

# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

**25 Middle Level Science**



# Table of Contents

<b>An Overview of the Testing Program .....</b>	<b>1</b>
Test Development Process .....	2
Characteristics of the Assessments .....	2
Test Administration .....	4
Score Reports .....	4
Test Scores .....	4
<b>How to Prepare for the Assessments .....</b>	<b>5</b>
Plan Your Course of Study .....	5
<b>The Day of the Test: Helpful Hints .....</b>	<b>7</b>
Preparing for the Test Administration .....	7
Test-Taking Tips .....	7
<b>An Introduction to the New Mexico Content</b>	
<b>Knowledge Assessment of Middle Level Science .....</b>	<b>10</b>
Test Framework .....	11
Sample Test Directions .....	19
Sample Selected-Response Questions .....	20
<b>Answer Key for the Sample Selected-Response Questions.....</b>	<b>29</b>

Readers should be advised that this study guide,  
including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2004 by National Evaluation Systems, Inc. (NES®)

"New Mexico Teacher Assessments," "New Mexico Assessment of Teacher Basic Skills," "New Mexico Assessment of Teacher Competency," "New Mexico Content Knowledge Assessments," and the "New Mexico Teacher Assessments" logo are trademarks of the State of New Mexico Public Education Department and National Evaluation Systems, Inc. (NES®).

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™



# **An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints**

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:  
Helpful Hints](#)



# **An Introduction to the New Mexico Content Knowledge Assessment of Middle Level Science**

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. This assessment is intended as an option for elementary K–8 teachers to establish that they are “highly qualified” under the “No Child Left Behind” legislation. The Middle Level Science test may not be taken to obtain a secondary license endorsement.

The Middle Level Science test consists of 100 selected-response questions.



# Test Framework

Scientific Inquiry and the History and Nature of Science  
Life Science  
Physical Science  
Earth and Space Science

## **SUBAREA I—SCIENTIFIC INQUIRY AND THE HISTORY AND NATURE OF SCIENCE**

### **0001 Understand the nature of science and the processes and principles of scientific inquiry.**

For example:

- demonstrate an understanding of the nature, purpose, and distinguishing characteristics of science (e.g., the use of empirical standards, logical argument, skepticism) and limitations to the scope of science
- recognize the importance of verifiable evidence and peer review in science and that scientific hypotheses are subject to experimental and observational confirmation
- demonstrate knowledge of scientific methods and apply principles and procedures for designing and conducting scientific investigations (e.g., identifying constants, manipulated and responding variables; sampling)
- identify the characteristics and uses of various types of scientific investigations (e.g., controlled experiments, field observations) and evaluate the appropriateness of a given investigative design for testing a particular hypothesis
- identify sources of error or uncertainty in an investigation

### **0002 Understand procedures for gathering, recording, organizing, interpreting, analyzing, and communicating scientific data and information.**

For example:

- use appropriate methods, tools, and technologies for gathering, recording, processing, analyzing, and evaluating data and for communicating the results of scientific investigations
- select appropriate methods and criteria for organizing and displaying data (e.g., tables, graphs, models)
- demonstrate an understanding of the concepts of precision, accuracy, and error with regard to gathering and recording scientific data
- demonstrate knowledge of the measurement units used in scientific investigations
- identify and evaluate various sources of scientific information (e.g., handbooks, professional journals, popular press, the Internet, community-based resources)

**0003 Understand appropriate safety practices, including the selection and proper use of materials, equipment, and technologies in scientific investigations.**

For example:

- evaluate equipment, procedures, and settings for potential safety hazards
- maintain safe practices and procedures in all areas related to science instruction
- respond to accidents by applying first-response procedures, including first aid
- identify various sources of information about safety, legal issues, and the proper use, storage, and disposal of scientific materials (e.g., state and federal regulations and guidelines, material safety data sheets)
- demonstrate knowledge of the safe and proper use of science tools, equipment, chemicals, materials, and technology in scientific inquiry (e.g., computers, scientific instrumentation)
- apply various procedures for using and caring for living organisms in an ethical and humane manner according to the standards of the National Association of Biology Teachers

**0004 Understand shared concepts, themes, and methods among scientific and other disciplines and the interdependence of science and technology.**

For example:

- identify common scientific concepts and themes (e.g., change, systems, models, form and function) that link and unify science fields
- demonstrate knowledge of the general characteristics and properties of systems and how system components and different systems interact (e.g., feedback)
- demonstrate an understanding of how models are used in science and methods for evaluating the strengths and weaknesses of scientific models
- analyze the interrelationships among science and other disciplines (e.g., mathematics, arts, social studies, language arts)
- identify concepts and methods that are common to science and technology and analyze the interdependence of science and technology

**0005 Understand the history of science and the interrelationships of science and society.**

For example:

- identify key events in the history of science and the science contributions of people from a variety of social and ethnic backgrounds
- demonstrate an understanding of the influence of social and cultural factors on science and technology
- demonstrate the ability to distinguish between the ethical and unethical uses of science (e.g., the use of proper protocol)
- identify the effects of scientific and technological developments on the environment, human biology, society, and culture
- identify careers in science and evaluate reasons why people choose science as a career

## **SUBAREA II—LIFE SCIENCE**

### **0006 Understand basic concepts of cell biology.**

For example:

- identify characteristics and functions of biologically important compounds (e.g., carbohydrates, lipids, proteins, nucleic acids)
- demonstrate knowledge of the structure and function of the parts of a cell and cellular organelles (e.g., cell membrane, nucleus, mitochondria)
- demonstrate an understanding of the processes by which cells transport materials across cell membranes (e.g., osmosis, diffusion, active transport)
- compare and contrast viruses and bacteria, prokaryotic and eukaryotic cells, and plant and animal cells
- demonstrate an understanding of the cell cycle and the processes of mitosis and meiosis
- demonstrate knowledge of abnormal cell structures and processes and their relation to diseases (e.g., cancer)

### **0007 Understand the structure, organization, and basic life functions of organisms.**

For example:

- demonstrate knowledge of the levels of organization in organisms (i.e., cells, tissues, organs, and systems) and the relationship of organs and organ systems to each other and to the organism as a whole
- analyze the relationship between structure and function in different systems for various types of organisms (e.g., respiratory, digestive)
- compare and contrast how various organisms carry out basic life processes (e.g., maintaining homeostasis, reproduction, growth)
- compare and contrast sources of energy and matter for different organisms and how various organisms obtain, store, and use energy and matter
- categorize organisms based on methods of reproduction and offspring development
- analyze behavioral responses to external stimuli in a variety of organisms

### **0008 Understand the basic principles of genetics and evolution.**

For example:

- relate the structure and behavior of chromosomes during meiosis to hereditary patterns
- demonstrate knowledge of the principles of inheritance (e.g., dominant, recessive, and sex-linked traits, DNA) and apply probability methods to determine genotype and phenotype frequencies
- identify sources of variation in populations (e.g., mutations, sexual reproduction)
- demonstrate an understanding of the roles of variation, natural selection, and reproductive isolation in adaptation and speciation
- identify evidence for evolutionary change in organisms over time

**0009 Understand human biology, including the interactions of humans with the environment.**

For example:

- demonstrate knowledge of human anatomy and physiology and how humans meet their basic needs
- identify responsible health practices, including issues relating to nutrition and exercise
- analyze the global impact humans have on living and nonliving environments, including issues related to overpopulation
- analyze the relationships among renewable and nonrenewable resources and the human population

**0010 Understand interactions of organisms with one another and their environments.**

For example:

- identify characteristics of populations, communities, ecosystems, and biomes
- demonstrate an understanding of the interactions of living and nonliving components of ecosystems and of limiting factors that regulate productivity, complexity, and population sizes within ecosystems (e.g., temperature, soil fertility, light intensity)
- demonstrate an understanding of the concepts of niche and carrying capacity
- analyze the roles of organisms within an ecosystem and the interrelationships among organisms in ecosystems (e.g., predator-prey, commensalism, parasitism)
- analyze the flow of energy and the features of food chains and food webs in various types of ecosystems

**SUBAREA III—PHYSICAL SCIENCE**

**0011 Understand the properties of matter.**

For example:

- demonstrate knowledge of the atomic and subatomic structure of matter
- compare and contrast the characteristics of atoms, elements, molecules, and compounds
- identify the physical and chemical properties of elements and compounds (e.g., density, boiling point, solubility)
- interpret chemical symbols, formulas, and expressions

**0012 Understand physical and chemical changes in matter.**

For example:

- identify types and characteristics of physical (e.g., phase changes) and chemical (e.g., oxidation, combustion) changes in matter and factors that cause these changes
- apply the concept of conservation of matter
- identify properties of various states of matter and the energy transfer associated with changes in state
- demonstrate an understanding of the predictable nature of chemical reactions
- analyze how concentration, pressure, temperature, and catalysts affect chemical reactions (e.g., rate of reaction)
- demonstrate an understanding of the use of symbolic equations to represent chemical changes and reactions

**0013 Understand concepts related to energy and energy transformation.**

For example:

- demonstrate knowledge of the forms of energy (e.g., heat, light, mechanical) and their characteristics
- analyze the relationship between energy and matter and the ways in which they interact
- demonstrate a basic understanding of the laws of thermodynamics (e.g., conservation of energy, entropy changes) and the processes of heat transfer (e.g., conduction, radiation, convection)
- demonstrate an understanding of energy transfer in physical systems (e.g., kinetic energy, potential energy, heat energy)
- apply the kinetic molecular model to explain the behavior of solids, liquids, and gases and to explain what happens during chemical reactions

**0014 Understand electricity, magnets, and electromagnetism and their associated fields.**

For example:

- analyze the characteristics of static electricity and electric fields
- demonstrate an understanding of the basic properties of electricity (e.g., current, voltage, resistance)
- interpret diagrams of simple electrical circuits and their characteristics
- demonstrate knowledge of the characteristics of magnets and magnetic fields
- demonstrate an understanding of the principles of electromagnetism
- use the principles of electromagnetism to explain the operation of electric motors, generators, and transformers

**0015 Understand forces and motion.**

For example:

- compare and contrast types and characteristics of forces (e.g., gravitational, frictional) and how they affect the physical world
- analyze the motion of objects and the effects of forces on objects (e.g., resolving vectors, analyzing free-body diagrams)
- demonstrate an understanding of Newton's laws of motion and apply Newton's laws to a variety of practical problems (e.g., assessing frictional forces, determining forces acting on a pendulum)
- demonstrate an understanding of the relationships of mass, force, motion, time, and position (e.g., inertia, momentum, velocity, acceleration)
- compare and contrast characteristics of force, work, and power, and types and characteristics of simple machines

**0016 Understand characteristics and behavior of waves, sound, and light.**

For example:

- identify types and characteristics of waves (e.g., amplitude, frequency, wavelength, speed) and their effects on properties of sound and light (e.g., pitch, color, spectrum)
- compare and contrast the behavior of sound and light waves in various media (e.g., speed, transmission)
- analyze the behavior of light under various conditions (e.g., refraction, reflection, absorption, dispersion)
- demonstrate knowledge of phenomena related to sound and light (e.g., echoes, shadows, Doppler effect)

**SUBAREA IV—EARTH AND SPACE SCIENCE**

**0017 Understand the structure and composition of Earth and the natural processes that shape it.**

For example:

- demonstrate knowledge of the composition and structure of Earth's interior
- identify the physical and chemical properties of the lithosphere (e.g., rocks, minerals, soils) and analyze characteristics and processes of the rock cycle
- identify major features of Earth's surface (e.g., mountains, oceans, plains, deep-sea trenches) and analyze processes that produce changes in these features (e.g., weathering, erosion, deposition, plate tectonics)
- demonstrate knowledge of how fossils form and how fossils provide evidence of complexity and diversity over time
- demonstrate knowledge of methods and techniques for locating points and features on Earth's surface (e.g., rectilinear coordinate systems, topographic maps, global positioning systems)

**0018 Understand characteristics of the atmosphere, weather, and climate.**

For example:

- demonstrate knowledge of the basic composition, structure, and properties of the atmosphere
- demonstrate an understanding of the processes of energy transfer in the atmosphere (e.g., convection, radiation, phase changes of water)
- identify types and characteristics of clouds and the processes of cloud formation and precipitation
- analyze characteristics of large-scale and local weather systems (e.g., air masses, fronts, upper-level wind patterns) and the causes and effects of severe weather events (e.g., tornadoes, thunderstorms, blizzards)
- identify the characteristics and distribution of Earth's major climatic zones and factors that affect local and global weather and climate (e.g., deforestation, rain-shadow effect, chinook winds, maritime effect)
- identify methods, techniques, tools, and technology used in observing, measuring, and recording weather conditions and in making weather predictions

**0019 Understand characteristics of the hydrosphere and the movement of water in the environment.**

For example:

- demonstrate an understanding of the properties and behavior of water in various states
- identify major categories, characteristics, and distribution of hydrologic systems on Earth (e.g., oceans, glaciers, groundwater, surface waters, water vapor)
- analyze patterns and processes of water circulation through the environment (e.g., water cycle)
- identify characteristics of watersheds and aquifers and the effects of natural events (e.g., droughts) and human activities (e.g., clear-cutting, pumping of groundwater, building acequias) on watersheds and aquifers
- analyze the composition and physical characteristics of oceans (e.g., salinity, density)
- demonstrate an understanding of the causes and effects of waves and tides, and analyze patterns of ocean circulation (e.g., upwelling, currents) and their effects on weather and climate

**0020 Understand interactions among Earth's systems and concepts related to environmental science.**

For example:

- analyze interactions among Earth's lithosphere, hydrosphere, atmosphere, and biosphere and how natural events (e.g., floods, volcanic eruptions) affect and are affected by these interactions
- identify types of natural resources (e.g., water, wood, land, fossil fuels, minerals) and the consequences of various uses of Earth's natural resources (e.g., global warming, deforestation)
- analyze various strategies for dealing with environmental problems and resource depletion (e.g., mining, nuclear waste, water allocation, agriculture)

**0021 Understand characteristics of the solar system and universe and the methods of exploring them.**

For example:

- identify characteristics (e.g., mass, temperature, density) and interactions (e.g., gravitational effects) of the major components of the solar system (e.g., the Sun, planets, satellites, asteroids, comets)
- analyze the effects of the relative positions, movements, and interactions of the Sun, Earth, and Moon (e.g., seasons, lunar phases, eclipses, tides)
- demonstrate knowledge of the types and characteristics of celestial objects (e.g., stars, galaxies, black holes, nebulae)
- demonstrate an understanding of various scientific theories of the origin of the universe (e.g., Big Bang)
- interpret simple data derived from remote and direct observations of the solar system and universe (e.g., evidence of planets near stars other than the Sun)
- demonstrate knowledge of human space exploration, methods and technology used to gather data about space (e.g., types of telescopes, space probes), and benefits to society of technological advances associated with space exploration



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Middle Level Science is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

*IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

## TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?
    - A. Albuquerque
    - B. Las Cruces
    - C. Santa Fe
    - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1.     A     B     C     D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.**

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



# Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Middle Level Science. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

**Competency 0001**

*Understand the nature of science and the processes and principles of scientific inquiry.*

1. Biologists studying local populations of ground squirrels and coyotes discover that increases in the populations of the two different species occur during the same years. Aware that coyotes are known to eat squirrels, the researchers conclude that as the squirrel population increases, the extra food available helps maintain high numbers of coyotes. Which of the following is a valid critique of the researchers' conclusion?
  - A. It is difficult to determine accurately the actual size of animal populations in an uncontrolled natural setting.
  - B. Other variables that may affect changes in the populations of the two species have not been ruled out.
  - C. The demographic relationship between predator and prey is typically offset by at least a year.
  - D. Cyclical disease epidemics most often cause changes in populations of wild animals in a food chain.

**Competency 0003**

*Understand appropriate safety practices, including the selection and proper use of materials, equipment, and technologies in scientific investigations.*

2. Which of the following situations is likely to pose the most serious safety hazard in a laboratory setting?
  - A. a lit Bunsen burner is located on a counter below a shelf with materials that must be accessed
  - B. a heavy bottle of a liquid chemical is stored in a low cabinet from which it must be lifted for use
  - C. an electronic balance is plugged into an outlet without ground-fault circuit interrupt (GFCI) protection
  - D. a test tube containing alcohol is heated to the alcohol's boiling point in a water bath on a hot plate

**Competency 0007**

*Understand the structure, organization, and basic life functions of organisms.*

3. **Use the list of characteristics of an animal species below to answer the question that follows.**

- internal fertilization
- female lays amniote eggs
- young hatch from eggs with adult body form and are able to live independently
- no parental care

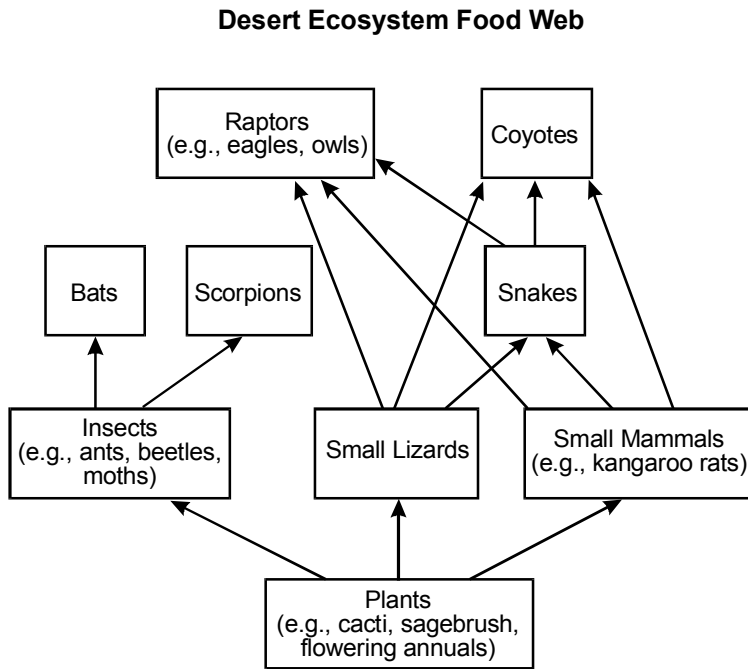
Based on these characteristics, this species is most likely a member of which of the following taxonomic groups?

- A. insects
- B. amphibians
- C. marsupials
- D. reptiles

**Competency 0010**

*Understand interactions of organisms with one another and their environments.*

4. Use the diagram below to answer the question that follows.



The diagram above shows a hypothetical food web for a desert ecosystem. If in a given year the rainfall was above average in this ecosystem, which of the following outcomes would be most probable?

- A. The populations of small mammals would increase in size.
- B. The species diversity of small lizards would increase.
- C. The populations of bats would decrease in size.
- D. The species diversity of plants would decrease.

**Competency 0012**

*Understand physical and chemical changes in matter.*

5. Use the table below to answer the question that follows.

Hypothetical Element	Ionic Charge
<i>D</i>	+1
<i>E</i>	+2
<i>W</i>	-1
<i>X</i>	-2

The table above shows the charges of the ions of four hypothetical elements. Given this information, which of the following empirical formulas represents a feasible ionic compound that could form from these elements?

- A.  $DX_2$
- B.  $D_2X_2$
- C.  $E_2W$
- D.  $EW_2$

**Competency 0015**

*Understand forces and motion.*

6. A person who is trying to move a refrigerator pushes against it but is unable to move the refrigerator. Which of the following best describes the forces involved in this situation?
- A. Gravity pulls the refrigerator downward, while friction acts in the direction opposite to that of the force applied by the person.
  - B. Friction does not act on the immobile refrigerator until the person is able to overcome the force of gravity that pulls it downward.
  - C. Gravity pushes the refrigerator downward and friction pushes upward, resisting the horizontal force applied by the person.
  - D. Friction, a component of gravity, is greater than the force being applied by the person trying to move the refrigerator.

**Competency 0016**

*Understand characteristics and behavior of waves, sound, and light.*

7. Light is unable to pass through a brick wall or similar opaque barrier, while sound can be transmitted across such a barrier. Which of the following best explains this difference between light and sound?
- A. Sound travels as waves that are enhanced by very thick or dense materials, while photons of light energy are reflected by any opaque material.
  - B. Light waves cannot penetrate materials with closely packed atoms, while the much longer wavelengths of sound are unaffected by the densely packed atoms.
  - C. Sound is transmitted through the vibration of adjacent atoms in the material, while light energy is absorbed by the atoms and reradiated as heat.
  - D. Light energy is scattered by microscopic variations in the surface of opaque materials, while sound energy is unaffected by such variations.

**Competency 0017**

*Understand the structure and composition of Earth and the natural processes that shape it.*

8. In the Guadalupe Mountains of southeastern New Mexico, a distinct layer of fossil-rich limestone has been exposed. Such limestone layers typically formed from:
- A. lava that spread over a broad flat area in a relatively short time frame.
  - B. materials that were transported and deposited by rivers into a large freshwater lake.
  - C. fine sediments that were deposited and compacted by wind.
  - D. tropical reefs that grew in the shallow marine environment bordering an ocean basin.

**Competency 0018**

*Understand characteristics of the atmosphere, weather, and climate.*

9. Which of the following best explains the climatological factors that produce the summer monsoon in New Mexico and adjacent regions of the Southwest?
- A. Clockwise flow around a stable high pressure system in northern Mexico directs storms and low-level moisture into the Southwest from the Pacific Ocean.
  - B. A large area of low pressure develops over the southwestern deserts, pulling moisture in from the Pacific Ocean, the Gulf of California, and the Gulf of Mexico.
  - C. Counterclockwise flow around a large area of low pressure in the Midwest funnels cool, moist air along the base of the Rocky Mountains toward the Southwest.
  - D. A large area of high pressure develops in the southwestern deserts, producing vigorous updrafts that trigger thunderstorms in mountainous regions.

**Competency 0020**

*Understand interactions among Earth's systems and concepts related to environmental science.*

10. During the past 18,000 years, a system of large lakes in New Mexico dried up. Which of the following best accounts for the disappearance of these lakes?
- A. The uplift of the Colorado Plateau reduced the flow of cool, moisture-laden air from the north.
  - B. Changes in atmospheric circulation caused by retreat of the continental glaciers decreased precipitation in the western United States.
  - C. The drop in sea level over the period decreased atmospheric moisture and increased inland evaporation rates.
  - D. A decrease in water temperatures in the eastern Pacific Ocean reduced movement of marine air masses into the western United States.



## CONSTANTS

Description	Value
Acceleration of gravity on Earth ( $g$ )	$-9.8 \text{ m/s}^2$
Universal gas constant ( $R$ )	$0.0821 \text{ liter}\cdot\text{atm/mol}\cdot\text{K}$
Gravitational constant ( $G$ )	$6.67 \times 10^{-11} \text{ N}\cdot\text{m}^2/\text{kg}^2$
Avogadro's number	$6.02 \times 10^{23} \text{ particles/mole}$
Standard temperature and pressure (STP)	$273 \text{ K (0}^\circ\text{C), 1 atm}$

## FORMULAS

Description	Formula
Gravity	$F = \frac{Gm_1m_2}{r^2}$
Constant acceleration	$v_f = v_i + at$
Force	$F = ma$ Weight = $mg$
Work	$W = F\cdot d$
Energy	Kinetic energy = $\frac{1}{2}mv^2$ Potential energy = $mgh$
Gas laws	$PV = nRT$
Momentum	$P = mv$
Conservation of momentum	$m_1v_1 + m_2v_2 = m_1v'_1 + m_2v'_2$



# **Answer Key for the Sample Selected-Response Questions**

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