

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2002 Released Test

**END OF COURSE
ENGLISH:
Reading/Literature and Research**

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DIRECTIONS

Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer sheet for the answer you have chosen.

SAMPLE

Salmon Run

No one has taught them how to struggle up
On this, a run of grueling, flogging odds.
Instinctive wisdom and a will to rise
Suspends their forms against the crashing flood.
5 Nothing can defeat the pounding roar as
Enraged waters battle their advance.
Clinging by a hidden will they climb,
Stubborn, tireless, faithful as a dream.
Ascending higher regions of the stream.

A What does this poem describe?

- A Depression
- B Punishment
- C Regret
- D Determination

B Lines 8 and 9 utilize —

- F end rhyme
- G slant (approximate) rhyme
- H internal rhyme
- J alliteration

Directions: Read the speech and answer the questions that follow.

Susan B. Anthony Argues for Women's Rights

Susan B. Anthony

Susan Brownell Anthony fought for women throughout the nineteenth century in an effort to gain equal voting rights, pay, and education. Her words of protest were met with heated reactions; however, this response did not daunt Anthony. She organized the National Woman Suffrage Association to further the cause of women's voting rights but was arrested for the crime of voting in 1872 when she led a group of women to the polls to cast ballots in the presidential election. Her courtroom speech, reprinted below, was published by newspapers nationwide in 1872.

- 1 Friends and fellow citizens, I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.
- 2 The preamble of the federal Constitution says:
"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
- 3 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people — women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government — the ballot.
- 4 For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people is to pass a bill of attainder, or an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity. To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy¹ of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, . . . might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household — which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.
- 5 Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.
- 6 The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

¹oligarchy - a state governed by a few persons

1 This speech conveys all the following messages *except* that the author —

- A is upset over the attitudes of the times
- B wants equality for all
- C wants to enter politics
- D is knowledgeable of government affairs

2 Susan B. Anthony cleverly offers the *best* evidence for her cause by —

- F quoting “We the people” as written in the Constitution
- G opening with “Friends and fellow citizens . . .”
- H referring to democracy as “an oligarchy of sex”
- J stating that “all men sovereigns, all women subjects”

3 “Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.”

In paragraph 5, Anthony cites the common definitions of the word “citizen” in order to —

- A show these authors agree with her position
- B prove she has done her research on the subject
- C use accepted definitions to prove her point
- D illustrate that every citizen is a person in the United States

4 Anthony’s outrage at women’s lack of equal rights is *most* forcefully expressed in which of these statements?

- F The whole people formed the union to secure the blessings of liberty for men and women.
- G To make sex a qualification will result in disfranchisement of one entire half of the people.
- H It is a downright mockery to talk to women of their enjoyment of the blessings of liberty.
- J No state has the right to make any law, or enforce any old law, that shall abridge privileges.

5 This selection is an example of persuasive argument because it —

- A presents an opposing point of view
- B is written in first-person point of view
- C relates a personal experience
- D refers to a historical document

6 Susan B. Anthony’s speech gains support for her cause by clearly reflecting —

- F her wish to gain personal notoriety
- G her frustration with the white, male attitude
- H her frustration with women who don’t wish to vote
- J her wish to make public speeches

7 Which major American literature theme is captured in this selection?

- A Rebellion and protest
- B Searching for scientific progress
- C Honoring the historical past
- D Disillusionment with self

Directions: Read the poem and answer the questions that follow.

To an Athlete Dying Young

A. E. Housman

The time you won your town the race
We chaired you through the market-place;
Man and boy stood cheering by,
And home we brought you shoulder-high.

5 Today, the road all runners come,
Shoulder-high, we bring you home,
And set you at your threshold down,
Townsmen of a stiller town.

Smart lad, to slip betimes¹ away
10 From fields where glory does not stay
And early though the laurel grows
It withers quicker than the rose.

Eyes the shady night has shut
Cannot see the record cut,
15 And silence sounds no worse than cheers
After earth has stopped the ears:

Now you will not swell the rout
Of lads that wore their honors out,
Runners whom renown outran
20 And the name died before the man.

So set, before its echoes fade,
The fleet foot on the sill of shade,
And hold to the low lintel up
The still-defended challenge-cup.

25 And round that early-laureled head
Will flock to gaze the strengthless dead,
And find unwithered on its curls
The garland briefer than a girl's.

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¹betimes - archaic form of "soon"

8 Which statement *best* paraphrases lines 11-12 from “To an Athlete Dying Young”?

“And early though the laurel grows
It withers quicker than the rose.”

- F Success in early life is almost always overshadowed by success in later life.
- G The older a person gets, the less he or she cares about winning.
- H A laurel wreath lasts longer than a garland of roses.
- J An early victory usually fades away and is forgotten as the victor ages.

9 In the first two stanzas the carrying home of the athlete “shoulder-high” suggests the idea of —

- A death
- B defeat
- C honor
- D sorrow

10 Describe the rhyme scheme used by the poet in “To an Athlete Dying Young.”

- F *abca*
- G *aabb*
- H *abba*
- J *abab*

11 In “To an Athlete Dying Young” the poet inspires a sense of reverence for the deceased athlete by his use of —

- A direct quotations from friends
- B rosemary as a symbol
- C memories of his victory
- D description of his burial

12 In Housman’s poem, he mentions laurel, which is used in Roman mythology. Which source would prove *most* useful to understand the Roman mythology mentioned in A. E. Housman’s poetry?

- F *The New World Atlas of Ancient Rome*
- G *Princeton Encyclopedia of Poetry and Poetics*
- H *The Anatomy of Criticism*
- J *Classic References in 20th Century English Poetry*

13 Which of these images is *not* used by the poet to allow the reader to understand a sense of loss?

- A the victory march through town
- B the laurel wreath
- C the gold medal
- D the still-defended challenge-cup

14 The first stanza contains examples of —

- F paired couplets
- G blank verse
- H internal rhyme
- J free verse

15 Which line from the poem contains an example of paradox?

- A Line 15 — “And silence sounds no worse than cheers”
- B Line 24 — “The still-defended challenge-cup.”
- C Line 26 — “Will flock to gaze the strengthless dead,”
- D Line 28 — “The garland briefer than a girl’s.”

16 The speaker communicates the townspeople’s love for the athlete through which lines?

- F Lines 1-2 “The time you won your town the race
We chaired you through the market-place;”
- G Lines 9-10 “Smart lad, to slip betimes away
From fields where glory does not stay”
- H Lines 17-18 “Now you will not swell the rout
Of lads that wore their honors out,”
- J Lines 21-22 “So set, before its echoes fade,
The fleet foot on the sill of shade,”

17 This poem and others like it would *most* likely be found in which of these sources?

- A *Contemporary Literary Criticism*
- B *The St. Martin’s Guide to Writing*
- C *A Handbook to Poetic Terms*
- D *The Norton Anthology of Modern Poetry*

Directions: Read the passage and answer the questions that follow.

Riding Is an Exercise of the Mind

N. Scott Momaday

- 1 One autumn morning in 1946, I woke up at Jémez Pueblo. I had arrived there in the middle of the night and gone to sleep. I had no idea of the landscape, no sense of where in the world I was. Now, in the bright New Mexican morning, I began to look around and settle in. I had found the last, best home of my childhood.
- 2 When my parents and I moved to Jémez, I was twelve years old. The world was a different place then, and Jémez was the most exotic corner within it. The village and the valley, the canyons and the mountains had been there from the beginning of time, waiting for me. So it seemed. Marco Polo in the court of Kublai Khan had nothing on me. I was embarked upon the greatest adventure of all; I had come to the place of my growing up.
- 3 The landscape was full of mystery and of life. The autumn was in full bloom. The sun cast a golden light upon the adobe walls and the cornfields; it set fire to the leaves of willows and cottonwoods along the river; and a fresh cold wind ran down from the canyons and carried the good scents of pine and cedar smoke, of bread baking in the beehive ovens, and of rain in the mountains. There were horses in the plain and angles of geese in the sky.
- 4 One November, on the feast of San Diego, Jémez took on all the colors of a Renaissance Fair. I lived on the southwest corner of the village, on the wagon road to San Ysidro. I looked southward into the plain; there a caravan of covered wagons reached as far as the eye could see. These were the Navajos, coming in from Torreón. I had never seen such a pageant; it was as if that whole, proud people, the *Diné*, had been concentrated into one endless migration. There was a great dignity to them, even in revelry. They sat tall in the wagons and on horseback, going easily with laughter and singing their riding songs. And when they set up camp in the streets, they were perfectly at home, their dogs about them. They made coffee and fried bread and roasted mutton on their open fires.
- 5 Gradually and without effort I entered into the motion of life there. In the winter dusk I heard coyotes barking away by the river, the sound of the drums in the kiva, and the voice of the village crier, ringing at the rooftops.
- 6 I came to know the land by going out upon it in all seasons, getting into it until it became the very element in which I lived my daily life.
- 7 I had a horse named Pecos, a fleet-footed roan gelding, which was my great glory for a time. Pecos could outrun all the other horses in the village, and he wanted always to prove it. We two came to a good understanding of each other, I believe. I did a lot of riding in those days, and I got to be very good at it. My Kiowa ancestors, who were centaurs, should have been proud of me.
- 8 Riding is an exercise of the mind. I dreamed a good deal on the back of my horse, going out into the hills alone. Desperados were everywhere in the brush. More than once I came upon roving bands of hostile Indians and had, on the spur of the moment, to put down an uprising. Now and then I found a wagon train in trouble, and always among the settlers there was a lovely young girl from Charleston or Philadelphia who needed simply and more than anything else in the world to be saved. I saved her.
- 9 After a time Billy the Kid was with me on most of those adventures. He rode on my right side and a couple of steps behind. I watched him out of the corner of my eye, for he bore watching. We got on well together in the main, and he was a good man to have along in a fight. We had to be careful of glory-seeking punks. Incredibly there were those in the world who were foolish enough to oppose us, merely for the sake of gaining a certain reputation.

- 10 When it came time for me to leave home and venture out into the wider world, I sold my horse to an old gentleman at Vallecitos. I like to think that Pecos went on with our games long afterwards, that in his old age he listened for the sound of bugles and of gunfire — and for the pitiful weeping of young ladies in distress — and that he heard them as surely as I do now.

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18 This selection is *best* described as —

- F a personal narrative
- G a tall tale
- H an editorial
- J a satire

19 In the paragraphs about desperados and Billy the Kid, the author achieves *most* of his effect through the use of —

- A extensive explanation
- B imaginative narration
- C philosophical insights
- D amusing asides

20 Which of the following is the *most* important element in this selection?

- F The plot
- G The setting
- H The climax
- J The characterization

21 When the author compares himself to Marco Polo in the court of Kublai Khan, he is using a historical —

- A allusion
- B argument
- C benchmark
- D misconception

22 The comparison to Marco Polo in the court of Kublai Khan is intended to make readers feel the —

- F tranquility of the scenery
- G ruggedness of the mountain terrain
- H difference between today's world and the world of 1946
- J author's sense of awe at his new surroundings

23 In this story, the narrator imagines himself to be —

- A an outsider
- B a hero
- C a caretaker
- D a trickster

24 In Greek mythology, a *centaur* is a creature who is half horse and half man. In paragraph 7, the narrator calls his ancestors centaurs. This reference suggests that they —

- F were believed to be descended from horses
- G had learned about Greek mythology
- H looked mysterious on horseback
- J were superb horsemen

25 Which sentence from the selection *best* reveals the author’s attitude toward his subject?

- A “I lived on the southwest corner of the village . . .”
- B “I had never seen such a pageant . . .”
- C “There was a great dignity to them . . .”
- D “I was embarked upon the greatest adventure of all . . .”

26 Which detail does *not* contribute to the reader’s perception that Jémez Pueblo is an exotic place?

- F “The autumn was in full bloom.”
- G “. . . the sound of the drums in the kiva, and the voice of the village crier . . .”
- H “The sun cast a golden light upon the adobe walls and the cornfields . . .”
- J “. . . of bread baking in the beehive ovens, and of rain in the mountains.”

Directions: Read the research paper and answer the questions that follow.

The following is a draft of a research paper written by an eleventh-grade student for his English class.

Samuels 1

Sebastian Samuels
Mrs. Norton
English-5
5 October 2001

Eudora Welty's Use of Myth

- 1 In her intriguing short story "A Worn Path," Eudora Welty tells two tales, one having a literal sequence of events and another having a deeper, philosophical meaning. Read as a simple narrative, "A Worn Path" tells of an old woman who walks a great distance to obtain medicine for her chronically ill grandson. However, "by interweaving the account of this quest of love with the Egyptian Phoenix myth, the author provides the reader with a symbolic level of interpretation that not only adds texture and power to the tale but also reveals its theme of immortality" (Conners 33). We especially find this to be true when we examine the plot and character elements of the story.
- 2 The use of the name "Phoenix" for the main character establishes the story's connection to myth. In *Well-Known Egyptian Myths*, Adrian Phelps explains that Phoenix is also the name of a mythological bird that was sacred to the sun-god in ancient Egypt. Every 500 years, according to the myth, the bird creates a funeral pyre of its own nest and then rises from the ashes. In gathering the ashes and depositing them at the Temple of the Sun in Heliopolis, a sacred city in Egypt, "the magnificent Phoenix manifests its immortality" (82). The character of Old Phoenix Jackson embodies the Egyptian myth both physically and spiritually.
- 3 How can an old woman resemble a mythological bird that has "brilliant scarlet and gold plumage" (Phelps 21)? In her vivid description of Phoenix Jackson, Welty writes that "a golden color ran underneath [her skin] and the two knobs of her cheeks were illuminated by a yellow burning under the dark. Under the big red rag, her hair came down ..." (1). In addition to this colorful image, Welty uses sound and movement to liken Old Phoenix to a bird. The tapping of Phoenix's cane "seemed meditative like the chirping of a solitary little bird" (1). When the old woman walked, she moved "from side to side in her steps" (1). Even her head movements are reminiscent of those of a bird: "She ... shook her head once or twice in a little strutting way" (3). Details such as these create a bird-like impression of the human Phoenix.
- 4 The woman's symbolic connection with the mythical bird is also established through frequent allusions to birds. Welty refers to a mourning dove, a buzzard, some quail, and some dead bob-whites. She writes of pine cones that drop "as light as feathers" (2). She compares the way Old Phoenix picks up a nickel to "lifting an egg from under a sitting hen" (5); also, as Old Phoenix steals the nickel, a bird flies by and Old Phoenix experiences this as a symbol of God's presence. Finally, the old woman remembers her grandson thus: "He ... peep out holding his mouth open like a little bird" (7).

- 5 The journeys traveled by Old Phoenix Jackson and the mythological Phoenix are similar. Heliopolis and Natchez, their respective destinations, are both large cities that hold the keys to renewal and continued life. Both journeys are ritualistic in their cyclic repetition, the bird's journey occurring every five centuries and the woman's each time her grandson needs medicine. "The journeys of both the bird and the old woman symbolize the life cycle, an eternal walk of confusion until a destination is reached" (Paton 20). Just as the mythological Phoenix transcends all nature in its extraordinary actions, Phoenix Jackson, driven by focused intent, moves beyond what might be considered the physical limitations of an old woman. As the Phoenix bird pauses during its journey, so does the old woman. The mythical bird resurrects itself "fresh and new" after its self-sacrifice in the nest (Conners 20). When resting, Phoenix Jackson "spread her skirts on the bank around her and folded her hands over her knees" (Welty 2), also assuming a nesting position.
- 6 By associating her story "A Worn Path" with the ancient Egyptian Phoenix myth, Eudora Welty enriches a simple tale, raising it to a level of universality. We all re-create ourselves as we overcome challenges and defeats along the road of life.

Works Cited

- Conners, Michael. "The Theme of Immortality in Eudora Welty's Works." *Criticism of American Literature*. Ed. Thomas C. Jones. Chicago: Ballentine, 1988. 3-37.
- Paton, Tonya. "Mythological Allusions in the Short Stories of Eudora Welty." *Literary Journal* 19.3 (1991). 15-22.
- Phelps, Adrian. *Well-Known Egyptian Myths*. New York: Tantum, 1993.
- Welty, Eudora. "A Worn Path." *The Collected Stories of Eudora Welty*. Ed. Susan James. Orlando: Harcourt, 1980: 1-7.

Due to space constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

27 In paragraph 2, the word embodies means —

- A represents
- B narrates
- C forgets
- D encourages

28 In paragraph 5, the word transcends means —

- F passes through
- G treasures
- H goes beyond
- J amazes

29 Sebastian shows that Eudora Welty presented Old Phoenix as bird-like by —

- A comparing the purposes of their respective journeys
- B posing questions about birds to the reader
- C discussing the migrating habits of birds
- D using specific descriptive examples from the story

30 Which is a *most* likely thesis of this paper?

- F In “A Worn Path,” Old Phoenix Jackson symbolizes immortality because she is an elderly person who still undertakes long journeys.
- G “A Worn Path” is by far the most complex and interesting of all Eudora’s Welty’s short stories.
- H Many writers use mythological references to make their stories more interesting.
- J Eudora Welty used allusions to the ancient Egyptian Phoenix myth to deepen the significance of her short story “A Worn Path.”

31 Which question does Sebastian *not* attempt to answer in this paper?

- A In what ways does the character Old Phoenix Jackson physically resemble a bird?
- B Who originally wrote down the Egyptian myth about the Phoenix bird?
- C For what purpose is Old Phoenix Jackson traveling to the city of Natchez?
- D Why did Eudora Welty use Phoenix as the name for the main character in “A Worn Path”?

32 Sebastian primarily organized this paper by —

- F listing a sequence of events from a fictional work
- G suggesting several possible solutions to a problem
- H drawing comparisons and supporting them with examples
- J describing the life and personality of a famous author

33 In order to *best* appreciate the many levels of the short story “A Worn Path,” the reader would need to —

- A be aware of certain facts from Eudora Welty’s life
- B know about the Egyptian Phoenix myth
- C know where the city of Natchez is located
- D be familiar with all of Eudora Welty’s stories

34 The reader could *best* evaluate the accurate use of information in this paper by reading —

- F other Welty stories to see how they are organized
- G the definition of the word “Phoenix” in a dictionary
- H an encyclopedia entry about Eudora Welty
- J the story and the myth that are discussed in the paper

35 To find out how Eudora Welty used mythology in other stories, the reader should consult the cited source written by —

- A Adrian Phelps
- B Tonya Paton
- C Michael Connors
- D Eudora Welty

Directions: Read the passage and answer the questions that follow.

EMPLOYMENT APPLICATION		
POSITION APPLIED FOR Tennis Instructor Aide	DATE June 11, 2001	
NAME Nadine Beckley	DATE OF BIRTH May 6, 1985	SOCIAL SECURITY NUMBER 162-00-9177
STREET AND NUMBER 17 Conifer Drive		
CITY, STATE, AND ZIP CODE Forest Hills, Virginia 23219		
HOME TELEPHONE NUMBER (888) 293-3151		
EDUCATION		
NAME HIGH SCHOOL Forest Hills High School	Did you Graduate?	If you did not graduate, do you have a G.E.D. Certificate?
LOCATION Forest Hills, Virginia	YES	YES
Circle Grade Completed 1 2 3 4 5 6 7 8 9 10 (11) 12	NO	NO
NAME COLLEGE	Did you Graduate?	If you did not graduate, how many units did you complete?
LOCATION	YES	Semester Units? _____
Years Completed 1 2 3 4 5 Degree _____	NO	Quarter Units? _____
Major _____ Minor _____		
SKILLS		
PLEASE DESCRIBE THE SKILLS, KNOWLEDGE, AND ABILITY YOU HAVE ACQUIRED EITHER THROUGH EDUCATION OR EXPERIENCE THAT QUALIFY YOU FOR THE POSITION FOR WHICH YOU ARE APPLYING. (IF EXTRA SPACE IS NEEDED, ATTACH SEPARATE SHEET.)		
I have been playing tennis since I was 10 years old and have taken lessons for the past three years. I attended tennis camp for two summers, and last summer I helped my instructor with beginning students.		
<p>NOTE: Verification of citizenship is required prior to hiring. A criminal conviction does not automatically disqualify you for employment. The time and nature of the offense will be considered.</p> <p>According to Article 12, Section 816, National Fair Employment Law, an employer may not require any employee or applicant for employment to submit to a polygraph, lie detector, or similar test as a condition of employment. Any employer violating this provision is subject to a fine of up to \$100.</p> <p>Please note that a NO-SMOKING policy is in effect in all of our offices and buildings except in specifically designated smoking areas.</p>		
<p>APPLICANT'S STATEMENT: All answers in this application are true and complete to the best of my knowledge. I understand that any false or misleading information will result in ineligibility for the position for which I am applying.</p>		
Applicant's Signature Nadine Beckley		Date June 11, 2001
PERSONNEL DEPARTMENT USE ONLY		
Required Legal Documents		
<input type="checkbox"/> Birth Certificate <input type="checkbox"/> Original Social Security Card <input type="checkbox"/> Valid Driver's License <input type="checkbox"/> U.S. Military Card <input type="checkbox"/> U.S. Passport <input type="checkbox"/> Certificate of Citizenship <input type="checkbox"/> Certificate of Naturalization <input type="checkbox"/> Alien Registration Card		
<p>CERTIFICATION: I attest that all documents presented to me by the above-named individual have been thoroughly examined and appear to be genuine.</p>		
<p>COMMENTS: _____</p> <p>_____</p>		
Reviewer's Signature _____		Date _____



36 If this application were for a job working at a fast-food restaurant, which part would Nadine change?

- F Skills description
- G Applicant's statement
- H Education information
- J Legal specifications

37 Nadine Beckley's description of her skills, knowledge, and ability answers all of these questions *except* which one?

- A Do you have experience that might be helpful if you are hired for this position?
- B Is this work something you think you would enjoy?
- C Would you be qualified to handle a medical emergency on the job?
- D Do you have experience interacting with other people in a work environment?

38 Which question is *not* asked on the application?

- F What was your major area of study in college?
- G Do you live with your parents?
- H What is your social security number?
- J Do you currently attend high school?

39 The section entitled PERSONNEL DEPARTMENT USE ONLY is the place where —

- A comments of past employers are written
- B a detailed job description is given
- C the reviewer makes notes about the applicant
- D the applicant signs and dates the document

40 According to this employment application, no employee can be required to —

- F handle large sums of money
- G submit to a lie detector test
- H lift weights over 30 pounds
- J operate a motor vehicle

41 The last person to sign the application is the —

- A parent
- B reviewer
- C applicant
- D tester

42 If the applicant does not have enough room to list all skills and experiences for this job, which of these would be *best* to do?

- F Attach a full resume to the application form
- G Use a second application form for the "Skills" section only
- H Write in the margins of the application form
- J Attach a plain sheet of paper with applicable skills and experiences

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	C	002	Understand the elements of literature.
2	F	002	Understand the elements of literature.
3	C	002	Understand the elements of literature.
4	H	002	Understand the elements of literature.
5	A	002	Understand the elements of literature.
6	G	002	Understand the elements of literature.
7	A	002	Understand the elements of literature.
8	J	002	Understand the elements of literature.
9	C	002	Understand the elements of literature.
10	G	002	Understand the elements of literature.
11	C	002	Understand the elements of literature.
12	J	003	Locate and use information from a variety of resource materials.
13	C	002	Understand the elements of literature.
14	F	002	Understand the elements of literature.
15	A	002	Understand the elements of literature.
16	F	002	Understand the elements of literature.
17	D	003	Locate and use information from a variety of resource materials.
18	F	002	Understand the elements of literature.
19	B	002	Understand the elements of literature.
20	G	002	Understand the elements of literature.
21	A	002	Understand the elements of literature.
22	J	002	Understand the elements of literature.
23	B	002	Understand the elements of literature.
24	J	002	Understand the elements of literature.
25	D	002	Understand the elements of literature.
26	F	002	Understand the elements of literature.
27	A	001	Understand a variety of printed materials.
28	H	001	Understand a variety of printed materials.
29	D	003	Locate and use information from a variety of resource materials.
30	J	003	Locate and use information from a variety of resource materials.
31	B	001	Understand a variety of printed materials.
32	H	003	Locate and use information from a variety of resource materials.
33	B	001	Understand a variety of printed materials.
34	J	001	Understand a variety of printed materials.
35	B	003	Locate and use information from a variety of resource materials.
36	F	001	Understand a variety of printed materials.
37	C	001	Understand a variety of printed materials.
38	G	001	Understand a variety of printed materials.
39	C	001	Understand a variety of printed materials.
40	G	001	Understand a variety of printed materials.
41	B	001	Understand a variety of printed materials.
42	J	001	Understand a variety of printed materials.