

# **SCIENCE**

**ACT PRACTICE TEST**

**67C**



## SCIENCE TEST

35 Minutes—40 Questions

**DIRECTIONS:** There are several passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

You are NOT permitted to use a calculator on this test.

## Passage I

Finch beak depth (see Figure 1) is an *inherited* trait (it can be passed from parents to offspring).



Figure 1

Researchers studied the beak depth of 2 species of finches, *Geospiza fortis* and *Geospiza fuliginosa*. Both species live on Island A. *G. fortis* alone lives on Island B, and *G. fuliginosa* alone lives on Island C. For both species, the primary food is seeds. Birds with shallower beaks can efficiently crush and eat only small seeds. Birds with deeper beaks can crush and eat both large and small seeds, but they prefer small seeds.

## Study 1

Researchers captured 100 *G. fortis* finches and 100 *G. fuliginosa* finches on Island A. They tagged each bird, measured its beak depth, and released it. Then they calculated the percent of birds having each of the beak depths that had been measured. The researchers followed the same procedures with 100 *G. fortis* finches from Island B and 100 *G. fuliginosa* finches from Island C. The results of this study are shown in Figure 2.

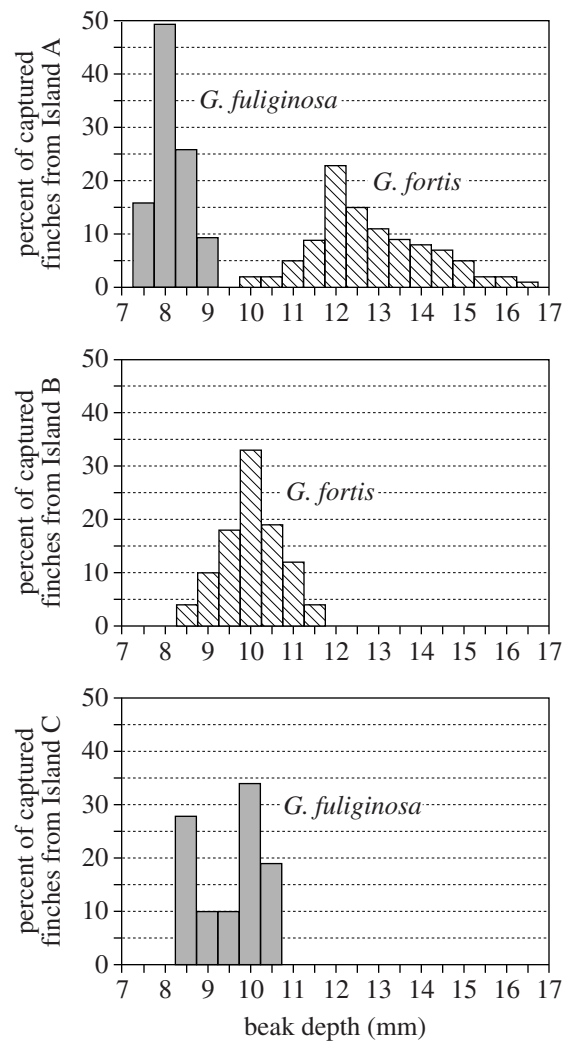


Figure 2

## Study 2

After completing Study 1, the researchers returned to Island B each of the next 10 years, from 1976 to 1985. During each visit, the researchers captured at least 50 *G. fortis* finches and measured their beak depths. Then



they calculated the average *G. fortis* beak depth for each of the 10 years. The researchers noted that, during the 10-year period, 3 years were exceptionally dry, and 1 year was very wet (see Figure 3). Small seeds are abundant during wet years. During dry years, all seeds are less abundant, and the average size of the available seeds is larger.

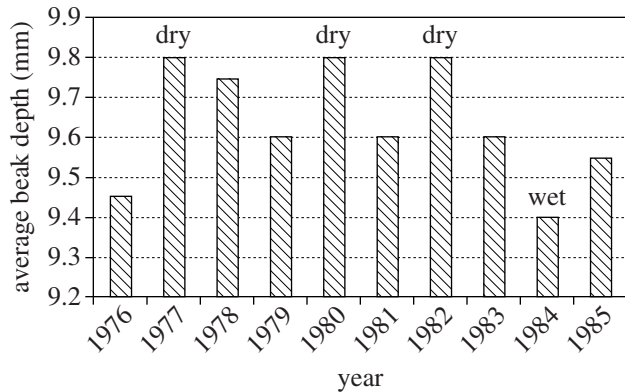


Figure 3

Figures adapted from Neil A. Campbell, Jane B. Reece, and Lawrence G. Mitchell, *Biology*, 5th ed. ©1999 by Benjamin/Cummings.

- Based on the results of Study 1, the highest percent of finches on Island B and Island C had a beak depth of:
 

	Island B	Island C
A.	8 mm	8 mm
B.	9 mm	12 mm
C.	10 mm	8 mm
D.	10 mm	10 mm
- During which of the following years were small seeds likely most abundant on Island B ?
  - 1977
  - 1980
  - 1982
  - 1984
- Study 1 differed from Study 2 in which of the following ways?
  - G. fortis* finches were captured during Study 1 but not during Study 2.
  - G. fuliginosa* finches were captured during Study 1 but not during Study 2.
  - The beak depth of captured birds was measured during Study 1 but not during Study 2.
  - The beak depth of captured birds was measured during Study 2 but not during Study 1.
- It is most likely that the researchers tagged the birds that they captured during Study 1 to:
  - determine how beak depth was affected by rainfall on Island A.
  - determine the average age of each finch population.
  - ensure that the beak depth of each finch was measured multiple times during Study 1.
  - ensure that the beak depth of each finch was measured only once during Study 1.
- Based on the results of Study 2, would a finch with a beak depth of 9.4 mm or a finch with a beak depth of 9.9 mm more likely have had a greater chance of survival during 1977 ?
  - A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is larger during dry years.
  - A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is smaller during dry years.
  - A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is larger during dry years.
  - A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is smaller during dry years.
- A researcher hypothesized that there would be more variation in the beak depths measured for the *G. fortis* finches when they were forced to compete with another finch species for seeds. Do the results of Study 1 support this hypothesis?
  - Yes; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
  - Yes; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.
  - No; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
  - No; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.

**Passage II**

Substances in the atmosphere, such as  $\text{Cu}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Cl}^-$ , and  $\text{SO}_4^{2-}$  ions, are carried down to Earth's surface by precipitation. This process is known as *wet deposition*.  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$  ions are put into the atmosphere by high-temperature combustion processes. The presence of  $\text{Cl}^-$  and  $\text{SO}_4^{2-}$  ions in the atmosphere can be attributed to road-salt dust and electrical power generation, respectively.

**Study 1**

A rain gauge, placed on the roof of a 1-story building, at a specific urban site was used to collect precipitation over a 12-month period. At the same time each evening, the amount of precipitation in the rain gauge was recorded, after which the collected precipitation was emptied from the gauge and stored. (Assume no measurable evaporation occurred during any day.) Figure 1 shows the measured monthly precipitation in centimeters.

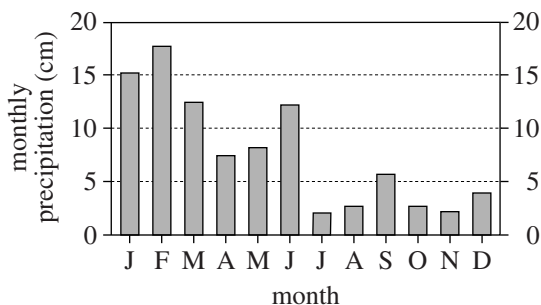


Figure 1

At the end of each month, all the samples collected during that month were mixed, and some of this combined sample was analyzed for the concentrations of  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$  ions. Using these data, the monthly wet deposition of each substance, in micrograms ( $\mu\text{g}$ ) per meter<sup>2</sup>, was calculated (see Figure 2).

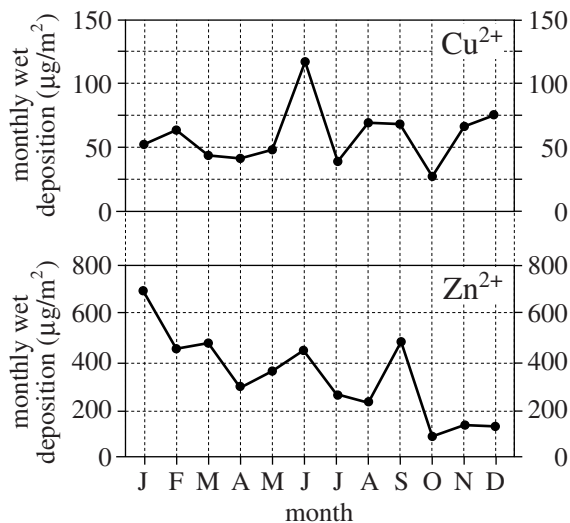


Figure 2

**Study 2**

Another portion of the combined sample for each month was analyzed for the concentrations of  $\text{Cl}^-$  and  $\text{SO}_4^{2-}$  ions. Using these data, the monthly wet deposition of each substance, in milliequivalents (meq) per m<sup>2</sup>, was calculated (see Figure 3).

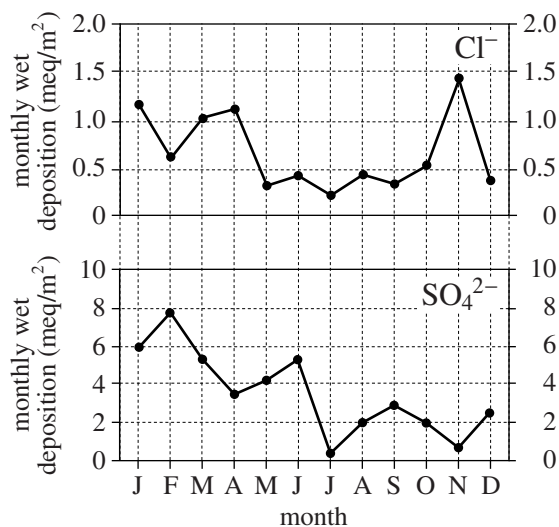


Figure 3

**Study 3**

The *annual* wet deposition of  $\text{Cu}^{2+}$  and of  $\text{Zn}^{2+}$  for the 12-month period, in  $\mu\text{g}/\text{m}^2$ , was calculated for the urban site (the source of the  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ ) and also for Rural Sites 1 and 2, located 50 km and 100 km east, respectively, of the urban site (see Figure 4).

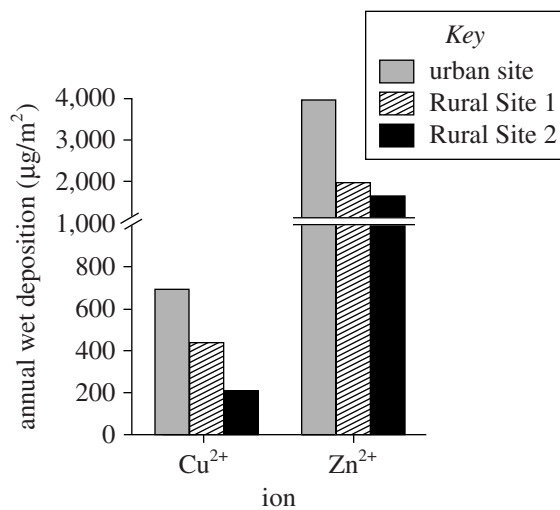


Figure 4

Figures adapted from Kathryn Conko et al., "Atmospheric Wet Deposition of Trace Elements to a Suburban Environment, Reston, Virginia, USA." ©2004 by Elsevier, Ltd.



7. According to Figure 1, over the 12-month period, the monthly precipitation at the urban site was maximum in February and minimum in July. According to Figures 2 and 3, the wet deposition of which ion was also maximum in February and minimum in July?
- $\text{Cu}^{2+}$
  - $\text{Zn}^{2+}$
  - $\text{Cl}^-$
  - $\text{SO}_4^{2-}$
8. Based on the results of Study 1, the average monthly wet deposition for  $\text{Cu}^{2+}$  over the 12-month period was:
- less than  $50 \mu\text{g}/\text{m}^2$ .
  - between  $50 \mu\text{g}/\text{m}^2$  and  $75 \mu\text{g}/\text{m}^2$ .
  - between  $75 \mu\text{g}/\text{m}^2$  and  $100 \mu\text{g}/\text{m}^2$ .
  - greater than  $100 \mu\text{g}/\text{m}^2$ .
9. Is the statement “The values for  $\text{Cl}^-$  wet deposition were greater during the winter and early spring when road salt is typically applied” supported by the results of Study 2 ?
- Yes, because  $\text{Cl}^-$  wet deposition values were, on average, greater from November to April than they were from May to October.
  - Yes, because  $\text{Cl}^-$  wet deposition values were, on average, less from November to April than they were from May to October.
  - No, because  $\text{Cl}^-$  wet deposition values were, on average, greater from November to April than they were from May to October.
  - No, because  $\text{Cl}^-$  wet deposition values were, on average, less from November to April than they were from May to October.
10. Suppose there had been no precipitation during 1 entire month of the 12-month period. Based on the information provided, during that month there would have been:
- significant wet deposition of all 4 substances.
  - significant wet deposition of  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ , but no wet deposition of  $\text{Cl}^-$  and  $\text{SO}_4^{2-}$ .
  - no wet deposition of any of the 4 substances.
  - no wet deposition of  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ , but significant wet deposition of  $\text{Cl}^-$  and  $\text{SO}_4^{2-}$ .
11. According to Study 3, as distance from the urban site increased, the annual wet deposition:
- increased for both  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ .
  - increased for  $\text{Cu}^{2+}$  but decreased for  $\text{Zn}^{2+}$ .
  - decreased for both  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ .
  - remained the same for both  $\text{Cu}^{2+}$  and  $\text{Zn}^{2+}$ .
12. Which of the following variables was kept constant in Study 2 ?
- Site
  - Monthly rainfall
  - Wet deposition of  $\text{Zn}^{2+}$
  - Wet deposition of  $\text{Cl}^-$



### Passage III

Cloud cover is the percent of Earth's surface covered by clouds. Cloud cover may increase because of an increase in the *cosmic ray flux* (number of high-energy particles from space reaching Earth per m<sup>2</sup> per hour). Table 1 shows how Earth's cover of *low clouds* (0 km to 3.2 km altitude) varies with the cosmic ray flux. Figures 1–3 show the *relative cosmic ray flux*, RCRF (the percent below the flux measured on October 1, 1965), and the monthly average cover of *high clouds* (6.0 km to 16.0 km altitude), *middle clouds* (3.2 km to 6.0 km altitude), and low clouds, respectively, from January 1980 to January 1995.

Cosmic ray flux (particles/m <sup>2</sup> /hr)	Cover of low clouds (%)
340,000	27.8
360,000	28.1
380,000	28.4
400,000	28.7
420,000	29.0

Table 1 adapted from E. Palle Bagó and C. J. Butler, "The Influence of Cosmic Rays on Terrestrial Clouds and Global Warming." ©2000 by Institute of Physics Publications, Ltd.

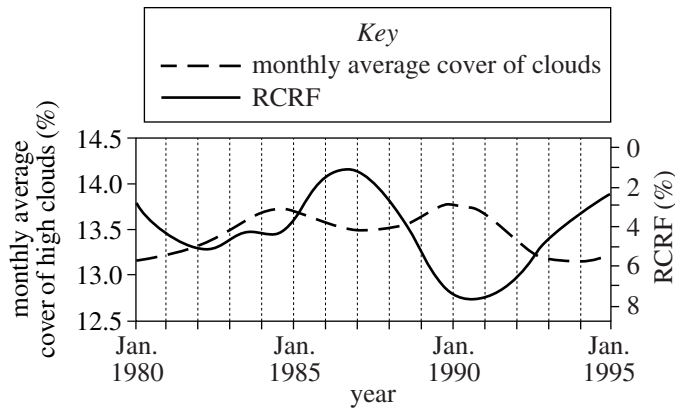


Figure 1

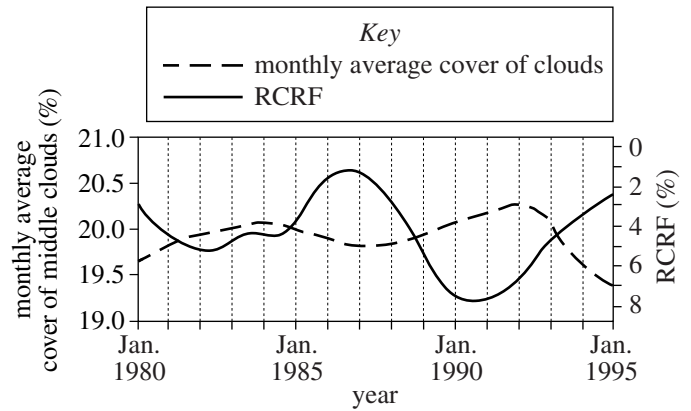


Figure 2

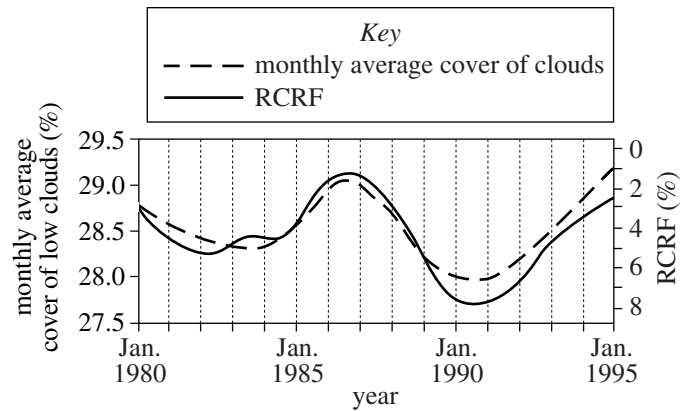


Figure 3

Figures adapted from Nigel Marsh and Henrik Svensmark, "Low Cloud Properties Influenced by Cosmic Rays." ©2000 by The American Physical Society.



13. The percent of Earth's surface covered by high clouds in January 1987 was closest to which of the following?
- 13.0%
  - 13.5%
  - 14.0%
  - 14.5%
14. Based on Table 1, a cosmic ray flux of 440,000 particles/m<sup>2</sup>/hr would correspond to a cover of low clouds that is closest to which of the following?
- 28.7%
  - 29.0%
  - 29.3%
  - 29.6%
15. Is the statement "The monthly average cover of low clouds is more directly correlated with cosmic ray flux than is the monthly average cover of high clouds" consistent with Figures 1 and 3 ?
- Yes, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
  - Yes, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.
  - No, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
  - No, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.
16. Which of the following figures best represents the monthly average cover of high, middle, and low clouds in January 1992 ?
- F.**
- H.**
- G.**
- J.**
17. High clouds are composed primarily of ice crystals, whereas low clouds are composed primarily of water droplets. This difference is most likely because the average air temperature at altitudes from:
- 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is above 0°C.
  - 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is above 0°C.
  - 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is at or below 0°C.
  - 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is at or below 0°C.

**Passage IV**

*Acid-base titration* is a technique in which precise volumes of a *titrant* (an acid or base solution) are added incrementally to a known volume of a *sample solution* (a base or acid solution, respectively). This process can be monitored by adding an *acid-base indicator* (a substance that changes color over a certain pH range) to the sample solution or by measuring the sample solution's *conductivity*. Conductivity (measured in kilosiemens per centimeter, kS/cm) is a measure of a substance's ability to conduct electricity.

Two titration experiments were done at 25°C using a 0.10 M sodium hydroxide (NaOH) solution and either a 0.0010 M hydrochloric acid (HCl) solution or a 0.0010 M acetic acid solution (where M is moles of acid or base per liter of solution). All solutions were aqueous. An acid-base indicator solution of *nitrazine yellow* was also used. Nitrazine yellow is yellow if the pH is less than 6.0 or blue if the pH is greater than 7.0.

**Experiment 1**

A drop of nitrazine yellow solution was added to a flask containing 100.0 mL of the HCl solution. A probe that measures conductivity was placed in the solution. The NaOH solution was slowly added to the HCl solution in small increments. After each addition, the HCl solution was stirred and then the solution's color and conductivity were recorded (see Figure 1).

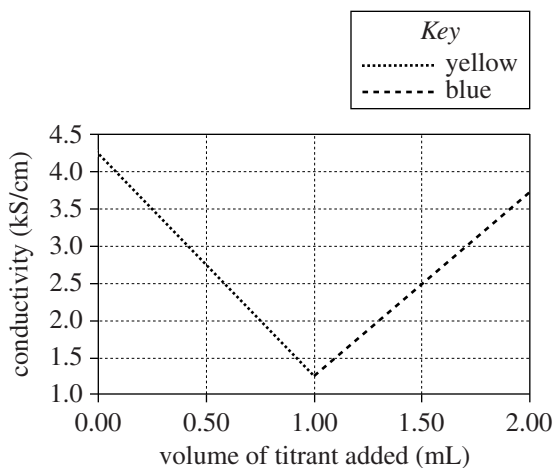


Figure 1

**Experiment 2**

Experiment 1 was repeated, except that the acetic acid solution was used instead of the HCl solution (see Figure 2).

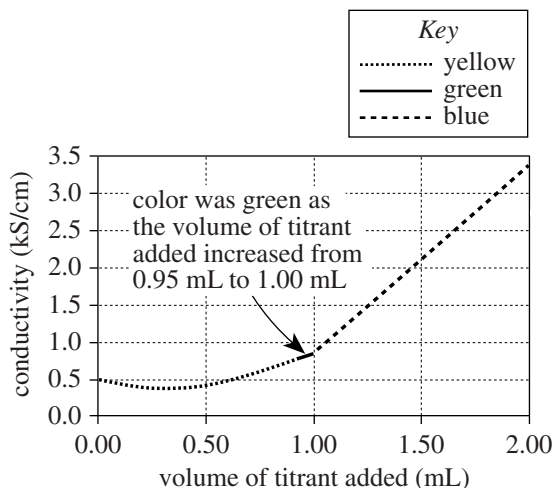


Figure 2

Figures adapted from J. West Loveland, "Conductance and Oscilometry," in Gary D. Christian and James E. O'Reilly, eds., *Instrumental Analysis*, 2nd ed. ©1986 by Allyn and Bacon, Inc.

18. In Experiment 1, the sample solution was yellow at which of the following values for the volume of titrant added?

- F. 0.80 mL
- G. 1.20 mL
- H. 1.60 mL
- J. 2.00 mL

19. In Experiment 2, the sample solution was neutral at which of the following values for the volume of titrant added?

- A. 0.50 mL
- B. 1.00 mL
- C. 1.50 mL
- D. 2.00 mL





20. In Experiment 1, if 2.30 mL of titrant had been added to the sample solution, the conductivity would most likely have been:
- F. less than 0.80 kS/cm.
  - G. between 0.80 kS/cm and 2.30 kS/cm.
  - H. between 2.30 kS/cm and 3.80 kS/cm.
  - J. greater than 3.80 kS/cm.
21. In Experiment 2, which solution was the titrant and which solution was the sample solution?
- | <u>titrant</u> | <u>sample solution</u> |
|----------------|------------------------|
| A. acetic acid | NaOH                   |
| B. HCl         | NaOH                   |
| C. NaOH        | acetic acid            |
| D. NaOH        | HCl                    |
22. In Experiments 1 and 2, the probe that was placed in the sample solution most likely did which of the following?
- F. Cooled the solution to its freezing point
  - G. Heated the solution to its boiling point
  - H. Detected the concentration of nitrazine yellow in the solution
  - J. Passed an electrical current through a portion of the solution
23. A chemist claimed that in Experiment 2, the pH of the sample solution was greater at a value of 0.2 mL of titrant added than at a value of 1.8 mL of titrant added. Do the results of Experiment 2 support this claim?
- A. No; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
  - B. No; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.
  - C. Yes; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
  - D. Yes; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.

**Passage V**

An astronomy class is given the following facts about stellar evolution.

1. A star's evolution can be divided into 3 stages: *pre-main sequence* (pre-MS), *main sequence* (MS), and *post-main sequence* (post-MS).
2. Gravity causes part of a cloud of gas and dust to collapse and heat up, creating a pre-MS star. The star's hot dust and gas emit its energy.
3. A pre-MS star becomes an MS star when the star produces the majority of its energy by fusing hydrogen nuclei (protons) at its center to make helium nuclei.
4. An MS star becomes a post-MS star when the star expands in volume and produces the majority of its energy by fusing hydrogen to make helium in a shell surrounding its center.
5. The more massive a star, the more rapidly the star passes through each of the 3 stages of its evolution.

Two students discuss the evolution of the *Algol system*—Algol A, a 3.6-solar-mass MS star; Algol B, a 0.8-solar-mass post-MS star; and Algol C, a 1.7-solar-mass MS star. (One solar mass = the Sun's mass.) The 3 stars orbit a mutual center of mass, with Algol A and Algol B much closer to each other and to the center of mass than to Algol C.

*Student 1*

The 3 stars of the Algol system formed at the same time from the same cloud of gas and dust. Algol B, originally the most massive of the 3 stars, became a post-MS star and expanded in volume while Algol A remained an MS star. Because the matter in the outer parts of Algol B was more strongly attracted to Algol A than to the matter in the inner parts of Algol B, this matter flowed from Algol B to Algol A, and, over time, Algol A became more massive than Algol B.

*Student 2*

Algol B was not part of the original Algol system (Algol A and Algol C). Algol B and the original Algol system formed in different clouds of gas and dust at different times and moved in 2 different but intersecting orbits around the center of the galaxy. During a particular orbit, Algol B encountered the original Algol system at the intersection of the 2 orbits and became part of the Algol system.

Algol B became a post-MS star while Algol A and Algol C remained MS stars. Algol B never lost mass to Algol A. Algol B was always less massive than Algol A.

24. Based on Student 2's discussion, Algol B is part of the present Algol system because of which of the following forces exerted on Algol B by the original Algol system?
  - F. Electric force
  - G. Magnetic force
  - H. Gravitational force
  - J. Nuclear force
25. Based on Student 1's discussion and Fact 4, while matter flowed between Algol A and Algol B, Algol B produced the majority of its energy by fusing:
  - A. hydrogen nuclei to make helium nuclei at its center.
  - B. hydrogen nuclei to make helium nuclei in a shell surrounding its center.
  - C. helium nuclei to make hydrogen nuclei at its center.
  - D. helium nuclei to make hydrogen nuclei in a shell surrounding its center.
26. Suppose that chemical composition is uniform among stars formed from the same cloud of gas and dust, but that chemical composition varies among stars formed from different clouds of gas and dust. Student 2 would most likely agree with which of the following statements comparing the chemical compositions of the stars in the present-day Algol system at the time they formed?
  - F. Algol A and Algol B had the most similar compositions.
  - G. Algol A and Algol C had the most similar compositions.
  - H. Algol B and Algol C had the most similar compositions.
  - J. Algol A, Algol B, and Algol C had the same composition.
27. If the mass of the Sun is  $2.0 \times 10^{30}$  kg, what is the mass of Algol C?
  - A.  $1.6 \times 10^{30}$  kg
  - B.  $2.0 \times 10^{30}$  kg
  - C.  $3.4 \times 10^{30}$  kg
  - D.  $7.2 \times 10^{30}$  kg
28. Which of the following statements best explains why the reaction described in Fact 3 requires a high temperature and pressure?
  - F. All protons are positively charged, and like charges attract each other.
  - G. All protons are positively charged, and like charges repel each other.
  - H. All electrons are negatively charged, and like charges attract each other.
  - J. All electrons are negatively charged, and like charges repel each other.

**4****4**

29. Based on Fact 5 and Student 1's discussion, which of the 3 stars in the Algol system, if any, was most likely the first to become an MS star?
- A. Algol A
  - B. Algol B
  - C. Algol C
  - D. The 3 stars became MS stars at the same time.

30. Based on Fact 5, would Student 2 agree that by the time Algol A stops being an MS star, Algol A will have spent as much time being an MS star as Algol B spent being an MS star?
- F. Yes, because according to Student 2, Algol A has always been more massive than Algol B.
  - G. Yes, because according to Student 2, Algol A has always been less massive than Algol B.
  - H. No, because according to Student 2, Algol A has always been more massive than Algol B.
  - J. No, because according to Student 2, Algol A has always been less massive than Algol B.

**Passage VI**

Three experiments were done using CO<sub>2</sub>, krypton (Kr), or O<sub>2</sub>. For each gas:

1. A 3 L steel vessel was fitted with a cap that contained a gas inlet valve and a pressure and temperature sensor.
2. Air was pumped out of the vessel until the pressure measured 0.00 torr.
3. The vessel was placed on a balance, and the balance was reset to 0.000 g.
4. Some of the gas was added to the vessel.
5. When the gas in the vessel reached room temperature (22°C), mass and pressure were recorded.
6. Steps 4 and 5 were repeated several times.

The experiments were then repeated, except that a 6 L vessel was used (see Figures 1 and 2).

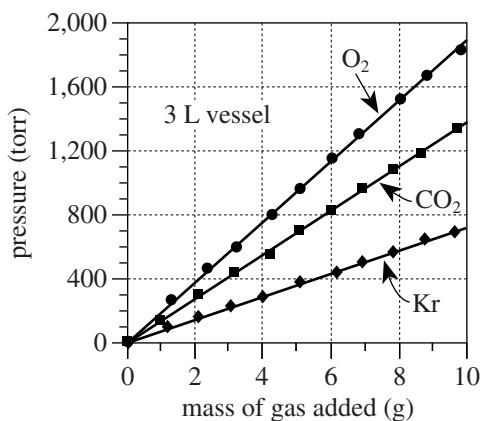


Figure 1

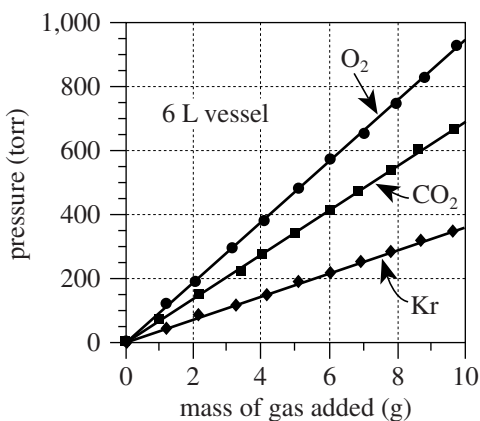


Figure 2

31. Based on Figure 2, if 13 g of Kr had been added to the 6 L vessel, the pressure would have been:
  - A. less than 200 torr.
  - B. between 200 torr and 400 torr.
  - C. between 400 torr and 600 torr.
  - D. greater than 600 torr.
32. Suppose the experiments had been repeated, except with a 5 L vessel. Based on Figures 1 and 2, the pressure exerted by 7 g of CO<sub>2</sub> would most likely have been:
  - F. less than 500 torr.
  - G. between 500 torr and 1,000 torr.
  - H. between 1,000 torr and 1,500 torr.
  - J. greater than 1,500 torr.
33. Based on Figures 1 and 2, for a given mass of O<sub>2</sub> at 22°C, how does the pressure exerted by the O<sub>2</sub> in a 6 L vessel compare to the pressure exerted by the O<sub>2</sub> in a 3 L vessel? In the 6 L vessel, the O<sub>2</sub> pressure will be:
  - A.  $\frac{1}{2}$  as great as in the 3 L vessel.
  - B. the same as in the 3 L vessel.
  - C. 2 times as great as in the 3 L vessel.
  - D. 4 times as great as in the 3 L vessel.
34. Which of the following best explains why equal masses of O<sub>2</sub> and CO<sub>2</sub> at the same temperature and in the same-size vessel had different pressures? The pressure exerted by the O<sub>2</sub> was:
  - F. less, because there were fewer O<sub>2</sub> molecules per gram than there were CO<sub>2</sub> molecules per gram.
  - G. less, because there were more O<sub>2</sub> molecules per gram than there were CO<sub>2</sub> molecules per gram.
  - H. greater, because there were fewer O<sub>2</sub> molecules per gram than there were CO<sub>2</sub> molecules per gram.
  - J. greater, because there were more O<sub>2</sub> molecules per gram than there were CO<sub>2</sub> molecules per gram.
35. Suppose the experiment involving O<sub>2</sub> and the 6 L vessel had been repeated, except at a room temperature of 14°C. For a given mass of O<sub>2</sub>, compared to the pressure measured in the original experiment, the pressure measured at 14°C would have been:
  - A. less, because pressure is directly proportional to temperature.
  - B. less, because pressure is inversely proportional to temperature.
  - C. greater, because pressure is directly proportional to temperature.
  - D. greater, because pressure is inversely proportional to temperature.



### Passage VII

The *human threshold of hearing* is the minimum intensity at each sound frequency required for a sound to be heard by humans. The *human threshold of pain* is the maximum intensity at each sound frequency that humans can tolerate without pain.

The figure below displays, for sounds in water and in air, the human thresholds of hearing and of pain. The figure also shows  $S$ , the percent increase in air density and water density that accompanies the compression of air and water by sound waves of given intensities. Sound intensities are given in decibels (db) and frequencies are given in hertz [(Hz); 1 Hz = 1 cycle/sec].

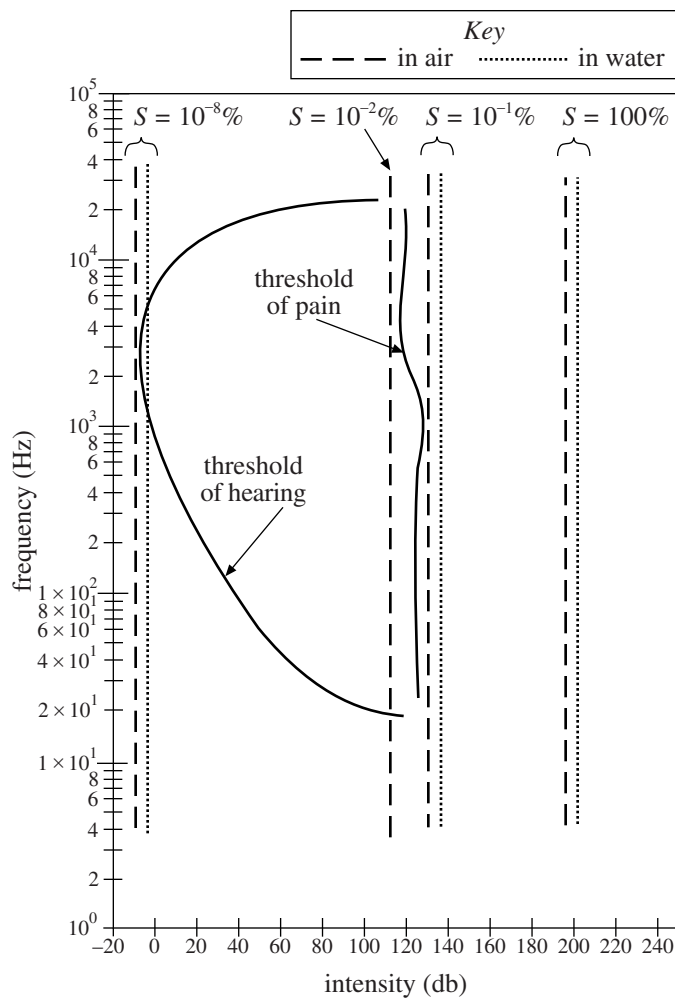
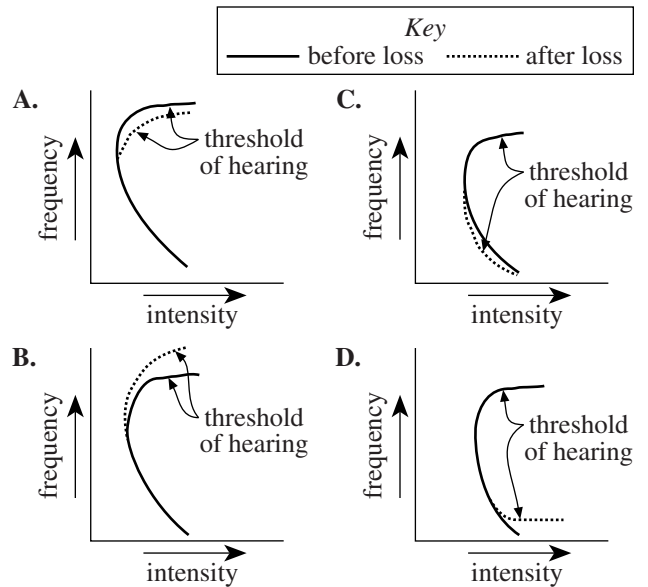


Figure adapted from Rita G. Lerner and George L. Trigg, eds., *Encyclopedia of Physics*, 2nd ed. ©1991 by VCH Publishers, Inc.

36. According to the figure, which of the following is closest to the lowest frequency that can be heard by a human being?
- F. 8 Hz
  - G. 20 Hz
  - H. 1,000 Hz
  - J. 20,000 Hz

37. As humans age, it is common for selective hearing loss to occur at high sound frequencies. Which of the following figures best illustrates this loss?



38. Based on the figure, a sound of a given frequency will have the highest intensity for which of the following sets of conditions?

Sound is passing through:		$S$
F.	water	100%
G.	water	$10^{-8}\%$
H.	air	100%
J.	air	$10^{-8}\%$

39. A student hypothesized that sounds of any intensity at a frequency of  $10^5$  Hz would be painful for humans to hear. Do the data in the figure support this hypothesis?
- A. Yes, because the threshold of pain is relatively constant with changes in frequency.
  - B. Yes, because as frequency increases above  $10^5$  Hz, the threshold of pain increases.
  - C. No, because humans cannot hear sounds at  $10^5$  Hz.
  - D. No, because the threshold of pain is relatively constant with changes in frequency.
40. Based on the figure, does  $S$  depend on the frequency of a sound wave of a given intensity?
- F. Yes, because as frequency increases,  $S$  increases.
  - G. Yes, because as frequency increases,  $S$  remains constant.
  - H. No, because as frequency increases,  $S$  increases.
  - J. No, because as frequency increases,  $S$  remains constant.

END OF TEST 4

STOP! DO NOT RETURN TO ANY OTHER TEST.

**Test 3: Reading—Scoring Key**

Subscore Area*			Subscore Area*			Subscore Area*		
Key	SS	AL	Key	SS	AL	Key	SS	AL
1.	D	_____	15.	D	_____	29.	A	_____
2.	H	_____	16.	H	_____	30.	F	_____
3.	B	_____	17.	B	_____	31.	B	_____
4.	G	_____	18.	J	_____	32.	H	_____
5.	B	_____	19.	A	_____	33.	D	_____
6.	F	_____	20.	F	_____	34.	J	_____
7.	C	_____	21.	C	_____	35.	B	_____
8.	F	_____	22.	J	_____	36.	G	_____
9.	D	_____	23.	A	_____	37.	B	_____
10.	H	_____	24.	J	_____	38.	F	_____
11.	C	_____	25.	C	_____	39.	A	_____
12.	F	_____	26.	F	_____	40.	F	_____
13.	C	_____	27.	C	_____			
14.	G	_____	28.	J	_____			

Number Correct (Raw Score) for:	
Social Studies/Sciences (SS) Subscore Area	_____ (20)
Arts/Literature (AL) Subscore Area	_____ (20)
Total Number Correct for Reading Test (SS + AL)	_____ (40)

\*SS = Social Studies/Sciences  
AL = Arts/Literature

**Test 4: Science—Scoring Key**

Key	Key	Key
1. D	15. A	29. B
2. J	16. G	30. H
3. B	17. D	31. C
4. J	18. F	32. G
5. C	19. B	33. A
6. F	20. J	34. J
7. D	21. C	35. A
8. G	22. J	36. G
9. A	23. A	37. A
10. H	24. H	38. F
11. C	25. B	39. C
12. F	26. G	40. J
13. B	27. C	
14. H	28. G	

Number Correct (Raw Score) for:	
Total Number Correct for Science Test	_____ (40)

**TABLE 1****Explanation of Procedures Used to Obtain Scale Scores from Raw Scores**

On each of the four multiple-choice tests on which you marked any responses, the total number of correct responses yields a raw score. Use the table below to convert your raw scores to scale scores. For each test, locate and circle your raw score or the range of raw scores that includes it in the table below. Then, read across to either outside column of the table and circle the scale score that corresponds to that raw score. As you determine your scale scores, enter them in the blanks provided on the right. The highest possible scale score for each test is 36. The lowest possible scale score for any test on which you marked any responses is 1.

Next, compute the Composite score by averaging the four scale scores. To do this, add your four scale scores and divide the sum by 4. If the resulting number ends in a fraction, round it to the nearest whole number. (Round down any fraction less than one-half; round up any fraction that is one-half or more.) Enter this number in the blank. This is your Composite score. The highest possible Composite score is 36. The lowest possible Composite score is 1.

<b>ACT Test 67C</b>	<b>Your Scale Score</b>
English	_____
Mathematics	_____
Reading	_____
Science	_____
<hr/>	
<b>Sum of scores</b>	_____
<b>Composite score (sum ÷ 4)</b>	_____

NOTE: If you left a test completely blank and marked no items, do not list a scale score for that test. If any test was completely blank, do not calculate a Composite score.

<b>Scale Score</b>	<b>Raw Scores</b>				<b>Scale Score</b>
	<b>Test 1 English</b>	<b>Test 2 Mathematics</b>	<b>Test 3 Reading</b>	<b>Test 4 Science</b>	
<b>36</b>	75	59-60	40	40	<b>36</b>
<b>35</b>	73-74	57-58	39	39	<b>35</b>
<b>34</b>	71-72	55-56	38	38	<b>34</b>
<b>33</b>	70	54	—	37	<b>33</b>
<b>32</b>	69	53	37	—	<b>32</b>
<b>31</b>	68	52	36	36	<b>31</b>
<b>30</b>	67	50-51	35	35	<b>30</b>
<b>29</b>	66	49	34	34	<b>29</b>
<b>28</b>	64-65	47-48	33	33	<b>28</b>
<b>27</b>	62-63	45-46	32	31-32	<b>27</b>
<b>26</b>	60-61	43-44	31	30	<b>26</b>
<b>25</b>	58-59	41-42	30	28-29	<b>25</b>
<b>24</b>	56-57	38-40	29	26-27	<b>24</b>
<b>23</b>	53-55	36-37	27-28	24-25	<b>23</b>
<b>22</b>	51-52	34-35	26	23	<b>22</b>
<b>21</b>	48-50	33	25	21-22	<b>21</b>
<b>20</b>	45-47	31-32	23-24	19-20	<b>20</b>
<b>19</b>	42-44	29-30	22	17-18	<b>19</b>
<b>18</b>	40-41	27-28	20-21	16	<b>18</b>
<b>17</b>	38-39	24-26	19	14-15	<b>17</b>
<b>16</b>	35-37	19-23	18	13	<b>16</b>
<b>15</b>	33-34	15-18	16-17	12	<b>15</b>
<b>14</b>	30-32	12-14	14-15	11	<b>14</b>
<b>13</b>	29	10-11	13	10	<b>13</b>
<b>12</b>	27-28	8-9	11-12	9	<b>12</b>
<b>11</b>	25-26	6-7	9-10	8	<b>11</b>
<b>10</b>	23-24	5	8	7	<b>10</b>
<b>9</b>	20-22	4	7	6	<b>9</b>
<b>8</b>	17-19	—	6	5	<b>8</b>
<b>7</b>	14-16	3	5	4	<b>7</b>
<b>6</b>	11-13	—	4	3	<b>6</b>
<b>5</b>	9-10	2	3	—	<b>5</b>
<b>4</b>	6-8	—	—	2	<b>4</b>
<b>3</b>	5	1	2	1	<b>3</b>
<b>2</b>	3-4	—	1	—	<b>2</b>
<b>1</b>	0-2	0	0	0	<b>1</b>