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The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

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Introduction to Students

In April, eleventh graders will take the Science and Social Studies portions of the GEE (Graduation Exit Examination). The GEE will help determine whether you have the skills and knowledge you need to earn a standard high school diploma.

This is a Practice Test to show you what each part, or session, of the real GEE is like. The Practice Test looks similar to the real test.

You may use the Practice Test at home or at school to become familiar with what the real test is like. This can help you feel more relaxed when you take the real test.

On the real test, you will write your answers in an answer document, and some test sessions are in the answer document. However, on this Practice Test all of the sessions are included in the test booklet, where you may write your answers.

Some sessions of the Practice Test are shorter than those on the real test. After each session, look for the NOTE that tells you the number of questions that are on the real test.

Answers to the questions for this Practice Test are in the back of this booklet.

For more information regarding the test, go to www.louisianaschools.net and click on "Testing."

Want to Practice More Online?



When you use a computer, try signing on to **PASS** (Practice Assessment/Strengthen Skills) to help you improve your skills and knowledge. To get started, go to <http://www.louisianapass.org> and type in the password **tiger**.

On PASS, you can solve multiple-choice, short-answer, and essay questions similar to those on the GEE. Plus, you can get help if you answer a question incorrectly. Your essays are hand-scored, and your score is returned within a couple of days. After you finish a unit of questions, you can play a game or go to a new Internet destination to learn interesting facts and ideas about our world.

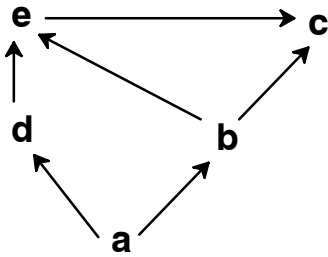
**NO TEST MATERIAL
ON THIS PAGE**

**Science
Grade 11
Practice Test**

Session 1—Science Multiple-Choice Questions

For questions 1 through 8, darken the circle beside the correct answer. Mark only one answer for each question.

Use the diagram below to answer question 1.



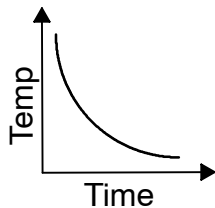
- The letters in the diagram represent various species in a food web. Recall that in a food web diagram, the arrows indicate the direction energy flows through an ecosystem. Which letter represents a species that is **most likely** a carnivore?
 - letter a
 - letter b
 - letter c
 - letter d
- An antacid seltzer tablet is dropped into each of two glasses containing equal amounts of water. The temperature of the water is 50°C in glass 1 and 10°C in glass 2. In each glass, bubbles of gas are released as the tablet dissolves. It takes 30 seconds for the tablet to react completely in glass 1 and 100 seconds for the tablet to react completely in glass 2. From these results alone, one can conclude that
 - temperature has no effect on the rate of chemical reactions.
 - increasing the volume of water increases the rate at which the antacid seltzer reacts with water.
 - the rate of chemical reactions doubles for every 10°C increase in temperature.
 - the rate at which the antacid seltzer reacts with water is faster in hot water than in cold water.

Use the data below to answer question 3.

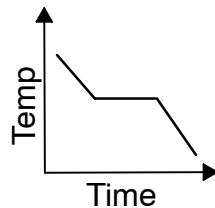
Time (minutes)	Temperature (degrees Celsius)
0	20°
1	10°
2	0°
3	0°
4	0°
5	0°
6	0°
7	0°
8	-10°
9	-20°
10	-23°

3. The data above were obtained by placing a cup of water in a freezer and measuring the temperature of the water every minute.

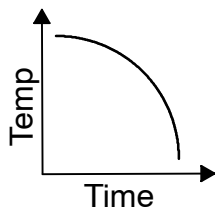
A graph of the data above would look **most** like which of the following?



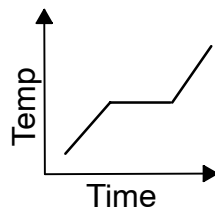
A.



B.



C.



D.

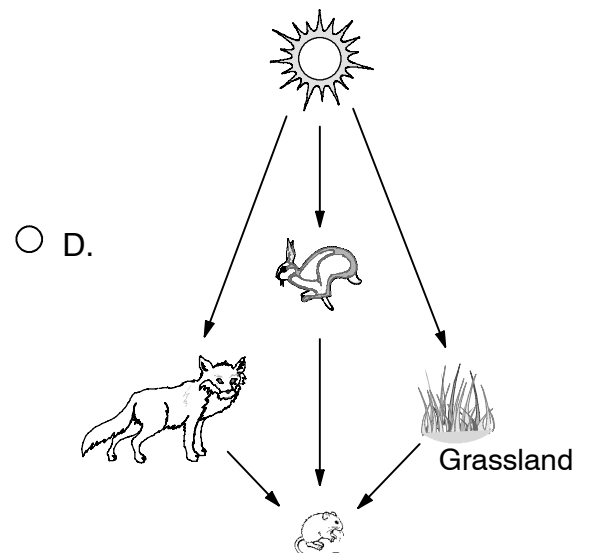
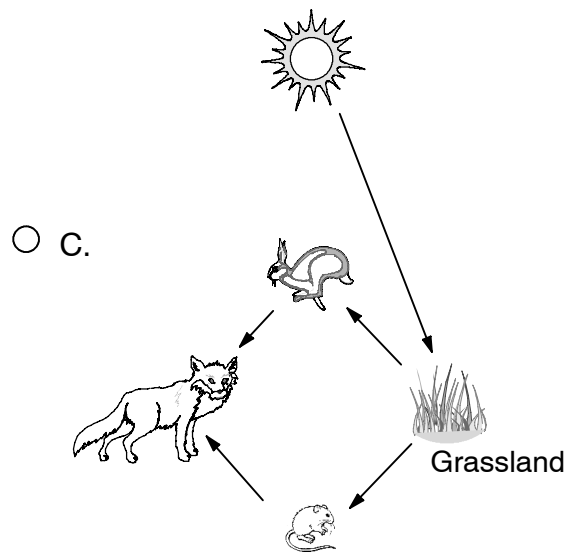
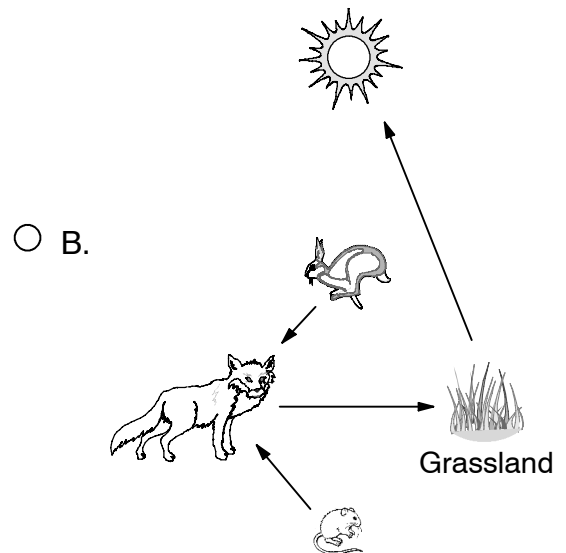
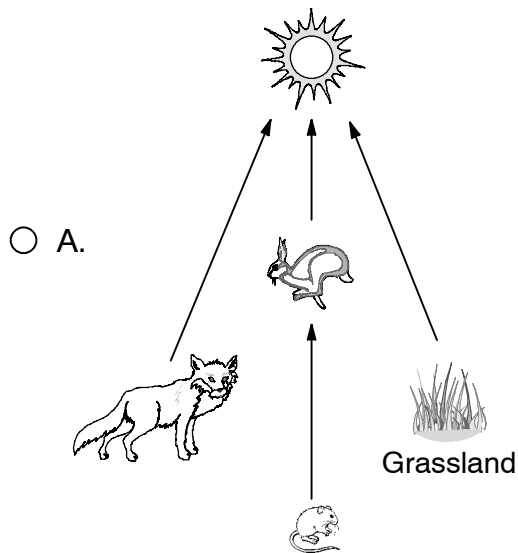
4. Juan thinks that water will evaporate faster in a warm place than in a cool one. He has two identical bowls and a bucket of water. He wants to do an experiment to find out whether he is correct. Which procedure should he do?

- A. Place two bowls with the same amount of water in a warm place.
- B. Place a bowl of water in a cool place and a bowl with twice the amount of water in a warm place.
- C. Place a bowl of water in a cool place and a bowl with half of the amount of water in a warm place.
- D. Place a bowl of water in a cool place and a bowl with the same amount of water in a warm place.

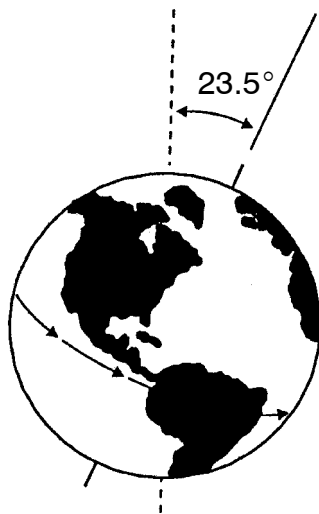
5. A company has been allowed to dump untreated waste into a river for years. Which consequence is the **least** damaging to the environment?

- A. Nitrogen waste causes abnormal growth of organisms.
- B. Bacteria in the waste use much of the oxygen in the water.
- C. The rocks along the bank of the river become slimy.
- D. Phosphates cause extreme algae growth that kills other organisms.

6. Which diagram correctly shows the direction of energy flow through a food web?



Use the diagram below to answer question 7.



7. Earth's axis, the imaginary line connecting the North and South Poles, is not perpendicular to the plane of Earth's orbit around the Sun. The axis is tilted 23.5° . If Earth's axis were perpendicular to the plane of Earth's orbit, what would definitely be affected?
- A. the number of days in a year
 - B. the number of hours in a day
 - C. the phases of the Moon
 - D. the seasons of the year

Use the data table below to answer question 8.

Liquid	Mass (g)	Density (g/mL)	Boiling Point ($^\circ\text{C}$)
I	40	0.81	110
II	40	0.81	118
III	20	0.81	118
IV	40	1.00	100

8. This table contains data for four liquid samples. Could any of the samples be the same liquid?
- A. Yes, samples I and II could be the same.
 - B. Yes, samples I and IV could be the same.
 - C. Yes, samples II and III could be the same.
 - D. No, none of the samples could be the same.

NOTE: On the real test, this session has 40 questions.

Session 2—Science Short-Answer Questions

Write your answers to questions 9 and 10 on the lines provided. Be sure to write clearly. These questions have more than one part. Even if you cannot answer all parts, answer as many as you can. On the real test, you may still get points for answering part of a question.

9. Coal is burned in a power plant that produces electricity. In a house miles away, a light bulb is turned on. Describe **two** energy transformations involved.

Session 3—Science Task

Read the task below, and then write your answers to questions 11 through 14 on the lines provided. Be sure to write clearly. Some questions have more than one part. Even if you cannot answer all parts, answer as many as you can. On the real test, you may still get points for answering part of a question.

TASK DESCRIPTION

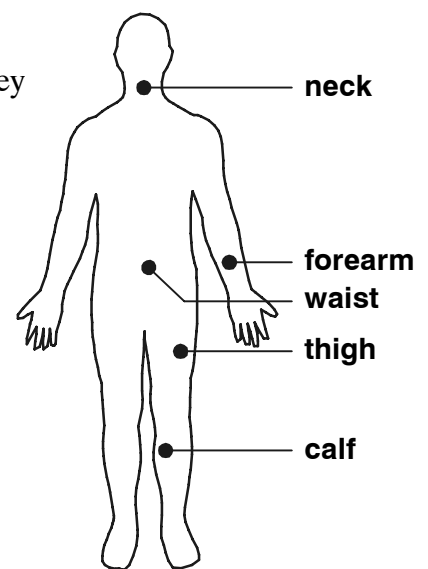
Homeostasis is the maintenance of the internal environment of an organism within a fairly narrow range that is necessary for the organism to survive. A high school biology class studied the homeostatic regulation of temperature in the human body. Variations in the external environment, as well as the release of excess heat due to the metabolic processes occurring within the body, could affect the body's temperature. The class discovered that there are many ways the body regulates the amount of heat transmitted to the environment. They wondered whether all people have the same body surface temperature and whether the process of releasing excess heat is the same for everyone. They became most interested in the organ systems that regulate dilation of capillaries near the surface of the skin so that blood can give up excess heat by radiation or conduction to the surrounding environment.

The biology class proposed the following: If the body produces excess heat in muscles and other tissues when a person exercises, the nervous system should react to dilate the capillaries near the surface so excess heat dissipates. Evidence of this reaction is the flushed appearance of a person who has just finished jogging. Knowing this, the students reasoned that the removal of heat through the skin should result in an elevated body surface temperature after exercise. This raised two questions.

- Does the body surface temperature increase during exercise, and, if so, do all areas of the surface change the same amount?
- Are changes in body surface temperature during exercise the same for males and females?

To answer these questions, the students designed an experiment. They selected five locations on the body to monitor temperature changes: the neck, the forearm, the waist, the thigh, and the calf. The locations are illustrated in the diagram on this page. They used an electronic device with a temperature probe specially designed to quickly measure body surface temperature. The temperature was taken by pressing the probe against the skin for a minimum of ten seconds.

Ten members of the class, five girls and five boys, volunteered to be the subjects in the experiment. Each subject wore gym shoes, shorts, and a loose shirt during an individually scheduled testing period that lasted about fifteen minutes. Two other students were



scheduled for each session, one to act as the timer and the second to gather body surface temperature data.

Each subject first sat perfectly still for ten minutes. At the end of that time, the “at rest” temperatures of the five body locations were measured and recorded. Next, the subject ran in place at a consistent rate for five minutes. Immediately after the subject stopped running, the “after exercise” temperatures of the five locations were measured.

The change in body temperature for each of the five locations is shown in the data table below. Positive numbers indicate an increase in temperature, and negative numbers indicate a decrease in temperature.

Changes in Body Surface Temperature (degrees Celsius)

	Neck	Forearm	Waist	Thigh	Calf
Females					
Carole	+ 1.9	+ 0.5	- 0.4	+ 1.8	+ 2.0
Julie	+ 0.4	+ 0.8	+ 1.2	+ 0.5	+ 0.6
Kathleen	+ 0.9	+ 0.9	- 3.2	+ 1.0	- 2.1
Mary	+ 1.3	+ 1.0	+ 0.2	+ 1.0	- 1.1
Toni	+ 2.5	+ 5.6	+ 1.2	+ 1.2	+ 1.2
Males					
Andrew	+ 2.6	+ 4.6	+ 1.2	+ 1.2	+ 1.2
Carlos	+ 1.6	+ 2.1	+ 2.0	+ 1.7	+ 1.9
Jacob	+ 4.7	+ 1.1	+ 0.3	+ 0.3	+ 1.2
Randy	+ 4.6	+ 0.3	+ 1.3	+ 1.6	+ 1.3
William	+ 0.4	+ 4.1	+ 0.4	+ 1.5	+ 0.6

Use the task information and the data in the table to answer question 11.

11. Before the experiment began, the students had written two questions that they wanted to answer, but they did not translate those questions into a hypothesis. Write a hypothesis that could have guided this experiment.

Use the information below to answer question 12.

One student in the class stated, “The data show that dilation of blood vessels near the surface of the skin during and after exercise allows faster loss of excess heat to the exterior environment, causing an elevated surface temperature. This process allows the body to maintain its internal temperature of 37°C.”

12. Identify one flaw in this conclusion. Explain why it is a flaw.

13. One of the questions the students asked was, “Does the body surface temperature increase during exercise, and, if so, do all areas of the surface change the same amount?” Give a response to this question. Use the data to support your answer.

**NO TEST MATERIAL
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**Social Studies
Grade 11
Practice Test**

Session 1—Social Studies Multiple-Choice Questions

For questions 1 through 8, darken the circle beside the correct answer. Mark only one answer for each question.

1. The infrastructure of a city is **most** closely associated with its
- A. bridges and highways.
 - B. schools and libraries.
 - C. parks and gardens.
 - D. hotels and restaurants.

Use the political cartoon below to answer question 2.

Soviets Launch First Man-Made Satellite into Orbit



Source: *Frank Williams, The Detroit Free Press*

2. What did the United States government do in response to the event referred to in the cartoon?
- A. The government decided to seek peace immediately and to end the cold war.
 - B. The government banned civilian contact between United States and Soviet citizens.
 - C. The government decided to spend more on both scientific education and the military.
 - D. The government requested that the United Nations prohibit Soviet space exploration.

3. What is **not** required of American citizens by law?
- A. obeying laws
 - B. serving on a jury
 - C. voting in elections
 - D. paying taxes

Use the quotation from the United States Constitution below to answer question 4.

“The right of citizens of the United States who are eighteen years of age or older to vote shall not be denied or abridged by the United States or [by] any State on account of age.”

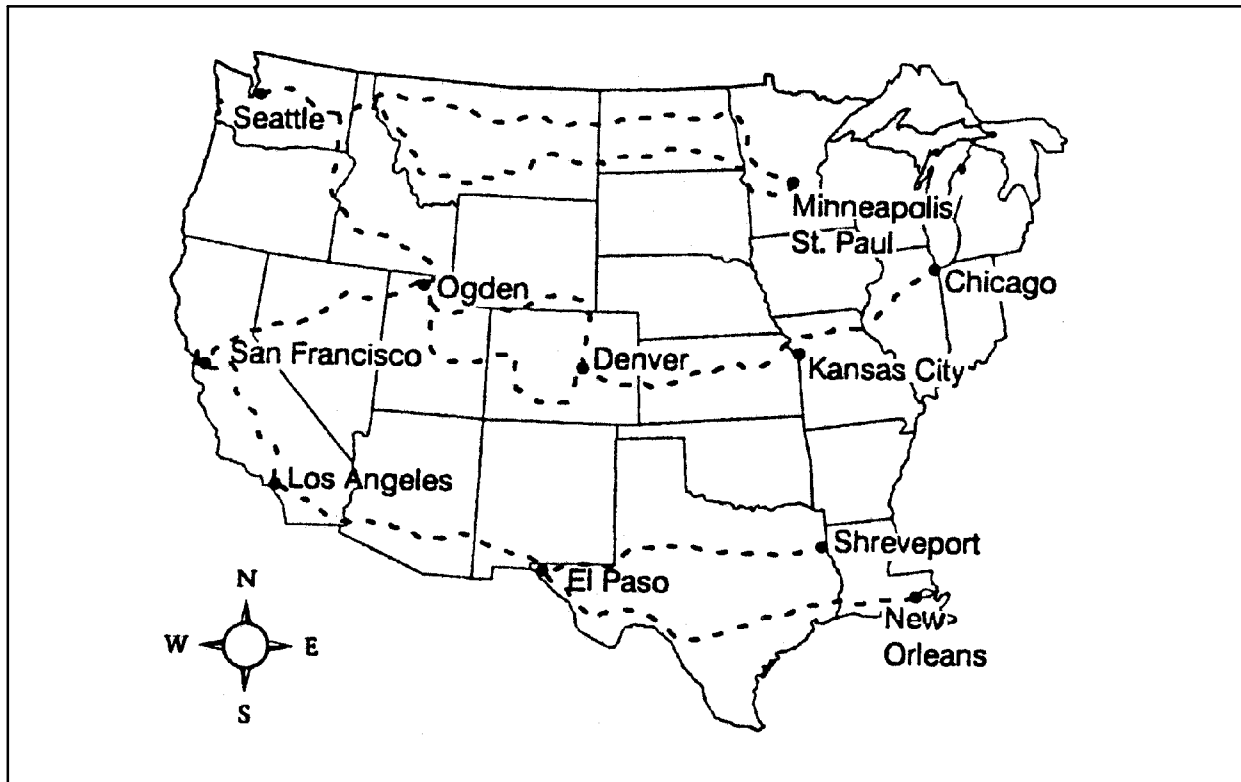
—Section 1, Twenty-sixth Amendment,
ratified in 1971

4. Which **best** accounts for the ratification of the Twenty-sixth Amendment?
- A. the need to make citizens between ages 18 and 21 eligible for college tuition loans
 - B. the need to ensure that states did not impose a poll tax or any other kind of tax to prevent citizens from voting
 - C. the desire to be certain that states with small populations were equal in influence to those with large populations
 - D. the growing demand by citizens between ages 18 and 21 to be granted suffrage

5. A low, year-long national unemployment rate would **most likely** cause the Federal Reserve System to focus attention on
- A. working with Congress to improve the nation’s balance of trade.
 - B. encouraging banks to lend more money to consumers.
 - C. working with Congress to lower personal income taxes.
 - D. taking measures to guard against inflation.
6. Throughout history, Great Britain has tended to depend on its navy for military strength while Russia has tended to depend on its army. Which factor **best** accounts for this difference?
- A. geographical location
 - B. technological innovation
 - C. economic planning
 - D. political diplomacy

Use the map below to answer question 7.

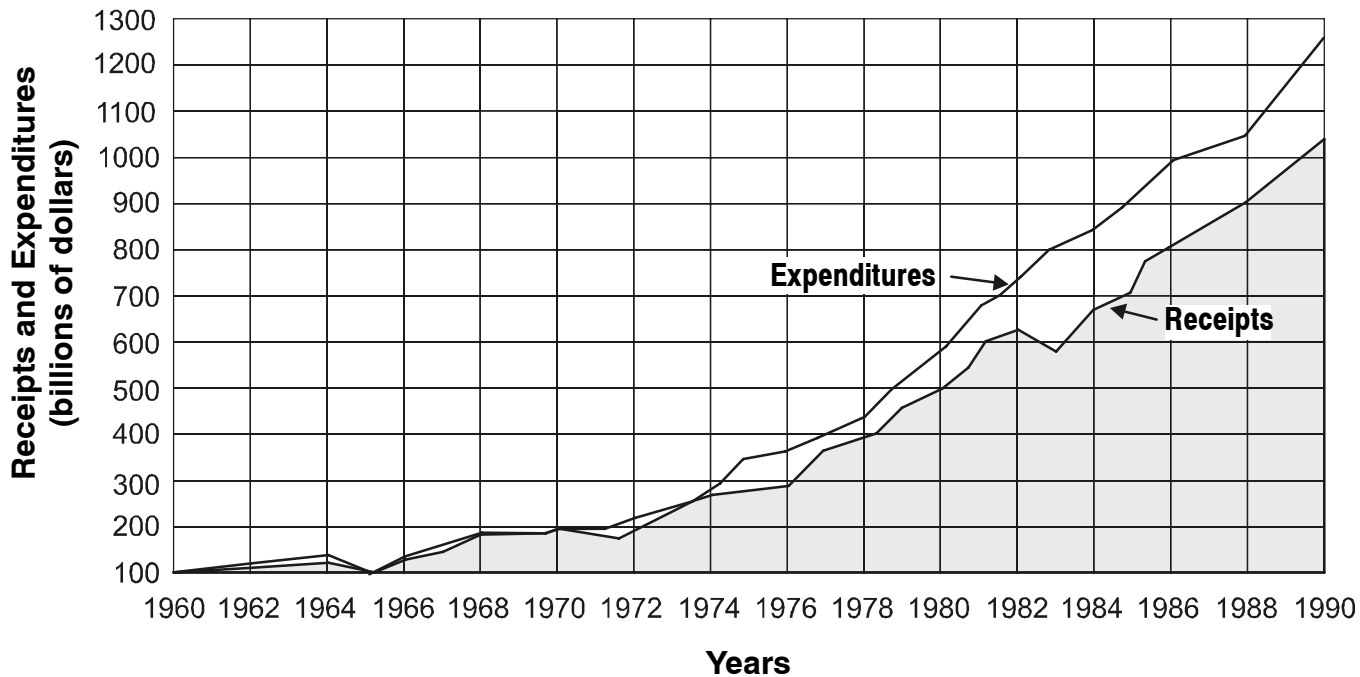
A Portion of the United States in 1913



7. The dotted lines on the map show the
- A. routes of interstate highways.
 - B. locations of cattle trails.
 - C. routes of railroads.
 - D. locations of canals.

Use the line graph below to answer question 8.

Federal Receipts and Expenditures, 1960–1990



8. The area on the graph between the line labeled Expenditures and the line labeled Receipts represents the United States
- A. national debt.
 - B. rate of inflation.
 - C. balance of trade.
 - D. currency value.

NOTE: On the real test, session 1 has 60 multiple-choice questions.

Session 2—Social Studies Constructed-Response Questions

Write your answer to question 9 on the lines provided. Be sure to write clearly. This question has more than one part. Even if you cannot answer all parts, answer as many as you can. On the real test, you may still get points for answering part of a question.

The following passage explains factors that affect human migration. Use the passage and the information below to answer question 9.

What drives migration? Demographers point to the interaction of two forces: the lure of a distant place—hope of a job, for instance—and the negatives of life at home, such as political unrest or a natural disaster.

While men and women in, say, the Philippines are often motivated by both impulses—the “push” of a weak economy at home plus the “pull” of jobs in the Middle East—other migrants are uprooted involuntarily, often at gunpoint, and become refugees.

—*National Geographic*, October 1998

All of the groups listed below have been involved in significant human migrations during the twentieth century.

- European Jews between World War I and World War II
- African Americans after World War I
- Midwestern farmers during the dust bowl in the 1930s
- Cubans during the regime of Fidel Castro

Grade 11—Answers to Questions

Science

Session 1

1. C
2. D
3. B
4. D
5. C
6. C
7. D
8. C

Session 2

9. **Sample student responses:**

The fire burns the coal, which releases stored energy that powers reactors and produces electricity, which travels to the light bulb and produces light.

The heat from the coal is transformed to electricity in the light, which transforms into light energy.

Coal is burned to heat water to steam to turn a generator to make electricity, which is sent to the house.

10. **Sample student responses:**

Yes, they all have the same qualities and have the same habits. They all breed in the same style and colors and all reproduce with each other.

They are of the same species because they can all mate with each other. Different species usually don't mate.

Session 3

11. **Some possible responses include:**

- Exercise causes an elevation of body surface temperature.
- There is a difference between males and females in “at rest” and “after exercise” body surface temperatures.
- Depending on the amount of exercise, there is a difference in body surface temperature in different areas of the body.
- If the amount of exercise is increased, then there would be a greater increase in body surface temperature.

Science (continued)

Session 3 (continued)

12. Some possible responses include:

The conclusion goes beyond the scope of the data gathered. The students had no information about dilation of blood vessels or that change of body surface temperature is involved in maintaining internal body temperature. However, these are inferences that could be used to generate hypotheses for additional experiments. In addition, the variation in data is great enough to question even that there is an elevation of body surface temperature without repeating the experiment to verify the outcome.

13. Some possible responses include:

Since the data are not clear-cut, contradictory conclusions could be supported by the data, or it may be concluded that the question cannot be answered from these data.

In general, the data show an increase in temperatures on all body surfaces as evidenced by the positive numbers in the table. However, given that some changes in body temperatures for females were negative and only ten subjects were used, the data may be considered inconclusive.

The amount of increase in temperature does not appear to be related in any consistent way with the area of the body. However, there are a couple of relatively large changes in temperature (i.e., over four degrees) for both the forearm and neck. Since only ten subjects were used, it might be concluded that these large temperature changes in the forearm and neck suggest that the amount of temperature change depends on the body area.

14. Some possible responses include:

A. When a person exercises, excess heat begins to build up in the body. As a response, the involuntary (autonomic) nervous system causes more of the overheated blood to flow at the body surface, which results in a higher surface temperature.

The response may also refer to the circulatory, muscular, and integumentary (skin) systems.

B. With more blood flowing at the body surface, excess heat is transported to the surface where the increased temperature causes more rapid loss of heat to the body's environment by either radiation or conduction.

The response may also refer to the circulatory, muscular, and integumentary (skin) systems.

Social Studies

Session 1

1. A
2. C
3. C
4. D
5. D
6. A
7. C
8. A

Session 2

9. Some possible responses include (one of the following groups):

European Jews between World War I and World War II

- Push factors: The rise of Nazism and anti-Semitism in Germany and elsewhere in Europe caused millions of Jews to flee to other European nations and overseas. This was one of the largest forced migrations in world history. The migration was caused by political forces, though the worldwide depression also contributed as a push factor to Jewish migration.

African Americans after World War I

- Push factors: racial discrimination, Jim Crow laws, lynching, and overt violence, intimidation, and discrimination
- Pull factors: rapid rise of industry in the North after World War I (especially in midwestern and northeastern cities) provided job opportunities that were unavailable in Southern states; better opportunities in education

Midwestern farmers during the dust bowl in the 1930s

- Push factor: Drought uprooted thousands of farming families.
- Pull factors: The psychological lure of a better life in California; migrants sought new jobs.

Cubans during the regime of Fidel Castro

- Push factor: Castro, under his communist dictatorship in early 1960, began to exile thousands of Cubans, many from wealthy, land-owning, and highly educated families who then settled in Florida. This created a brain drain in Cuba and radically altered the social makeup of south Florida.
- Pull factor: The United States broadcast radio and television propaganda to Cuba, which caused some Cubans to seek what they hoped would be a better life in the United States.

ACKNOWLEDGMENTS

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Grade 11 Practice Test



**Louisiana Department of Education
Office of Student and School Performance
Division of Assessments and Accountability**