 5.3 billion. Assuming a growth rate of 2 percent per year, the world's population, in billions, for  $t$  years after 1990 can be modeled by the equation  $P = 5.3(1.02)^t$ . According to the model, the population growth from January 1995 to January 1996 was
- (A) 106,000,000  
(B) 114,700,000  
(C) 117,000,000  
(D) 445,600,000  
(E) 562,700,000
20. What is the measure of one of the larger angles of a parallelogram in the  $xy$ -plane that has vertices with coordinates  $(2, 1)$ ,  $(5, 1)$ ,  $(3, 5)$ , and  $(6, 5)$ ?
- (A)  $93.4^\circ$                       (B)  $96.8^\circ$                       (C)  $104.0^\circ$   
(D)  $108.3^\circ$                       (E)  $119.0^\circ$

21. For some real number  $t$ , the first three terms of an arithmetic sequence are  $2t$ ,  $5t - 1$ , and  $6t + 2$ . What is the numerical value of the fourth term?

- (A) 4 (B) 8 (C) 10  
(D) 16 (E) 19

22. The diameter and height of a right circular cylinder are equal. If the volume of the cylinder is 2, what is the height of the cylinder?

- (A) 1.37 (B) 1.08 (C) 0.86  
(D) 0.80 (E) 0.68

23. If  $\sin \theta = 0.57$ , then  $\sin(\pi - \theta) =$

- (A)  $-0.57$  (B)  $-0.43$  (C) 0  
(D) 0.43 (E) 0.57

24. In a group of 10 people, 60 percent have brown eyes. Two people are to be selected at random from the group. What is the probability that neither person selected will have brown eyes?

- (A) 0.13 (B) 0.16 (C) 0.25  
(D) 0.36 (E) 0.64

25. If  $x - 2$  is a factor of  $x^3 + kx^2 + 12x - 8$ , then  $k =$

- (A)  $-6$  (B)  $-3$  (C) 2  
(D) 3 (E) 6

26. If  $f(x) = \sqrt[3]{x^3 + 1}$ , what is  $f^{-1}(1.5)$ ?

- (A) 3.4 (B) 2.4 (C) 1.6  
(D) 1.5 (E) 1.3

$x$	$-9.8$	$-0.9$	$5.2$	$8.8$
$y$	$0.12$	$2.43$	$18.46$	$68.4$

27. Which of the following equations best models the data in the table above?

- (A)  $y = -3.3(1.4)^x$  (B)  $y = -1.4(3.3)^x$   
(C)  $y = 1.4(3.3)^x$  (D)  $y = 3.3(1.4)^x$   
(E)  $y = 1.4x^{3.3}$

$$C = -1.02F + 93.63$$

28. The linear regression model above is based on an analysis of nutritional data from 14 varieties of cereal bars to relate the percent of calories from fat ( $F$ ) to the percent of calories from carbohydrates ( $C$ ). Based on this model, which of the following statements must be true?

- I. There is a positive correlation between  $C$  and  $F$ .  
II. When 20 percent of calories are from fat, the predicted percent of calories from carbohydrates is approximately 73.  
III. The slope indicates that as  $F$  increases by 1,  $C$  decreases by 1.02.
- (A) II only (B) I and II only  
(C) I and III only (D) II and III only  
(E) I, II, and III

29. A line has parametric equations  $x = 5 + t$  and  $y = 7 + t$ , where  $t$  is the parameter. The slope of the line is

- (A)  $\frac{5}{7}$  (B) 1 (C)  $\frac{7+t}{5+t}$   
(D)  $\frac{7}{5}$  (E) 7

30. What is the range of the function defined by

$$f(x) = \frac{1}{x} + 2?$$

- (A) All real numbers  
(B) All real numbers except  $-\frac{1}{2}$   
(C) All real numbers except 0  
(D) All real numbers except 2  
(E) All real numbers between 2 and 3

31. The number of hours of daylight,  $d$ , in Hartsville can be modeled by

$$d = \frac{35}{3} + \frac{7}{3} \sin\left(\frac{2\pi}{365}t\right),$$

where  $t$  is the number of

days after March 21. The day with the greatest number of hours of daylight has how many more daylight hours than May 1? (March and May have 31 days each. April and June have 30 days each.)

- (A) 0.8 hr (B) 1.5 hr (C) 2.3 hr  
(D) 3.0 hr (E) 4.7 hr



	Day 1	Day 2	Day 3
Model X	20	18	3
Model Y	16	5	8
Model Z	19	11	10

32. The table above shows the number of digital cameras that were sold during a three-day sale. The prices of models X, Y, and Z were \$99, \$199, and \$299, respectively. Which of the following matrix representations gives the total income, in dollars, received from the sale of the cameras for each of the three days?

- (A)  $\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} \begin{bmatrix} 99 & 199 & 299 \end{bmatrix}$
- (B)  $\begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} \begin{bmatrix} 99 \\ 199 \\ 299 \end{bmatrix}$
- (C)  $\begin{bmatrix} 99 & 199 & 299 \end{bmatrix} \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$
- (D)  $\begin{bmatrix} 99 \\ 199 \\ 299 \end{bmatrix} \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$
- (E)  $99 \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} + 199 \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix} + 299 \begin{bmatrix} 20 & 18 & 3 \\ 16 & 5 & 8 \\ 19 & 11 & 10 \end{bmatrix}$

## ANSWERS

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

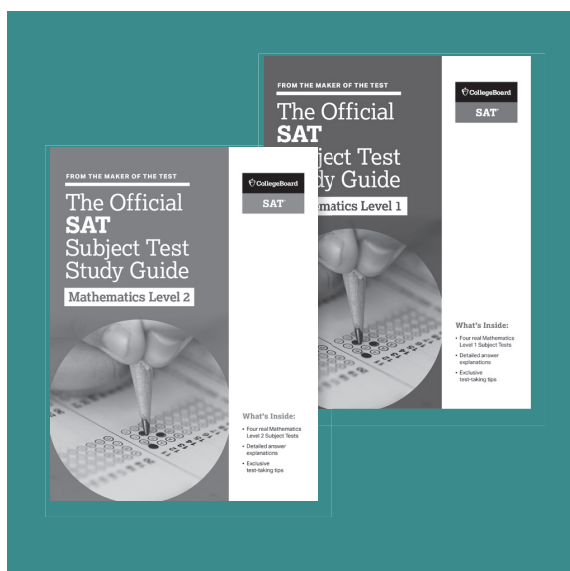
### Mathematics Level 1

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

### Mathematics Level 2

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 17. D (2) | 21. E (4) | 25. A (2) | 29. B (3) |
| 18. E (2) | 22. A (3) | 26. E (4) | 30. D (3) |
| 19. C (4) | 23. E (3) | 27. D (4) | 31. A (4) |
| 20. C (4) | 24. A (4) | 28. D (4) | 32. C (3) |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/mathanswers](https://satsubjecttests.org/mathanswers) to view and download the complete document.



© 2018 The College Board. 00898-023

# Get ready for the SAT Subject Tests™ Math

## THE OFFICIAL STUDY GUIDES

- Exclusive test-taking approaches and tips from the test maker
- 4 official, full-length tests in Mathematics Levels 1 and 2
- Detailed answer explanations for every question

[sat.org/store](https://sat.org/store)



## Biology E/M

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

The first 60 of the 80 questions are common to both Biology-E and Biology-M, followed by 20 specialized questions for each section.

### How to Choose Between Biology-E and Biology-M

- Take Biology-E if you feel more comfortable answering questions pertaining to ecology, evolution, and diversity.
- Take Biology-M if you feel more comfortable answering questions pertaining to biochemistry, cellular structure, and processes, such as respiration and photosynthesis.

Once you decide which emphasis to take, you need to fill in the appropriate bubble for the test you have chosen on your answer sheet. **Important: If you change your mind, you must change the bubble on the answer sheet to match your test;** otherwise, your answers to the 20 specialized questions won't be scored correctly.

You're not allowed to take both Biology-E and Biology-M on the same test date. You can take them on two different test dates.

### Skills Covered in Both Biology-E and Biology-M

- Knowing fundamental concepts; remembering specific facts; demonstrating straightforward knowledge of information and familiarity with terminology (about 30% of test)
- Understanding concepts and reformulating information into other equivalent forms; applying knowledge to unfamiliar and/or practical situations; solving problems using mathematical relationships (about 35% of test)
- Interpreting, inferring, and deducing from qualitative and quantitative data and integrating information to form conclusions; recognizing unstated assumptions (about 35% of test)

### Important Things to Note on This Subject Test

- Calculator use is not permitted.
- Problem solving requires simple numerical calculations.
- The metric system of units is used.

### Recommended Preparation

- One-year course in biology
- One-year course in algebra and familiarity with simple algebraic concepts such as ratios and direct and inverse proportions
- Laboratory experience

FORMAT/CONTENT	Approximate % Test E	Approximate % Test M
<b>Total of 80 questions answered by each student:</b>		
• 60 multiple-choice questions that are common to both Biology-E and Biology-M		
• 20 specialized multiple-choice questions for either Biology-E or Biology-M		
<b>Cell and Molecular Biology</b>	<b>12%</b>	<b>25%</b>
Cell structure and organization, mitosis, photosynthesis, cellular respiration, enzymes, biosynthesis, biological chemistry		
<b>Ecology</b>	<b>25%</b>	<b>12%</b>
Energy flow, nutrient cycles, populations, communities, ecosystems, biomes, biodiversity, effects of human intervention		
<b>Genetics</b>	<b>12%</b>	<b>25%</b>
Meiosis, Mendelian genetics, inheritance patterns, molecular genetics		
<b>Organismal Biology</b>	<b>25%</b>	<b>25%</b>
Structure, function, and development of organisms (with emphasis on plants and animals), animal behavior		
<b>Evolution and Diversity</b>	<b>25%</b>	<b>12%</b>
Origin of life, evidence of evolution, patterns of evolution, natural selection, speciation, classification and diversity of organisms		

## Sample Questions

All of the questions in the test are multiple-choice questions for which you must choose the BEST response from the five choices offered. Some questions that refer to a common figure, table, or laboratory experiment are grouped in sets.

## Biology E/M Core Section

### Directions

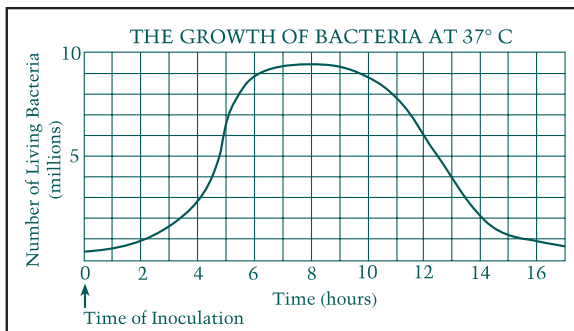
Each set of lettered choices below refers to the numbered questions or statements immediately following it. Select the one lettered choice that best answers each question or best fits each statement and then fill in the corresponding bubble on the answer sheet. A choice may be used once, more than once, or not at all in each set.

### Questions 1-2

- (A) Decomposers (e.g., bacteria)
  - (B) Producers (e.g., grasses)
  - (C) Primary consumers (e.g., mice)
  - (D) Secondary consumers (e.g., snakes)
  - (E) Tertiary consumers (e.g., hawks)
1. Organisms that comprise the greatest mass of living substance (biomass) in a terrestrial food chain
  2. Organisms that convert nitrogen-containing organic molecules into nitrates

### Directions

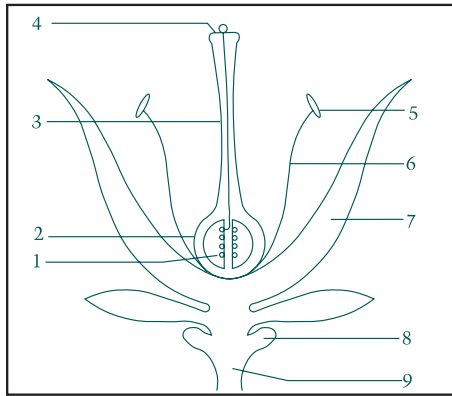
Each of the questions or incomplete statements below is followed by five suggested answers or completions. Some questions pertain to a set that refers to a laboratory or experimental situation. For each question, select the one choice that is the best answer to the question and then fill in the corresponding bubble on the answer sheet.



3. In the graph above, the time when the number of living bacteria is increasing at the greatest rate occurs
  - (A) during the first 2 hours
  - (B) between the 2nd and the 4th hour
  - (C) between the 4th and the 6th hour
  - (D) between the 6th and the 10th hour
  - (E) between the 11th and the 13th hour
4. ATP is produced during which of the following processes?
  - I. Photosynthesis
  - II. Aerobic respiration
  - III. Fermentation

(A) I only      (B) II only      (C) I and III only  
(D) II and III only      (E) I, II, and III
5. All of the following are population characteristics EXCEPT
  - (A) number of individuals
  - (B) phenotype
  - (C) sex ratio
  - (D) age distribution
  - (E) death rate

Questions 6-7 refer to the following diagram:



6. Commonly, the fruit is derived from  
 (A) 2 (B) 4 (C) 7  
 (D) 8 (E) 9
7. Pollination involves a transfer of pollen from  
 (A) 4 to 1 (B) 4 to 2 (C) 4 to 5  
 (D) 5 to 4 (E) 5 to 9

**Questions 8-9**

In a breeding experiment using gray and white mice of unknown genotypes, the following results were obtained.

Cross	Parents		Offspring	
	Female	Male	Gray	White
I	Gray	x White	82	78
II	Gray	x Gray	118	39
III	White	x White	0	50
IV	Gray	x White	74	0

8. If the gray female from cross IV were mated with the gray male from cross II, then which of the following would most likely be true?  
 (A) All of the offspring would be gray.  
 (B) All of the offspring would be white.  
 (C) Half of the offspring would be gray.  
 (D) One-quarter of the offspring would be gray.  
 (E) One-quarter of the offspring would be white.

9. If two gray progeny of cross IV mate with each other, what is the probability that any one individual offspring will be gray?

- (A) 100% (B) 75% (C) 50%  
 (D) 25% (E) 0

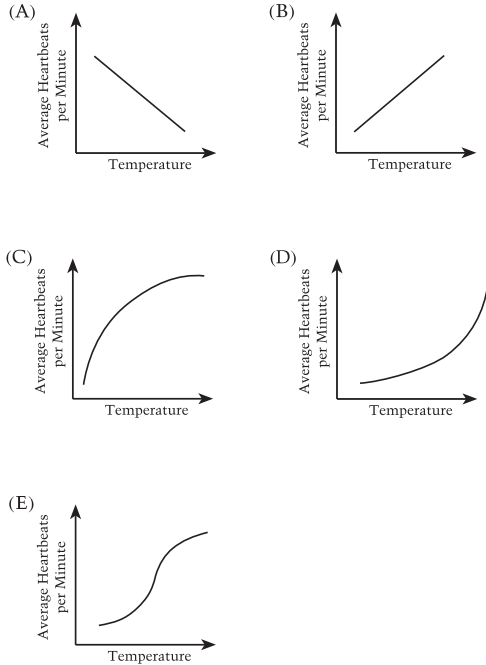
**Questions 10-11**

Three students added equal volumes of pond water to each of four beakers (I-IV) and placed each in a different constant temperature bath, maintained at 5°C, 15°C, 25°C, and 35°C, respectively. The students then added 6 water fleas, *Daphnia pulex*, to each of the four beakers and recorded the time in each case. After 1 hour, the students removed 3 *Daphnia pulex* from each beaker and each student immediately observed one *Daphnia pulex* under low-power magnification of a light microscope. (The transparent body of the *Daphnia pulex* can be seen easily under a light microscope.) Heart rates were recorded as beats per minute. The results of the experiment are summarized in the chart below.

BEAKER	TEMPERATURE	TIME DAPHNIA ADDED	TIME DAPHNIA REMOVED	HEARTBEATS PER MINUTE (average of 3 <i>Daphnia</i> )
I	5°C	2:00 p.m.	3:00 p.m.	41
II	15°C	2:10 p.m.	3:10 p.m.	119
III	25°C	2:20 p.m.	3:20 p.m.	202
IV	35°C	2:30 p.m.	3:30 p.m.	281

10. The independent variable in this experiment is the  
 (A) amount of light  
 (B) number of water fleas  
 (C) pH of the water  
 (D) temperature of the water  
 (E) average heart rate

11. If a graph is constructed using the data given in the table, it will most closely resemble which of the following?

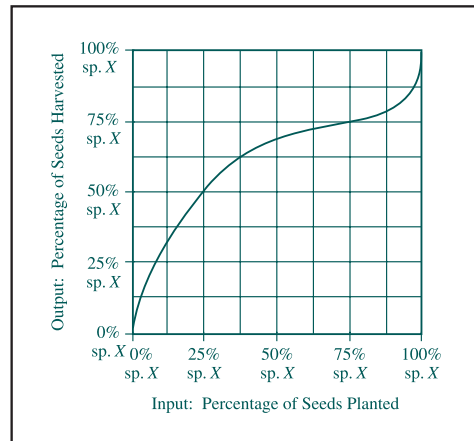


## Biology-E Section

12. Which of the following individuals is most fit in evolutionary terms?
- (A) A child who does not become infected with any of the usual childhood diseases, such as measles or chicken pox
  - (B) A woman of 40 with seven adult offspring
  - (C) A woman of 80 who has one adult offspring
  - (D) A 100-year old man with no offspring
  - (E) A childless man who can run a mile in less than five minutes

## Questions 13-14

Known numbers of seeds from two species ( $X$  and  $Y$ ) of annual plants are mixed together in different proportions and planted in five small plots of soil in the spring. The plants grow, flower, and produce seeds. It is found that the percentage of seeds of species  $X$  and species  $Y$  in the harvest is usually different from the proportion that was planted, although the total number of seeds produced is the same as the number of seeds planted. The data are plotted on the graph below.



13. What mixture of seeds was harvested in the plot that was planted with 25 percent species  $X$  and 75 percent species  $Y$ ?

	$X$	$Y$
(A)	25%	75%
(B)	40%	60%
(C)	50%	50%
(D)	60%	40%
(E)	75%	25%

14. What do the data suggest about the ecological relationship between species  $X$  and species  $Y$ ?

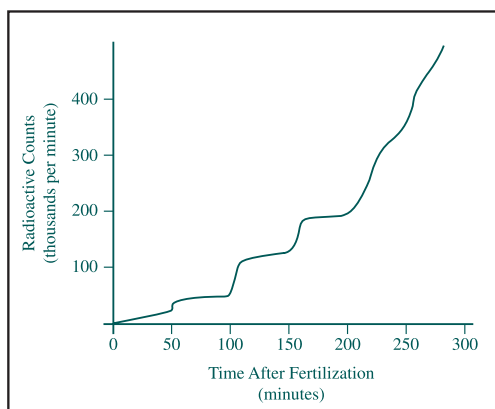
- (A)  $X$  and  $Y$  are mutualistic for low percentages of  $X$  seeds.
- (B)  $X$  and  $Y$  are mutualistic for high percentages of  $X$  seeds.
- (C)  $X$  and  $Y$  compete when both  $X$  and  $Y$  seeds are present.
- (D)  $Y$  competes successfully against  $X$  at all percentages of  $X$  and  $Y$  seeds.
- (E)  $X$  is a parasite of  $Y$  when  $Y$  is rare.

## Biology-M Section

15. Which of the following most accurately reveals common ancestry among many different species of organisms?
- (A) The amino acid sequence of their cytochrome c
  - (B) Their ability to synthesize hemoglobin
  - (C) The percentage of their body weight that is fat
  - (D) The percentage of their body surface that is used in gas exchange
  - (E) The mechanism of their mode of locomotion

### Questions 16-17

Thymine is used by animal cells primarily for the synthesis of DNA. A group of sea urchin eggs was fertilized in sea water containing radioactive thymine. Following fertilization, samples of embryos were removed at regular intervals and the radioactivity in the nucleic acid was measured in counts per minute. The results obtained are shown in the figure below.



16. The increase in radioactivity of the embryos with time probably results from
- (A) synthesis of new proteins by the developing embryos
  - (B) synthesis of radioactive thymine by the developing embryos
  - (C) oxidation of radioactive thymine
  - (D) incorporation of radioactive thymine in new cell membranes
  - (E) incorporation of radioactive thymine in new DNA during replication

17. An appropriate control to show that this experiment measures DNA synthesis and not RNA synthesis would be to perform the same procedures but
- (A) not fertilize the eggs
  - (B) sample the embryos at longer time intervals
  - (C) add radioactive uracil instead of radioactive thymine
  - (D) fertilize the eggs in sea water that does not contain radioactive thymine
  - (E) count the number of cells in the embryos at the beginning and at the end of the experiment

### ANSWERS

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

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. B (1) | 6. A (1)  | 11. B (4) | 16. E (4) |
| 2. A (3) | 7. D (3)  | 12. B (3) | 17. C (3) |
| 3. C (3) | 8. A (4)  | 13. C (3) |           |
| 4. E (2) | 9. B (4)  | 14. C (5) |           |
| 5. B (2) | 10. D (2) | 15. A (2) |           |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/biologyanswers](http://SATSubjectTests.org/biologyanswers) to view and download the complete document.

# Chemistry

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Skills Covered in the Context of Chemistry

- Recalling knowledge: remembering fundamental concepts and specific information; demonstrating familiarity with terminology (about 20% of test)
- Applying knowledge of a single principle to unfamiliar and/or practical situations to obtain a qualitative result or solve a quantitative problem (about 45% of test)
- Synthesizing knowledge: inferring and deducing from qualitative and/or quantitative data; integrating two or more relationships to draw conclusions or solve problems (about 35% of test)

## Important Things to Note on This Subject Test

- A periodic table indicating the atomic numbers and masses of elements is provided for all test administrations.
- Problem solving requires simple numerical calculations.
- The metric system of units is used.
- Calculator use is not permitted.

## Recommended Preparation

- One-year introductory chemistry course at the college-preparatory level
- Laboratory experience—a significant factor in developing reasoning and problem-solving skills—even though this multiple-choice test can only test lab skills in a limited way, as in data analysis
- Mathematics preparation that enables handling simple algebraic relationships and applying these to solving word problems
- Familiarity with the concepts of ratios, direct and inverse proportions, exponents, and scientific notation

FORMAT/CONTENT	Approximate % of Test
85 multiple-choice questions	
<b>Topics Covered</b>	
<b>Structure of Matter</b>	<b>25%</b>
<b>Atomic Structure</b> , including experimental evidence of atomic structure, quantum numbers and energy levels (orbitals), electron configurations, periodic trends	
<b>Molecular Structure</b> , including Lewis structures, three-dimensional molecular shapes, polarity	
<b>Bonding</b> , including ionic, covalent and metallic bonds; relationships of bonding to properties and structures; intermolecular forces such as hydrogen bonding, dipole-dipole forces, dispersion (London) forces	
<b>States of Matter</b>	<b>16%</b>
<b>Gases</b> , including the kinetic molecular theory, gas law relationships, molar volumes, density, stoichiometry	
<b>Liquids and Solids</b> , including intermolecular forces in liquids and solids, types of solids, phase changes, and phase diagrams	
<b>Solutions</b> , including molarity and percent by mass concentrations, solution preparation and stoichiometry, factors affecting solubility of solids, liquids and gases, qualitative aspects of colligative properties	
<b>Reaction Types</b>	<b>14%</b>
<b>Acids and Bases</b> , including Brønsted-Lowry theory, strong and weak acids and bases, pH, titrations, indicators	
<b>Oxidation-Reduction</b> , including recognition of oxidation-reduction reactions, combustion, oxidation numbers, use of reduction potentials	
<b>Precipitation</b> , including basic solubility rules	
<b>Stoichiometry</b>	<b>14%</b>
<b>Mole Concept</b> , including molar mass, Avogadro's number, empirical and molecular formulas	
<b>Chemical Equations</b> , including the balancing of equations, stoichiometric calculations, percent yield, and limiting reactants	
<b>Equilibrium and Reaction Rates</b>	<b>5%</b>
<b>Equilibrium Systems</b> , including factors affecting position of equilibrium (Le Châtelier's principle) in gaseous and aqueous systems, equilibrium constants, and equilibrium expressions	
<b>Rates of Reactions</b> , including factors affecting reaction rates, potential energy diagrams, activation energies	

(continued)

FORMAT/CONTENT	Approximate % of Test
<b>Topics Covered</b>	
<b>Thermochemistry</b> Including conservation of energy, calorimetry and specific heats, enthalpy (heat) changes associated with phase changes and chemical reactions, heating and cooling curves, entropy	<b>6%</b>
<b>Descriptive Chemistry</b> Including common elements, nomenclature of ions and compounds, periodic trends in chemical and physical properties of the elements, reactivity of elements and prediction of products of chemical reactions, examples of simple organic compounds and compounds of environmental concern	<b>12%</b>
<b>Laboratory</b> Including knowledge of laboratory equipment, measurements, procedures, observations, safety, calculations, data analysis, interpretation of graphical data, drawing conclusions from observations and data	<b>8%</b>

## Sample Questions

Three types of questions are used in the Chemistry Subject Test: classification questions, relationship analysis questions, and five-choice completion questions. The types are noted at right in the practice questions that follow. The directions given match those that are in the test. Relationship analysis questions use a different format, and you'll mark your answers to them in a separate section of the answer sheet, as explained in the directions.

**Note:** For all questions involving solutions, assume that the solvent is water unless otherwise stated.

### Directions for Classification Questions

Each set of lettered choices below refers to the numbered statements or questions immediately following it. Select the one lettered choice that best fits each statement or answers each question and then fill in the corresponding bubble on the answer sheet. A choice may be used once, more than once, or not at all in each set.

Questions 1-3 refer to the following aqueous solutions.

- (A) 0.1 *M* HCl
- (B) 0.1 *M* NaCl
- (C) 0.1 *M* HC<sub>2</sub>H<sub>3</sub>O<sub>2</sub>
- (D) 0.1 *M* CH<sub>3</sub>OH
- (E) 0.1 *M* KOH

1. Is weakly acidic
2. Has the highest pH
3. Reacts with an equal volume of 0.05 *M* Ba(OH)<sub>2</sub> to form a solution with pH = 7

Questions 4-6 refer to the following ionic species.

- (A) X<sup>+</sup>
- (B) X<sup>2+</sup>
- (C) X<sup>3+</sup>
- (D) XO<sub>3</sub><sup>2-</sup>
- (E) XO<sub>4</sub><sup>2-</sup>

4. A type of ion found in sodium acetate
5. A type of ion found in aluminum oxide
6. A type of ion found in potassium phosphate

Questions 7-10 refer to the following atoms in the ground state.

- (A) Ar
- (B) O
- (C) S
- (D) Ti
- (E) U

7. Has the electron configuration  $1s^2 2s^2 2p^6 3s^2 3p^4$
8. Has the same number of electrons as Ca<sup>2+</sup>
9. Has electrons in *f* orbitals
10. Is the LEAST chemically reactive



On the actual Chemistry Test, the following type of question must be answered on a special section (labeled "Chemistry") at the lower left-hand corner of your answer sheet. These questions will be numbered beginning with 101 and must be answered according to the following directions.

### Sample Answer Grid

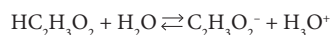
\*Fill in bubble CE (correct explanation) only if statement II is a correct explanation of the true statement I.

	I		II		CE*
101	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Directions for Relationship Analysis Questions

Each question below consists of two statements, I in the left-hand column and II in the right-hand column. For each question, determine whether statement I is true or false and whether statement II is true or false and fill in the corresponding T or F bubbles on your answer sheet. \*Fill in bubble CE only if statement II is a correct explanation of the true statement I.

- | I   | BECAUSE | II   |
|---|---------|--|
| 101. The rate at which sugar dissolves in water increases with stirring |         | stirring exposes the surface of a solute crystal to a less concentrated layer of solution. |
| 102. Diamond has a high melting point                                   |         | in a diamond crystal, the carbon atoms are held in place by ionic bonds.                   |
| 103. Potassium has a lower first ionization energy than lithium has     |         | potassium has more protons in its nucleus than lithium has.                                |
| 104. Zinc metal will reduce $\text{Cu}^{2+}$ in solution                |         | zinc is a more active metal than copper is.  |



- |  |         |   |
|--|---------|---|
| 105. If some acetic acid, $\text{HC}_2\text{H}_3\text{O}_2$ , is added to the equilibrium mixture represented by the equation above, the concentration of $\text{H}_3\text{O}^+$ decreases | BECAUSE | the equilibrium constant of a reaction changes as the concentration of the reactants changes. |
|--|---------|---|

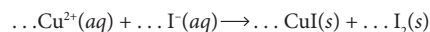
On the actual Chemistry Test, the remaining questions must be answered by returning to the section of your answer sheet you started for the Chemistry Test.

### Directions for Five-Choice Completion Questions

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

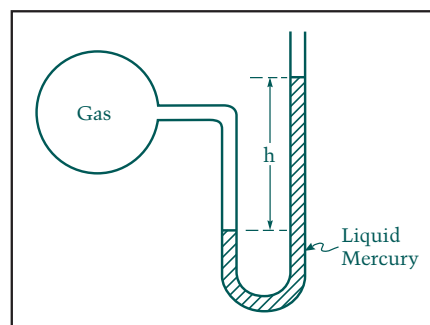
11. The hydrogen ion concentration of a solution prepared by diluting 50. mL of 0.10 M  $\text{HNO}_3(aq)$  with water to 500. mL of solution is

- (A) 0.0010 M (B) 0.0050 M (C) 0.010 M  
(D) 0.050 M (E) 1.0 M



12. When the equation above is balanced and all coefficients are reduced to lowest whole-number terms, the coefficient for  $\text{I}^{-}(aq)$  is

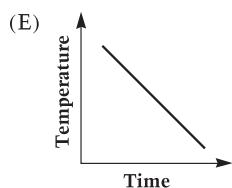
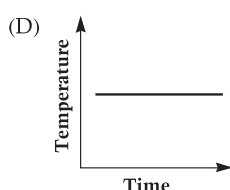
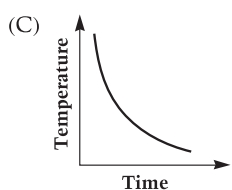
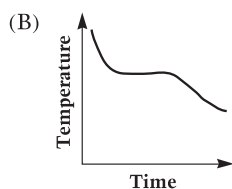
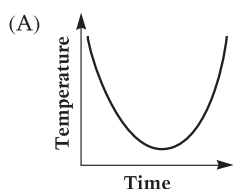
- (A) 1 (B) 2 (C) 3  
(D) 4 (E) 5



13. The bulb of the open-end manometer shown above contains a gas. True statements about this system include which of the following?

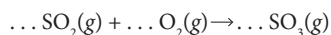
- I. Only atmospheric pressure is exerted on the exposed mercury surface in the right side of the tube.  
II. The gas pressure is greater than atmospheric pressure.  
III. The difference in the height,  $h$ , of mercury levels is equal to the pressure of the gas.
- (A) II only  
(B) III only  
(C) I and II only  
(D) I and III only  
(E) I, II, and III

14. A thermometer is placed in a test tube containing a melted pure substance. As slow cooling occurs, the thermometer is read at regular intervals until well after the sample has solidified. Which of the following types of graphs is obtained by plotting temperature *versus* time for this experiment?



15. One can predict that the geometric configuration for which of the following molecules is NOT correct?

- (A)  $\text{PF}_3$  trigonal planar  
 (B)  $\text{CF}_4$  tetrahedral  
 (C)  $\text{CHCl}_3$  irregular tetrahedron  
 (D)  $\text{OF}_2$  bent (*v*-shaped)  
 (E)  $\text{HF}$  linear

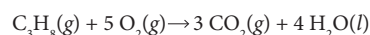


16. According to the reaction represented by the unbalanced equation above, how many moles of  $\text{SO}_2(\text{g})$  are required to react completely with 1 mole of  $\text{O}_2(\text{g})$ ?

- (A) 0.5 mol      (B) 1 mol      (C) 2 mol  
 (D) 3 mol      (E) 4 mol

17. Analysis by mass of a certain compound shows that it contains 14 percent hydrogen and 86 percent carbon. Which of the following is the most informative statement that can properly be made about the compound on the basis of these data?

- (A) It is a hydrocarbon.  
 (B) Its empirical formula is  $\text{CH}_2$ .  
 (C) Its molecular formula is  $\text{C}_2\text{H}_4$ .  
 (D) Its molar mass is 28 g/mol.  
 (E) It contains a triple bond.



18. The combustion of propane,  $\text{C}_3\text{H}_8(\text{g})$ , proceeds according to the equation above. How many grams of water will be formed in the complete combustion of 44.0 grams of propane?

- (A) 4.50 g      (B) 18.0 g      (C) 44.0 g  
 (D) 72.0 g      (E) 176 g

19. The number of oxygen atoms in 0.50 mole of  $\text{KHSO}_4$  is

- (A)  $1.2 \times 10^{23}$   
 (B)  $2.4 \times 10^{23}$   
 (C)  $3.0 \times 10^{23}$   
 (D)  $1.2 \times 10^{24}$   
 (E)  $2.4 \times 10^{24}$

20. All of the following statements about carbon dioxide are true EXCEPT:

- (A) It can be prepared by the action of acid on limestone.  
 (B) It is used to extinguish fires.  
 (C) It dissolves in water at room temperature.  
 (D) It sublimes rather than melts at  $20^\circ\text{C}$  and 1 atmosphere pressure.  
 (E) It is less dense than air at a given temperature and pressure.

21. For elements in the left-most column of the periodic table, properties that have increasing values as the atomic number increases include which of the following?

- I. Ionization energy (potential)  
 II. Atomic radius  
 III. Atomic mass  
 (A) I only  
 (B) III only  
 (C) I and II only  
 (D) II and III only  
 (E) I, II, and III

22. All of the following can act as Brønsted-Lowry acids (proton donors) in aqueous solution EXCEPT

- (A) HI                      (B)  $\text{NH}_4^+$                       (C)  $\text{HCO}_3^-$   
 (D)  $\text{H}_2\text{S}$                       (E)  $\text{NH}_3$

### ANSWERS

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

1. C (2)                      5. C (1)                      9. E (2)  
 2. E (3)                      6. A (2)                      10. A (2)  
 3. A (4)                      7. C (3)  
 4. A (3)                      8. A (3)

Questions 101–105: See box for difficulty level.

	I	II	CE	Diff. Level
101	● (F)	● (F)	●	3
102	● (F)	⊖ (F)	○	3
103	● (F)	● (F)	○	3
104	● (F)	● (F)	●	4
105	⊖ (F)	⊖ (F)	●	5

11. C (3)                      16. C (2)                      21. D (3)  
 12. D (2)                      17. B (3)                      22. E (4)  
 13. C (4)                      18. D (2)  
 14. B (3)                      19. D (1)  
 15. A (3)                      20. E (3)

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/chemistryanswers](http://SATSubjectTests.org/chemistryanswers) to view and download the complete document.

## Physics

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

### Skills Covered in the Context of Physics

- Recalling and understanding of the major concepts of physics and the application of these physical principles to solve specific problems
  - Fundamental Knowledge: remembering and understanding concepts or information (about 12%–20% of test)
  - Single-Concept Problems: applying a single physical relation or concept (about 48%–64% of test)
  - Multiple-Concept Problems: integrating of two or more physical relationships or concepts (about 20%–35% of test)
- Understanding simple algebraic, trigonometric, and graphical relationships and the concepts of ratio and proportion and the application of these to physics problems
- Application of laboratory skills in the context of the physics content outlined below

### Important Things to Note on This Subject Test

- Numerical calculations are not emphasized and are limited to simple arithmetic.
- Questions predominantly use the metric system; pay attention to the units stated.
- You should assume that the direction of any current is the direction of flow of positive charge (conventional current).
- Calculator use is not permitted.

### Recommended Preparation

- One-year introductory physics course on the college-preparatory level
- Laboratory experience—a significant factor in developing reasoning and problem-solving skills—even though this test can only measure lab skills in a limited way, such as data analysis

FORMAT/CONTENT	Approximate % of Test
75 multiple-choice questions	
<b>Topics Covered</b>	
<b>Mechanics</b> <b>Kinematics</b> , such as velocity, acceleration, and motion in one and two dimensions <b>Dynamics</b> , such as force, Newton's laws, statics, and friction <b>Energy and Momentum</b> , such as potential and kinetic energy, work, power, impulse, and conservation laws <b>Circular Motion</b> , such as uniform circular motion and centripetal force <b>Simple Harmonic Motion</b> , such as mass on a spring and the pendulum <b>Gravity</b> , such as the law of gravitation, orbits, and Kepler's laws	<b>36%–42%</b>
<b>Electricity and Magnetism</b> <b>Electric Fields, Forces and Potentials</b> , such as Coulomb's law, induced charge, field and potential of groups of point charges, and charged particles in electric fields <b>Capacitance</b> , such as parallel-plate capacitors and time-varying behavior in charging/discharging <b>Circuit Elements and DC Circuits</b> , such as resistors, light bulbs, series and parallel networks, Ohm's law, and Joule's law <b>Magnetism</b> , such as permanent magnets, fields caused by currents, particles in magnetic fields, Faraday's law, and Lenz's law	<b>18%–24%</b>
<b>Waves and Optics</b> <b>General Wave Properties</b> , such as wave speed, frequency, wavelength, superposition, standing waves, and Doppler effect <b>Reflection and Refraction</b> , such as Snell's law and changes in wavelength and speed <b>Ray Optics</b> , such as image formation using pinholes, mirrors, and lenses <b>Physical Optics</b> , such as single-slit diffraction, double-slit interference, polarization, and color	<b>15%–19%</b>
<b>Heat and Thermodynamics</b> <b>Thermal Properties</b> , such as temperature, heat transfer, specific and latent heats, and thermal expansion <b>Laws of Thermodynamics</b> , such as first and second laws, internal energy, entropy, and heat engine efficiency	<b>6%–11%</b>

FORMAT/CONTENT	Approximate % of Test
<b>Modern Physics</b> <b>Quantum Phenomena</b> , such as photoelectric effect and electron diffraction <b>Atomic</b> , such as the Rutherford and Bohr models, atomic energy levels, and atomic spectra <b>Nuclear Physics</b> , such as radioactivity, fission, fusion, and other nuclear processes <b>Relativity</b> , such as time dilation, length contraction, and mass-energy equivalence	<b>6%–11%</b>
<b>Miscellaneous</b> <b>General</b> , such as history of physics and general questions that overlap several major topics <b>Analytical Skills</b> , such as graphical analysis, measurement, and math skills <b>New Topics in Physics</b> , current developments in such areas as astrophysics, elementary particle physics, nanophysics, and new technological applications of physics	<b>4%–9%</b>

## Sample Questions

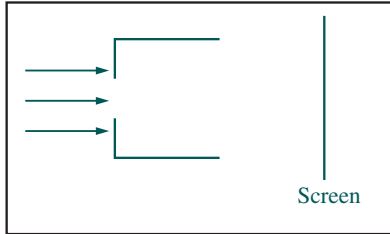
Two types of questions are used in the Physics Subject Test: classification questions and five-choice completion questions. Both are noted in the following samples. The directions that follow match those that are in the test. All questions in the test are multiple-choice questions in which you must choose the BEST response from the five choices offered.

### Part A

#### Directions

Each set of lettered choices on the next page refers to the numbered questions immediately following it. Select the one lettered choice that best answers each question and then fill in the corresponding bubble on the answer sheet. A choice may be used once, more than once or not at all in each set.

Questions 1-2



A beam of light is incident on a rectangular opening in the front of a box, as shown in the side view above. The back of the box is open. After passing through the box, the light is incident on a screen. The following devices may be in the box, positioned as shown below.

- (A) A convex lens      (B) A concave lens      (C) A thick sheet of glass

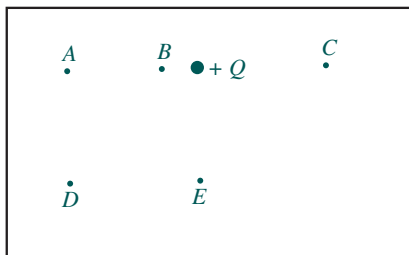


- (D) An opaque card with a very narrow slit      (E) A prism with vertex pointing downward



- Which device could produce a tiny spot of light on the screen?
- Which device could produce a diffraction pattern consisting of a central bright fringe with parallel secondary fringes that decrease in intensity with increasing distance from the center of the screen?

Questions 3-4 relate to a point charge  $+Q$  fixed in position, as shown below. Five points near the charge and in the plane of the page are shown.



- At which point will the magnitude of the electric field be least?
- At which point will an electron experience a force directed toward the top of the page?

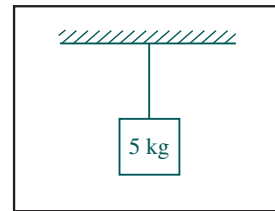
Part B

Directions

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

- When a vector of magnitude 6 units is added to a vector of magnitude 8 units, the magnitude of the resultant vector will be

- (A) exactly 2 units  
 (B) exactly 10 units  
 (C) exactly 14 units  
 (D) 0 units, 10 units, or some value between them  
 (E) 2 units, 14 units, or some value between them



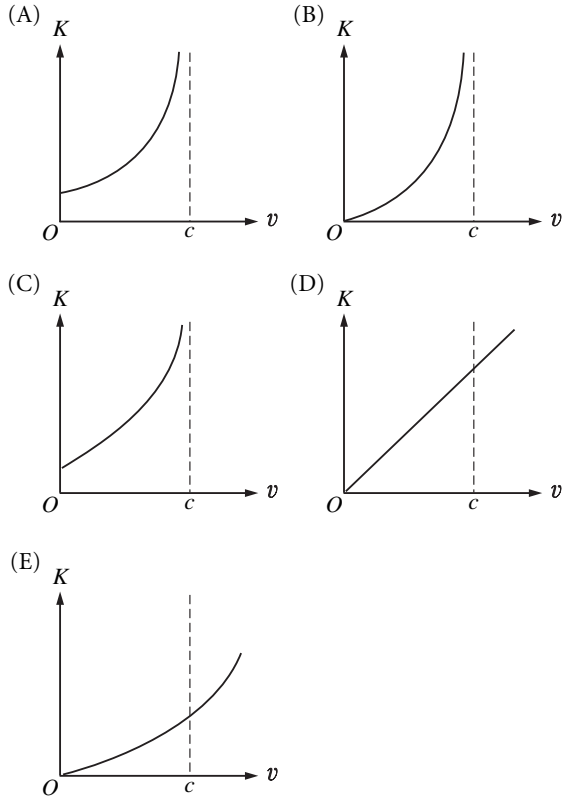
- A 5-kilogram block is suspended by a cord from the ceiling, as shown above. The force exerted on the block by the cord is most nearly

- (A) zero  
 (B) 25 N  
 (C) 50 N  
 (D) 100 N  
 (E) 200 N

- An experiment is performed to measure the specific heat of copper. A lump of copper is heated in an oven, then dropped into a beaker of water. To calculate the specific heat of copper, the experimenter must know or measure the value of all of the quantities below EXCEPT the

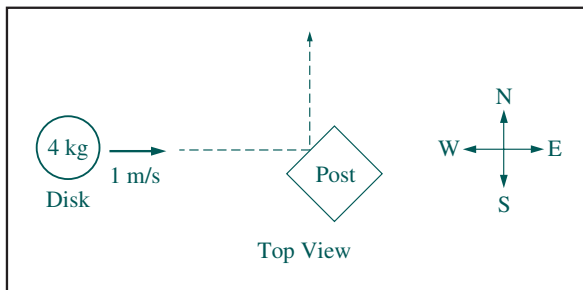
- (A) mass of the water  
 (B) original temperatures of the copper and the water  
 (C) final (equilibrium) temperature of the copper and the water  
 (D) time taken to achieve equilibrium after the copper is dropped into the water  
 (E) specific heat of the water

8. Which of the following graphs best represents the kinetic energy  $K$  of an elementary particle as a function of its speed  $v$ , where  $c$  is the speed of light?



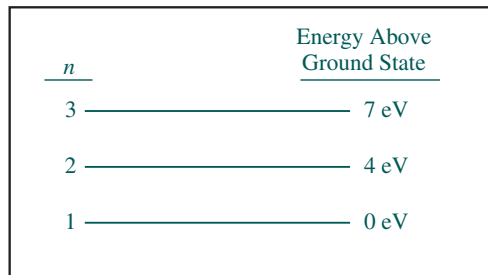
9. In a given process, 12 joules of heat is added to an ideal gas and the gas does 8 joules of work. Which of the following is true about the internal energy of the gas during this process?

- (A) It has increased by 20 joules.
- (B) It has increased by 4 joules.
- (C) It has not changed.
- (D) It has decreased by 4 joules.
- (E) It has decreased by 20 joules.



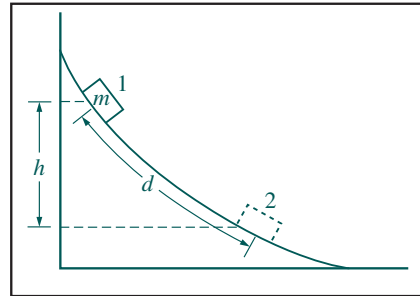
10. A 4-kilogram disk slides over level ice toward the east at a velocity of 1 meter per second, as shown at the bottom of the left-hand column. The disk strikes a post and rebounds toward the north at the same speed. The change in the magnitude of the eastward component of the momentum of the disk is

- (A)  $-4 \text{ kg} \cdot \text{m/s}$
- (B)  $-1 \text{ kg} \cdot \text{m/s}$
- (C)  $0 \text{ kg} \cdot \text{m/s}$
- (D)  $1 \text{ kg} \cdot \text{m/s}$
- (E)  $4 \text{ kg} \cdot \text{m/s}$



11. Three energy levels of an atom are shown above. Atoms in the  $n = 2$  state can spontaneously emit photons having which of the following energies?

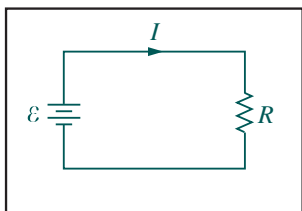
- (A) 4 eV only
- (B) 7 eV only
- (C) 3 eV and 4 eV only
- (D) 3 eV and 7 eV only
- (E) 3 eV, 4 eV, and 7 eV



12. A box of mass  $m$  is released from rest at position 1 on the frictionless curved track shown above. It slides a distance  $d$  along the track in time  $t$  to reach position 2, dropping a vertical distance  $h$ . Let  $v$  and  $a$  be the instantaneous speed and instantaneous acceleration, respectively, of the box at position 2. Which of the following equations is valid for this situation?

- (A)  $h = vt$
- (B)  $h = \frac{1}{2}gt^2$
- (C)  $d = \frac{1}{2}at^2$
- (D)  $v^2 = 2ad$
- (E)  $mgh = \frac{1}{2}mv^2$

Questions 13-14 relate to the following circuit.



A single resistor  $R$  is connected to a battery as shown above. The current is  $I$  and the power dissipated as heat is  $P$ . The circuit is changed by doubling the emf  $\mathcal{E}$  of the battery while  $R$  is kept constant.

13. After the change, the current is
- (A)  $\frac{I}{4}$       (B)  $\frac{I}{2}$       (C)  $I$   
 (D)  $2I$       (E)  $4I$
14. After the change, the power dissipated in  $R$  is
- (A)  $\frac{P}{4}$       (B)  $\frac{P}{2}$       (C)  $P$   
 (D)  $2P$       (E)  $4P$
15. Which of the following is true of the magnetic field produced by a current in a long, straight wire?
- (A) The field is uniform.  
 (B) The field increases in strength as the distance from the wire increases.  
 (C) The field lines are directed parallel to the wire, but opposite to the direction of the current.  
 (D) The field lines are directed radially outward from the wire.  
 (E) The field lines form circles about the wire.
16. The Earth has a radius of 6,400 kilometers. A satellite orbits the Earth at a distance of 12,800 kilometers from the center of the Earth. If the weight of the satellite on Earth is 100 kilonewtons, the gravitational force on the satellite in orbit is
- (A) 11 kilonewtons  
 (B) 25 kilonewtons  
 (C) 50 kilonewtons  
 (D) 100 kilonewtons  
 (E) 200 kilonewtons

17. A pendulum of length  $\ell$  with a bob of mass  $m$  is oscillating with small amplitude. Which of the following changes in the pendulum would double its period?
- (A) Doubling the mass  $m$  of the bob  
 (B) Doubling the initial force used to set the pendulum in motion  
 (C) Doubling the amplitude of the pendulum's swing  
 (D) Quadrupling the mass  $m$  of the bob  
 (E) Quadrupling the length  $\ell$  of the pendulum

**Questions 18-19**

A piece of chalk is thrown vertically upward and caught during its descent at the same height from which it was thrown. Position is measured from the location of the chalk when it left the hand. The positive direction for position, velocity, and acceleration is upward.

18. What are the signs of the position, velocity, and acceleration during the ascending part of the trajectory?

	<u>POSITION</u>	<u>VELOCITY</u>	<u>ACCELERATION</u>
(A)	Positive	Positive	Positive
(B)	Positive	Positive	Negative
(C)	Positive	Negative	Negative
(D)	Negative	Positive	Negative
(E)	Negative	Negative	Negative

19. What are the signs of the position, velocity, and acceleration during the descending part of the trajectory?

	<u>POSITION</u>	<u>VELOCITY</u>	<u>ACCELERATION</u>
(A)	Positive	Positive	Positive
(B)	Positive	Positive	Negative
(C)	Positive	Negative	Negative
(D)	Negative	Positive	Negative
(E)	Negative	Negative	Negative

**ANSWERS**

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

- |         |          |          |          |
|---------|----------|----------|----------|
| 1. A(3) | 7. D(3)  | 13. D(3) | 19. C(5) |
| 2. D(3) | 8. B(2)  | 14. E(5) |          |
| 3. D(1) | 9. B(3)  | 15. E(3) |          |
| 4. E(2) | 10. A(4) | 16. B(5) |          |
| 5. E(2) | 11. A(4) | 17. E(4) |          |
| 6. C(1) | 12. E(4) | 18. B(4) |          |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/physicsanswers](http://SATSubjectTests.org/physicsanswers) to view and download the complete document.

## Chinese with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**Remember to bring an acceptable CD player and fresh batteries with you on test day.** See pages 4–5 for more information.

## Skills Covered in the Context of the Chinese Language

**Listening Comprehension:** These questions test the ability to understand the spoken language and are based on short, spoken dialogues and narratives primarily about everyday topics. There are two different kinds of listening comprehension questions:

(A) a spoken statement, question or exchange, followed by a choice of three possible responses (also spoken); (B) a spoken dialogue or monologue with a printed question or questions (in English) about what was said.

**Usage:** These questions ask you to select the answer that best completes a Chinese sentence in a way that's structurally and logically correct. Questions are written to reflect instructional practices of the curriculum. This section of the test is therefore presented in four columns across two pages of the test booklet to allow each question and its answer choices to be shown in four different ways of representing Chinese: traditional and simplified Chinese characters on the left page, and phonetic transcriptions in Pinyin romanization and the Chinese phonetic alphabet (Bopomofo) on the right page. You should choose the writing form with which you are most familiar and read only from that column.

**Reading Comprehension:** Reading comprehension questions test your understanding of such points as main and supporting ideas, themes, and the setting of passages. Some of the passages are based on real-life materials such as timetables, forms, advertisements, notes, letters, diaries, and newspaper articles. All passages are written in both traditional and simplified Chinese characters. Most questions deal with understanding of literal meaning, although some inference questions may be included. All reading comprehension questions are in English.

## Recommended Preparation

- Three to four years of Mandarin Chinese language study in high school or the equivalent
- Gradual development of competence in Chinese over a period of years
- Review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board

FORMAT/CONTENT	Approximate % of Test
85 multiple-choice questions	
<b>Skills Measured</b>	
<b>Listening Section (20 minutes)</b>	
Listening comprehension	33%
<b>Reading Section (40 minutes)</b>	
Usage	33%
Reading comprehension	33%

## Sample Listening Questions

All questions in the test are multiple choice. You must choose the best response from the three or four choices offered for each question.

When the test is administered, all spoken Chinese will be presented by CD playback. All text appearing here in square brackets [ ] is spoken.

### Part A

#### Directions

(Narrator) [Directions: In this part of the test you will hear short questions, statements or commands in Mandarin Chinese, followed by three responses in Mandarin Chinese, designated (A), (B), and (C). You will hear the questions or statements, as well as the responses, just one time, and they are not printed in your test booklet. Therefore you must listen very carefully. Select the best response and fill in the corresponding bubble on your answer sheet.]

#### Question 1

(Narrator) [ Number 1.

(Man) 今天天氣怎麼樣？

(Woman) (A) 我很好，謝謝。

(B) 星期天不行。

(C) 可能會很冷。 ] (5 seconds)



Question 2

(Narrator) [ Number 2.

(Man) 我馬上就要畢業了。

(Woman) (A) 恭喜你。  
(B) 太客氣。  
(C) 也好看。 ] (5 seconds)

Question 3

(Narrator) [ Number 3.

(Man) 這本書貴不貴?

(Woman) 不貴, 也不便宜。

(Man) (A) 多久了?  
(B) 多少錢?  
(C) 多不多? ] (5 seconds)

Question 4

(Narrator) [ Number 4.

(Woman) 我們今天應該用鉛筆還是用鋼筆?

(Man) 用鉛筆。你帶來了嗎?

(Woman) (A) 鋼筆比鉛筆貴。  
(B) 這枝毛筆很好用。  
(C) 兩種筆我都帶了。 ] (5 seconds)

Part B

Directions

(Narrator): [Directions: You will now hear a series of short selections. You will hear them only once, and they are not printed in your test booklet. After each selection, you will be asked to answer one or more questions about what you have just heard. These questions, each with four possible answers, are printed in your test booklet. Select the best answer to each question from among the four choices given and fill in the corresponding bubble on your answer sheet. You will have 15 seconds to answer each question.]

Questions 5-6

(Narrator) [ Questions 5 and 6. Listen to find out what the woman will do next summer.

(Woman) 你去過香港嗎?

(Man) 沒去過, 可是我明年夏天從日本到中國去的時候會經過香港。

(Woman) 明年夏天, 我得留在美國上暑期班, 哪兒都不能去。

(Narrator) Now answer questions 5 and 6. ] (30 seconds)

5. Where will the woman spend the summer next year?

- (A) In China
- (B) In Japan
- (C) In Hong Kong
- (D) In the United States

6. What will the woman do?

- (A) Visit friends
- (B) Go to school
- (C) Look for a job
- (D) Travel abroad

Question 7

(Narrator) [ Question 7. Listen to find out what the tour guide is telling the group of tourists.

(Woman) 請大家注意: 友誼商店到了, 現在是十點鐘, 不要忘了我們十一點鐘在這兒上車, 去美術館。

(Narrator) Now answer question 7. ] (15 seconds)

7. What will the tourists most likely do after the announcement?

- (A) Claim their luggage
- (B) Go shopping
- (C) Call a taxi
- (D) Leave the art museum

## Sample Usage Questions

### Directions

This section consists of a number of incomplete statements, each of which has four possible completions. Select the word or phrase that best completes the sentence structurally and logically and fill in the corresponding bubble on your answer sheet.

This section of the test is presented in four columns across two pages to allow each item to be shown in four different ways of representing Chinese: traditional characters, simplified characters, pinyin romanization, and the Chinese phonetic alphabet (Bopomofo). TO SAVE TIME, CHOOSE THE WRITING FORM WITH WHICH YOU ARE MOST FAMILIAR AND **READ ONLY FROM THAT COLUMN** AS YOU WORK THROUGH THIS SECTION OF THE TEST.

8. 我很喜歡這部電影。你 \_\_\_\_ ?

- (A) 啊
- (B) 嗎
- (C) 吧
- (D) 呢

8. 我很喜欢这部电影。你 \_\_\_\_ ?

- (A) 啊
- (B) 吗
- (C) 吧
- (D) 呢

9. 我從來沒吃 \_\_\_\_ 這麼好吃的菜。

- (A) 得
- (B) 過
- (C) 給
- (D) 成

9. 我从来没吃 \_\_\_\_ 这么好吃的菜。

- (A) 得
- (B) 过
- (C) 给
- (D) 成

10. \_\_\_\_ 我哥哥比我大五歲，  
\_\_\_\_ 我比哥哥高得多。

- (A) 雖然 ..... 可是
- (B) 因為 ..... 所以
- (C) 既然 ..... 就
- (D) 就是 ..... 也

10. \_\_\_\_ 我哥哥比我大五岁，  
\_\_\_\_ 我比哥哥高得多。

- (A) 虽然 ..... 可是
- (B) 因为 ..... 所以
- (C) 既然 ..... 就
- (D) 就是 ..... 也

11. 星期天我要在家休息， \_\_\_\_ 。

- (A) 不去都哪兒
- (B) 都哪兒不去
- (C) 不去哪兒都
- (D) 哪兒都不去

11. 星期天我要在家休息， \_\_\_\_ 。

- (A) 不去都哪儿
- (B) 都哪儿不去
- (C) 不去哪儿都
- (D) 哪儿都不去

8. Wǒ hěn xǐhuan zhèi bù diànyǐng. Nǐ \_\_\_\_\_?

- (A) a
- (B) ma
- (C) ba
- (D) ne

8. 我 很 喜 欢 这 部 电 影 。 你 \_\_\_\_\_?

- (A) 呀
- (B) 吗
- (C) 呢
- (D) 吧

9. Wǒ cónglái méi chī \_\_\_\_\_ zhème hǎochī de cài.

- (A) de
- (B) guo
- (C) gěi
- (D) chéng

9. 我 从 来 没 有 吃 过 \_\_\_\_\_ 这 么 好 吃 的 菜 。

- (A) 过
- (B) 给
- (C) 呢
- (D) 成

10. \_\_\_\_\_ wǒ gēge bǐ wǒ dà wǔ suì,  
\_\_\_\_\_ wǒ bǐ gēge gāo de duō.

- (A) Suīrán ..... kěshì
- (B) Yīnwei ..... suǒyǐ
- (C) Jìrán ..... jiù
- (D) Jiùshì ..... yě

10. \_\_\_\_\_ wǒ gēge bǐ wǒ dà wǔ suì,  
\_\_\_\_\_ wǒ bǐ gēge gāo de duō.

- (A) 虽 然 ..... 可 是
- (B) 因 为 ..... 所 以
- (C) 既 然 ..... 就
- (D) 既 使 ..... 也

11. Xīngqītiān wǒ yào zài jiā xiūxi, \_\_\_\_\_.

- (A) bú qù dōu nǎr
- (B) dōu nǎr bú qù
- (C) bú qù nǎr dōu
- (D) nǎr dōu bú qù

11. 星 期 天 我 要 在 家 休 息 ， \_\_\_\_\_。

- (A) 去 哪 里 都 不 去
- (B) 去 哪 里 都 去
- (C) 去 哪 里 也 不 去
- (D) 去 哪 里 也 去

## Sample Reading Questions

### Questions 12-13

老王：

李平剛才打電話來說他病了，  
今天不能來上課。請你幫他代課。

小陳

老王：

李平剛才打電話來說他病了，  
今天不能來上課。請你幫他代課。

小陳

12. This note tells us that

- (A) Wang is a teacher and Li is a student
- (B) Wang is a teacher and Chen is a student
- (C) Wang and Li are both teachers
- (D) Li and Chen are both students

13. Who called in sick?

- (A) Wang
- (B) Chen
- (C) Lin
- (D) Li

### Questions 14-15

亞洲航空公司四月五日  
宣佈，因暑期旅客增多，所  
以計劃增加飛往美國各大城  
市的班機。將於今年六月十五  
日至八月二十日之間，每逢星  
期一、二、四、五、六增加班  
機往返紐約、香港。每週五次。

亞洲航空公司四月五日  
宣布，因暑期旅客增多，所  
以计划增加飞往美国各大城  
市的班机。將於今年六月十五  
日至八月二十日之间，每逢星  
期一、二、四、五、六增加班  
机往返纽约、香港。每周五次。

14. This advertisement is announcing a temporary offer of

- (A) additional destinations
- (B) lower fares
- (C) special discounts
- (D) additional flights

15. When does this offer become effective?

- (A) August 20
- (B) June 15
- (C) April 5
- (D) February 1

### ANSWERS

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

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/chineseanswers](http://SATSubjectTests.org/chineseanswers) to view and download the complete document.

# French and French with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**If you are taking the French with Listening Test, remember to bring an acceptable CD player and fresh batteries with you on test day. See pages 4–5 for more information.**

## Skills Covered in the Context of the French Language

**Precision of Vocabulary:** These questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

**Structure:** These questions measure the ability to select an appropriate word or expression that is grammatically correct within a sentence. One part of the test contains vocabulary and structure questions embedded in longer paragraphs.

**Reading Comprehension:** These questions test understanding of such points as main and supporting ideas, themes, and setting of a passage. Selections are drawn from fiction, essays, historical works, and newspaper articles or everyday materials such as advertisements, timetables, forms, and tickets.

The French with Listening Test also measures the ability to understand spoken language with three types of *listening* questions:

**Type One:** Identify the sentence that most accurately describes what is presented in a picture or photograph.

**Type Two:** Answer general content questions based on short dialogues or monologues.

**Type Three:** Answer more specific questions based on longer dialogues or monologues.

## Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- Three to four years study in high school or the equivalent, or two years of strong preparation
- Gradual development of competence in French over a period of years
- Review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board, if you are taking the French with Listening Test.

FORMAT/CONTENT—FRENCH	Approximate % of Test
85 multiple-choice questions	
<b>Skills Measured</b>	
Vocabulary in context	30%
Structure	30%–40%
Reading comprehension	30%–40%

FORMAT/CONTENT—FRENCH with LISTENING	Approximate % of Test
85–90 multiple-choice listening and reading questions	
<b>Listening Section (20 minutes)</b>	
Pictures	8–12 questions
Short dialogues	10–12 questions
Long dialogues	10–15 questions
<b>Reading Section (40 minutes)</b>	
Vocabulary	16–20 questions
Structure	16–20 questions
Reading comprehension	20–25 questions

## Sample Reading Questions

Four types of reading questions are used in the French Subject Tests. All questions in the tests are multiple-choice questions in which you must choose the BEST response from the four choices offered.

### Part A

Directions
This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding bubble on the answer sheet.

1. Pourquoi es-tu debout si ... puisque tu dois te lever de bonne heure?  
(A) tard (B) loin (C) peu (D) haut
2. Je ne pleure pas! J'ai quelque chose dans ...  
(A) l'oeuvre (B) l'outil (C) l'oreiller (D) l'oeil
3. Les diplomates ont négocié un ... entre les deux pays.  
(A) traitement (B) accord  
(C) agrément (D) concombre

## Part B

### Directions

Each of the following sentences contains a blank. From the four choices given, select the one that can be inserted in the blank to form a grammatically correct sentence and fill in the corresponding bubble on the answer sheet. Choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence.

4. À cette occasion Jean-Louis a mis ----- plus belle chemise et une jolie cravate neuve.  
(A) sa (B) son (C) ses (D) sienne
5. Si tu faisais du jogging tous les jours, est-ce que tu te ----- mieux?  
(A) sentiras (B) sentirais (C) sentais (D) sens
6. — ----- est sur la table?  
— C'est le vin que ta mère a commandé.  
(A) Quoi (B) Qu'est-ce qu'  
(C) Quel (D) Qu'est-ce qui

## Part C

### Directions

The paragraph below contains blank spaces indicating omissions in the text. For some blanks it is necessary to choose the completion that is most appropriate to the meaning of the passage; for other blanks, to choose the one completion that forms a grammatically correct sentence. In some instances, choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence. In each case, indicate your answer by filling in the corresponding bubble on the answer sheet. Be sure to read the paragraph completely before answering the questions related to it.

Selon (7), les Français célèbrent les fêtes de fin d'année en (8) un bon nombre d'huîtres et d'autres (9) de mer. Ils offrent de petits cadeaux à (10) envers qui ils sont (11). Et ils envoient des (12) de vœux à (13) amis et collègues.

7. (A) la coutume  
(B) l'utilisation  
(C) l'habit  
(D) le temps
8. (A) consommant  
(B) consommé  
(C) avoir consommé  
(D) consommer
9. (A) légumes  
(B) fleurs  
(C) poisons  
(D) fruits
10. (A) ceux  
(B) lesquels  
(C) quels  
(D) leurs
11. (A) indifférents  
(B) repentants  
(C) prudents  
(D) reconnaissants
12. (A) cartons  
(B) photos  
(C) cartes  
(D) feuilles
13. (A) ses  
(B) tous  
(C) leurs  
(D) mes

## Part D

### Directions

Read the following selections carefully for comprehension. Each selection is followed by a number of questions or incomplete statements. Select the completion or answer that is BEST according to the selection and fill in the corresponding bubble on the answer sheet.

- Alors, que dire des contes qu'invente aujourd'hui la publicité? On dénonce l'artifice et les conventions des messages publicitaires. Mais quand on demande à des enfants de choisir entre divers scénarios ou types d'illustration, il faut bien constater que ce sont justement ces conventions, cet artifice qu'ils préfèrent. Les parents s'inquiètent des images de violence physique ou de complaisance sexuelle qu'on peut voir à la télévision, alors que les enfants, au moins jusqu'à la puberté, y sont en général indifférents. En revanche, ils détestent le journal télévisé. Avec son cortège de guerres, de chômage et de grèves, de drames et de catastrophes, il les met mal à l'aise. La publicité, avec son imagerie du bonheur, les rassure.
- (5) Et quand les moralistes reprochent aux publicitaires de lier cette idée de bonheur à la possession de biens matériels, ils oublient que les contes de fées non plus n'étaient pas désintéressés. Ce n'est pas le problème des enfants. Cela peut être celui des parents, quand ils s'efforcent de leur apprendre à faire le départ entre le réel et l'imaginaire, entre le désir et sa réalisation.
- (10)
- (15)
14. Selon l'article, les effets des scènes de violence et de complaisance sexuelle à la télévision sur les jeunes enfants sont en général
- (A) nuisibles (B) graves  
(C) favorables (D) insignifiants
15. D'après le texte, quelle est la réaction que le journal télévisé provoque chez les enfants?
- (A) Il les trouble. (B) Il les intéresse.  
(C) Il les laisse indifférents. (D) Il les rassure.
16. Quelle est la conclusion de l'article vis-à-vis de la publicité?
- (A) La réaction des enfants devant la publicité dépend des parents.  
(B) Tous les enfants réagissent différemment à la publicité.  
(C) La publicité est salutaire dans le développement de l'enfant.  
(D) On a raison de dénoncer les messages publicitaires.



**LE BON MOMENT**  
— PAR LES RESTAURATEURS —  
**DU VOYAGE**

*La Rail France Rapide (RFR) et ses restaurateurs, s'engagent par un service de qualité, à vous faire passer un bon moment pendant le temps de votre voyage. Pour être sûr de pouvoir en profiter, la RFR vous recommande de réserver votre repas en même temps que votre place.*

17. Quand on voyage en train, on devrait réserver une table au moment où l'on
- (A) achète son billet  
(B) commence le voyage  
(C) annonce le repas  
(D) arrive à destination

## Sample Listening Questions

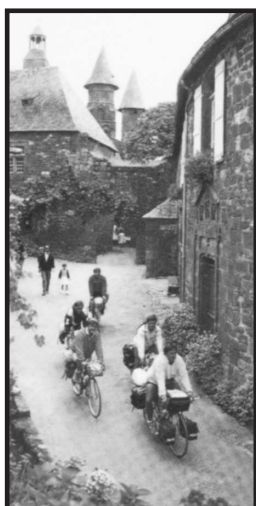
The following three types of questions appear on the French Test with Listening. All questions in this section of the test are multiple-choice questions in which you must choose the BEST response from three or four choices offered. All text appearing here in square brackets [ ] is spoken on the CD.

### Part A

#### Directions

For each item in this part, you will hear four sentences designated (A), (B), (C), and (D). They will not be printed in your test booklet. As you listen, look at the picture in your test booklet and select the choice that best reflects what you see in the picture or what someone in the picture might say. Then fill in the corresponding bubble on the answer sheet. You will hear the choices only once. Now look at the following example.

You see:



You hear:

- [(A) Quelle joie d'être seul!
- (B) Que c'est agréable de faire du vélo!
- (C) Le moteur fait trop de bruit!
- (D) Nous adorons la course à pied.]

Statement (B), "Que c'est agréable de faire du vélo!" best reflects what you see in the picture or what someone in the picture might say. Therefore, you should choose answer (B).

1. You see:



You hear:

[Numéro 1  
(Woman)

- (A) Il y a beaucoup de vagues cet après-midi.
- (B) Quel plaisir d'être en forêt!
- (C) Faire de la voile est bien agréable.
- (D) Les bateaux à rames sont lents et silencieux.]

(7 seconds)

2. You see:



You hear:

[Numéro 2  
(Man)

- (A) C'est bien, la musique en plein air!
- (B) Ces gens écoutent un discours passionnant.
- (C) Ces gens se plaignent du bruit.
- (D) Cette salle de concert a une bonne acoustique.]

(7 seconds)



## Part B

### Directions

In this part of the test you will hear several short selections. A tone will announce each new selection. The selections will not be printed in your test booklet, and will be heard only once. At the end of each selection, you will be asked one or two questions about what was said, each followed by three possible answers, (A), (B), and (C). The answers are not printed in your test booklet. You will hear them only once. Select the BEST answer and fill in the corresponding bubble on the answer sheet. Now listen to the following example, but do not mark the answer on your answer sheet.

You hear:

[(Tone)]

**(Man B)** Papa, ta voiture est chez le garagiste.

**(Man A)** Mais pourquoi? Elle a toujours bien marché.

**(Man B)** Euh, en réalité, j'ai eu un accident.

**(Man A)** Quoi? Tu plaisantes, n'est-ce pas?

**(Woman A)** Qu'est-ce qu'on peut dire de la voiture en question?

(A) Elle est en réparation.

(B) Elle est sur la route.

(C) Elle est chez un ami.]

The best answer to the question, "Qu'est-ce qu'on peut dire de la voiture en question?" is (A), "Elle est en réparation." Therefore, you should choose answer (A).

### Questions 3-4

[(Tone)]

**(Woman A)** Agence Beausoleil, bonjour.

**(Man A)** Bonjour, madame. Pourriez-vous m'aider à trouver un vol pour Toronto dans la semaine du 15 avril?

**(Woman A)** Bien sûr, monsieur. Selon l'ordinateur, il y a des vols à 11 heures et à 15 heures tous les jours.

**(Man A)** D'accord. Réservez-moi une place sur le vol de 11 heures, pour le mardi 16.

**(Woman A)** Entendu, monsieur.]

(5 seconds)

3. [Numéro 3]

**(Woman A)** Qu'est-ce que le monsieur veut faire?

(A) Réserver une chambre

(B) Acheter un ordinateur

(C) Prendre un avion]

(7 seconds)

4. [Numéro 4]

**(Woman A)** Quand le monsieur va-t-il partir?

(A) Immédiatement

(B) En semaine

(C) Pendant le week-end]

(7 seconds)

### Questions 5-6

[(Tone)]

**(Man A)** Pour la quatrième année consécutive, des échanges auront lieu entre des étudiants de Paris et de New York. Environ vingt-cinq étudiants âgés de 15 à 17 ans viendront passer trois semaines dans des familles aux États-Unis. L'été suivant, ce sera le tour des étudiants américains d'être hébergés dans des familles françaises.]

(5 seconds)

5. [Numéro 5]

**(Man B)** Quel est le but de cette annonce à la radio?

(A) D'encourager le tourisme en été

(B) De présenter des renseignements sur Paris

(C) De présenter un programme d'échange]

(7 seconds)

6. [Numéro 6]

**(Man B)** Combien de temps doit durer ce séjour?

(A) Trois semaines

(B) Six mois

(C) Un an]

(7 seconds)

### Questions 7-8

[(Tone)]

**(Man A)** Bon, c'est d'accord. Nous allons d'abord voir un film, puis retrouver Anne et Sophie au café de la gare. On se rencontre à dix-neuf heures devant le cinéma, entendu?

**(Man B)** C'est ça. À ce soir.]

(5 seconds)

7. [Numéro 7

**(Woman A)** Qu'est-ce que les deux amis vont faire ensemble?

- (A) Prendre le train
- (B) Aller au cinéma
- (C) Écouter des disques]

(7 seconds)

8. [Numéro 8

**(Woman A)** Où les amis vont-ils rencontrer Anne et Sophie?

- (A) Chez elles
- (B) Dans un café
- (C) Au théâtre]

(7 seconds)

## Part C

### Directions

You will now hear some extended dialogues or monologues. You will hear each only once. After each dialogue or monologue, you will be asked several questions about what you have just heard. These questions are also printed in your test booklet. Select the best answer to each question from among the four choices printed in your test booklet and fill in the corresponding bubble on the answer sheet. There is no sample question for this part.

### Questions 9-11

You will hear:

**(Man A)** Dialogue numéro 1. Éric, jeune étudiant demeurant à Paris, parle de ses activités.

**(Woman A)** Alors, dis-moi ce que tu fais.

**(Man B)** Je suis chanteur dans deux groupes, un de Rythme & Blues, et un autre groupe, un groupe de rock.

**(Woman A)** Et vous répétez souvent?

**(Man B)** Pour le groupe de Rythme & Blues, nous répétons pas souvent; nous avons répété pendant huit mois et donc

nous connaissons assez bien le répertoire et je ne fais pas tous les concerts avec eux, donc ce n'est pas la peine.

**(Woman A)** Et comment s'appelle ce groupe?

**(Man B)** Ce groupe s'appelle *Les Steady Holy Men*.

**(Woman A)** Et l'autre groupe?

**(Man B)** C'est un groupe de rock qui s'appelle *Riffraff* et là, on vient de commencer il y a deux mois, un peu plus peut-être, et nous répétons, une fois par semaine au moins, quelquefois deux fois par semaine, pendant trois ou quatre heures.

**(Woman A)** Et vous répétez où?

**(Man B)** Nous répétons dans un local de répétitions. Il y en a plusieurs sur Paris où on peut payer à l'heure pour répéter dans un studio. Tout est équipé.

**(Woman A)** Bien, et vous jouez où, en général?

**(Man B)** Nous jouons dans des bars, dans des clubs, dans des bistros, dans des caves.]

9. [Numéro 9

**(Woman B)** Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Éric?]

Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Éric?

- (A) Il est chanteur.
- (B) Il a terminé ses études.
- (C) Il est acteur.
- (D) Il veut apprendre le français.

(12 seconds)

10. [Numéro 10]

(Woman B) Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?

Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?

- (A) Parce qu'ils connaissent bien les chansons
- (B) Parce qu'ils aiment improviser
- (C) Parce qu'ils s'intéressent à d'autres concerts
- (D) Parce qu'ils jouent rarement en public

(12 seconds)

11. [Numéro 11]

(Woman B) Qu'est-ce qu'Éric dit à propos du local de répétitions?

Qu'est-ce qu'Éric dit à propos du local de répétitions?

- (A) On doit apporter son propre équipement.
- (B) On doit connaître le propriétaire du local.
- (C) On peut louer un studio à l'heure.
- (D) On peut y répéter seulement le week-end.

(12 seconds)

### ANSWERS

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

#### Reading Questions

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. A (1) | 6. D (4)  | 11. D (3) | 16. A (3) |
| 2. D (2) | 7. A (2)  | 12. C (3) | 17. A (3) |
| 3. B (3) | 8. A (2)  | 13. C (2) |           |
| 4. A (2) | 9. D (2)  | 14. D (3) |           |
| 5. B (3) | 10. A (5) | 15. A (4) |           |

#### Listening Questions

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/frenchanswers](http://SATSubjectTests.org/frenchanswers) to view and download the complete document.

## German and German with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

If you are taking the German with Listening Test, remember to bring an acceptable CD player and fresh batteries with you on test day. See pages 4–5 for more information.

### Skills Covered in the Context of the German Language

#### Sentence Completion and Paragraph Completion:

These questions test vocabulary and grammar, requiring you to know the meaning of words and idiomatic expressions in context and to identify usage that is structurally correct and appropriate.

**Reading Comprehension:** These questions test understanding of the content of various materials taken from sources such as advertisements, timetables, street signs, forms, and tickets. They also examine your ability to read passages representative of various styles and levels of difficulty. There are several prose passages followed by questions that test your understanding of the passages. The passages, mostly adapted from literary sources and newspapers or magazines, are generally one or two paragraphs in length and test whether you can identify the main idea or comprehend facts or details in the text.

Both German Subject Tests comply with the German spelling reform (Rechtschreibreform) as much as possible.

The German with Listening Test also measures the ability to understand spoken language with two types of listening questions:

**Type One:** Contains short dialogues/monologues with one or two multiple-choice questions. Dialogues/monologues, questions, and answer choices are spoken. Questions are also printed in the test booklet.

**Type Two:** Contains longer dialogues and monologues with several multiple-choice questions. Dialogues/monologues and questions are only spoken and not printed in the test booklet. Answer choices are not spoken; they appear only in the test booklet.

## Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- Two to four years of study in high school or the equivalent
- Gradual development of competence in German over a period of years
- If you are taking the German with Listening Test, review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board

<b>FORMAT/CONTENT—GERMAN</b>	Approximate % of Test
85 multiple-choice questions	
<b>Skills Measured</b>	
Vocabulary in context and Structure in context (grammar)	50%
Reading comprehension	50%
Authentic stimulus materials and passages	

<b>FORMAT/CONTENT—GERMAN with LISTENING</b>	Approximate % of Test
Approximately 85 multiple-choice listening and reading questions	
<b>Listening Section (20 minutes)</b>	<b>35%</b>
Short dialogues/monologues	
Long dialogues/monologues	
<b>Reading Section (40 minutes)</b>	<b>65%</b>
Vocabulary in context	
Structure in context (grammar)	
Reading comprehension using authentic stimulus materials and passages	

## Sample Reading Questions

Several types of questions are used in the Subject Test in German. All questions in the test are multiple-choice questions in which you must choose the best response from the four choices offered.

### Part A

#### Directions

This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding bubble on the answer sheet.

- Der Präsident hat gestern Abend eine ----- gehalten.
  - Rede
  - Sprache
  - Nachricht
  - Erklärung
- Der nächste Bus ----- um zehn Uhr ab.
  - fahrt
  - fahr
  - fahre
  - fährt
- Wissen Sie, ----- dieser Hund gehört?
  - wer
  - wo
  - wessen
  - wem
- Ich glaube bestimmt, dass ----- .
  - Thorsten heute pünktlich kommt
  - Thorsten kommt heute pünktlich
  - kommt Thorsten heute pünktlich
  - heute kommt Thorsten pünktlich

## Part B

### Directions

In the following paragraph, there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding bubble on the answer sheet.

### Verspätung

Solange ich ihn (5), ist er immer pünktlich (6); ich

5. (A) weiß      6. (A) gewesen  
(B) kenne      (B) worden  
(C) verstehe    (C) geworden  
(D) kann        (D) gewusst

verstehe (7) nicht, warum er uns

7. (A) damit  
(B) dadurch  
(C) darin  
(D) deshalb

diesmal im (8) gelassen hat.

8. (A) Loch  
(B) Vergessen  
(C) Stich  
(D) Mangel

## Part C

### Directions

Read the following texts carefully for comprehension. Each is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the text and fill in the corresponding bubble on the answer sheet.

### Question 9

#### Weltstadt-Wochenende zu zweit zu gewinnen!

- An einem Freitag anreisen und bis Sonntag bleiben
- Im erstklassigen Hotel verwöhnt werden
- Weltstadt-Programm erleben
- Das alles auf unsere Kosten

---

---

---

Name:  
Straße:  
Ort:

**Viel Glück!**

9. Was könnte man mit diesem Schein gewinnen?

- (A) Ein bezahltes Wochenende  
(B) Einen Urlaub am Meer  
(C) Ein tolles Auto  
(D) Ein super Hotel

### Questions 10-11

#### Hotel Edelweiß-MÜNCHEN

320 Betten zu vernünftigen Preisen  
Internetanschluss für geringe Gebühr, Kabelfernsehen  
bekanntes Stadrestaurant „Zirbelstube“  
Konferenzräume für 10-250 Personen, Tagesbar  
**Gegenüber Hauptbahnhof, Bahnstraße 326,**  
Telefon (555) 55115-0

10. Für wen liegt dieses Hotel besonders günstig?

- (A) Für Bootsfahrer  
(B) Für Flugzeugpassagiere  
(C) Für Motorradfahrer  
(D) Für Zugreisende

11. Was kann man in diesem Hotel machen?

- (A) Große Veranstaltungen halten  
(B) Ins Fitnessstudio gehen  
(C) Kostenlos Internet nutzen  
(D) Ins Schwimmbad gehen

### Questions 12-14

Die Frage, ob Bewegung wirklich der Gesundheit dient, beschäftigt nach wie vor sowohl die Mediziner als auch alle diejenigen, die mit Jogging, Schwimmen und Schwitzen ihr Herzinfarkttrisiko zu verkleinern hoffen.

Bevölkerungsstudien geben viele Beweise dafür, dass Herztraining—bestimmte körperliche Übungen mindestens dreimal in der Woche, die für mindestens 30 Minuten den Puls beschleunigen—tatsächlich die Gefahr von Herzkrankheiten reduzieren kann. Laboruntersuchungen hingegen waren bisher nicht ganz klar. Großes Interesse fand jedoch eine Studie der Universitätsklinik Boston. Nach regelmäßigem Training in einem Laufrad überstand eine Versuchsgruppe von Affen die Folgen einer schlechten Ernährung besser als eine Vergleichsgruppe. Diese Gruppe hatte bei gleicher Ernährung keine Bewegung. Natürlich muss das Experiment wiederholt und verbessert werden. Immerhin ist dies das erste Versuchsergebnis mit höheren Primaten, z.B. Affen, das zeigt, dass man durch körperliche Bewegung Herzerkrankungen verhindern kann.

12. Es gibt viele Beweise dafür, dass Herzinfarkte bei Menschen nicht so häufig auftreten, wenn sie
- (A) zu viel essen
  - (B) fit bleiben
  - (C) Bewegung vermeiden
  - (D) Tierversuche machen
13. Der Verfasser des Berichtes macht klar, dass
- (A) die Vergleichsgruppe kein Verhältnis zur Versuchsgruppe hat
  - (B) Bewegung der menschlichen Gesundheit nur schaden kann
  - (C) das Experiment wiederholt werden muss
  - (D) der Puls nie beschleunigt werden kann
14. Um welches Thema geht es in dem Artikel hauptsächlich?
- (A) Um Sportarten
  - (B) Um Ernährung
  - (C) Um Labormethoden
  - (D) Um Gesundheit

## Sample Listening Questions

On the German with Listening Test, the following two types of listening questions will appear in addition to the reading questions discussed previously. In the actual test, the listening section will come first. All questions in this part of the test are multiple-choice questions in which you must choose the BEST response from the four choices offered.

Text in brackets [ ] is only spoken and not printed in your test booklet.

### Part A

#### Directions

In this part of the test you will hear several selections. They will not be printed in your test booklet. You will hear them only once. Therefore, you must listen very carefully. In your test booklet you will read one or two short questions about what was said. Another speaker will read the questions for you. Each question will be followed by four choices marked (A), (B), (C), and (D). The choices are not printed in your test booklet. You will hear them once. Select the best answer and fill in the corresponding bubble on your answer sheet.

- (Narrator) [Question 15 refers to the following exchange.]
- (Man B) [Hmmm, das riecht gut. Was gibt's denn heute Abend zu essen?]
- (Man A) Für dich nichts, Klaus, weil du immer so spät nach Hause kommst.
- (Man B) Entschuldige, Rainer. Aber das war nicht meine Schuld—heute. Die Chefin gab mir in der letzten Minute noch viel zu tun.]

15. (Narrator) [Number 15.] Was gefällt Rainer nicht?  
 (Woman) [Was gefällt Rainer nicht?]  
 (Man) [(A) Klaus kommt spät.  
 (B) Die Chefin arbeitet viel.  
 (C) Klaus hat gegessen.  
 (D) Es riecht so gut.] (5 seconds)
- (Narrator) [Questions 16 and 17 refer to the following exchange.]
- (Man A) [Herr Lenz, es ist schon 6.00 Uhr, und Sie sitzen immer noch am Schreibtisch!]
- (Man B) Ich fahre doch morgen in Urlaub und wollte keine Arbeit liegen lassen.
- (Man A) Lassen Sie mal. Am Montag bekomme ich eine Hilfskraft. Gehen Sie nach Hause und packen Sie.]
16. (Narrator) [Number 16.] Warum sitzt Herr Lenz noch am Schreibtisch?  
 (Woman) [Warum sitzt Herr Lenz noch am Schreibtisch?]  
 (Man) [(A) Er telefoniert.  
 (B) Er packt ein.  
 (C) Er arbeitet.  
 (D) Er fährt heim.] (5 seconds)
17. (Narrator) [Number 17.] Wo unterhalten sich die Männer?  
 (Woman) [Wo unterhalten sich die Männer?]  
 (Man) [(A) Im Urlaub  
 (B) Im Zug  
 (C) Zu Hause  
 (D) Im Büro] (5 seconds)

## Part B

### Directions

You will now listen to some extended dialogues or monologues. You will hear each **only once**. After each dialogue or monologue, you will be asked several questions about what you have just heard. These questions are not printed in your test booklet. From the four printed choices, select the best answer to each question and fill in the corresponding bubble on the answer sheet. There is no sample question for this part.

### Questions 18-21

**(Narrator)** [You will hear a telephone conversation about a car deal.]

(Telephone rings)

**(Woman)** [Hallo—Müller hier.]

**(Man)** Ich habe in der „Morgenpost“ gelesen, dass Sie ein Auto zu verkaufen haben. Können Sie mir etwas über den Wagen sagen?

**(Woman)** Ja, der Wagen ist drei Jahre alt, hat ungefähr 45 000 km und ein Schiebedach. Er ist in gutem Zustand. Er steht immer nachts in der Garage, und ich hatte noch nie einen Unfall damit.

**(Man)** Wann war der Wagen das letzte Mal zur Inspektion beim TÜV?

**(Woman)** Ende letzten Jahres.

**(Man)** Gibt es irgendwelche Probleme mit dem Wagen?

**(Woman)** Vor einigen Monaten ließ sich die Tür auf der Fahrerseite nicht schließen. Wir haben sie aber reparieren lassen.

**(Man)** Ich habe gegen 17.00 Uhr Feierabend, kann ich dann vorbeikommen?

**(Woman)** Ja, ich wohne Holunderweg 7.

**(Man)** Ach, da sind wir ja beinahe Nachbarn. Ich werde kurz nach 18.00 Uhr bei Ihnen sein.

**(Woman)** Gut dann: Auf Wiedersehen.]

18. **(Narrator)** [Number 18.] [Woher weiß der Mann, dass die Frau ein Auto zu verkaufen hat?]

(12 seconds)

- (A) Er hat es in der Zeitung gelesen.
- (B) Sie hat einen Brief an ihn geschrieben.
- (C) Seine Autowerkstatt hat es ihm gesagt.
- (D) Die Nachbarn haben es ihm erzählt.

19. **(Narrator)** [Number 19.] [Warum war das Auto in der Werkstatt?]

(12 seconds)

- (A) Weil es in einen Unfall verwickelt war.
- (B) Weil die Karosserie verkratzt war.
- (C) Weil die Tür auf der Fahrerseite nicht zugging.
- (D) Weil man die Fenster nicht schließen konnte.

20. **(Narrator)** [Number 20.] [Wann wird sich der Mann den Wagen ansehen?]

(12 seconds)

- (A) Kurz vor Feierabend
- (B) Nach der Arbeit
- (C) Am Morgen
- (D) Am Wochenende

21. **(Narrator)** [Number 21.] [Warum ist das Auto so gut wie neu?]

(12 seconds)

- (A) Weil es gerade aus der Werkstatt kam.
- (B) Weil es zur Inspektion muss.
- (C) Weil es nachts nicht auf der Straße steht.
- (D) Weil es über 45 000 km drauf hat.

### ANSWERS

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

#### Reading Questions

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

#### Listening Questions

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 15. A (2) | 17. D (1) | 19. C (3) | 21. C (3) |
| 16. C (1) | 18. A (3) | 20. B (4) |           |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/germananswers](http://SATSubjectTests.org/germananswers) to view and download the complete document.

## Modern Hebrew

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**Reminder:** The Modern Hebrew test is given once a year in June.

### Skills Covered in the Context of Modern Hebrew

**Vocabulary:** These questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

**Structure:** These questions test grammar, including parts of speech as well as your ability to recognize appropriate language patterns.

**Reading Comprehension:** Reading comprehension questions test your understanding of passages of varying levels of difficulty. These passages are generally adapted from literary sources and newspaper or magazine articles. Authentic material, such as advertisements, has been added to the test. While some passages have biblical references, no material in the test is written in biblical Hebrew.

### Recommended Preparation

The Modern Hebrew Test allows for variation in language preparation. It is independent of particular textbooks or methods of instruction. Recommended preparation includes:

- Two to four years of Hebrew language study in high school or the equivalent
- Gradual development of competence in Hebrew over a period of years

FORMAT/CONTENT	Approximate % of Test
85 multiple-choice questions	
<b>Skills Measured</b>	
Vocabulary in context	30%
Structure in context (grammar)	30%
Reading comprehension	40%

### Sample Questions

Three types of questions are used in the Modern Hebrew Subject Test. All questions in the test are multiple choice and require you to choose the BEST response from the four choices offered.

## Part A

### Directions

This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding bubble on the answer sheet.

1. אָמאָ פֿאַר דאָס \_\_\_\_\_ אָן-על-פּי  
שְׂאָמְרָנוּ לָהּ שְׁנֵהָזֹר מְאוּחָר.  
(A) אָלִינוּ (B) עָלִינוּ  
(C) לָנוּ (D) בָּנוּ

2. האַישׁ הַזֶּה מְטִיל בְּכָל הַעוֹלָם. הוּא \_\_\_\_\_  
הַרְבֵּה שְׂפּוֹת.  
(A) אוֹמֵר (B) עוֹבֵר  
(C) מְסַפֵּר (D) מְדַבֵּר

3. אָנִי עֲדִין לֹא יוֹדַעַת אִם אֶצְאָ לטוֹיִל.  
הַפֶּל \_\_\_\_\_ בְּמִזְגֵי הָאָוִיר.  
(A) תְּלוּי (B) רְצוּי  
(C) אֶקְשֵׁר (D) מוֹתֵר

4. הַחֲבָרִים שֶׁל רַחֵל אֲרָגוּ מְסַבֵּת \_\_\_\_\_  
לַיּוֹם הַהַלְדָּת שְׂלָה.  
(A) הַפְתָּעָה (B) הַרְגָּשָׁה  
(C) הַסְכָּמָה (D) הַזְמָנָה

5. הַעוֹלָם שֶׁהִגִּיעוּ הַשְּׂבוּעָה לְיִשְׂרָאֵל \_\_\_\_\_  
אֶתְם רַק דְּבָרִים חֲדָשִׁים.  
(A) בָּאוּ (B) הִבִּיאוּ  
(C) יָבִיאוּ (D) יָבִיאוּ

6. אִם תִּלְמָדִי אוֹתִי עֲבֹרִית אָנִי \_\_\_\_\_  
אוֹתָךְ אֲנַלְלִית.  
(A) תִּלְמָד (B) תִּלְמָד  
(C) אֲלָמַד (D) אֲלָמַד



7. כל התלמידים שגורשו לביית הספר \_\_\_\_\_ ללמודים.  
 (A) התקבלו (B) קבלו  
 (C) מקבלו (D) מקבלים

8. בעונת הסתיו השמים בדרך כלל \_\_\_\_\_.  
 (A) מעונן (B) מעוננים  
 (C) מעוננת (D) מעוננות

### Part C

#### Directions

Read the following passages carefully for comprehension. Each is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the passage and fill in the corresponding bubble on the answer sheet.

**הבלון השמח**



הפחיעו בני משפחה וחברים ושלחו להם  
בלונים צבעוניים  
לימי הולדת, בריתות, חגיגות בר/בת מצווה  
וחתונות.  
אפשר גם להדפיס ברכות אישיות  
וציורים על כל בלון.  
להזמנות מהירות יש להתקשר לחנה ל- 888-334-4556  
להזמנות רגילות נא לפנות לאתר שלנו: [www.hablon.com](http://www.hablon.com)

15. מה מפרסמת המודעה?  
 (A) הזמנות  
 (B) מסיבות  
 (C) קישוטים לחגיגות  
 (D) שמחות משפחתיות

16. כדי לקבל שירות מהיר כדאי  
 (A) לדבר עם חנה בטלפון  
 (B) להדפיס לחנה ברכה  
 (C) להזמין את חנה למסיבה  
 (D) לשלוח לחנה דואר אלקטרוני

### Part B

#### Directions

In each of the following paragraphs there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding bubble on the answer sheet.

בית הספר "תיכון חדש" בתל אביב הוא בית ספר (9) ומיוחד.  
 בכל הארץ אין מוסד חינוכי שדומה (10) \_\_\_\_\_. את בית הספר  
 הקימה אשה בשם טוני הלה, שהיתה גם המנהלת (11) \_\_\_\_ שלו.  
 טוני עלתה לישראל מגרמניה והיתה למונה גם בירושלים וגם  
 בתל אביב, אך היא לא היתה (12) \_\_\_\_\_ מדרך הלמודים  
 בקתי הספר. לכן, היא החליטה להקים בית ספר חדש. היא  
 (13) \_\_\_\_\_ לחנך את התלמידים לחיות בשני עולמות -  
 עולם הנפש ועולם הפדע. התלמידים (14) \_\_\_\_\_ שצריך  
 לגשר בין שני העולמות, ועד היום בית הספר מנגיש את  
 הקשר החשוב שבניהם.

9. (A) מתפרסם (B) התפרסם  
 (C) מפרסם (D) מפרסם

10. (A) כמו (B) אותו  
 (C) בו (D) לו

11. (A) הראש (B) הראשונה  
 (C) ראשית (D) בראשונה

12. (A) רוצה (B) רצתה  
 (C) מרוצה (D) מרוצה

13. (A) שפטה (B) שפטה  
 (C) השפיעה (D) השקיפה

14. (A) הביאו (B) הבינו  
 (C) הביאו (D) הבינו

ההליכה טובה לבריאות

פולם יודעים שההליכה ברנגל טובה לבריאות, אבל לא פולם מרבים לעשות זאת. יש אנשים שלא הולכים ברנגל מסיבות רפואיות, אך רב האנשים שלא הולכים פשוט מתעצלים. כדאי ללכת ברנגל כמה שיותר, לבד או עם בן או בת-זוג, בקבוצה עם חברים או עם כלב. אפשר ללכת כמעט בכל מזג אוויר ובכל שעה ביום, ויש אנשים רבים שהולכים ברנגל בזמן הפסקת הצהריים בעבודה. כמובן נעים יותר ללכת בשלל חם מדי ולא קר מדי. כדאי לצעד בין 20 ל-60 דקות במהירות ובלי הפסקה. לא כדאי ללכת מיד אחרי ארוחה, ובטוח יותר לצעד בשטחים פתוחים ולא בכביש. יש אנשים שאומרים שהסבה העיקרית שבנגללה הם הולכים ברנגל היא שההליכה מרגיעה מאד.

17. לפי הקטע, הרבה אנשים לא

הולכים ברנגל כי

- (A) אין להם רצון ללכת
- (B) אין להם זמן ללכת
- (C) אין להם בעלי חיים
- (D) אין להם בעיה רפואית

18. לפי הקטע, מתי כדאי ללכת ברנגל ?

- (A) לעתים קרובות
- (B) אחרי האכל
- (C) פחות מרבע שעה
- (D) רק כשהם בחוץ

19. לפי הקטע, מדוע כדאי ללכת ברנגל

בשטחים פתוחים ?

- (A) כי הנוף בשטח פתוח יפה יותר
- (B) כי ההליכה על הכביש מסוכנת
- (C) כי ההליכה על הכביש קשה
- (D) כי אפשר ללכת מהר יותר

20. לפי הקטע, ההליכה עוזרת

- (A) למצוא בן או בת זוג
- (B) להרגיש טוב
- (C) להגיע לעבודה בזמן
- (D) להעביר את הזמן

**ANSWERS**

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

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. C (1) | 6. D (5)  | 11. B (3) | 16. A (2) |
| 2. D (2) | 7. A (2)  | 12. D (5) | 17. A (3) |
| 3. A (3) | 8. B (3)  | 13. B (5) | 18. A (4) |
| 4. A (4) | 9. D (3)  | 14. B (2) | 19. B (4) |
| 5. B (5) | 10. D (2) | 15. C (4) | 20. B (2) |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/hebrewanswers](http://SATSubjectTests.org/hebrewanswers) to view and download the complete document.

# Italian

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**Reminder:** The Italian test is given once a year in June.

## Skills Covered in the Context of the Italian Language

**Passage Completion:** These questions test your knowledge of commonly used vocabulary, appropriate idiomatic expressions, and language structure in the context of paragraphs.

**Sentence Completion:** These questions test your familiarity with grammatical structure and vocabulary.

**Reading Comprehension:** Reading comprehension questions test your understanding of the content of various selections taken from sources such as newspaper and magazine articles, fiction, historical works, advertisements, tickets, brochures, forms, and schedules. Commonly taught grammatical constructions are tested, and all questions reflect current standard Italian.

The test questions range in difficulty from elementary through advanced, although most questions are at the intermediate level.

## Recommended Preparation

The Subject Test in Italian allows for variation in language preparation. It is independent of particular textbooks or methods of instruction. Recommended preparation includes:

- Two to four years of Italian language study in high school or the equivalent
- Gradual development of competence in Italian over a period of years

FORMAT/CONTENT	Approximate % of Test
80–85 multiple-choice questions	
<b>Skills Measured</b>	
Vocabulary	30%
Structure	30%
Reading comprehension	40%

## Sample Questions

Three types of questions are used in the Italian Subject Test. All questions in the test are multiple-choice questions in which you must choose the BEST response from the four choices offered.

## Part A

### Directions

In the following passage there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire passage. Then, for each numbered blank, choose the completion that is most structurally and logically appropriate, given the context of the entire passage, and fill in the corresponding bubble on the answer sheet.

### Un paio di blue-jeans

Ho portato blue-jeans sin da quando se ne portavano pochissimi e comunque solo in vacanza. Li trovo e li trovo molto (1) specie in viaggio perchè non ci sono problemi di piega. Oggi si portano anche per bellezza, ma sono prima di tutto molto (2). Solo che da parecchi anni avevo dovuto (3) a questo piacere, perchè ero ingrassato.

Recentemente, ho perso quel numero di (4) sufficiente per riprovare un blue-jeans quasi normale. Ho provato una dozzina di blue-jeans ed ogni (5) la commessa del negozio mi diceva: “Stringa, vedrà che poi si (6).” Finalmente ne ho trovato uno e sono partito, senza dover tirare indietro la pancia.

1. (A) colorati (B) costosi  
(C) comodi (D) stretti
2. (A) utili (B) difficili  
(C) vecchi (D) strani
3. (A) rinunciare (B) rassegnarmi  
(C) consentire (D) attenermi
4. (A) metri (B) litri  
(C) chili (D) chilometri
5. (A) cosa (B) volta  
(C) modo (D) giorno
6. (A) ritirano (B) lavano  
(C) formano (D) adattano

## Part B

### Directions

In each sentence or dialogue on the next page you will find a blank space indicating that a word or phrase has been omitted. Following each sentence are four completions. Of the four choices, select the one that best completes the sentence **structurally and logically** and fill in the corresponding bubble on the answer sheet. In some instances, choice (A) may consist of dashes; by choosing this option, you are indicating that no insertion is required to form a grammatically correct sentence.

7. Che ----- sconti!  
 (A) belli (B) begli  
 (C) belle (D) bei
8. Ti piacciono queste camicie? ----- ho comprate per Gianna.  
 (A) Le (B) La  
 (C) Gli (D) Li

## Part C

### Directions

Read the following texts carefully for comprehension. Each text is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the text and fill in the corresponding bubble on the answer sheet.

### Questions 9-10

**Soleben<sup>®</sup>**  
 La sola capsula di vitamina E  
 a rilascio prolungato

Tutti i benefici della vitamina E in una  
 formula a rilascio prolungato che favorisce  
 l'assorbimento degli elementi salutistici.

Migliore assorbimento della vitamina E = più:  
 Energia. Forza. Concentrazione. Benessere.

Soleben è un medicinale. Usare con cautela.  
 Evitare di prenderlo in eccesso.

 **NaturaCur**

9. Secondo la pubblicità, la vitamina E prodotta in una formula a rilascio prolungato è vantaggiosa perché
- (A) si può prendere una sola volta alla settimana  
 (B) è l'unico tipo di vitamina che bisogna prendere  
 (C) è meno pericolosa dei medicinali a rilascio immediato  
 (D) aumenta gli effetti positivi della vitamina
10. Come si dovrebbe usare Soleben "con cautela"?
- (A) Non si dovrebbe prendere a stomaco vuoto.  
 (B) Non si può prendere insieme ad altri medicinali.  
 (C) Non bisogna prenderne troppo.  
 (D) Non bisogna guidare dopo averlo preso.

### Questions 11-14

Cari lettori,

Gli scioperi dei treni hanno causato in questi giorni non pochi problemi. Ogni mattina mi sono alzato tendendo l'orecchio ai giornali radio, pronto ad adeguarmi ad ogni nuova circostanza, a muovermi in macchina (nebbia permettendo) o in aereo (scioperi, anche qui, permettendo). Ma non voglio lamentarmi degli scioperi.

Anch'io sono un lavoratore dipendente e so che è giusto farli, quando occorrono, salvo tutelare i diritti degli utenti. Quanto ai treni (ahimè!) lo sciopero non mi ha sconvolto più di tanto. So di non poter contare sulle nostre ferrovie al cento per cento, so che i ritardi, soprattutto su certe linee, sono piuttosto frequenti. Parlo per esperienza. Io ho molti parenti in Emilia e spesso ricevo le loro visite. Una volta andavo alla Stazione Centrale ad aspettarli. Ora, da almeno dieci anni, non lo faccio più, per non passare ore a vuoto in attesa di treni che non sono mai puntuali. Pazienza! Bisogna accettare ciò che passa il convento e rassegnarsi. Riuscirà la nuova linea che accorcerà le distanze tra Milano e Roma a risolvere la situazione? Me lo auguro.

E.F.

11. Chi scrive questa lettera?
- (A) Il padrone di una ditta  
 (B) Un controllore  
 (C) Un impiegato  
 (D) Un disoccupato
12. Cosa pensa degli scioperi l'autore della lettera?
- (A) Che sono illegali  
 (B) Che sono qualche volta giustificati  
 (C) Che dovrebbero essere aboliti  
 (D) Che sono sempre utili
13. L'autore considera lo sciopero dei treni con
- (A) allegria (B) incomprensione  
 (C) rabbia (D) rassegnazione
14. Dieci anni fa, E.F. ha deciso di
- (A) non aspettare più alla stazione  
 (B) lamentarsi degli scioperi  
 (C) non dare appoggio ai lavoratori  
 (D) non ascoltare la radio la mattina

### ANSWERS

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

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/italiananswers](http://SATSubjectTests.org/italiananswers) to view and download the complete document.

# Japanese with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**Remember to bring an acceptable CD player and fresh batteries with you on test day.** See pages 4–5 for more information.

## Skills Covered in the Context of the Japanese Language

**Listening Comprehension:** These questions are based on short spoken dialogues and narratives, primarily about everyday topics. A brief explanation about each selection and the questions are given in English. Explanations are also printed in the test booklet.

**Usage:** These questions require you to complete Japanese sentences in a way that is appropriate in terms of structure (grammar), vocabulary, and context.

Usage questions are printed in two different ways of representing Japanese. In the left column, the Japanese is written in the most common type of Romanization (romaji), a modified Hepburn system. In the right column, the Japanese is presented in standard Japanese script with furigana for all kanji. You should choose the writing system you are familiar with and read only from that column on the test.

**Reading Comprehension:** The reading comprehension questions are in English and test your understanding of such points as main and supporting ideas. The selections in this section are taken from materials you might encounter in everyday situations, such as notes, menus, newspaper articles, advertisements, and letters. The text is written in *hiragana*, *katakana* and *kanji* without *furigana*.

## Recommended Preparation

- Study of Japanese for two to four years in high school or the equivalent
- Gradual development of competence in Japanese over a period of years
- Review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board

FORMAT/CONTENT	Approximate % of Test
80 multiple-choice questions	
<b>Skills Measured</b>	
<b>Listening Section (20 minutes)</b>	
Listening comprehension	33%
<b>Reading Section (40 minutes)</b>	
Usage	33%
Reading comprehension	33%

## Sample Listening Questions

All questions in the test are multiple choice. You must choose the best response from the four choices offered.

### Directions

**(Narrator)** [ This is a sample audio CD for the Japanese Test with Listening.

Directions: In this section of the test you will hear short dialogues and monologues. You will hear them only once and they are not printed in your test booklet. At the end of each selection, you will be asked questions about what was said. Now listen to the following example, but do not mark the answer on your answer sheet. ]

### Question 1

**(Narrator)** [ Listen to this short exchange in a stationery store. ]

**(Woman)** 「これ3冊下さい。」

**(Man)** 「3冊ですね。はい、1200円です。」

**(Narrator)** [ What did the woman buy? ]

(16 seconds)

1. (A) Pens
- (B) Notebooks
- (C) Erasers
- (D) Colored paper

### Question 2

**(Narrator)** [ Listen to this short conversation between two acquaintances. ]

**(Man)** 「今日も車で来ましたか。」

**(Woman)** 「いいえ、いつも車で来るんですけど、今日はバスで来ました。」

**(Narrator)** [ Question 2. How did the woman get there today? ]

(16 seconds)

2. (A) By bus
- (B) By car
- (C) By train
- (D) On foot

Question 3

(Narrator) [ Now listen to the message on Mr. Nakamura's answering machine in his office. ]

(Man) 「あ、もしもし中村さん。こちらはABCテレビの川上です。今晚、会社の方にお電話くださいませんか。では、よろしくお願ひいたします。」

(Narrator) [ Question 3. When is Mr. Nakamura expected to call? ]

(16 seconds)

- 3. (A) This morning
- (B) Tonight
- (C) Tomorrow morning
- (D) Tomorrow night

Question 4

(Narrator) [ Listen to a conversation between a woman and her guest. Then answer question 4. ]

(Woman) 「ご飯のお代わりはいかがですか。」

(Man) 「いいえ、もうたくさんいただきましたので。」

(Woman) 「遠慮しないで。」

(Man) 「そうですか。それでは・・・。」

(Narrator) [ Question 4. What are the man and woman doing? ]

(16 seconds)

- 4. (A) Looking at pictures
- (B) Talking about the weather
- (C) Having dinner
- (D) Watching television

## Sample Usage Questions

### Directions

This section consists of a number of incomplete statements, each of which has four suggested completions. In some instances, choice (A) may consist of dashes that indicate that no insertion is required to form a correct sentence. Select the word or phrase that best completes the sentence structurally and logically and fill in the corresponding bubble on the answer sheet.

This section of the test is presented in two columns that provide identical information. Look at the example below and choose the one column of writing with which you are most familiar in order to answer the question. Do not waste time by switching from one column to the other in this section.

5. ----- narimashita.

- (A) kirei
- (B) osoku
- (C) genki na
- (D) benri

5. ----- になりました。

- (A) きれい
- (B) 遅く
- (C) 元気な
- (D) 便利

6. Hima ----- toki, jōgingu o shimasu.

- (A) -----
- (B) na
- (C) no
- (D) ni

6. ひま ----- 時、ジョギングをします。

- (A) -----
- (B) な
- (C) の
- (D) に

## Sample Reading Questions

### Directions

Read the following texts carefully for comprehension. Each text is followed by one or more questions or incomplete statements based on its content. Select the answer or completion that is best according to the text and fill in the corresponding bubble on the answer sheet. There is no example for this section.

### Questions 7-8

This is a notice on a bulletin board.

ネコを探しています。  
 毛の長い白ネコ  
 体長約四十センチ  
 首に茶色のリボン  
 こんなネコを見た方は、  
 木村（電話三八五―三九九四）  
 までご連絡ください。

7. The writer wants to
- (A) find a lost cat
  - (B) give away a cat
  - (C) find the owner of a cat
  - (D) sell a cat
8. The description says the cat is
- (A) brown
  - (B) green-eyed
  - (C) long-haired
  - (D) young

### Question 9

Ryan's host mother left a note for him.

ライアンくん、  
 明日、朝早いから先に寝ます。晩ごはんは電子レンジで  
 温めてください。明日のハイキングですが、7時半までに  
 起きてください。ジーンズは洗っておきました。

9. What is Ryan to do by seven thirty?
- (A) Get up
  - (B) Eat
  - (C) Go out
  - (D) Go to bed

### ANSWERS

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

1. B (1)    3. B (1)    5. B (3)    7. A (4)    9. A (3)  
 2. A (2)    4. C (1)    6. B (2)    8. C (3)

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/japaneseanswers](http://SATSubjectTests.org/japaneseanswers) to view and download the complete document.

## Korean with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**Remember to bring an acceptable CD player and fresh batteries with you on test day.** See pages 4–5 for more information.

### Skills Covered in the Context of the Korean Language

**Listening Comprehension:** These questions test your ability to understand the spoken language. They are based on short, spoken Korean dialogues and narratives, primarily about everyday topics. All listening questions and answer options are in English. The questions will be spoken on a CD. They will also be printed in the test booklet.

**Usage:** These questions are written entirely in *Han'gŭl* and require students to complete Korean sentences or phrases so that they are structurally and logically correct. Areas covered include vocabulary, honorifics, and various aspects of grammatical structure.

**Reading Comprehension:** The reading comprehension questions test your understanding of such points as main and supporting ideas. All passages in this section are written in *Han'gŭl* and all questions are in English. Most questions deal with understanding literal meaning, although some inference questions may be included. The Korean selections are drawn from authentic materials, such as notes, diaries, newspaper articles, advertisements, letters, and literary texts.

### Recommended Preparation

- Two to four years of Korean language study in high school or the equivalent
- Gradual development of competence in Korean over a period of years
- Review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board

FORMAT/CONTENT	Approximate % of Test
80 multiple-choice questions	
<b>Skills Measured</b>	
<b>Listening Section (20 minutes)</b>	
Listening comprehension	33%
<b>Reading Section (40 minutes)</b>	
Usage	33%
Reading comprehension	33%

## Sample Listening Questions

### Directions

**(Narrator)** [ This is a sample audio CD for the Korean test with Listening.

Directions: In this part of the test you will hear several spoken selections. They will not be printed in your test booklet. You will hear them only once. After each selection you will be asked one or more questions about what you have just heard. These questions, with four possible answers, are printed in your test booklet. Select the best answer to each question from among the four choices printed and fill in the corresponding bubble on your answer sheet. Now listen to the first selection. ]

**(Narrator)** [ Listen to the following conversation.  
Then answer questions 1 and 2. ]

**(Woman)** [한수야, 어제 전화했는데, 너 어디 갔었니?

**(Man)** 어제 우리형이 동부에서 와서 공항에 마중 나왔었어.

**(Woman)** 너, 형이 동부에 살아?

**(Man)** 응, 대학교도 거기서 다녔는데, 지금은 졸업하고 회사에 다녀.

**(Woman)** 좋겠다. 형이 와서.

여기 얼마나 있을 건데?

**(Man)** 오래 있으면 좋을 텐데, 휴가가 사흘밖에 없대.]

**(Narrator)** [ Question 1. Where did Hansu go yesterday? ]

(16 seconds)

1. (A) To his brother's office
- (B) To his brother's house
- (C) To the airport
- (D) To a graduation ceremony



(Narrator) [ Question 2. Choose the correct statement based on the conversation you have just heard. ]  
(16 seconds)

- 2. (A) Hansu's brother is moving in with Hansu.
- (B) Hansu's brother has a four-day vacation.
- (C) Hansu's brother works on the West Coast.
- (D) Hansu's brother went to college on the East Coast.

(Narrator) [ Listen to the following announcement. Then answer question 3. ]

(Man) [안내 말씀을 드리겠습니다.  
오늘 새로 개통된 지하철 5호선이  
기계 고장으로 오후 2시부터  
운행이 일시 중단되었습니다. 현재  
고치고 있사오니 3시간 후면 다시  
운행될 예정입니다. 5호선을  
이용하실 분은 4호선을 이용해  
주시기 바랍니다.  
거듭 사과 말씀을 드립니다.]

(Narrator) [ Question 3. What is being announced? ]  
(16 seconds)

- 3. (A) That service is not affected.
- (B) That service will be restored.
- (C) That a new line will open on the following day.
- (D) That there will be no service at 3 o'clock.

## Sample Usage Questions

### Part A

#### Directions

This section consists of a number of incomplete statements, each of which has four suggested completions. Select the word or words that best complete the sentence structurally and logically and fill in the corresponding bubble on the answer sheet.

4. 철수: 할아버지 진지 드셨어요?  
할아버지: 그래, \_\_\_\_\_.

- (A) 잡혔다
- (B) 먹었다
- (C) 드셨다
- (D) 하셨다

5. 현주: 어렸을 때 꿈이 뭐였어요?  
민우: 저는 어렸을 때 경찰이  
\_\_\_\_\_.

- (A) 되어 있었어요
- (B) 되어 버렸어요
- (C) 되고 싶었어요
- (D) 되고 말았어요

6. 우리 언니는 오늘  
숙제를 \_\_\_\_\_ 가는 바람에  
학교에 \_\_\_\_\_ 다시 집에  
들어왔어요.

- (A) 잊어버리고.....가다가
- (B) 잊어버리고.....가면서
- (C) 잃어버리고.....가는데
- (D) 잃어버리고.....가지만

7. 이 차는 너무 낡아서  
\_\_\_\_\_ 소용이 없을 거예요.

- (A) 고쳐 보면
- (B) 고쳐 봐야
- (C) 고치므로
- (D) 고치고야

**Part B**

**Directions**

In each of the following paragraphs there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding bubble on the answer sheet.

나는 어려서부터 성격이 급해 서두른다는 말을 많이 들었다. 이런 성격 때문에 어른들께 꾸중도 \_\_\_\_\_ 들었고, 늘 학교에 가지고 가야 할 것을 덤벼대고 집에 두고 가거나, 어디 놀러 갈 때는 이삼일 전부터 준비해 놓으라고 야단법석을 \_\_\_\_\_ 어머니 속을 무척 \_\_\_\_\_ 드렸다. 그러나 이 급한 성격 덕분에 숙제만은 학교에서 오자마자 먼저 해 놓고 놀기 때문에 숙제로 걱정\_\_\_\_\_.

- |           |           |
|-----------|-----------|
| 8. (A) 자주 | 9. (A) 덜어 |
| (B) 마침    | (B) 들어    |
| (C) 드디어   | (C) 떨어    |
| (D) 좀처럼   | (D) 틀어    |
- 
- |            |                   |
|------------|-------------------|
| 10. (A) 섞여 | 11. (A) 해 본 적이 있다 |
| (B) 섞어     | (B) 해 본 적이 없다     |
| (C) 썩여     | (C) 하는 수가 있다      |
| (D) 썩게     | (D) 하는 수가 없다      |

**Sample Reading Questions**

**Directions**

Read the following selections carefully for comprehension. Each selection is followed by one or more questions or incomplete statements based on its content. Choose the answer or completion that is best according to the selection and fill in the corresponding bubble on the answer sheet.

**Questions 12-13**

일반 서적, 종교 서적,  
 각종 월간지 등  
 다양한 서적 구비  
 우편 주문 환영,  
 신속 배달 보증  
 회원에게는  
 각종 월간지 할인 판매

12. What kind of business is being advertised?
- (A) A bookstore  
 (B) A gift shop  
 (C) A delivery service  
 (D) A drugstore
13. How can one receive a special discount?
- (A) By mail order  
 (B) By using a credit card  
 (C) By membership  
 (D) By buying a large quantity

Questions 14-16

미국에 온 지 벌써 사 개월이 되었다. 여기 생활에 익숙해질 때까지 적어도 일 년쯤은 걸리지 않겠나 생각을 했는데, 미국 사람들이 몹시 친절하고 또 우리 학교 유학생 클럽에서 매주 한 번씩 미국 문화에 대한 세미나가 있기 때문에, 지금은 여기 생활에 조금도 불편을 느끼지 않을 정도가 되었다. 미국에는 여러 민족이 함께 살기 때문에, 다양한 문화를 이해하고 받아들이는 것도 대단히 중요하다. 미국에 오기 전에 사람들에게 영어를 꽤 편찮게 한다는 칭찬도 받아서 이 정도면 미국에 가서 큰 어려움은 없지 않을까 생각했는데, 잘못된 생각이었다. 역시 외국어는 그 나라 사람들하고 직접 같이 생활하면서 늘 써 보기 전에는 자신을 가질 수가 없다는 것을 알게 되었다. 외국어를 배운다는 것은 그 나라 말만 배우는 것이 아니라 사고방식, 문화까지 다 포함한다는 것을 재삼 깨달았다.

14. How long did the writer think it would take to get used to American life?

- (A) About four months
- (B) About four years
- (C) At least a year
- (D) A lifetime

15. What did the writer learn is important in American society?

- (A) To accept cultural diversity
- (B) To speak many languages
- (C) To help international students
- (D) To befriend many people

16. What does the writer think is the best way to become proficient in English?

- (A) Memorizing a lot of vocabulary
- (B) Attending various seminars
- (C) Participating in student clubs
- (D) Learning and thinking in English

ANSWERS			
<b>The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.</b>			
1. C (2)	5. C (3)	9. C (3)	13. C (3)
2. D (3)	6. A (4)	10. C (4)	14. C (3)
3. B (4)	7. B (3)	11. B (3)	15. A (4)
4. B (2)	8. A (3)	12. A (2)	16. D (4)

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/koreananswers](http://SATSubjectTests.org/koreananswers) to view and download the complete document.

# Latin

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

## Skills Covered in the Context of the Latin Language

- Select appropriate grammatical forms of Latin words.
- Choose Latin words from which English words are derived.
- Translate from Latin to English.
- Complete Latin sentences.
- Choose alternative ways of expressing the same thought in Latin.
- Answer a variety of questions based on short passages of prose or poetry.

The reading comprehension part has 30 to 37 questions based on three to five reading passages, at least one of which is a poetry passage. A set of questions following a poetry passage always includes one question requiring you to scan the first four feet of a line of dactylic hexameter verse or to determine the number of elisions in a line.

## Recommended Preparation

- Two to four years of Latin study in high school (the equivalent of two to four semesters in college)
- Gradual development of competence in sight-reading Latin over a period of years

FORMAT/CONTENT	Approximate % of Test
70–75 multiple-choice questions	
<b>Skills Measured</b>	
Grammar and syntax	30%
Derivatives	5%
Translation and reading comprehension	65%

## Sample Questions

Six types of questions are used in the Subject Test in Latin. All questions in the test are multiple-choice questions in which you must choose the BEST response from the four choices offered.

**Note:** In some questions, variations of Latin terms may appear in parentheses.

### Directions

In each statement below, you are asked to give a specific form of the underlined word. Select the correct form from the choices given. Then fill in the corresponding bubble on the answer sheet.

- The dative singular of senātus is  
 (A) senātū (B) senātum  
 (C) senātūs (D) senātūi
- The present subjunctive passive of capitīs is  
 (A) capīamini (B) capīemini  
 (C) caperēmini (D) capimini

### Directions

Each of the following English sentences contains a word that is underlined. From among the choices, select the Latin word to which the underlined word is related by derivation. Then fill in the corresponding bubble on the answer sheet.

- The transition from adolescence to adulthood was easy.  
 (A) sedere (B) ire  
 (C) ferre (D) esse
- All things are possible.  
 (A) pōnō (B) possum  
 (C) possideō (D) poscō

### Directions

In each of the sentences below, part or all of the sentence is underlined. From among the choices, select the best translation for the underlined word or words. Then fill in the corresponding bubble on the answer sheet.

- Sī vocāvissēs, laetī fuissēmus.  
 (A) If you were calling  
 (B) If you had called  
 (C) If you are calling  
 (D) If you should call
- Agricola dixit sē puellam visūrum esse.  
 (A) that he would see the girl  
 (B) that he had seen the girl  
 (C) that the girl would see him  
 (D) that they will see the girl
- Iter militibus faciendum est.  
 (A) The journey was made by the soldiers.  
 (B) The journey is being made by the soldiers.  
 (C) The soldiers must make a journey.  
 (D) The soldiers have made a journey.

### Directions

Each of the sentences below contains a blank space indicating that a word or phrase has been omitted. For each blank, four completions are provided. Choose the word or phrase that best completes the sentence and fill in the corresponding bubble on the answer sheet.

8. Servus ----- vulneratur.  
(A) ā saxō (B) saxum  
(C) cum saxō (D) saxō
9. Vidisti ----- patriam incolunt.  
(A) quōs (B) quī  
(C) quem (D) cui

### Directions

In each of the sentences below, part or all of the sentence is underlined. Select from the choices the expression that, when substituted for the underlined portion of the sentence, changes the meaning of the sentence LEAST. Then fill in the corresponding bubble on the answer sheet.

10. Fortēs ā consule semper laudantur.  
(A) Consul ā fortibus semper laudatur.  
(B) Consul fortēs semper laudat.  
(C) Fortēs consulem semper laudant.  
(D) Consulēs fortēs semper laudantur.
11. Cīvēs vēnērunt ut pācem peterent.  
(A) ad pācem petendam  
(B) pāce petītā  
(C) sī pax peterētur  
(D) postquam pax petēbātur

### Directions

Read the following text carefully for comprehension. It is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the text and fill in the corresponding bubble on the answer sheet.

#### Honors for an emperor

Cum igitur in amōre omnium Marcus Antōnīnus bene rēgnāvisset, octāvō decimō annō imperiī suī mortuus est. Priusquam fūnus celebrātum est, senātus populusque eum deum esse dīxit. Mox  
Line (5) nēmō erat quī eius imāginem in suā domō nōn habēret, hodiēque in multīs domibus Marcī Antōnīnī statuāe consistunt inter Penātēs. Neque defuērunt hominēs quī crēderent in somnis eum multa quae vērā essent praedixisse.

12. In line 2, octāvō decimō annō is translated  
(A) for eighteen years  
(B) after eighteen years  
(C) in the eighteenth year  
(D) throughout the eighteenth year
13. The first two sentences (Cum . . . dīxit) tell us that  
(A) Antoninus arranged his own funeral before he died  
(B) everyone celebrated Antoninus' funeral for eighteen days  
(C) a god told the senate and people to celebrate Antoninus' funeral  
(D) Antoninus was proclaimed a god by the senate and people
14. In line 5, suā refers to  
(A) deum (line 4)  
(B) nēmō (line 5)  
(C) eius (line 5)  
(D) imāginem (line 5)
15. The third sentence (Mox . . . Penātēs) tells us that  
(A) Antoninus placed statues of the household gods in every home  
(B) no one had a statue of Antoninus  
(C) many statues of Antoninus replaced the household gods  
(D) many houses had statues of Antoninus among the household gods
16. In line 9, praedixisse is translated  
(A) would predict  
(B) had predicted  
(C) predicts  
(D) will have predicted
17. The last sentence (Neque . . . praedixisse) tells us that  
(A) people do not always believe their dreams  
(B) Marcus Antoninus was believed to prophesy in dreams  
(C) Marcus Antoninus believed in the truth of many dreams  
(D) people predicted that many would believe their dreams

### ANSWERS

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

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. D (3) | 6. A (4)  | 11. A (3) | 16. B (3) |
| 2. A (4) | 7. C (4)  | 12. C (3) | 17. B (4) |
| 3. B (3) | 8. D (3)  | 13. D (3) |           |
| 4. B (1) | 9. B (4)  | 14. B (4) |           |
| 5. B (3) | 10. B (4) | 15. D (3) |           |

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/latinanswers](http://SATSubjectTests.org/latinanswers) to view and download the complete document.

# Spanish and Spanish with Listening

Questions cover topics emphasized in most high school courses. Because of course differences, most students will find that there are some questions on topics with which they are not familiar. You may not be able to complete all the questions in the time given, but it's not necessary to get every question correct to get a high score or even the highest score on the test.

**If you are taking the Spanish with Listening Test, remember to bring an acceptable CD player and fresh batteries with you on test day.** See pages 4–5 for more information.

## Skills Covered in the Context of the Spanish Language

**Vocabulary and Structure Questions:** Reading questions implicitly test vocabulary throughout the test, but some questions specifically test word meaning in the context of a sentence that reflects spoken or written language. Understanding of various parts of speech (nouns, verbs, adjectives, adverbs, etc.) and idiomatic expressions is tested. Other reading questions test vocabulary and grammatical usage in longer paragraphs.

**Reading Questions:** These questions are based on selections from prose fiction, historical works, and newspaper and magazine articles, as well as advertisements, flyers, and letters. They test points such as main and supporting ideas, themes, style, tone, and the spatial and temporal settings of a passage.

**The listening section has three parts:**

**Part A** questions ask you to identify the sentence that most accurately describes what is presented in a photograph or what someone in the photograph might say.

**Part B** questions test your ability to identify a plausible continuation of a short conversation.

**Part C** requires you to answer comprehension questions based on more extensive listening selections.

## Recommended Preparation

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- Three to four years of study in high school or the equivalent (Two years for advanced students)
- Gradual development of competence in Spanish over a period of years
- Review sample listening questions using an SAT Subject Test Practice CD that your counselor can order from College Board, if you are taking the Spanish with Listening Test

FORMAT/CONTENT—SPANISH	Approximate % of Test
85 multiple-choice questions	
<b>Skills Measured</b>	
Vocabulary and structure	33%
Paragraph completion	33%
Reading comprehension	33%

FORMAT/CONTENT—SPANISH with LISTENING	Approximate % of Test
85 multiple-choice listening and reading questions	
<b>Listening Section (20 minutes)</b>	<b>40%</b>
Pictures	
Rejoinders	
Selections	
<b>Reading Section (40 minutes)</b>	<b>60%</b>
Vocabulary and structure	
Paragraph completion	
Reading comprehension	

## Sample Reading Questions

There are three types of reading questions, grouped into separate parts. Each part accounts for approximately one-third of the total score. All questions in the test are multiple-choice questions in which you must choose the BEST response from the four choices offered.

### Part A

#### Directions

This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding bubble on the answer sheet.

1. Los cubanos están muy orgullosos de ----- larga tradición folclórica.  
 (A) suyos            (B) sus  
 (C) suya            (D) su
2. Se sabe que la playa de Luquillo es muy popular porque la gente de San Juan la visita ----- .  
 (A) en resumidas cuentas            (B) en punto  
 (C) a medias            (D) a menudo

3. Si ----- en el Brasil, hablaríamos portugués y no español.

- (A) vivamos (B) vivimos  
(C) vivíamos (D) viviéramos

## Part B

### Directions

In the following paragraph, there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First, read through the entire passage. Then, for each numbered blank, choose the completion that is most appropriate given the context of the entire paragraph and fill in the corresponding bubble on the answer sheet.

La máquina más infernal de hacer dinero se llama "Pedroso," un osito electrónico que (4) ha derramado sobre sus fabricantes beneficios superiores a los 100 millones de dólares en el (5) año. La (6) de Pedroso es que habla. Claro, no hay ningún misterio en la cinta sin fin y el grabador (7) en el interior del osito. Pero lo (8) novedoso es que (9) hablar su boca se mueve en sincronía con las palabras y sus ojos pestañean. El juguete (10) vende a precios que oscilan entre 60 y 80 dólares.

4. (A) todavía (B) nunca  
(C) ya (D) tampoco
5. (A) primero (B) primer  
(C) primo (D) primario
6. (A) oportunidad (B) mayoría  
(C) desventaja (D) particularidad
7. (A) ocultos (B) lejanos  
(C) cobrados (D) llenos
8. (A) verdaderamente (B) antiguamente  
(C) ansiosamente (D) perezosamente
9. (A) del (B) en  
(C) al (D) de
10. (A) se (B) le  
(C) lo (D) los

## Part C

### Directions

Read the following texts carefully for comprehension. Each text is followed by a number of questions or incomplete statements. Select the answer or completion that is BEST according to the passage and fill in the corresponding bubble on the answer sheet.

### La siesta

En varios países del mundo hispano, el día de trabajo se divide en dos partes. Hay dos o tres horas en el medio que son para comer en familia y dormir un poco antes de volver al trabajo. La siesta es una costumbre que los doctores recomiendan cada vez más. Insisten en que estos minutos de descanso ayudan a aliviar las tensiones del día. Asimismo, como elemento social, la siesta permite que todos los miembros de la familia se reúnan y comenten todo lo ocurrido durante la mañana. Por lo tanto, ¡que viva la siesta!

11. Según el artículo, ¿quiénes aconsejan que las personas duerman la siesta?
- (A) Los jefes (B) Los sociólogos  
(C) Los médicos (D) Los familiares
12. Según el artículo, algunos recomiendan la siesta porque ayuda a
- (A) ganar más dinero (B) dormir mejor por la noche  
(C) reducir las preocupaciones (D) trabajar más
13. Según el artículo, ¿cuál puede ser uno de los beneficios de la siesta?
- (A) Mantener el peso  
(B) Conocer varias comidas hispanas  
(C) Resolver problemas económicos  
(D) Unir a las familias
14. ¿Qué opinión expresa el autor?
- (A) Está a favor del trabajo.  
(B) Se opone a las tradiciones.  
(C) Recomienda la comida saludable.  
(D) Está de acuerdo con los doctores.



### La tranquilidad de viajar sin estrés

Para su próximo viaje de negocios, de placer o de estudios, asegúrese con Seguros Americanos y no se preocupe por accidentes, atención médica, equipaje, cancelaciones, ni demoras.

Viaje tranquilamente. Seguros Americanos le ofrece una gran variedad de seguros para cualquier tipo de viaje.

15. ¿Cuál de los siguientes beneficios ofrece esta compañía de seguros?
- (A) Reparación de autos
  - (B) Ayuda financiera
  - (C) Protección al viajar
  - (D) Servicios de día y noche
16. ¿Qué característica se destaca más de la compañía anunciada?
- (A) Su precio
  - (B) Su cortesía
  - (C) Su rapidez
  - (D) Su amplitud

### Sample Listening Questions

In addition to the types of reading questions on the previous page, the Spanish Test with Listening has three types of *listening* questions that test your ability to understand spoken Spanish. Please note that in the actual test, the listening section comes first.

### Part A

#### Directions

For each question in this part, you will hear four sentences designated (A), (B), (C), and (D). They will not be printed in your test booklet. As you listen, look at the picture in your test booklet and select the choice that best reflects what you see in the picture or what someone in the picture might say. Then fill in the corresponding bubble on your answer sheet. You will hear the choices only once.

You see:

1.



© Andersen Ross/Blend Images/Corbis # 42-22563231

You hear:

[Número 1  
(Woman)

- (A) Siempre quise ser florista.
- (B) Sólo hay una persona haciendo cola.
- (C) Las cebollas están baratas hoy.
- (D) Creo que está por aquí.]

(7 seconds)

### Part B

#### Directions

In this part of the test you will hear several short conversations or parts of conversations, followed by four choices designated (A), (B), (C), and (D). After you hear the four choices, choose the one that most logically continues or completes the conversation and mark your answer on your answer sheet. Neither the conversations nor the choices will be printed in your test booklet.



You hear:

[Número 2

- (Woman) Ana es una ciclista excelente.  
(A) Yo tengo una camiseta nueva.  
(B) La mía es mucho mejor.  
(Man) (C) Y además, es muy simpática.  
(D) La motocicleta también es buena.]

(7 seconds)

You hear:

[Número 3

- (Woman) ¿Algo más, señor? Tenemos unas ofertas especiales hoy.  
(Man) No, gracias. ¿Puedo pagar con tarjeta de crédito?  
(Woman) (A) Claro que sí.  
(B) Salga usted ahora mismo.  
(C) No aceptamos monedas.  
(D) No, no tengo cambio.]

(7 seconds)

## Part C

### Directions

You will now hear a series of selections. For each selection, you will see printed in your test booklet one or more questions with four possible answers. They will not be spoken. Select the best answer to each question from among the four choices printed and fill in the corresponding bubble on your answer sheet. You will have twelve seconds to answer each question.

You hear:

[Selección número 1

- (Narrator) Escuchen esta conversación en la taquilla del Teatro Colón.  
(Man) Buenas tardes, señorita. ¿Todavía hay entradas para el programa del sábado? Necesito dos.  
(Woman) No, ya no quedan.  
(Man) Entonces, ¿para el domingo?  
(Woman) Ah, sí, para el domingo sí hay.  
(Man) ¿Es el mismo programa?  
(Woman) No, es diferente; es un concierto de música clásica.  
(Man) Entonces, deme dos entradas, por favor.  
(Narrator) Ahora contesten las preguntas 4 y 5.]

(24 seconds)

You read:

Selección número 1

4. ¿Para cuándo quedan entradas?

- (A) Para la tarde  
(B) Para el sábado  
(C) Para el domingo  
(D) Para la próxima semana

5. ¿Qué programa presentan el domingo?

- (A) Una comedia  
(B) Una ópera  
(C) Un concierto  
(D) Un ballet

You hear:

[Selección número 2

(Narrator) Y ahora, el pronóstico del tiempo.

(Man) Para mañana se anuncian fuertes aguaceros en la zona de la costa. Posibilidad de inundaciones en algunas áreas. Temperatura máxima de 25 grados centígrados. Leve mejora a partir del sábado.

(Narrator) Ahora contesten la pregunta 6.]

(12 seconds)

You read:

Selección número 2

6. ¿Qué se anuncia para el día siguiente?

- (A) Sol  
(B) Lluvia  
(C) Viento  
(D) Frío

### ANSWERS

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

#### Reading Questions

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

#### Listening Questions

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

Answer explanations for these practice questions are available online. Visit [SATSubjectTests.org/spanishanswers](https://satsubjecttests.org/spanishanswers) to view and download the complete document.

# Acceptable and Unacceptable Calculators

## Types of Calculators Recommended

- Bring a calculator that you are used to using. Most graphing calculators and all scientific calculators (assuming they have no unacceptable features noted at right) are acceptable.
- We recommend the use of a graphing calculator over a scientific calculator because a graphing calculator may provide an advantage on some questions.

## Unacceptable Calculators

Do not bring these unacceptable calculators:

- Laptops or other computers, tablets, cell phones, or smartphones, smartwatches, or wearable technology
- Models that can access the Internet, have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smartphone-type feature
- Models that have typewriter-like keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape (unless approved by College Board as an accommodation)

In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad).

## Graphing Calculators Permitted on the SAT Subject Tests in Mathematics

The following graphing calculators are permitted on the SAT Subject Tests in Mathematics, Levels 1 and 2:

### Casio

FX-6000 series  
 FX-6200 series  
 FX-6300 series  
 FX-6500 series  
 FX-7000 series  
 FX-7300 series  
 FX-7400 series  
 FX-7500 series  
 FX-7700 series  
 FX-7800 series  
 FX-8000 series  
 FX-8500 series  
 FX-8700 series  
 FX-8800 series

FX-9700 series  
 FX-9750 series  
 FX-9860 series  
 CFX-9800 series  
 CFX-9850 series  
 CFX-9950 series  
 CFX-9970 series  
 FX 1.0 series  
 Algebra FX 2.0 series  
 FX-CG-10  
 FX-CG-20 series  
 FX-CG-50  
 Graph25 series  
 Graph35 series  
 Graph75 series  
 Graph95 series  
 Graph100 series  
 FX-CG500\*

### Hewlett-Packard

HP-9G  
 HP-28 series  
 HP-38G  
 HP-39 series  
 HP-40 series  
 HP-48 series  
 HP-49 series  
 HP-50 series  
 HP Prime

### Radio Shack

EC-4033  
 EC-4034  
 EC-4037

### Sharp

EL-5200  
 EL-9200 series  
 EL-9300 series  
 EL-9600 series\*  
 EL-9900 series

### Other

Datexx DS-883  
 Micronta  
 NumWorks  
 Smart<sup>2</sup>

### Texas Instruments

TI-73  
 TI-80  
 TI-81  
 TI-82  
 TI-83/TI-83 Plus  
 TI-83 Plus Silver  
 TI-84 Plus  
 TI-84 Plus CE  
 TI-84 Plus Silver  
 TI-84 Plus C Silver  
 TI-84 Plus T  
 TI-84 Plus CE-T  
 TI-85  
 TI-86  
 TI-89

TI-89 Titanium  
 TI-Nspire  
 TI-Nspire CX  
 TI-Nspire CX II  
 TI-Nspire CX II-T  
 TI-Nspire CM-C  
 TI-Nspire CAS  
 TI-Nspire CX CAS  
 TI-Nspire CX II CAS  
 TI-Nspire CX II-T CAS  
 TI-Nspire CM-C CAS  
 TI-Nspire CX-C CAS  
 TI-Nspire CX II-C CAS

\*The use of the stylus is not permitted.

## Additional Terms and Conditions

By registering for or taking the SAT (including SAT Subject Tests), you're certifying that you are the person whose personal information is being provided for this registration and that the information you are providing is accurate. Giving false or misleading information about yourself, such as name, address, date of birth, current grade level, expected graduation date, name of high school, or photo, can result in a score validity investigation, cancellation of scores, and a testing ban for College Board assessments, and such other actions as College Board, in its sole discretion, deems appropriate. We reserve the right to cancel scores from College Board test administrations that occurred prior to the test administration at issue.

- If your school participates in an SAT School Day administration and/or bulk registration process for the test, College Board may receive your personal information, including first name, last name, gender, date of birth, and mailing address, from your school. This information will be kept secure and added to your permanent College Board record to be used for score reporting purposes as well as the other purposes outlined in this section and registration materials. By taking the SAT and signing the SAT answer sheet, you acknowledge that your school has provided this information to College Board and consent to College Board retaining it.
- Creating multiple College Board student accounts, intentionally or inadvertently, is strictly prohibited and can result in an investigation, the merging of relevant records, and penalties that may include score cancellation or being banned from taking College Board assessments, including AP, SAT, and SAT Subject Tests.
- If you want to cancel your scores your request must be received by the fourth business day after a test administration. Once you submit your request to cancel scores, your scores cannot be reinstated and are not reported to you or your designated institutions.
- Only score reports from completed and scored tests are sent to your colleges and scholarship programs. Scores from tests you registered for but haven't yet completed are not included. You can send all your scores to an institution, or you can choose which scores to send an institution by test date for the SAT and by individual test taken for SAT Subject Tests. Score Choice is optional; if you decide not to use it when sending scores, College Board will send all of your scores to the recipient institutions.
- Each time you test, you can choose the colleges or scholarship programs you want to send your scores to. The first four are included with your test registration fee. If you're undecided about where to send your scores, you can add or change your score recipients online. Corrections and additions to your score report recipients can be made online until nine days after the test. The four score-sending requests included with registration cannot be applied to past or future score-sending requests or registrations.
- Most, but not all, scores will be reported online and available by phone several weeks after the test date. Your score report will be delivered to the high school, colleges, universities, and scholarship programs you indicated when you registered, and additional score report requests will be delivered a few weeks after the request is received. A paper copy of your score report can be requested at the time of registration.
- SAT Program policies are subject to change at any time for test security or other reasons. The SAT Program will attempt to provide adequate prior notice, although circumstances may limit our ability to do so.
- College Board and the test center will not be responsible for personal property, including prohibited items, brought to the test center on test day that becomes lost, stolen, or damaged.
- All personal property brought into the test center, such as purses, bags, backpacks, mobile phones, calculators and other electronic devices, may be subject to search at the discretion of College Board, ETS, and its testing staff. Searches may include the use of tools, such as metal detecting wands or other methods, that detect prohibited devices and/or their use. College Board, ETS, and its testing staff may confiscate and retain for a reasonable period of time any personal property suspected of having been used, or capable of being used, in violation of our Test Security and Fairness policies, for further investigation.
- In certain cases, including where there is unexpected volume in a particular area or for test security reasons, College Board reserves the right to move test takers to a different location or to a subsequent test administration.
- In the event of a test security-related concern, public health threat, natural disaster, terrorist act, or other unexpected events or circumstances, College Board may cancel testing for all or a particular group of test takers. When this occurs, the SAT Program will notify test takers in advance if possible. We will communicate test cancellations and, where feasible, alternative test dates for affected test takers.
- To ensure the integrity of the SAT Program, College Board reserves the right to bar any individual or group of individuals from registering for and/or taking any College Board test.
- If College Board becomes aware that you or someone else may be in imminent danger, including a determination based on the content of your essay, we reserve the right to contact the appropriate

individuals or agencies, including your high school or law enforcement agencies. We might also provide the relevant essay or other content, along with any personal information, to those contacted.

- Except as otherwise indicated in these terms and conditions, College Board, and its agents and contractors, shall not be liable for any damages, including consequential, direct, indirect, or punitive arising from or otherwise related to sat test development and administration, score reporting, test security, or the failure of sat testing staff, students, or school districts to comply with College Board's policies and procedures, whether or not (A) the claim is contract based or (B) College Board has been advised of the possibility of such damages.
- College Board or its designee may use methods to capture images, video, or audio at any or all test centers to help ensure test security. The resulting images or recordings, which may permit College Board to identify specific individuals, may be collected, stored, reviewed, and used for the purposes of (1) identifying and/or investigating possible SAT test security incidents; (2) collecting evidence in connection with possible SAT test security incidents; and (3) enhancing SAT test security. These images and/or recordings are maintained following the test administration for as long as reasonably necessary for the purposes specified. Thereafter the images and recordings are securely destroyed. College Board will NOT use or disclose such information except as described above, as requested by law enforcement, and/or as reasonably necessary to protect the rights and property of College Board or third parties.
- College Board takes steps to ensure that registration records are properly handled and processed, and that answer sheets are properly handled and scored. In the unlikely event of a problem with shipping or otherwise processing registration materials, answer sheets, or score reports, or with scoring the test, or score reporting, College Board will correct the error, if possible, schedule a makeup test for impacted test takers, or provide a refund of the test fee. These are the sole remedies for test takers in relation to such issues. College Board has sole discretion in determining whether to score lost answer sheets that are eventually recovered.

## Additional Privacy Policies

The College Board employs an array of measures, in compliance with applicable laws and the policies and guidelines set forth herein, to manage and safeguard personal information that you provide to the College Board. Please see the College Board's online privacy policy at [collegeboard.org/privacy-policy](https://collegeboard.org/privacy-policy).

Some of the information is available to your high school, the ETS Office of Testing Integrity, and College Board. In the event of an investigation involving the validity of your test scores, your information may be made available

to institutions you have sent your scores to. When legally compelled to do so, for example pursuant to a subpoena, College Board may provide your personal information to outside parties. Your scores will be made available to your high school. In addition, individual scores and other information you provide during testing may be reported to your district or state and/or their agents and representatives for educational, diagnostic and/or reporting purposes. For more information about the guidelines on the uses of College Board test scores and related data, ask your counselor or download *Guidelines on the Uses of College Board Test Scores and Related Data* from [collegeboard.org/research](https://collegeboard.org/research). Your name will never be sold to a commercial marketing firm or retailer of merchandise or services (such as test prep).

College Board will disclose scores to a student's parent or guardian if the parent or guardian is able to supply the required authentication information, unless College Board determines in its sole discretion that its records on the student contain a court order, state statute, or legally binding document relating to matters such as divorce, separation, or custody that restricts the parent's or guardian's access to the student's scores. College Board will not independently investigate whether a court order, state statute, or legally binding document exists other than in its records; instead, relevant documents and information must be submitted to College Board. College Board reserves the right to request additional documents and information in connection with determining whether or not to disclose scores to a parent or guardian.

Other than disputes involving an "Invalid Scores" review (see the "Invalid Scores" section later in this guide) or infringement of the College Board's intellectual property rights, all disputes **against the College Board and/or any or all of its contractors**, that relate in any way to registering for or taking the SAT, including but not limited to requesting or receiving test accommodations, score reporting, and the use of test taker data, shall exclusively be resolved by a single arbitrator through binding, individual arbitration administered by the American Arbitration Association ("AAA"), under the AAA Consumer Arbitration Rules in effect at the time a request for arbitration is filed with the AAA. Copies of the AAA Rules can be located at [www.adr.org](https://www.adr.org). Unless the parties mutually agree otherwise, the seat and the place of the arbitration shall be New York, New York. The parties agree that the Federal Arbitration Act ("FAA"), 9 U.S.C. § 1 *et seq.* governs this provision, and it is the intent of the parties that the FAA shall pre-empt all State laws to the fullest extent permitted by law. No arbitration may be maintained as a class action, and the arbitrator shall not have the authority to combine or aggregate the disputes of more than one individual, conduct any class proceeding, make any class award, or make an award to any person or entity not a party to the arbitration, without the express written consent of the College Board. By agreeing to arbitration in accordance with this

section, you are waiving your right to have your dispute heard by a judge or jury. Each party will be responsible for its own fees and expenses incurred in connection with the arbitration, regardless of its outcome. For purposes of this provision, each College Board contractor is a third-party beneficiary of this section, is entitled to the rights and benefits hereunder, and may enforce the provisions hereof as if it were a party hereto.

To request removal of a permanent College Board student record, call Customer Service or write to the College Board, Attention Customer Service.

## Notice to EU Residents

The College Board is providing this supplemental privacy notice to give individuals in the European Union (EU) this additional information required by the EU General Data Protection Regulation (GDPR). These provisions, together with the statements in the College Board Privacy Notices, explain our practices with regard to processing EU residents' personal data. For the most up to date information please visit [collegeboard.org/privacy-policy/notice-to-eu-residents](https://collegeboard.org/privacy-policy/notice-to-eu-residents) or contact Customer Service at [eucustomerservice@collegeboard.org](mailto:eucustomerservice@collegeboard.org) or (844) 849-3551.

The College Board requires certain Personal Information from you in order to provide you with our products and services. Our registration forms indicate which data elements are required for our contracts. If you do not provide these data elements or you provide inaccurate information, this will invalidate your registration.

- We collect and process your information based on the lawful basis described below:
- To fulfill a contract with you, such as to provide a College Board test or a test offered by another company on behalf of the College Board.
- We may provide Personal Information to our subcontractors (processors) and other trusted businesses or persons to process it for us, based on our instructions and in compliance with our Privacy Policy and any other appropriate confidentiality and security measures. For example, we use service providers to help process and score our tests; to process a payment, to create an account on our website, and for website management.
- With your consent, to send you marketing emails communications or to send your scores to your designated recipients.

We may also process your Personal Information for the purposes of our legitimate interests, provided that such processing shall not outweigh your rights and freedoms. In particular, we may process your Personal Information as needed to: (i) Protect you, us, or others from threats (such as security threats or test fraud); (ii) Improve College Board tests and support College Board research initiatives; (iii) Comply with the laws that are applicable to us around the world; (iv) Enable or administer our business, such as for quality control, consolidated

reporting, and customer service; (v) Manage corporate transactions, such as mergers or acquisitions; and (vi) Understand and improve our business, improve test integrity, and for research purposes.

## Automated Decision Making and Profiling

The College Board may use automated processes in connection with scoring tests and for similar purposes, as needed to provide the test services that you have requested. All such decisions are subject to human review. We will not make automated decisions about you that may significantly affect you, unless (a) the decision is necessary as part of a contract that we have with you, (b) we have your explicit consent, or (c) we are required by law to use the technology. You can learn more about test scoring by reading the information posted on our website about each of our tests and in the Research section of our website [research.collegeboard.org](https://research.collegeboard.org).

## Your Rights

You always have the right to object to our marketing communications. To opt out of emails, simply click the link labeled unsubscribe at the bottom of any email we send you. EU residents also have the right to access, correct, and request erasure or restriction of their Personal Information as required by law. This means you have a right to know whether or not the College Board maintains your Personal Information. If we do have your Personal Information, we will provide you with a copy (subject to the rights of others). If your information is incorrect or incomplete, you have the right to ask us to update it. You may also ask us to delete or restrict your Personal Information.

To exercise these rights, please contact us via email at [eucustomerservice@collegeboard.org](mailto:eucustomerservice@collegeboard.org) or write to us at the U.S. address above, and a member of our customer service team will assist you. Please understand that we may need to verify your identity before we can process your request. Additionally, our ability to delete Personal Information will be limited in those cases where we are required to retain records, such as in connection with score reports and test security processes.

If you believe that we have processed your Personal Information in violation of applicable law, you may file a complaint with the College Board Office of General Counsel or with a supervisory authority.

## College Board Alerts SMS Terms and Conditions

If you provide your mobile number to the College Board, we will use it only for the purposes outlined in the Protecting Your Privacy: Use of Student Information section at the front of this guide.

- To discontinue receiving SMS messages from College Board Alerts, text STOP to 70801, or you can call Customer Service. Message and data rates may apply.

- For a request to unsubscribe, you will receive one (1) final message from the College Board confirming that you have been unsubscribed in our system.
- Following such confirmation message, no additional text messages will be sent unless you reactivate your subscription, which you can do by texting JOIN.
- For additional help, text HELP to 70801 or contact [socialmediasupport@collegeboard.org](mailto:socialmediasupport@collegeboard.org).
- Compatible Carriers are listed under **Communications from the College Board and Opt-In Choices** at [collegeboard.org/privacy-policy/privacy-statement](https://collegeboard.org/privacy-policy/privacy-statement).

\*T-Mobile is not liable for delayed or undelivered messages.

## Grounds for Score Cancellation

College Board and ETS (College Board's test administrator) reserve the right to dismiss test takers, decline to score any test, and/or cancel any test scores when, in our sole judgment, as applicable, a testing irregularity occurs; there is an apparent discrepancy in the test taker's identification; a test taker is improperly admitted to the test center; a test taker engages in misconduct; based on a test taker's testing history the validity of the score is suspect; or the score is deemed invalid for another reason, including, but not limited to, discrepant handwriting, unusual answer patterns, or plagiarism. Pending investigations are kept confidential, but results of completed investigations may be communicated to intended score recipients, including if investigation indicates attempts to gain an unfair advantage through actions such as impersonation, use of prohibited items, or attempts to send/receive test content.

When, for any of these reasons, we cancel a test score that has already been reported, we'll notify score recipients that the score was canceled, but we won't disclose the reason for cancellation unless authorized to do so by the test taker, there is suspected impersonation, in certain cases that affect a group of test takers, or where required by law.

**Testing Irregularities** Testing irregularities refer to problems or irregular circumstances or events associated with the administration of a test; they may affect an individual or groups of test takers. Such problems include, without limitation, administrative errors (e.g., improper timing, improper seating, accommodations not approved by College Board, defective materials, and defective equipment), evidence of possible preknowledge of secure test content, and other disruptions of test administrations (e.g., natural disasters and other emergencies).

When testing irregularities occur, we may cancel an administration or individual registrations, decline to score all or part of the test, or cancel the test score. We may do this whether or not the affected students caused the testing irregularities, benefited from them, or engaged in misconduct. We are solely responsible

for determining whether testing irregularities have occurred, and our decisions are final. When appropriate, we give affected test takers the opportunity to take the test again as soon as possible, without charge. These are the sole remedies available to test takers as a result of testing irregularities. Students and parents may not review scores from the affected administration before choosing the option of taking a makeup test. See more information about makeup testing on page 77.

**Identification Discrepancies** When there's a discrepancy in a test taker's identification or photograph on the admission ticket, or the photo doesn't meet our requirements, the test taker may be denied admission to or dismissed from the test center; in addition, we may decline to score the test, or immediately cancel the test score. If the photo on your admission ticket doesn't match your ID, you might not be admitted to the test center.

**Misconduct** When we find misconduct in connection with a test, the test taker may be dismissed from the test center, or ETS may decline to score the test or may cancel the test score. Repeated infractions during the test may result in dismissal from the test center or score cancellation. Test takers whose scores are canceled due to misconduct will forfeit test and registration fees. Misconduct includes, but is not limited to:

- Taking any test questions or essay topics from the testing room, including through memorization, giving them to anyone else, or discussing them with anyone else through any means, including, but not limited to, email, text messages, or the internet.
- Improperly accessing the test, a part of the test, or information about the test, or the test center.
- Referring to, looking through, or working on any test, or test section in the test book or answer sheet, other than during the testing period for that test or test section.
- Referring to, or looking through, any test or test section while leaving the answer sheet blank.
- Attempting to give or receive assistance, including by copying. Discussion or sharing of test content during the test administration, during breaks, or after the test. Communication with other test takers in any form while testing is in session in the testing room.
- Using any prohibited aids such as, but not limited to, cell phones, smartphones, smartwatches, other oral or written communication devices or wearable technology, notes and reference books, etc., in connection with the test, including during breaks.
- Sharing or other misuse of equipment, including using a calculator on a test or test section you're not allowed to use calculators for.
- Consuming food or drink in an unauthorized manner.
- Leaving the test room without permission.

- Leaving the building at any time during the test administration, including during breaks.
- Attempting in any manner to remove from the test room any part of a test book or any notes relating to the test.
- Attempting to take the test for someone else or attempting to have someone else impersonate you to take the test.
- Disturbing others or refusing to follow instructions given by test center staff.
- Refusing to follow any of the test administration regulations in *The SAT and SAT Subject Tests Student Registration Booklet*, in other registration materials, or given by the test supervisor.

**Testing History** Based on a test taker's testing history, their scores may be canceled without applying procedures normally used for students as explained in the Invalid Scores section. The College Board reserves the right to report a test taker's testing history to institutions that inquire as part of a test security investigation.

**Invalid Scores** We may also cancel scores if there is substantial evidence that they're invalid for any other reason. Evidence of invalid scores may include, without limitation, plagiarism, discrepant handwriting, unusual answer patterns, text similar to that in other essays, paraphrasing of text from published sources, and essays that aren't independent compositions.

Before canceling scores under this Invalid Scores section, we notify the test taker in writing (via email if possible) about our concerns, let the test taker submit information addressing the concerns, and consider any such information submitted. If substantial evidence still exists that the scores aren't valid, we offer the test taker options that may include voluntary score cancellation, a free retest under closely monitored conditions, or arbitration in accordance with ETS's standard Arbitration Agreement. When ETS notifying the test taker we send a copy of the booklet *Why and How Educational Testing Service Questions Test Scores*, which explains this process in greater detail. (Any test taker may request a copy of this booklet at any time.) Notification of the concern may be made via email if an email address is available.

If at any time before, during, or after a review of questionable scores we find that test misconduct has occurred, we may treat the matter under our misconduct procedures; in that case, the options described under this Invalid Scores section or in the Testing Irregularities section, as applicable, will not be available, even if those options were previously offered.

The retest option is available only for tests administered in the United States and Canada. The arbitration option is available only for tests administered in the United States and U.S. territories.

**Suspected Impersonation** In cases where we believe that someone other than the registered test taker took the test for the registered test taker, and in other cases where required or permitted by law, we may refer the matter to law enforcement and inform the registered test taker's parent(s), legal guardian(s), high school, and colleges and other institutions the registered test taker requested scores be sent to. The registered test taker specifically acknowledges, and agrees to, such disclosure.

## Reporting Misconduct or Suspicious Behavior

All SAT tests are administered under strict supervision and security measures. To report any suspected violation of our Test Security and Fairness policies, or any suspicion concerning the security of an SAT test administration, please contact the Office of Testing Integrity by phone at 609-406-5430 between 7:30 a.m. and 5:30 p.m. Eastern Time, by fax at 609-406-9709, or by email at [testsecurity@info.collegeboard.org](mailto:testsecurity@info.collegeboard.org) as soon as possible. All information will be held strictly confidential unless required to disclose it by law.

## Reporting Violations

If we find that you have gained or attempted to gain or share an unfair advantage on any College Board test, we reserve the right to share this information with your high school, any other score recipients, law enforcement, and any other government agencies in the U.S. or abroad.

## Makeup Testing

During bad weather, natural disasters, power outages, or other unusual conditions, test centers may be closed. Check [sat.org/test-center-closings](http://sat.org/test-center-closings) for test center closings on Friday night and Saturday morning before you go to the test center. Information about makeup testing is posted as it's available. If a makeup date has been confirmed, that information is included.

The following policies apply to makeup testing:

- The availability of makeup testing and the conditions that make test takers eligible to take a makeup test are at the sole discretion of College Board.
- You may only take tests that you registered to take on the original date. During check-in only, you may be able to change your SAT Essay option, if the test coordinator can accommodate this request.
- Waitlist registrants are not eligible to take a makeup test.
- Sunday testing is offered for religious reasons only, not for makeup testing.
- Access to scores from makeup administrations may be delayed by several weeks.

## Verifying Your Scores

You can request a comprehensive multiple-choice hand-scored verification up to five months after the test date, by printing and completing a Request for SAT Score Verification form, available at [sat.org/verify-scores](https://sat.org/verify-scores). Read the information on the form carefully before requesting this service. There is a fee for this service. If you used a fee waiver to pay SAT Subject Test registration fees, the score verification fee will be reduced.

## Score Reporting

Score reports will be automatically sent to you and your high school and to the institutions you choose when you register.

- Each time you take the SAT, SAT with Essay, or an SAT Subject Test, the scores are added to your College Board record. All of your scores are reported to your high school.
- You can order additional score reports. They'll be sent to your designated colleges 1–3 weeks after the request is received.
- If you want to change where your scores are sent, you have until 9 days after the published test date to alter your 4 free score reports at no charge. After that, you'll be charged the additional score report request fee for any added or changed report requests.
- Score Choice lets you choose which scores are sent.

## About Score Choice

College and scholarship program-specific SAT score-use practices referenced in Score Choice materials are based on information provided to us by each participating college or scholarship program.

The description of a particular SAT score-use practice in the Score Choice materials might not include every aspect of how a college or scholarship program uses a student's score for admission decisions; additionally, SAT score-use practices for a particular college or scholarship program may change periodically and may not be automatically updated in Score Choice. We recommend that you verify the SAT score-use practices of the colleges or scholarship programs you're sending your scores to.

We're not responsible for the accuracy of the information or the consequences of your decisions.

Your high school will continue to have access to all of your scores.

## Sending Scores to College and University Systems

The reports received by you, your high school, and colleges contain scores that have been converted to College Board's 200–800-point scale. The SAT includes additional scores that offer insights into your skill levels. College Board doesn't use either your raw score or

your reported scaled score by itself or in combination with any other information to predict your individual future academic performance at specific postsecondary institutions. However, College Board does help individual colleges and universities use and interpret SAT and SAT Subject Test scores. Test scores are the property of College Board.

In certain college and university systems, once you submit your score to one school, other schools in that system will also have access to your score. However, if you're applying to more than one school in a college or university system, it's still important for you to send your SAT scores to each individual school. If you're not sure whether the school you're applying to is part of such a system, contact the school's admission office.

If you've decided to participate in the Student Search Service, colleges and universities may identify you to give you materials about college admission and financial aid. Student Search Service does not report your course grades, test scores, phone numbers, or Social Security number to these organizations, but organizations can request student information based on a variety of criteria, which may include score range or other variables such as geographical location or expressed interests.

## Scholarships

Some of the scholarship programs in the SAT Code List have restrictions or prerequisites for eligibility. State scholarship program participants may change at any time, and the list may not always reflect the most up-to-date information.

College Board automatically reports scores and identifying information (including email address) for Presidential Scholar consideration for test takers in all states, the District of Columbia, U.S. territories, and Puerto Rico, and for U.S. citizens abroad so you don't have to use one of your free score reports.

## Releasing Your Scores to the New York State Scholarship Program

The New York State Scholarship Program requires that New York State students who wish to be considered for the Robert C. Byrd Honors Scholarships and Regents Scholarships at Cornell University on the basis of their SAT scores take the SAT before November 1, 2019. The latest published SAT administration date that meets this deadline is October 5, 2019.

The New York State Standardized Testing Law requires that you specifically authorize the sending of all reports. Your SAT scores and other information from your record will be sent to the scholarship program if you authorize the release of your scores when you apply for a scholarship. To do that, answer "yes" and sign the score release statement in the scholarship application. There's no fee when your report is sent to the New York State Scholarship Program. Scholarship application forms are



sent by the State Education Department to principals of all high schools in New York State in December or January.

The College Board releases to the New York State Scholarship Program names, addresses, and other identifying information of seniors who registered to take the SAT prior to November 1, 2019, who are New York State residents and applied for scholarship(s). These are matched to student files and the scores of all students who authorized their release are sent to the program. If you don't want your name and address released for this purpose, notify The College Board SAT Program, NYS Scholarship Program, P.O. Box 025505, Miami, FL 33102.

## Keeping Scores on File

Your test scores, your responses to the SAT Questionnaire, and related personal information that you provide to College Board become part of your student record and are kept indefinitely, unless you tested before entering the ninth grade.

## Ordering Older Scores

Scores can be ordered for test takers who tested before 2005. Older scores must be ordered using the paper form available at [sat.org/scores](http://sat.org/scores) or by contacting Customer Service. We will charge an additional fee to cover the cost of looking up your scores, whether or not scores can be located. The normal response time for score delivery may not apply. Some older scores may take longer to locate, and College Board cannot guarantee that older scores can always be retrieved.

Official score reports sent to colleges five or more years after a test date will include a message explaining that they may be less valid predictors of college academic performance than more recent scores would be. This message also notifies colleges that for SAT Subject Tests, the test taker's knowledge of the subject may change given additional study in the area, and scores may become less valid predictors within a shorter time period.

## Required Information for Students Testing in California or New York State

The California Education Code requires that you be given certain information about the purposes of the tests, property rights of the test subject and test agency to the test scores, procedures for releasing score reports, and score interpretation.

Statistical information related to the use of test scores in predicting future grade point averages must be provided to test takers prior to the administration of the test or coinciding with the initial reporting of test scores.

The New York State Standardized Testing Law requires that certain information concerning the purposes of the test, property rights of the test taker and test agency to the test scores, test fairness and equity, procedures for releasing score reports and for reviewing challenges about test questions, and score interpretation be given to test takers along with the registration form or score report.

The information for both California and New York State test takers is furnished in The SAT and SAT Subject Tests Student Registration Booklet and in the materials included with score reports. Complete descriptions of the content of the tests, along with information on test preparation and sample questions, are provided in the booklets The SAT Student Guide and The SAT Subject Tests Student Guide, which are available free of charge from school offices for students who plan to register for these tests.

## Predicting College Grades

The main purpose of the SAT is to determine how prepared students are to succeed, both in college and in career training programs. Because the SAT assesses the content that research shows matters most for college and career readiness, SAT scores provide meaningful information about a student's likelihood of success in college. But the SAT should not be used as the sole source of information for high-stakes decisions.

## Ensure Fairness and Equity

All SAT Program test questions and editions of the tests are reviewed by external, independent educators from throughout the United States. These reviews help ensure that wording and content are unambiguous and relevant and that the language used is not offensive to or inappropriate for any particular group of students based on race/ethnicity or gender. The test as a whole includes references to men and women, as well as to individuals from varied racial, ethnic, and cultural backgrounds. Questions that were statistically harder than expected for a particular group of students to answer correctly based on their performance on other items in the test are excluded from the tests.

## Relationship of SAT Scores to Family Income

The College Board no longer collects information regarding family income from test takers. Past data indicate that students from every income level obtain a full range of SAT scores.

## Notes

# Notes

## Notes

# Notes

## Notes



---

Show up ready  
on test day.

Watch over 200 videos, and take 20 practice tests covering all 5 subject areas. They're great refreshers to help you get ready for the SAT Subject Tests™.

[satsubjecttests.org/practice](https://satsubjecttests.org/practice)

© 2018 The College Board. 00898-023

**SAT**®

 CollegeBoard

# The SAT® and SAT Subject Tests™

# Calendar 2019-20

Deadlines expire at 11:59 p.m. U.S. ET.

Test Dates*	2019				2020		
	AUG 24	OCT 5	NOV 2	DEC 7	MAR 14	MAY 2	JUN 6
<b>Domestic Registration Deadline</b>	July 26	Sep 6	Oct 3	Nov 8	Feb 14	Apr 3	May 8
<b>Domestic Late Registration Deadline</b>							
Paper	Aug 6	Sep 17	Oct 15	Nov 19	Feb 25	Apr 14	May 19
Online and Phone	Aug 13	Sep 24	Oct 22	Nov 26	Mar 3	Apr 21	May 27
<b>International Registration Deadline</b>	Not Available	Sep 6	Oct 3	Nov 8	Feb 14	Apr 3	May 8
<b>International Early Registration Deadline**</b>		Aug 21	Sep 18	Oct 23	Jan 29	Mar 18	Apr 22

	AUG 24	OCT 5	NOV 2	DEC 7	MAR 14	MAY 2	JUN 6
<b>The SAT</b>	●	●	●	●	●	●	●
<b>The SAT Subject Tests</b>					SAT Subject Tests are not offered on this date.		
Biology E/M, Chemistry, Physics	●	●	●	●		●	●
Literature	●	●	●	●		●	●
Mathematics Levels I and II	●	●	●	●		●	●
United States (U.S.) History	●	●	●	●		●	●
World History	●			●			●
<b>Languages: Reading Only</b>							
French, Spanish	●	●		●		●	●
German, Italian, and Modern Hebrew							●
Latin				●			●
<b>Languages with Listening</b> <i>You may take only one listening test on this date.</i>							
Chinese, French, German, Japanese, Korean, and Spanish			●				

Domestic Registration: [sat.org/register](https://sat.org/register)  
 Domestic Fees: [sat.org/us-fees](https://sat.org/us-fees)  
 Fee Waivers: [sat.org/fee-waivers](https://sat.org/fee-waivers)

International Registration: [sat.org/international](https://sat.org/international)  
 International Fees: [sat.org/intl-fees](https://sat.org/intl-fees)

134874-82551 • M419E200 • Printed in U.S.A.

812736



\* Sunday tests are given the day after the Saturday test.

\*\*If registering through a representative, you'll need to submit by the early registration deadline. Be sure to review the test calendar carefully because not all subjects are offered on every test date. The SAT is offered internationally in October, December, March, and May. The SAT Subject Tests are offered internationally in October, November, December, May, and June.

