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Topic Break Down

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QUESTION NO: 2

Which of the following is not a part of the business cycle?

A. Recovery

B. Contraction

C. Stagflation

D. Expansion

E. Peak

ANSWER: C

Explanation:

Stagflation is correct because it describes an economic condition rather than a recurring phase in the business cycle. The term combines stagnant economic activity with inflation: output growth is weak or declining while prices continue to rise, often alongside elevated unemployment. It may occur during a particular historical period and can make economic policy difficult, but it is not a named turning point or standard stage through which the economy necessarily progresses.

Business-cycle analysis instead describes broad fluctuations in aggregate economic activity over time. A cycle includes periods of economic expansion, reaches a peak, moves into contraction, and eventually reaches a trough before activity recovers and expands again. The National Bureau of Economic Research identifies business-cycle turning points by considering the breadth, depth, and duration of changes in economic activity, rather than treating conditions such as stagflation as a separate cycle phase. The Federal Reserve Bank of San Francisco similarly defines stagflation as the combination of high inflation and weak economic growth. See the National Bureau of Economic Research's business-cycle dating information and the Federal Reserve Bank of San Francisco's overview of stagflation.

QUESTION NO: 3

Relative to public schools, the basic legal and ethical principles on which both FERPA and the student record Privacy Rule of HIPAA were founded…

A. Differ in important ways

B. Overlap in some areas

C. Are the same principles

D. Are completely unrelated

ANSWER: C

Explanation:

Are the same principles is correct because both FERPA and the HIPAA Privacy Rule are grounded in core privacy principles: personally identifiable information should be protected from inappropriate disclosure, individuals should have meaningful rights relating to information about them, and organizations entrusted with sensitive records must use and disclose those records responsibly. In a school context, these principles support confidentiality, respect for students and families, secure recordkeeping, and disclosure only when authorized or legally permitted.

The laws use different statutory terminology and operational requirements, but the question asks specifically about their *basic legal and ethical principles*. At that foundational level, both frameworks promote privacy and confidentiality of sensitive student-related information. FERPA gives parents, and eligible students once rights transfer, rights to inspect education records and generally requires consent before disclosure of personally identifiable information. The HIPAA Privacy Rule similarly establishes protections and individual rights for protected health information held by covered entities.

For public schools, it is important to apply the governing law to the particular record and entity. The U.S. Department of Education explains that education records protected by FERPA are excluded from HIPAA's Privacy Rule. This coverage

distinction does not alter the shared foundational commitment to privacy. See the U.S. Department of Education FERPA overview and HHS HIPAA Privacy Rule overview.

QUESTION NO: 4

Which of the following choices is the best use of homework in regular instruction?

A. Monthly “extension” projects that require students to research and apply skills to topics of their own choosing.

B. Homework should not be used as a major part of instruction, since teachers cannot be present to guide students.

C. A daily review of classroom concepts to keep information fresh for the next day’s lessons.

D. A weekly packet that includes both review of concepts as well as opportunities to practice transferring the skills to new situations.

ANSWER: D

Explanation:

A weekly packet that includes both review of concepts as well as opportunities to practice transferring the skills to new situations is the best use of homework because it extends, rather than substitutes for, classroom teaching. Review activities give students spaced opportunities to retrieve recently learned material, which helps consolidate learning and identify material that may need additional attention in class. Including tasks that require students to use a skill or concept in a different context also promotes transfer: students demonstrate that they can apply learning rather than merely repeat a familiar procedure.

This approach supports homework that is purposeful, connected to instruction, and appropriately designed for independent completion. A weekly structure can also help teachers plan a coherent mix of short practice and application tasks rather than treating homework solely as a disconnected daily routine. The National Education Association describes effective homework as meaningful, relevant, and designed to reinforce learning, while the Education Endowment Foundation notes that homework is most effective when it is carefully planned and linked to classroom learning. Together, review and application make homework a productive extension of regular instruction. See the National Education Association’s homework research overview and the Education Endowment Foundation homework evidence summary.

QUESTION NO: 5

The prewriting process may include all of the following EXCEPT:

A. Making lists

B. Brainstorming

C. Gathering information

D. Revising

ANSWER: D

Explanation:

Revising is the correct answer because it occurs after a writer has produced a draft, rather than during prewriting. Prewriting is the planning stage of the writing process: the writer develops a topic, considers purpose and audience, generates possible ideas, and organizes or researches material that may be used in the draft. Once a complete or partial draft exists, revision begins. During revision, the writer rereads the draft and makes substantive improvements to content, organization, clarity, development, and alignment with the writing purpose. This distinction matters because revision depends on having written material to evaluate and reshape. In contrast, planning activities help create the ideas and information that will become the first draft. The National Writing Project describes writing as a recursive process involving planning, drafting, revising, editing, and publishing, while Reading Rockets similarly identifies revising as a stage performed after drafting. Although writers may

return to planning while revising, revising itself is not a prewriting technique. See the National Writing Project and Reading Rockets overview of process writing for further discussion of these writing-process stages.

QUESTION NO: 6

During difficult economic times, a company may apply to the court for Chapter 11 bankruptcy. This legal filing, a part of the United States bankruptcy law, protects the firm from all creditors while it attempts to reorganize its business and then repay its debts.

By filing Chapter 11, a company will not be closed down due to the outstanding funds it owes to a creditor. While the firm is under the protection of Chapter 11, it will usually make sweeping changes throughout the company. Employees may be laid off or fired, management may be consolidated, buildings may be sold off, and employee benefits may be affected. All changes within the company are designed to return it to profitability, repay creditors, and continue to remain viable.

When a company is in Chapter 11, executives will make changes mainly _____.

A. To save money

B. To create a smaller company

C. To keep creditors at bay

D. To ensure their salaries remain intact

E. To show they are working toward solvency

ANSWER: E

Explanation:

“To show they are working toward solvency” is correct because the passage explicitly identifies the purpose of the company’s restructuring changes: restoring profitability, repaying creditors, and remaining viable. Solvency refers to an organization’s ability to meet its financial obligations, so actions such as reducing expenses, consolidating management, selling assets, and altering benefits are undertaken as part of a broader effort to return the business to sustainable financial health. Chapter 11 is generally a reorganization process rather than an immediate liquidation process. It gives the debtor an opportunity to propose and implement a plan for restructuring its operations and debts while continuing to operate, subject to bankruptcy-court oversight. The company’s changes therefore demonstrate a concrete effort to improve its financial position and develop the capacity to satisfy creditor claims. The U.S. Courts explains that a Chapter 11 debtor ordinarily proposes a plan of reorganization and may continue operating its business while doing so. This directly supports the passage’s emphasis on restructuring for financial recovery and continued viability. See the U.S. Courts’ Chapter 11 Bankruptcy Basics and the Chapter 11 provisions of the U.S. Bankruptcy Code.

QUESTION NO: 8

Identical rugs are offered for sale at two local shops and one online retailer, designated Stores A, B, and C, respectively. The rug’s regular sales price is $296 at Store A, $220 at Store B, and $198.00 at Store

C. Stores A and B collect 8% in sales tax on any after-discount price, while Store C collects no tax but charges a $35 shipping fee. A buyer has a 30% off coupon for Store A and a $10 off coupon for Store

B. Which of these lists the stores in order of lowest to highest final sales price after all discounts, taxes, and fees are applied?

A. Store A, Store B, Store C

B. Store B, Store A, Store C

C. Store C, Store B, Store A

D. Store B, Store C, Store A

ANSWER: A

Explanation:

Store A, Store B, Store C is the correct ordering because each store's final cost must include every applicable discount, tax, and fee. At Store A, the 30% coupon reduces the $296 price by $88.80, leaving $207.20. The 8% sales tax is then calculated on that discounted amount: $207.20 × 0.08 = $16.576. Thus, the final cost is $223.776, which rounds to $223.78.

At Store B, the $10 coupon reduces the $220 price to $210. The 8% sales tax on $210 is $16.80, giving a final cost of $226.80. Store C has no stated sales tax, but its $35 shipping charge must be added to the $198 listed price, producing a final cost of $233.00. Comparing the complete totals—$223.78, $226.80, and $233.00—places Store A first, followed by Store B, then Store C. This approach follows the standard rule that percentage sales tax is applied to the taxable discounted selling price, while separately stated shipping is added as a final cost. See the Georgia Department of Revenue sales and use tax guidance and IRS guidance on sales tax.

QUESTION NO: 10

Which of the following were dispatch riders notifying Americans of British troop movements reported by American surveillance in 1775?

A. William Dawes

B. John Parker

C. Paul Revere and William Dawes

D. Paul Revere

ANSWER: C

Explanation:

Paul Revere and William Dawes is correct. On the night of April 18, 1775, both men rode from the Boston area to warn colonial leaders and militia that British regulars were marching toward Concord. Their purpose was to spread intelligence obtained through the patriot observation and communication network, allowing local communities to prepare for the approaching troops. Revere crossed the Charles River and traveled through communities including Charlestown, Medford, and Lexington; Dawes took a different route out of Boston by way of the Boston Neck. The two riders met in Lexington and continued toward Concord with Samuel Prescott, although Revere was later detained by a British patrol. Their warning effort was part of the larger alarm system that mobilized militia before the opening battles at Lexington and Concord on April 19. The National Park Service describes Revere's role in carrying the warning, while the Massachusetts Historical Society documents Dawes's parallel ride and its place in the alarm network. See National Park Service: Paul Revere and Massachusetts Historical Society: William Dawes and the Midnight Alarm.

QUESTION NO: 11

How many intermediate directions are there?

A. 16

B. 8

C. 4

D. 2

ANSWER: C

Explanation:

There are **4** intermediate directions on a standard compass rose: northeast, southeast, southwest, and northwest. Each intermediate direction lies halfway between two adjacent cardinal directions. For example, northeast is between north and east, while southwest is between south and west. The four cardinal directions—north, east, south, and west—provide the primary reference points, and the intermediate directions provide more precise locations between those primary points. Together, these create the commonly taught eight-point compass rose: four cardinal directions plus four intermediate directions. This distinction is important in geography and map-reading because directions help describe relative position, movement, and location accurately. The National Geographic Society's geography resources discuss using cardinal and intermediate directions as part of fundamental map skills: National Geographic Education: Compass Rose. A broader reference for the standard compass points is also available from Encyclopaedia Britannica: cardinal point.

QUESTION NO: 12

Which of the following is true of art from the Byzantine period?

A. It was strongly naturalistic in character

B. It frequently exhibited secular themes

C. It predated the Classical period

D. Illuminated manuscripts were a major artistic product of this period

ANSWER: D

Explanation:

"Illuminated manuscripts were a major artistic product of this period" is correct. Byzantine art developed in the eastern Roman Empire and was deeply connected to Christian worship, scripture, and imperial patronage. Manuscript production was therefore an important artistic practice: scribes copied sacred texts, while painters supplied illuminations—images and decorative elements that could include portraits of evangelists, scenes from Christ's life, saints, and ornamental initials. These books were not merely texts; luxury manuscripts could be prestigious devotional and ceremonial objects, employing costly materials such as parchment, gold leaf, and richly colored pigments.

Surviving Byzantine manuscripts demonstrate the importance of this medium across the period. The sixth-century *Vienna Dioscurides*, for example, preserves elaborate painted illustrations, and later Gospel books and psalters continued the tradition of integrating text with sacred imagery. Such works helped preserve, communicate, and support religious learning and devotion within Byzantine culture. The Metropolitan Museum of Art discusses Byzantine manuscript illumination and its role in the broader visual culture of Byzantium in its overview of Byzantine art. The Encyclopaedia Britannica overview of Byzantine art also identifies illuminated manuscripts among the important forms of Byzantine artistic production.

QUESTION NO: 13

According to Cummins' Additive Model of language acquisition, which is correct?

A. Experience with either the first or second language promotes proficiency in both

B. Experience with the first language only promotes proficiency in a second language

C. Experience with the first language does not promote second-language proficiency

D. Experience with a second language does not promote first-language proficiency

ANSWER: A

Explanation:

Experience with either the first or second language promotes proficiency in both is correct because Cummins's additive view of bilingual development holds that developing an additional language need not replace or diminish the learner's home language. Instead, knowledge, literacy, and academic-language skills developed through one language can support learning in the other. This principle is often expressed through Cummins's linguistic interdependence hypothesis and the concept of a

common underlying proficiency: although the languages have distinct surface features, they can draw on shared conceptual and cognitive resources.

For example, a learner who builds vocabulary concepts, comprehension strategies, awareness of how texts are organized, and literacy skills in the first language has resources that can transfer to additional-language learning. Likewise, meaningful development of an additional language can expand conceptual knowledge and metalinguistic awareness that support the first language. Additive bilingual education therefore values continued growth in the learner's existing language while adding a new one, rather than treating the languages as competing capacities. This understanding supports instructional practices that use and strengthen students' home-language knowledge as an asset in English and multilingual learning. See Jim Cummins' overview of language interdependence and the Center for Applied Linguistics.

QUESTION NO: 14

Robert buys a car for $24,210. The price of the car has been marked down by 10%. What was the original price of the car?

A. $27,300

B. $26,900

C. $26,300

D. $25,900

ANSWER: B

Explanation:

$26,900 is correct because a 10% markdown means that Robert paid 90% of the car's original price. Let the original price be *x*. The sale price is therefore represented by 0.90x, since 100% − 10% = 90%. Using the given purchase price gives the equation 0.90x = 24,210. Dividing 24,210 by 0.90 produces 26,900, so the original price was $26,900.

A quick verification confirms the result: 10% of $26,900 is $2,690. Subtracting that markdown from the original price gives $26,900 − $2,690 = $24,210, exactly matching the amount Robert paid. This problem requires reversing a percentage decrease, so the discounted price must be divided by the remaining decimal percentage, 0.90, rather than simply adding 10% of the discounted price. For additional guidance on expressing percentages as decimals and solving percent problems, see Khan Academy's percentage review and OpenStax's discussion of percentages.

QUESTION NO: 15

Call the roller of big cigars,

The muscular one, and bid him whip In kitchen cups concupiscent curds.

Let the wenches dawdle in such dress

As they are used to wear, and let the boys

Bring flowers in last month's newspapers.

Let be be finale of seem.

The only emperor is the emperor of ice-cream.

The excerpted poem was written in _____.

A. The 17th century

B. The 19th century

C. The 20th century

D. The 18th century

ANSWER: C

Explanation:

The 20th century is correct because these lines are from “The Emperor of Ice-Cream,” a poem by the American modernist poet Wallace Stevens. It was first published in 1922 in Stevens’s collection *Harmonium*, placing its composition and publication squarely in the twentieth century. The poem’s compressed, startling imagery—such as “concupiscent curds” and flowers wrapped in old newspapers—and its memorable assertion, “Let be be finale of seem,” reflect the experimental language and ambiguity associated with literary modernism. Stevens was an important twentieth-century American poet whose work often investigates the relationship between imagination, ordinary reality, and perception. The poem’s vivid domestic details and unconventional diction are therefore not merely decorative; they contribute to a modernist meditation on physical reality, mortality, and the immediacy of lived experience. The Poetry Foundation identifies Wallace Stevens as the author of “The Emperor of Ice-Cream” and dates the poem to 1922: Poetry Foundation: “The Emperor of Ice-Cream”. The Academy of American Poets also provides biographical context for Stevens as a major twentieth-century poet: Academy of American Poets: Wallace Stevens.

QUESTION NO: 16

Which of the following is a component of the Constructivist learning theory?

A. Students, teachers, and classmates establish knowledge cooperatively every day

B. It is important to help the learner gain an understanding of how knowledge is constructed

C. Students are taught to develop skills in problem solving and critical thinking

D. Children only learn language and culture through interaction with adults and other children

ANSWER: A

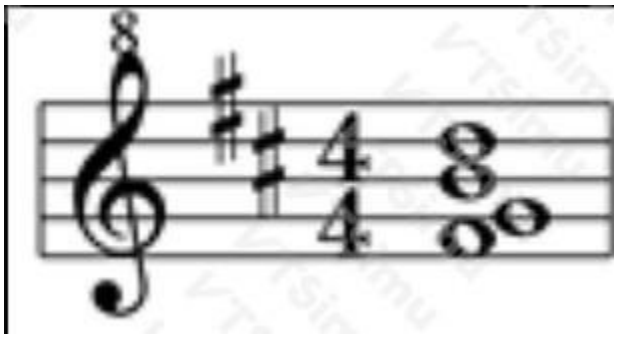
Explanation:

Students, teachers, and classmates establish knowledge cooperatively every day is a component of constructivist learning theory because constructivism views learning as an active process in which learners develop understanding through participation, discussion, experience, and reflection rather than simply receiving facts. In its social forms, especially those influenced by Lev Vygotsky, constructivism emphasizes that interaction with teachers and peers supports the development of meaning. Learners test ideas, articulate their reasoning, encounter other perspectives, and revise their thinking through collaborative work and guided dialogue.

The teacher’s role in this approach is not limited to delivering information. Instead, the teacher helps organize meaningful learning experiences, asks probing questions, provides scaffolding when needed, and supports students as they jointly investigate concepts. Classmates are also important because collaborative exchange can make learners’ thinking visible and help them construct more sophisticated understandings. Thus, cooperative knowledge building among learners and educators accurately reflects a central social dimension of constructivism. The Encyclopaedia Britannica overview of constructivism describes learning as active knowledge construction, while the Vygotsky social-development theory overview explains the importance of social interaction and guidance in cognitive development.

QUESTION NO: 17

Use the example below to answer the question that follows.



Which of the following best describes the seventh chord in the above example?

A. Major seventh in third inversion

B. Major/minor seventh in third inversion

C. Minor seventh in second inversion

D. Dominant seventh in second inversion

ANSWER: A

Explanation:

Major seventh in third inversion is correct because the chord tones can be arranged in root-position order as G–B–D–F♯. The triad built on G consists of G, B, and D, and the added F♯ lies a major seventh above the root G. This interval quality identifies the harmony as a major-seventh chord, commonly labeled Gmaj7 or GΔ7. Seventh-chord inversions are named according to which chord member occurs in the bass: root in the bass is root position, third in the bass is first inversion, fifth in the bass is second inversion, and seventh in the bass is third inversion. In the notated example, F♯, the chord's seventh, is the lowest sounding pitch. Therefore, the sonority is a G major-seventh chord in third inversion. This conclusion depends on identifying both the chord's complete pitch content and its bass note; chord quality comes from the intervals above the root, while inversion comes specifically from the bass chord member. For a review of seventh-chord construction and inversion terminology, see Open Music Theory: Seventh Chords and musictheory.net: Seventh Chords.

QUESTION NO: 18

Which of these is most closely linked with symptoms resembling those of ADHD in children?

A. Skipping breakfast

B. Protein deficiencies

C. Often missing meals

D. Deficiencies in iron

ANSWER: D

Explanation:

Deficiencies in iron are most closely linked with symptoms that can resemble ADHD in children. Iron is essential for normal brain development and for neurotransmitter systems, including dopamine pathways involved in attention, activity regulation, and executive functioning. When a child has iron deficiency, particularly iron-deficiency anemia, reduced oxygen delivery and altered neurologic functioning may contribute to fatigue, irritability, difficulty sustaining attention, and poorer concentration. These observable behaviors can overlap with concerns commonly associated with ADHD.

Importantly, iron deficiency should be considered as part of a careful health evaluation when attention or behavior concerns arise. ADHD is a clinical neurodevelopmental diagnosis that requires a comprehensive assessment of symptoms, impairment, developmental history, and possible alternative or co-occurring conditions; nutritional status alone does not establish the diagnosis. A clinician may use medical history and appropriate laboratory testing to identify iron deficiency and determine whether treatment is needed. The American Academy of Pediatrics notes that evaluation of ADHD should include

screening for relevant coexisting conditions, while the National Institutes of Health describes the effects of iron-deficiency anemia, including weakness and problems with concentration. See CDC guidance on diagnosing ADHD and NIH information on iron-deficiency anemia.

QUESTION NO: 19

Compared to a child with normal development, a child with spina bifida would be most likely to demonstrate deficits in _____.

A. Motor development

B. Social development

C. Language development

D. Intellectual development

ANSWER: A

Explanation:

Motor development is correct because spina bifida is a neural tube defect in which the spine and spinal cord do not develop completely. The resulting effects commonly involve impaired nerve function below the level of the spinal lesion. Depending on the location and severity of the condition, a child may have weakness or paralysis in the legs, reduced sensation, poor balance, limited range of motion, and difficulty with gross-motor skills such as standing, walking, climbing stairs, and transferring between positions. Some children require braces, walkers, wheelchairs, or physical therapy to support mobility and participation in daily activities.

Motor effects are the most direct and characteristic developmental concern because the condition affects spinal structures that carry signals between the brain and the muscles. Functional motor abilities can vary substantially: children with less severe forms may walk independently, while children with more extensive spinal involvement may have significant mobility limitations. Educational planning should therefore consider accessibility, adaptive physical education, positioning, fatigue, and opportunities for full participation alongside peers. The Centers for Disease Control and Prevention describes mobility and physical challenges as common concerns for people with spina bifida, and the National Institute of Neurological Disorders and Stroke explains the condition's effects on spinal-cord function. See CDC: About Spina Bifida and NINDS: Spina Bifida.

QUESTION NO: 20

According to Piaget's theory, in what age range do children begin representing things with symbols?

A. Between 18 and 24 months

B. Between 12 and 18 months

C. Between 24 and 36 months

D. Between 6 and 12 months

E. Between birth and 6 months

ANSWER: A

Explanation:

Between 18 and 24 months is correct because this period marks the emergence of symbolic function in Piaget's account of cognitive development. Near the end of the sensorimotor period, children become able to hold a mental representation of an object, person, or event even when it is not immediately present. They can then use one thing—a word, gesture, image, or object—to stand for something else. This new representational ability supports early language growth, deferred imitation, mental images, and pretend play.

For example, a toddler may pretend that a block is a telephone, use an empty cup as though it contains a drink, or imitate an action observed earlier. These behaviors demonstrate that the child is no longer limited to acting only on what is directly perceived. Piaget placed the broader preoperational stage at approximately ages two through seven, but the transition into symbolic thought begins around 18 to 24 months. Thus, this age range best identifies the initial development of using symbols to represent absent objects and experiences. See the Encyclopaedia Britannica overview of Piaget's cognitive-development theory and the Simply Psychology summary of Piaget's stages.

QUESTION NO: 21

"Language load" refers to _____.

A. The damage that carrying a pile of heavy books could cause to a child's physique

B. The number of different languages a person has mastered

C. The basic vocabulary words a first grader has committed to memory

D. The number of unrecognizable words an English Language Learner encounters when reading a passage or listening to a teacher

ANSWER: D

Explanation:

"The number of unrecognizable words an English Language Learner encounters when reading a passage or listening to a teacher" is correct because language load describes the linguistic demands placed on a learner during instruction. For an English learner, a lesson can become difficult when it contains too much unfamiliar vocabulary, especially when that vocabulary is embedded in dense oral explanations or complex written text. The learner must devote attention to decoding and interpreting the language before being able to engage fully with the academic idea being taught.

Teachers can reduce unnecessary language load without reducing the intellectual rigor of the content. Useful supports include explicitly teaching essential vocabulary in advance, using clear and concise phrasing, breaking multistep directions into manageable parts, pairing speech with visuals or demonstrations, and checking that students understand key terms in context. These practices help learners access grade-level instruction while continuing to develop English proficiency. The U.S. Department of Education's English Learner Toolkit discusses providing appropriate linguistic supports so English learners can participate meaningfully in content instruction: English Learner Toolkit. Guidance on supporting multilingual learners' language development in academic settings is also available from WIDA English Language Development Standards.

QUESTION NO: 22

An employee earns $2,000.00 per month in gross pay, but pays $104.36 for health insurance, 9% in federal taxes, 3% for state taxes, and 2% for local taxes. What is the employee's net pay?

A. $2,000.00

B. $1,615.64

C. $1,820.00

D. $1,720.00

ANSWER: B

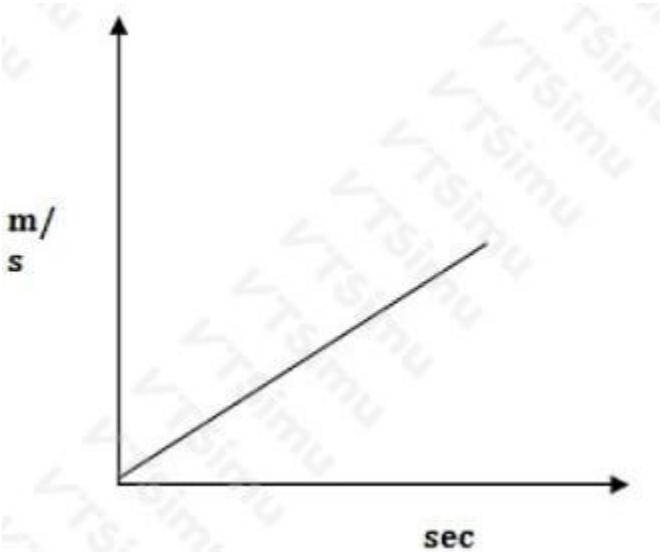
Explanation:

The employee's net pay is **$1,615.64**. Net pay, commonly called take-home pay, is the amount remaining from gross pay after required and authorized deductions are subtracted. First, combine the stated tax rates: 9% federal tax plus 3% state tax plus 2% local tax equals a total tax rate of 14%. Applying 14% to the $2,000.00 monthly gross pay gives total taxes of $280.00: $2,000.00 × 0.14 = $280.00. The health-insurance deduction is a separate fixed amount of $104.36. Therefore,

total deductions are $384.36, calculated as $280.00 + $104.36. Subtracting those deductions from gross pay produces the employee's net pay: $2,000.00 − $384.36 = $1,615.64. This follows the standard payroll relationship that net pay equals gross wages less deductions. The Internal Revenue Service explains that employers withhold applicable income taxes from employee wages, and the U.S. Department of Labor describes deductions as amounts taken from an employee's wages under applicable rules or authorization. See IRS Topic No. 751, Social Security and Medicare Withholding Rates and U.S. Department of Labor: Deductions From Wages.

QUESTION NO: 23

Review the graph below.



Which statement correctly describes what is happening to the object?

A. The object has constant velocity.

B. The object has constant acceleration

C. The object is at rest. It is not moving

D. The object has increasing acceleration

E. The object has increasing inertia

ANSWER: B

Explanation:

The object has constant acceleration. This conclusion comes from interpreting the graph as a velocity-versus-time graph: velocity is measured in meters per second on the vertical axis, while time is on the horizontal axis. On a velocity-time graph, acceleration is represented by the slope, calculated as the change in velocity divided by the change in time. The displayed line is straight and rises at a uniform rate, so equal time intervals correspond to equal increases in velocity. Consequently, the slope remains the same throughout the motion, which means the acceleration is constant.

Constant acceleration does not require velocity itself to remain unchanged. Instead, it means that velocity changes by the same amount during each equal interval of time. The positive slope also indicates that the object's velocity is increasing in the positive direction. This graph therefore describes uniformly accelerated motion. The relationship between velocity-time graph slope and acceleration is summarized by The Physics Classroom's Velocity-Time Graphs lesson and OpenStax's discussion of velocity versus time graphs.

QUESTION NO: 24

Which court case established the Court's ability to overturn laws that violated the Constitution?

A. Brown v. Board of Education of Topeka

B. Marbury v. Madison

C. Miranda v. Arizona

D. United States v. Curtiss-Wright Export Corporation

ANSWER: B

Explanation:

Marbury v. Madison is correct because the Supreme Court's 1803 decision established the principle of judicial review: the authority of courts to determine whether a law conflicts with the U.S. Constitution and to decline to enforce a law that does. Chief Justice John Marshall concluded that William Marbury had a legal right to his commission and that a legal remedy would ordinarily be available. However, the Court held that the portion of the Judiciary Act of 1789 that purported to give the Supreme Court original jurisdiction to issue a writ of mandamus exceeded the constitutional limits on the Court's original jurisdiction. Because the Constitution is the nation's supreme law, a conflicting act of Congress cannot control. This holding provided the foundational precedent for the judiciary's role in reviewing the constitutionality of legislative enactments and government actions. The decision therefore established a central feature of the U.S. system of checks and balances, ensuring that constitutional limits can be enforced by the courts. The Supreme Court's case summary is available at Justia: Marbury v. Madison, and the National Archives provides historical context at National Archives: Marbury v. Madison.

QUESTION NO: 25

Which of the following radioactive emissions results in an increase in atomic number?

A. Negative Beta

B. Alpha

C. Positive Beta

D. Gamma

ANSWER: A

Explanation:

Negative Beta is correct because beta-minus decay converts a neutron in an unstable atomic nucleus into a proton. In this process, the nucleus emits an electron (the beta-minus particle) and an electron antineutrino. Since the number of protons increases by one, the element's atomic number also increases by one. The mass number remains unchanged because the conversion replaces one neutron with one proton, so the total number of nucleons does not change. For example, carbon-14 undergoes beta-minus decay to become nitrogen-14: its atomic number changes from 6 to 7 while its mass number stays 14. Atomic number is defined by the number of protons in an atom's nucleus, making this proton increase the key outcome of negative beta emission. This nuclear-decay relationship is summarized in the U.S. Nuclear Regulatory Commission's overview of radiation and in the OpenStax Chemistry discussion of radioactive decay.

QUESTION NO: 26

The first ten amendments to the Constitution are more commonly known as _____.

A. The Civil Rights Act

B. Common law

C. The Equal Protection clause

D. The Bill of Rights

ANSWER: D

Explanation:

The Bill of Rights is the collective name for the first ten amendments to the U.S. Constitution. These amendments were proposed by the First Congress in 1789 and ratified in 1791. Their central purpose was to establish explicit constitutional protections for individual liberties and to place limits on the federal government's power. The protections include freedoms concerning religion, speech, press, peaceful assembly, and petition; safeguards related to criminal procedure and fair trials; and protections for rights retained by the people and powers reserved to the states or people. The Bill of Rights is foundational to U.S. civic life because it supplies many of the constitutional guarantees that citizens invoke when government action affects personal freedom. The National Archives identifies these first ten amendments as the Bill of Rights and provides the text and historical context for their ratification. The U.S. Congress also explains that the amendments were adopted in response to concerns that the original Constitution needed clearer protections of civil liberties. See the National Archives: The Bill of Rights and Constitution Annotated: First Amendment.

QUESTION NO: 27

A librarian wants to have a fund-raising book fair. Which of the following should be her first course of action?

A. Announce the book fair in the school newsletter

B. Ask students what kind of books they would like to buy at a book fair

C. Check with the principal to be sure of the school calendar and any school or district guidelines for fundraising activities

D. Survey teachers for the types of books they would like to see at the book fair

ANSWER: C

Explanation:

"Check with the principal to be sure of the school calendar and any school or district guidelines for fundraising activities" is the appropriate first action because a fund-raising book fair is a school-sponsored activity that must be aligned with administrative approval, the school calendar, and applicable district procedures. The principal can identify scheduling conflicts, such as testing windows, major school events, or building-use limitations, before the librarian invests time in publicity, surveys, vendor arrangements, or book selection. Early consultation also ensures that the event follows rules governing fundraising, financial handling, parent communication, and use of school facilities. Establishing approval and logistical feasibility first supports a well-organized event and fosters the administrative partnership needed for successful implementation. After the principal confirms that the fair is permitted and identifies suitable dates and requirements, the librarian can proceed with gathering preferences from students and teachers, selecting materials, and communicating the event to families. This sequence reflects professional school-library practice: coordinate instructional and program activities with school leadership and local policies before launching implementation steps. The American Association of School Librarians describes school librarians as leaders who collaborate with school stakeholders to develop and manage library programs; see AASL National School Library Standards. General guidance on school fundraising oversight is also available from the U.S. Department of Education.

QUESTION NO: 29

A teacher with a combined classroom of 1st- and 2nd-graders utilizes integrated language instruction. Each time she presents a new word list to her students, those words are used in vocabulary, spelling, grammar, reading and writing work. What is the benefit of this type of instruction?

A. The students learn the words thoroughly by using them in a variety of contexts.

B. The students learn that all concepts are truly integrated and that no idea stands alone.

C. The teacher makes instruction and learning more streamlined by re-using the same words in each lesson.

D. The teacher can identify the areas of language the students need most help with by controlling the number and types of words presented.

ANSWER: A

Explanation:

The students learn the words thoroughly by using them in a variety of contexts. Integrated language instruction deliberately connects vocabulary, spelling, grammar, reading, and writing rather than teaching each area as an isolated skill. Repeated encounters with the same words across these activities provide meaningful practice with word meanings, forms, patterns, and appropriate usage. For example, students may first discuss a word's meaning, notice its spelling features, encounter it while reading, and then select it for use in their own writing. This distributed and varied practice strengthens retention because students retrieve and apply the word for different purposes over time. It also develops deeper word knowledge: knowing a word involves more than recognizing a definition; it includes understanding how the word is spelled, how it functions in sentences, and when it is appropriate to use. These connected experiences are especially valuable for early elementary learners, who benefit from explicit instruction and multiple meaningful exposures to new vocabulary. The approach therefore helps students build durable, flexible language knowledge that transfers to reading comprehension and written expression. The Reading Rockets overview of effective vocabulary instruction emphasizes multiple exposures and active use of words: Reading Rockets: Vocabulary Instruction. The National Reading Panel also identifies vocabulary instruction as an important component of effective reading instruction: National Reading Panel.

QUESTION NO: 30

Which of the following is the primary function of a product manager?

A. Allocate resources to various members of the supply chain

B. Plan and control long-range plans for specific products

C. Manage and oversee the training of field representatives

D. Prepare product materials for sales representatives

ANSWER: B

Explanation:

Product managers are responsible for guiding a product's direction and coordinating the work needed to achieve its business and customer objectives. Therefore, "Plan and control long-range plans for specific products" best describes the role's primary function. Product management involves defining product strategy, establishing goals and priorities, developing product plans or roadmaps, and monitoring progress so that the product remains aligned with market needs and organizational goals. The product manager integrates information from customers, sales, marketing, operations, and product-development teams to make informed decisions about the product over its life cycle. Although the precise scope differs among organizations, long-range planning and ongoing control of product-related activities are core responsibilities. The Product School describes product managers as professionals who set product vision and strategy while aligning teams around customer and business outcomes. Similarly, the Association of International Product Marketing and Management identifies product planning and life-cycle management as central product-management responsibilities. See Product School's overview of product-manager responsibilities and AIPMM's product-management resources.

QUESTION NO: 31

The new tax was passed for _____ the waterfront district.

A. Revitelizing

B. Revitalizzing

C. Revitallizing

D. Revitalizing

ANSWER: D

Explanation:

"Revitalizing" correctly completes the sentence: "The new tax was passed for revitalizing the waterfront district." The verb *revitalize* means to give new life, energy, activity, or economic strength to something. In this context, the tax is intended to support efforts that renew or improve the waterfront district, perhaps through redevelopment, business investment, public improvements, or restoration. The form *revitalizing* is also grammatically appropriate after the preposition "for," which is followed by a gerund when describing the purpose of an action or policy. Its spelling follows the base verb *revitalize*: r-e-v-i-t-a-l-i-z-e. When the *-ing* ending is added, the final silent *e* is dropped, producing *revitalizing*. This standard spelling and definition are recorded in the Merriam-Webster entry for "revitalize" and the Cambridge Dictionary entry for "revitalize".

QUESTION NO: 32

Ms. Franklin is teaching a second-grade class a lesson on ceramics. The most appropriate activity for students at this grade level would be _____.

A. making pinch pots and coil pots

B. making and attaching handles to pots

C. throwing pots using a pottery wheel

D. glazing pots using a kiln

ANSWER: A

Explanation:

Making pinch pots and coil pots is the most appropriate ceramics activity for second-grade students because these hand-building methods are concrete, developmentally accessible, and effective for building foundational skills with clay. To make a pinch pot, students begin with a ball of clay, press a thumb into its center, and gradually pinch and turn the clay to create an even-walled vessel. Coil construction similarly uses repeated, manageable movements as students roll clay into ropes and join coils to build a form. Both processes help young learners develop fine-motor control, hand strength, spatial awareness, and an understanding of three-dimensional form. They also allow students to make creative choices about shape, texture, and decoration without requiring advanced equipment or highly technical procedures. The National Core Arts Standards describe elementary visual-arts learning as involving exploration of materials, development of artistic techniques, and creation of artwork through age-appropriate processes. Hand-building with clay directly supports those outcomes while allowing the teacher to demonstrate safe clay handling, joining, drying, and finishing practices. See the National Core Arts Standards and the Getty's elementary visual arts teaching resources for guidance on developmentally appropriate visual-arts instruction.

QUESTION NO: 33

The Activity-Based Assessment Inventory, or ABA Inventory, is not designed to explore which area of a student's life?

A. Family

B. Friends

C. Grades

D. Games

ANSWER: C

Explanation:

Grades is correct because the Activity-Based Assessment Inventory is intended to gather information about a student's everyday activities, interests, relationships, and roles outside formal academic performance. In career-development and counseling assessment, examining activities can reveal preferences, strengths, values, social contexts, and patterns of participation that may help a counselor understand the student more fully. The inventory therefore attends to areas such as

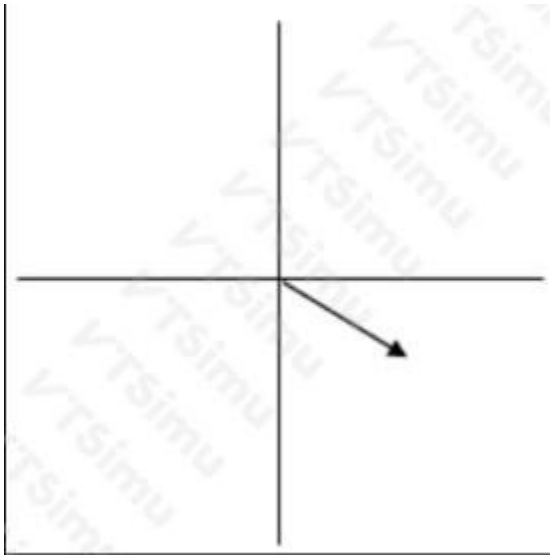
family participation, friendships, leisure interests, games, hobbies, and similar experiences. These activity-based domains provide useful evidence about what the student enjoys doing and the settings in which the student is engaged.

Academic grades are records of school performance rather than a description of the student's activity roles and out-of-class interests. They may be relevant to a broader educational review, but they are not the target domain of an inventory designed specifically to explore activity-based aspects of the student's life. This distinction is consistent with career-development frameworks that emphasize self-knowledge, interests, and life roles when helping students explore educational and occupational possibilities. See the Georgia Department of Education's Career-Related Education resources and the National Career Development Association resources.

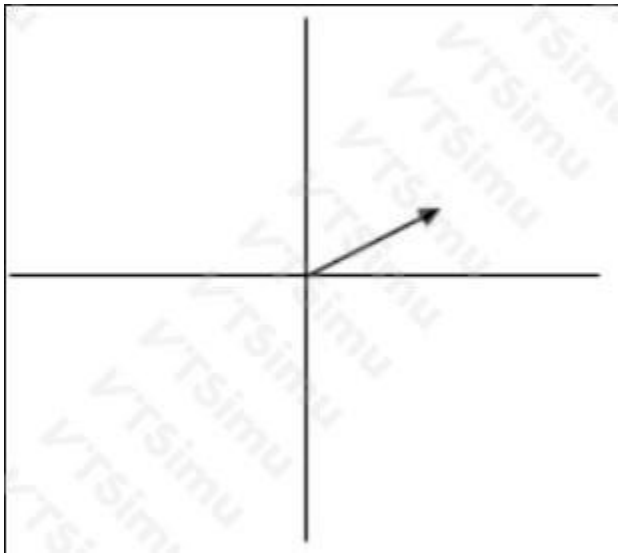
QUESTION NO: 34

An object begins its motion at (0,0). It moves +5 units on the x axis and then -3 units on the y axis. Which vector represents the displacement of the object?

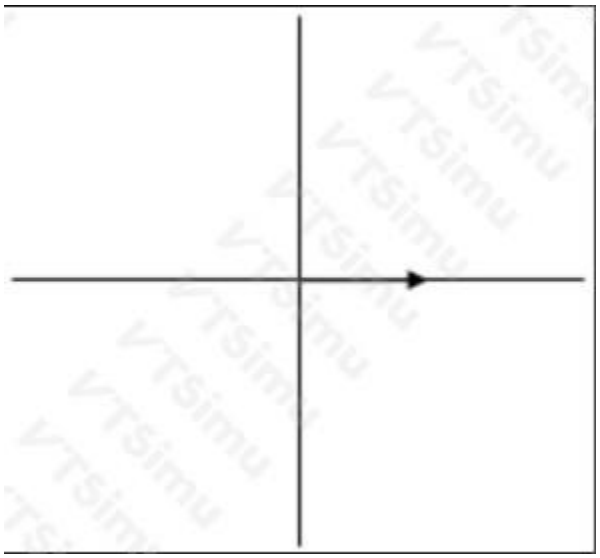
I.



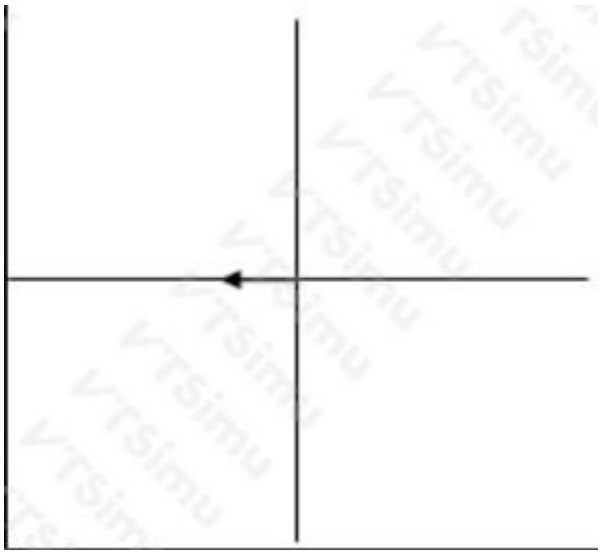
II.



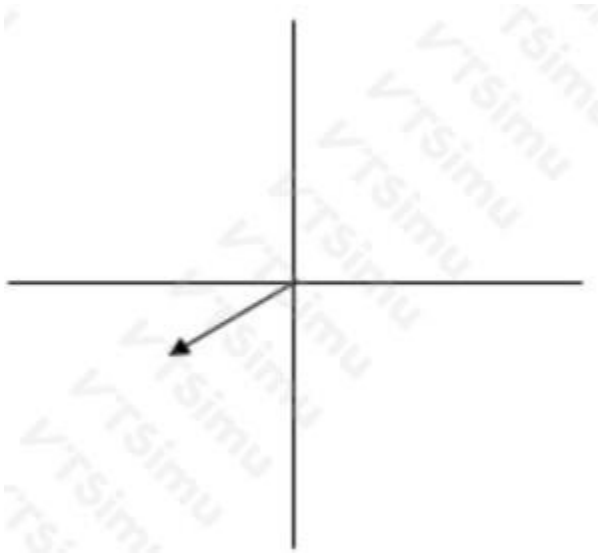
III.



IV.



V.



A. III

B. IV

C. II

D. V

E. I

ANSWER: E

Explanation:

The vector shown in I is correct because displacement is determined by the change from the initial position to the final position, not by the total route considered as separate segments. The object starts at the origin, (0, 0). A movement of +5 along the x-axis gives a horizontal component of 5 units to the right. The subsequent movement of −3 along the y-axis gives a vertical component of 3 units downward. Therefore, the final position is (5, −3), and the displacement vector is represented in component form as ⟨5, −3⟩.

On a coordinate plane, this vector must begin at (0, 0) and point rightward and downward to the endpoint (5, −3). Its direction is in the fourth quadrant, and its magnitude is $\sqrt{(5^2 + (-3)^2)} = \sqrt{34}$ units. A displacement vector may be translated anywhere on the plane without changing its components, provided that its length and direction remain the same. This follows the standard component-vector convention described in OpenStax College Physics: Scalars and Vectors and the coordinate-plane treatment of vectors in OpenStax Precalculus: Vectors in the Plane.

QUESTION NO: 35

Which of the following people developed the first working intelligence test?

A. David Wechsler

B. Lewis Terman

C. Raymond Cattell

D. Alfred Binet

ANSWER: D

Explanation:

Alfred Binet developed the first practical, working intelligence test. In 1905, Binet and physician Théodore Simon published the Binet-Simon Scale in France at the request of the French government, which sought a way to identify schoolchildren who needed additional educational support. Rather than treating intelligence as a fixed trait measured solely through sensory or physical characteristics, the scale used tasks involving judgment, comprehension, reasoning, and problem solving. Its items were organized by the ages at which most children could successfully complete them, helping establish the concept of mental age. This made the instrument useful for comparing a child's performance with typical developmental expectations and for making educational decisions. The Binet-Simon Scale became the foundation for later intelligence testing, including revisions and adaptations used in the United States. Binet's work is therefore widely recognized as the beginning of modern standardized intelligence testing. The American Psychological Association's historical overview identifies Binet and Simon's 1905 scale as the first modern intelligence test, and Encyclopaedia Britannica describes Binet's development of the first usable intelligence test. See American Psychological Association and Encyclopaedia Britannica.

QUESTION NO: 36

How many calories of heat are absorbed by 100g of water as it heats up from 50°C to 55°C?

A. 50 calories

B. 5 calories

C. 550 calories

D. 500 calories

E. 5000 calories

ANSWER: D

Explanation:

The correct answer is **500 calories**. Heat absorbed during a temperature change is calculated with the equation $q = mc\Delta T$, where q is heat energy, m is mass, c is specific heat capacity, and ΔT is the change in temperature. The mass of the water is 100 g. Its temperature rises from 50°C to 55°C, so the temperature change is 5°C. Water has a specific heat capacity of approximately 1 calorie per gram per degree Celsius (1 cal/g°C). Substituting these values gives: 100 g × 1 cal/g°C × 5°C = 500 cal. The gram and degree-Celsius units cancel appropriately, leaving calories as the unit of heat energy. This calculation assumes the water remains liquid throughout the process and no phase change occurs; under those conditions, all absorbed heat produces the stated temperature increase. Specific heat capacity describes the amount of energy needed to raise the temperature of a unit mass of a substance by one degree. See OpenStax Physics: Temperature Change and Heat Capacity and Encyclopaedia Britannica: calorie.

QUESTION NO: 37

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Religious movements that reject and are isolated from the larger society are called _____.

A. cults.

B. sects.

C. revivals.

D. religious pluralisms.

ANSWER: A

Explanation:

cults. is the correct answer. In the sociological classification of religious organizations, a cult is generally understood as a small religious movement that stands apart from the dominant culture and established religious institutions. Such movements may promote beliefs, practices, leadership structures, or moral expectations that differ substantially from those accepted by the surrounding society. Their relative separation from mainstream social life and their rejection of prevailing cultural or religious norms are central features of this definition.

This use of *cult* is a descriptive sociological term, not necessarily a judgment about whether a group is harmful or illegitimate. Sociologists use organizational categories to distinguish the ways religious groups relate to society, including whether they are integrated with, reforming, or separated from dominant institutions and cultural values. A movement characterized by isolation from the larger society and a strong departure from its norms fits the traditional textbook description of a cult. For an overview of sociological approaches to religion and religious organizations, see OpenStax Introduction to Sociology: Religion and Encyclopaedia Britannica: cult.

QUESTION NO: 38

On a globe, the distance between Buenos Aires and Tokyo is 35 cm. If the globe has a scale of 1 cm for every 516 km, what is the real distance?

A. 21,080 km

B. 18,060 km

C. 35 km

D. 14,740 km

ANSWER: B

Explanation:

18,060 km is correct because the globe's scale states that each 1 cm measured on the globe represents 516 km in the real world. The measured globe distance is 35 cm, so the real distance is found by multiplying 35 by 516: 35 cm × 516 km per cm = 18,060 km. The centimeter units cancel because centimeters are the measured map/globe unit in both parts of the conversion, leaving kilometers as the final unit. This is a scale-conversion problem: a proportional relationship connects the model measurement to the actual distance. Writing the scale as a conversion factor, 516 km/1 cm, ensures that the result uses the requested real-world distance unit. Therefore, a 35 cm separation on this globe corresponds to 18,060 km in reality. For additional guidance on using ratios and rates in measurement problems, see Khan Academy's overview of rates and ratios and NIST's information on SI units.

QUESTION NO: 39

Which of the following is correct about the databases provided by the American Medical Association (AMA)?

A. Physicians cannot request restrictions on their AMA Masterfile records

B. Only practicing physician members have access to the AMA Masterfile

C. Contractors with database licenses provide access to AMA's databases

D. The AMA began offering access to its Physician Masterfile 10 years ago

ANSWER: C

Explanation:

Contractors with database licenses provide access to AMA's databases is correct. The AMA Physician Masterfile is a longstanding, continuously maintained source of physician information that supports credentialing, research, health care operations, and other authorized professional uses. Rather than making all Masterfile data directly available through unrestricted public access, the AMA licenses data and related products to approved organizations and authorized data distributors. These licensees and contractors can act as intermediaries, providing permitted customers with access to AMA data products under defined licensing, privacy, and use conditions.

This distribution model helps the AMA maintain data quality, apply appropriate controls to sensitive professional information, and ensure that use of its data complies with the applicable agreement. The Masterfile includes information related to physicians' education, training, specialties, professional activity, and other career attributes, and it is widely used across the health care ecosystem. The AMA describes the Physician Masterfile and its available data solutions at AMA Physician Masterfile. Additional information about AMA data products and licensing is available through AMA Data Solutions.

QUESTION NO: 40

Which of the following is the best way to assist children from families with limited incomes?

A. Lower expectations for these children's achievements in the classroom

B. Counsel parents on ways to economize with their limited financial resources

C. Provide the best possible instruction without any need for intervention or public assistance

D. Cooperate with school administrators and public officials to provide such assistance as a free lunch program and/or some academic assistance

ANSWER: D

Explanation:

Cooperate with school administrators and public officials to provide such assistance as a free lunch program and/or some academic assistance is correct because financial hardship can create barriers to learning that schools can help address through coordinated, nondiscriminatory supports. For example, school meal programs help ensure that students have reliable access to nutritious food during the school day. Adequate nutrition supports students' health, attendance,

concentration, and readiness to learn. Academic supports can similarly help address opportunity gaps by providing targeted instruction, tutoring, and access to educational resources based on identified student needs.

Effective assistance is collaborative: educators can identify concerns, communicate appropriately with families, connect with school-based services, and work with administrators and community or public agencies to make supports accessible. This approach maintains high expectations for every learner while recognizing that equitable education sometimes requires removing practical barriers outside the classroom. Federal child-nutrition programs provide a key structure for schools to offer free or reduced-price meals to eligible students, and schoolwide programs may enable meals for all students in eligible high-poverty schools. Guidance from the U.S. Department of Agriculture is available at https://www.fns.usda.gov/cn. The U.S. Department of Education also describes how Title I funding supports educational services for students in economically disadvantaged communities: https://www.ed.gov/grants-and-programs/formula-grants/special-populations-programs/title-i-part-a.

QUESTION NO: 41

In the base-5 number system, what is the sum of 303 and 2222?

A. 3530

B. 3030

C. 2525

D. 2030

ANSWER: B

Explanation:

3030 is the correct sum. Add the numerals by aligning their place values: 0303 and 2222 in base 5. In the ones column, 3 + 2 equals 5 in decimal. Since 5 is written as 10 in base 5, write 0 in the ones place and carry 1 to the next column. The fives column then contains 0 + 2 + 1, giving 3, so write 3. In the twenty-fives column, 3 + 2 equals 5, which again becomes 10 in base 5: write 0 and carry 1 into the one-hundred-twenty-fives column. Finally, 0 + 2 + 1 equals 3. Reading the resulting digits from left to right gives 3030.

A decimal-value check confirms the result. The numeral 303 in base 5 equals 3(25) + 0(5) + 3 = 78, while 2222 in base 5 equals 2(125) + 2(25) + 2(5) + 2 = 312. Their decimal sum is 390. The numeral 3030 in base 5 equals 3(125) + 0(25) + 3(5) + 0 = 390, confirming the addition. For a review of positional notation and base conversions, see Math Is Fun: Number Bases and Positional Notation.

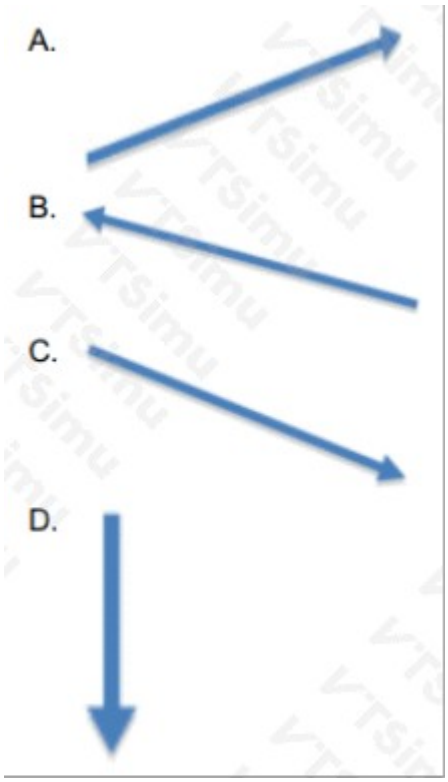
QUESTION NO: 42

Consider the two vectors below:

Vector A:

Vector B:

Which vector best represents the vector obtained by subtracting A from B (B − A)?



A. Option A

B. Option B

C. Option C

D. Option D

ANSWER: B

Explanation:

The vector shown in **Option B** correctly represents *B* − *A*. Vector subtraction is performed by adding the additive inverse of the vector being subtracted: B − A = B + (−A). The inverse of A has exactly the same magnitude as A but points in the opposite direction. Graphically, one reliable construction is to place vectors A and B so their tails coincide. The difference vector B − A then points from the head (tip) of A to the head (tip) of B. This construction gives both the direction and magnitude required to transform A into B. Equivalently, reversing A and adding that reversed vector to B produces the same resultant. The selected diagram matches this tail-to-tail subtraction relationship, so it is the appropriate representation of B minus A. For further discussion of vector addition, subtraction, components, and graphical constructions, see OpenStax Physics: Scalars and Vectors and Khan Academy: Introduction to vectors.

QUESTION NO: 43

The SUP approach to language acquisition proposes that _____.

A. acquisitions of first and second language are unrelated

B. acquisitions of first and second languages have synergy

C. learning a second language improves the first language

D. learning the first language facilitates learning a second

ANSWER: A

Explanation:

The SUP (Separate Underlying Proficiency) approach proposes that acquisitions of first and second language are unrelated. In this model, each language is understood to develop through its own separate underlying system of knowledge and skills. Consequently, proficiency or growth in one language is not assumed to transfer to, support, or reinforce proficiency in the other language. This position is commonly contrasted with Jim Cummins's Common Underlying Proficiency framework, which holds that languages can draw on shared cognitive and academic resources. SUP instead treats the linguistic and academic development associated with the first language and a subsequently learned language as independent. Thus, the defining claim of the approach is the absence of an underlying shared proficiency between the languages. Understanding this distinction is useful in language-acquisition questions because it identifies whether a theory predicts cross-language transfer: the Separate Underlying Proficiency view does not. For an overview of Cummins's interdependence and common-proficiency concepts, see Jim Cummins: Language, Power and Pedagogy resources. A discussion of bilingual education theory and the role of language interdependence is also available from Colorín Colorado.