

# K-12

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## Question: 1

The concept of hydroponics, or growing plants by directly exposing the roots to water and nutrients, both conserving resources such as water and stimulating extra growth and food production.

- A. both conserving resources
- B. allows farmers to both conserve resources
- C. aids in both conserving resources
- D. both conserves resources

**Answer: C**

Explanation:

This clause needs a present-tense verb for the sentence to be complete. Answer choice A is incorrect because it does not include a present-tense verb ("conserving" and "stimulating" are participles). Choices B and D are incorrect because they change the participle "conserving" to the present-tense verb "conserve(s)" without adjusting "stimulating," so the parts of speech do not match. Choice C correctly adds a verb (aids) and leaves "conserving" to match "stimulating."

## Question: 2

While this concept sounds new and innovative—and in fact has being extensively studied by NASA in recent years—the idea is not original to the past decade, or even the past century.

- A. in fact has being
- B. has been
- C. is been
- D. having been

**Answer: B**

Explanation:

The correct present perfect phrase is "has been." To use "being" (A), the verb needs to be "is" instead of "has" (although this would not fit logically with the sentence, referring to past research rather than an ongoing process). "Is been" (C) incorrectly combines present tense and present perfect. "Having been" (D) is a correct pairing but does not flow logically with this clause because of the "and" before the underlined portion.

## Question: 3

Books were published as early as the 17th century, discussing the idea of growing plants without the traditional concept of planting them in the earth.

- A. Books were published, as early as the 17th century,
- B. Books, as early as the 17th century, were published:
- C. As early as the 17th century, books were published
- D. Books were published as early as the 17th century—

**Answer: C**

Explanation:

Answer choice C is both straightforward and clear. Choice A places the clauses in a less clear order and adds unnecessary commas. Choice B also creates an awkward order and adds an incorrect colon, since the part of the sentence after the colon does not define the first or give a list. Choice D removes the unnecessary commas but adds an incorrect em-dash, since it does not set off a parenthetical statement or provide a necessary pause.

### Question: 4

Which of the following underlines sections does not contain an error?

Rather than soil, plants are grown in a variety of [A] substitutes; such as rockwool, clay pellets, pumice, wood fiber, or even packing peanuts. These allow the roots easy access to both the nutrient-rich water and to oxygen.

There are many advantages to hydroponic farming. Due to the controlled greenhouse environment, crops can be [B] There is also less waste of water because of no run-off. Furthermore, proponents of hydroponics claim that this method can lead to much greater yields. This is due not only to the better nutrition but [C] additionally to the protection from harsh weather conditions and pests. Additionally, hydroponics farmers are not limited to a single crop during the normal growing [D] season, they. can produce year-round.

- A. Substitutes; such
- B. grown and no
- C. additionally&
- D. season, they

**Answer: C**

Explanation:

Choice C contains no error. The phrase "such as" (Choice A) begins a nonrestrictive clause (a clause that can be removed from the sentence without altering the meaning). Nonrestrictive clauses must be preceded by commas. In choice B, "no pesticides" refers to the manner in which crops are grown. It is not two separate actions, so it needs to be revised to say "grown without pesticides" to work as an adverb. In choice d, both the part of the sentence before the punctuation and after it are independent clauses (stand-alone sentences). They can either be separated with a period or joined by a semicolon.

### Question: 5

Which of the following sentences should be added to connect paragraph 1 to the rest of the passage?

- A. The Varsity Victory Volunteers would go on to help ease racial tension in Hawaii.
- B. The Varsity Victory Volunteers would eventually request to be disbanded and join the 442nd.
- C. The 100th and the 442nd fought together in at least six battles throughout Italy and France.
- D. The 442nd was eventually made inactive and made a reserve team, located in Hawaii at Fort Shafter.

**Answer: B**

Explanation:

The purpose of the passage is to describe the accomplishments of the 442nd, whereas the first paragraph largely describes the tensions of Japanese-Americans in World War II. Choice B helps to reinforce the connection between the Varsity Victory Volunteers and the 442nd, since the Varsity Victory Volunteers are not the main subject. Choice A goes on to describe the Varsity Victory Volunteers, but does not connect with the point of the passage. Choices C and D go on to elaborate on the history of the 442nd, but does not help connect Paragraph 1 to the rest of the passage.

### Question: 6

Which of the following transitions best introduces this paragraph?

- A. After a year of this work,
- B. Despite their excellent construction efforts,
- C. Still uncertain of their loyalty,
- D. Even though they had been moved to the mainland,

**Answer: A**

Explanation:

The point of the sentence is that the Japanese-American men were allowed to join the military, after the earlier refusal. Choice B does not make sense because of using "Despite," instead of a positive word such as "Because." Choice C likewise is illogical, stating that the men were drafted into the military while their loyalty was in question. Choice D does not fit because a move to the mainland would not disqualify them from service. Choice A transitions from the previous sentence about working and gives a time framework, showing that they proved their loyalty and work ethic.

### Question: 7

Which of the following sentences should be added to paragraph 3 to help clarify the situation involving the Lost Battalion?

- A. Another regiment had been cut off from the Allied forces and were trapped in the Vosges Mountains.

- B. The 442nd and 100th lost more troops in the operation than were present in the Lost Battalion to save.
- C. The Germans had captured several roads and pinned the soldiers down using grenades to repel the American rescue attempts.
- D. The 100th Infantry Battalion earned the nickname "the Purple Heart Battalion" as a result of this rescue operation.

**Answer: A**

Explanation:

While each of these answers helps to add detail to the fight, the most necessary information is why the 442nd and the 100th were needed to rescue the Lost Battalion. Paragraph 3 makes an abrupt explanation of the battle without sufficiently explaining the circumstances. Adding information about the Lost Battalion's situation helps to introduce why the 442nd were involved helps to clarify the point. Additional information about the German position or about the consequences and rewards of the battle do not directly contribute to the point of the paragraph or passage. Adding more details to an anecdote may be informative or entertaining, but it still needs to contribute to the main idea.

### Question: 8

If rate and time are inversely proportional, and rate is 24 m/s when time is 120 s, what is the rate, in m/s, when time is 200 s?

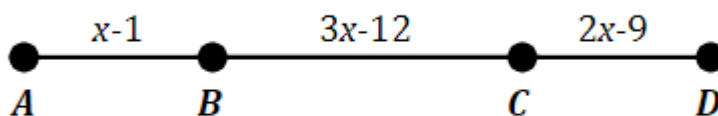
**Answer: 14.4**

Explanation:

When two numbers are inversely proportional, this means that one rises as the other falls, and they always multiply to equal the same amount. We can set up an equation:  $r_1t_1 = r_2t_2$ , where  $r$  = rate and  $t$  = time. Now we can plug in the values we know:  $24(120) = r_2(200)$ . We can then divide both sides by 200 to solve:  $r_2 = \frac{24(120)}{200} = 14.4$  or  $\frac{72}{5}$ .

### Question: 9

On line  $AD$  below,  $AC = BD$ . What is the length of  $BC$ ?



*Note: Figure not drawn to scale.*

**Answer: 12**

Explanation:

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If  $AC = BD$ , we can write  $AB + BC = BC + CD$ . We can eliminate the  $BC$  term from each side, simplifying to  $AB = CD$ . We then substitute the  $x$ -terms:

$$x - 1 = 2x - 9$$

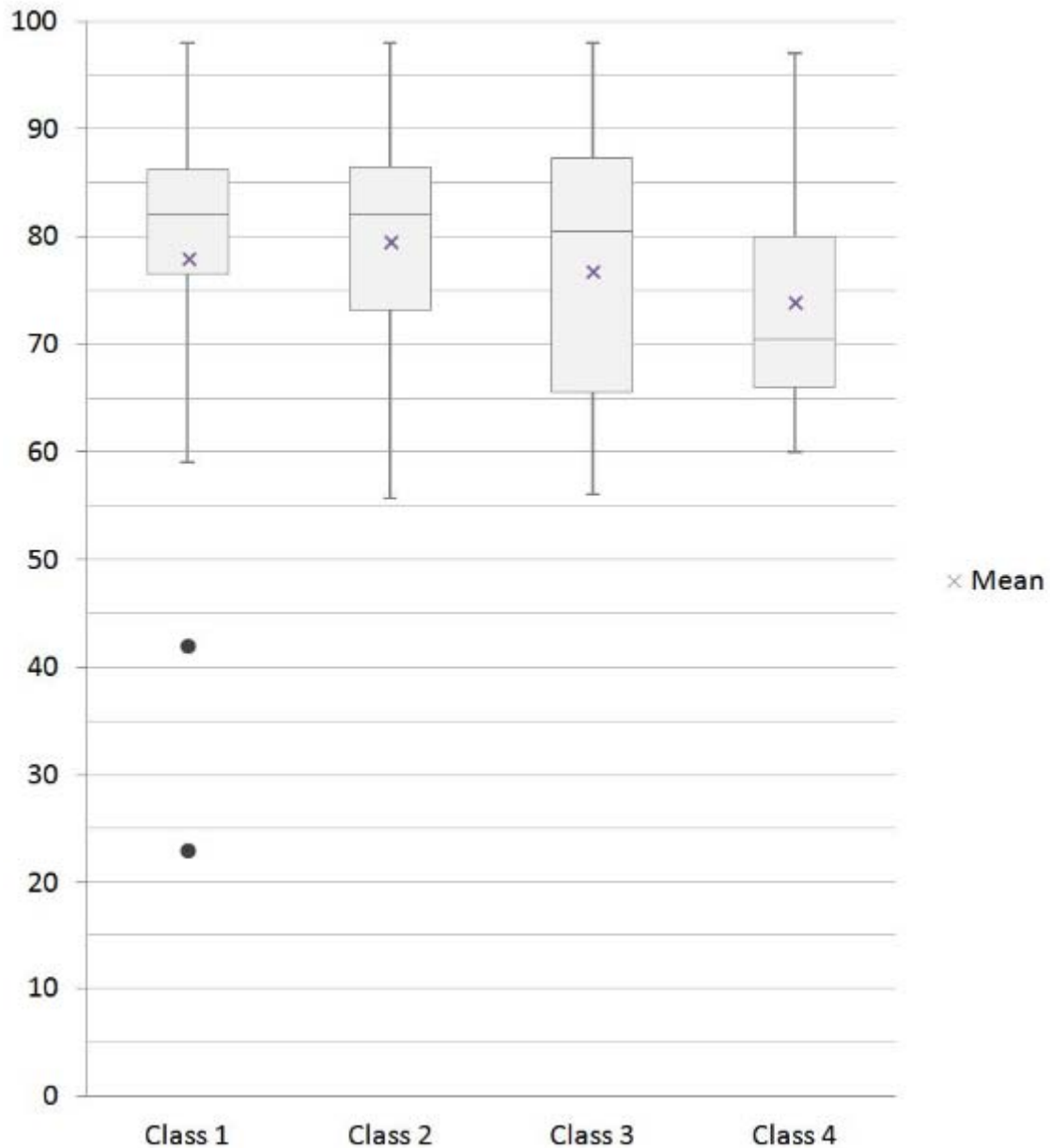
Moving  $x$ -values to the left and numerical values to the right yields  $-x = -8$ , or  $x = 8$ . Now we can solve for  $BC$ :

$$3(8) - 12 = 24 - 12 = 12$$

### Question: 10

The box-and-whisker plot displays student test scores by class period. Use the data to answer the following question:

## Test scores by class



What is the probability that a student chosen at random from class 2 made above a 73 on this test?

- A. 0.25
- B. 0.5
- C. 0.6
- D. 0.75

**Answer: D**

Explanation:

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75% of the data in a set is above the first quartile. Since the first quartile for this set is 73, there is a 75% chance that a student chosen at random from class 2 scored above a 73.



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