



## SECTION 4

### TEST III (WRITING) SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

## QUESTIONS

Read the passage below; then answer the three questions that follow.

<sup>1</sup>By the 1850s, westward-moving settlers from eastern states had reached the Great Plains. <sup>2</sup>One of the problems they encountered there was the lack of a suitable fencing material to protect crops and contain livestock. <sup>3</sup>In the following years, farmers adopted various expedients in their search for a material that provided the right combination of durability, flexibility, and affordability.

<sup>4</sup>It was not until 1874 that an Illinois farmer named Joseph Glidden came up with a solution that effectively addressed the problem. <sup>5</sup>Glidden had grown up in New York State and was sixty years old at the time. <sup>6</sup>Having observed that the hedge of the thorny osage orange restricted

livestock movement on the open prairie, he developed a wire-and-post design that mimicked the effect of the prickly hedge. <sup>7</sup>He also invented a practical machine to produce the wire.

<sup>8</sup>The sharp, prickly "barbed" wire caught on quick. <sup>9</sup>It was inexpensive to manufacture and easy to install, and its twisted double cable gave it a strength that permitted the fencing of vast areas of land without breakage. <sup>10</sup>\_\_\_\_\_

\_\_\_\_\_. <sup>11</sup>By 1890, fenced pastureland had largely replaced the open range in most areas of the region.

**Section 4: Test III (Writing) Sample Questions**

1. Which of the following numbered parts draws attention away from the main idea of the second paragraph of the passage?
  - A. Part 4
  - B. Part 5
  - C. Part 6
  - D. Part 7
  
2. Which of the following sentences, if inserted as Part 10, would best fit the writer's organizational pattern in the third paragraph of the passage?
  - A. Farmers used the wire to protect water supplies as well as crops and livestock.
  - B. Not all farmers readily accepted the new invention.
  - C. Production of the wire took place on the machine Glidden had invented.
  - D. Widespread adoption of barbed wire changed the face of the western United States.
  
3. Which of the following changes is needed to make the passage conform to the conventions of Standard American English?
  - A. Part 1: Change "westward" to "westwardly."
  - B. Part 2: Change "suitable" to "suitably."
  - C. Part 7: Change "practical" to "practically."
  - D. Part 8: Change "quick" to "quickly."

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**Read the passage below; then answer the three questions that follow.**

<sup>1</sup>Aldo Leopold (1886–1948) was a professional forester trained at Yale who during the course of his career published a number of valuable books and articles on forestry and wildlife management. <sup>2</sup>He is best remembered for *A Sand County Almanac*, a work that he began at age 53 and addressed to the American public. <sup>3</sup>In it, Leopold articulated a "land ethic" that represented a complete departure from what he called the cut-and-run philosophy characteristic of the forestry industry. <sup>4</sup>For many inspired readers, it became a clarion call to conserve the land.

<sup>5</sup>At the heart of Leopold's land ethic was a passionate conviction that a given initiative was right if it tended to maintain "the integrity,

stability, and beauty of the biotic community."

<sup>6</sup>Any action that had contrary tendencies was wrong. <sup>7</sup>Leopold was also a strong proponent of game management for hunting and fishing. <sup>8</sup>Too often, he contended even the best-intentioned people allowed self-interest to define their relationship to the environment. <sup>9</sup>Although they acted responsibly toward their own land, they were too willing to let government do the rest. <sup>10</sup>To be good citizens of the "land community" of which they were a part required something more they had to understand that such citizenship implied sacrifice and commitment. <sup>11</sup>Only then would they be ready to meet their full obligations to the land.

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4. Which of the following changes is needed to improve the unity and focus of the second paragraph?
- A. Reverse the order of Parts 7 and 8.
  - B. Delete Part 7.
  - C. Reverse the order of Parts 10 and 11.
  - D. Delete Part 11.
5. Which of the following numbered parts of the passage is a run-on sentence?
- A. Part 1
  - B. Part 5
  - C. Part 6
  - D. Part 10
6. Which of the following changes is needed to correct an error in punctuation?
- A. Part 3: Insert a comma after "philosophy."
  - B. Part 5: Insert a comma after "right."
  - C. Part 8: Insert a comma after "contended."
  - D. Part 11: Insert a comma after "then."

Read the passage below; then answer the three questions that follow.

<sup>1</sup>The nation that is now modern Turkey was the center of the Ottoman Empire. <sup>2</sup>An empire that once controlled much of northern Africa, southwestern Europe, and the Middle East. <sup>3</sup>The ancestors of the modern Turks migrated from central Asia in the thirteenth century C.E. <sup>4</sup>In 1493, they conquered the Byzantine Empire by capturing the Byzantine capital of Constantinople, now Istanbul, Turkey, a city of ten million people whose mayor is appointed by the head of the Turkish Republic. <sup>5</sup>The Ottoman Empire expanded until 1683, when Austrian and Polish armies turned back the Ottoman forces at the gates of Vienna, Austria.

<sup>6</sup>This defeat marked the beginning of a slow decline in the political power of the Ottoman Empire. <sup>7</sup>The empire endured into the twentieth century but effectively came to an end when Allied troops occupied its territory after World War I. <sup>8</sup>The Allies' plans to divide up the territory prompted a group of Turkish nationalists, under the leadership of Mustafa Kemal, to begin a fight for their nation's independence. <sup>9</sup>The nationalists successfully executed their campaign, and in 1923 the Turkish government officially abolished the Ottoman Empire and formally established the Republic of Turkey.

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7. Which of the following numbered parts distracts from the development of the main idea of the passage?
- A. Part 4
  - B. Part 5
  - C. Part 7
  - D. Part 9
8. Which of the following methods of organization does the writer use in the passage?
- A. order of importance
  - B. cause and effect
  - C. chronological order
  - D. spatial relationships
9. Which of the following changes is needed to correct an error in sentence structure?
- A. Combine Parts 1 and 2 into a single sentence.
  - B. Divide Part 3 into two sentences.
  - C. Combine Parts 6 and 7 into a single sentence.
  - D. Divide Part 8 into two sentences.

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**ANNOTATED ANSWER KEY**

For question	The correct response is	Reason	Test Objective
1	B	The main idea of the second paragraph is how Glidden developed a fencing material that could be used to protect crops and livestock on the Great Plains. The biographical material in Part 5 distracts from the development of this idea.	0011
2	D	The writer's main purpose in the third paragraph is to discuss the significance of the increased use of barbed wire. A statement noting that the "widespread adoption of barbed wire changed the face of the western United States" is consistent with the writer's organizational pattern in the paragraph and leads naturally to the concluding information about the extent of fenced land on the Great Plains by 1890.	0012
3	D	The final word in Part 8 modifies the preceding verb form and should be the adverb, "quickly," rather than the adjective, "quick," which is used to modify nouns and pronouns.	0014
4	B	The writer's main purpose in the second paragraph is to examine the meaning and implications of Leopold's land ethic. A statement noting that Leopold "was also a strong proponent of game management for hunting and fishing," which addresses a completely different topic, detracts from the unity and focus of the paragraph, and should be deleted.	0011
5	D	Part 10 is a run-on sentence that can be corrected by placing a period or a semicolon after the word "more."	0013
6	C	In Part 8, "he contended" is a clause containing parenthetical information. Such clauses must be set off by commas.	0014
7	A	The main idea of the passage is how Turkish nationalists took advantage of Ottoman decline to create an independent government in Turkey. The description of the population and government of modern-day Istanbul in Part 4 diverts attention from the development of this idea.	0011
8	C	The writer uses a chronological method of organization in the passage, first describing events between the thirteenth and seventeenth centuries, then discussing developments that took place between the eighteenth and the twentieth centuries.	0012
9	A	Part 2 of the passage is a sentence fragment. This error in sentence structure can be corrected by deleting the period after the phrase "Ottoman Empire" in Part 1, deleting the words "an empire" in Part 2, and combining Parts 1 and 2 into a single sentence.	0013