For the love of act science answers

Are you scoring between 26 and 34 on ACT Science? Do you want to increase that score as high as possible - to a perfect 36? Getting to a score of 36 ACT Science is not easy. It will require perfection. But with the hard work and my strategies below, you'll be able to do that. I've always scored 36 on Science on my real AT's, and I know what it takes. Follow my advice, and you will have a perfect score - or very close. Brief note: This article is suitable for students who already score a 26 on ACT Science or higher. If you are below this interval, my article How to improve your ACT scientific score is more appropriate for you. Follow the recommendations in that article, then go back to this when you reached a 26. Overview For some reason, there aren't many ACT Science guides out there. There's a lot of material for ACT Math and ACT Reading, but people just seem to shy away from the science section. In contrast, at PrepScholar we wrote which are the best guides for ACT Science available anywhere, and published them online for free. In this article, I'm going to discuss why scoring a 36 in ACT Science is a good idea, what it takes to score a 36, and then go into the 13 key ACT Science strategies so you know how to get a 36 on ACT Science. Stick with me - as an advanced student, you probably already know that scoring high is good. But it's important to know why a score of 36 Science is useful, since this will fuel your motivation to get a high score. Then we will get into the flesh of the article. Finally, in this guide, I mainly talk about getting to a 36. But if your goal is a 32, these strategies still apply the same way. Understanding the stake: Why a science 36 ACT? Let's get one thing clear: for most university applications, a 34 composite on an ACT equals a perfect 36. Almost no college will give you more credit for a 36 than a 34. You have already crossed the scoring threshold and if you arrive now it depends on the rest of the application. So, if you're already scoring a 34, don't waste your time studying trying to get a 36 unless you're applying for a STEM program at a high-level school (which we discuss more in a few paragraphs). For most schools, you're already set up, and it's time to work to strengthen your extracurriculars, courses, and overall application. But if you're scoring a 33 or lower And you want to go to a higher college, it's worth pushing your score up to a 34 or higher. There is a big difference between a 32 and a 34, largely because it is easy for the best students to get a 32 but much harder to get a 34. A 33-seater is right around the Harvard and Princeton average, and being average is bad in terms admissions, since the admission rate is generally less than 10%. A 36 in ACT Science can also help you compensate for weaknesses in other sections such as Reading or English. In general, schools consider your ACT ACT score higher than individual section scores. If you can get a 36 in ACT Science, which gives you more flexibility in your English, math and reading scores. It can compensate for a 32 in another section, for example, to bring the average up to 34. MIT expects a 36 in ACT Math. There are only two scenarios where a 36 in ACT Science is really important beyond just increasing the composite score. The first is whether you are designing a science or a quantitative degree (such as biology, physics, statistics, chemistry). The second is if you're applying for a highly selective technical school like MIT or Caltech. Here's the reason: College admission is all about comparisons between applicants. The school wants to admit the best, and you're competing with other people in the same bucket as you. Applying as a higher math/science, you are competing against other math/science folks: people for whom ACT Science is easy. It's really easy. Although schools typically don't release their ACT scores by section, they release SAT section scores. As a proxy for ACT Science, we can take a look at SAT Math scores in the best schools. (I know ACT Science and SAT Math are different, but I bet people who are good at maths are also going to score high on ACT Science.) Here are some real examples. For Harvard, Princeton, MIT, Caltech, and even less selective schools like Harvey Mudd, the SAT Math 75th percentile score is an 800 (or equivalent to an ACT 36). This means that at least 25 per cent of all students in these schools have an 800 in SAT Math, or a 36 on ACT Math. Even more surprising: the score of 25 percentiles for SAT Math at MIT and Caltech are 750 and 770 respectively, or a 34 on the ACT! This means that if you score a 34 on your ACT Math, you're well below average for these schools! That's how competitive these top-tier colleges are. I'm not going to lie. ACT Science was easy for me. I got 36 on pretty much every practice test and official ACT I've ever taken. This was largely because I was a science nerd in high school, competing in the academic Olympics and doing a lot of scientific research as an extracurricular. I also practiced hard and applied the strategies below to achieve perfection. So reading scientific passages was like reading English for me. You're competing against people like me. And if you apply as a science degree with a 34 or lower science degree, schools like MIT, Harvard, and Princeton are going to doubt your ability. Why ACT Science should be easy for you. But if you can switch to a 36, you show that you are at the same level (at least on this metric). Even if it takes a lot of work, all that matters is the that you get at the end. Know that you can do this is not just a message of fuzzy common sense that you see on the back of a Starbucks cup. I mean, literally, you and any other reasonably intelligent student can score a at ACT Science. We couldn't find you fast enough! Even if you don't consider yourself a science fanatic, or you have a B in Biology, you're capable of that. More than anything, your ACT score is a reflection of how hard you work and how strategically you study. Here's why: the ACT is a strange test. When you take it, don't you feel like a lot of questions aren't anything like what you saw at school? It is specially designed in this way. The ACT can't test difficult concepts, because that would be unfair to students who have never taken AP physics. The ACT Science section can't ask you to solve the cold fusion or build a rocket to get to Mars. The ACT is a national test, which means it has to be an equal playing field for ALL students across the country. So it is necessary to test scientific concepts that every high school student will cover: how to interpret data graphs, what is the scientific method, how scientific theories do not agree with each other. You learned all this back in high school. But if all the questions were easy and direct, then everyone would have too high a score. So the ACT needs to test these concepts in strange ways. This stumbles upon students who don't prepare, but rewards students who can predict exactly how the test will work. Here's an example graph from a real ACT test: This is one of the most complex charts I've seen in ACT Science. I can guarantee you've never seen anything like this before at school. But there's good news - every other high school student in America hasn't seen this chart before! This means that the ACT expects you to be able to understand this chart using basic scientific expertise. Skills such as looking at the two axes, understanding how a chart works, and how to get data values from this chart. Just to prove it, the lower we'll figure out this graph and ask an example question. On ACT Science, there will always be strange scenarios you've never seen before, from sediment composition to dinosaur claw sizes. But more than anything, ACT Science isn't about science -- it's much more about understanding reading and logic. The key to improving your ACT Science score is: Master act test step types Draw on the basic skills you already know to solve Practical questions about a lot of questions so you learn from your mistakes and learn about the test inside and out. I'll go into more detail about exactly how to do this. First, let's see how many questions you need to answer correctly to score a 36. What It Takes to Get a 36 in ACT Science If we have a score in mind helps you understand what you need to get that score on the actual test. I compiled the raw score for ACT Science Score conversion tables from four official ACT tests. (If you could use an update on how the ACT is is it and how raw scores are calculated, read this.) Raw Score Test 1 Test 2 Tests 3 Tests 4 40 (missed 0) 36 36 36 36 39 (miss 1) 34 34 35 35 38 (Miss 2) 32 32 33 34 37 (Miss 3) 3330 30 32 33 36 (missed 4) 29 29 30 31 35 (Miss 5) 28 28 29 30 34 (Miss 6) 27 27 28 29 Source: ACT On all 4 of these tests , if you get a perfect raw score and lose 0 questions, you get a perfect score of 36. No wonder. But if you only lose one question, you immediately drop to a 34 or a 35. Lose another one, and you go down to a 32, 33, or 34. This shows that the stakes are high. The harder the test, the more room for manoeuvre you have, but the ranking scale is hard. The safest thing to do is to aim for perfection. In each test, you need to aim for a perfect raw score for a 36. Whatever you're marking now, take note of the difference you need to get to a 36. For example, if you're scoring a 30 now, you need to answer 3-4 plus questions on the right to get to a 36. As a last example, here's a screenshot from my exact score ratio: 13 Strategies to get a 36 on ACT Science OK – so we've covered why getting a higher ACT Science score is important, because you're specifically able to improve your score and the raw score you need to achieve your goal. Now we will actually get into usable strategies that you should use in your own study to maximize scoring improvement. What's your biggest weakness? Strategy 1: Understanding your high-level weakness: Content or time management Knowing your weaknesses in ACT preparation is SUPER important. When you know your weaknesses, you can surgically focus your time on what will improve your score the most. When you don't, you'll feel like you're banging your head against the wall. Each student has several flaws in ACT Science. Some are not comfortable with the underlying skills, such as reading data charts. Others get bogged down in the minutiae of scientific passages and can't solve questions in time. (As we will discuss, the ACT Science section applies quite heavy time pressure. So you'll probably suffer from some time pressure – we're trying to figure out how much) Here's how you can figure out which one applies most to you: For that section, use a timer for 35 minutes. Treat it like a real test. If time runs out and you're not done yet, keep working for as long as you need. But as of now, for every new answer or response you change, mark it with a special note like Extra Time. Rank your test using the answer key and score table, but we want two scores: 1) The realistic that you have in normal weather conditions and 2) The extra time score. This is why you marked the questions you answered or changed during extra time. See what we're doing here? By marking what questions you asked under Extra Time, we can figure out what score you get if you've been given as much time as you need. This will help us understand where your Lie. If you didn't take any extra time, then your Extra Time score is the same as your Realistic score. Here's a flowchart to help you understand this: Was your extra-time score a score of 32 or higher? If NO (Extra Time score < 32), then you have weaknesses in the remaining content. You may have weaknesses in a number of abilities or deep weakness in a few abilities. (We'll cover it later.) Your first attack plan should be to develop more comfort with the types of questions and steps of ACT Science. If YES (Extra Time Score > 32), then: Was your realistic score a score 32 or higher? If NO (Extra Time score > 32, Realistic < 32), then it means you have a difference between your Extra Time score and your realistic score. If this difference is more than two points, then you have some big problems with time management. We need to understand why this is. Are you bogged down reading the scientific passages? Or specific types of problems have slowed you down? If you train a lot and learn more efficient ways to deal with scientific steps, you will be able to reduce your time significantly. More on this later. If YES (both extra time and realistic scores > 32), then you really have a good chance of getting a 36. Compare your Extra Time and Realistic score – if they differed by more than one point, then I would benefit from learning to solve questions more quickly. Otherwise, you can likely benefit from pushing on the latest content weaknesses and avoiding disaggred errors (more on this strategy later). Let's hope it makes sense. I typically see that students have timing and content issues in ACT Science, but you may find that one is much more dominant for you than the other. For example, if you can get a 36 with extra time, but score a 32 in normal time, you know exactly that you need to work on time management to get a 36. This perfect GUIDE from ACT Science covers both time management and content issues, so you're in luck. If you learn that time management is a big deal for you, here's one of the most likely issues with the way you approach ACT Science... Strategy 2: Don't waste time on the passage and ACT Science figures steps are full of scientific details that don't really matter to answer questions. This is especially true for charts. The ACT does this on purpose to confuse you and mimic what real scientific research looks like. But you're not reading a scientific journal: you're answering questions from ACT Science. A common mistake that people make is to try too hard to understand the passage in its entirety. understand every detail in each chart. This can happen no

matter how strong a scientist you think you are. If you are a science fanatic, you are tempted to understand all the details since you want to flex your scientific muscles. If you're not a science fanatic, it's harder to distinguish what's useful or not, no, it all looks the same. Trying to figure out the whole step is a huge waste of time because most of the passage won't have a question about it. This is true in ACT Reading, and it's even more true in ACT Science. So what should you do instead? Scroll through the step and understand the transition to a very high level. Just answer these two questions: What's the main point here? What's the figure it shows? That's all. When I read the passages of ACT Science, I don't understand the deep details of what's happening. I get the juice and move to the questions. Let's try an example from a real passage of ACT Science. I'll show you how useless most of the passage is and how little you need to understand to answer questions. My skimming: There's an old lake. The sediment of the lake tells us about the climate of the past. They cite the average temperature for Figure 3, so this is probably the main point. There's a strange 18O oxygen symbol, but all I need to know is that smaller values mean COLDER. This is a map showing three sites. We'll probably see samples from these three sites. This shows us a cutaway section of the lake, with the three sites from Figure 1. The y-axis is the elevation. The key shows that each colored section is a different layer. Lake clay, ice box, rock. Levels change as you move through the chart. How they change doesn't interest me until I'm asked. I have no idea what the hell it's glacial up to, but I'm not going to worry about that, since I bet the ACT won't ask me to define it. Oh sir, a bunch of charts designed to confuse. Ok. Well, they all look the same. We will only review site 1. The y-axis shows the depth, so the lower we go lower. The x-axis shows the 18O thing. From left to right, this value becomes larger. From the passage we know that the SMALLER 18O is, the COLDER is. So the LARGER 18O is, the HOTTER is. What Site 1 shows is how you go up deep, you get a LARGER 18O value, which means it's getting HOTTER. Now look at the other 2 Sites. Site 2 looks more or less the same, with the exception of a glacial boundary. Site 3 looks the same as site 1. And now there's this formula. I'm not even going to worry about this shit until they ask me a question about it. Note from my notes that I really only understand the transition to a high level. I'm not getting bogged down in detail, and I don't understand every detail of every chart. Doing this would be a waste of time. Just to convince you that this high level of understanding works, we'll actually answer all five questions for this step. The clay of the lake is gray. Where's it thinner? Winnipeg, F. In fact there was no need to even read the passage to this problem! You could solve it by just looking at the image. We want to find the value SMALLEST 18O, 18O, means it's more on the left side of the chart. From the dots we see that it is going to be at the BOTTOM LEFT of the figure. Choice C. Again, you barely had to read the passage to fix this problem! It's just figuring out where the dots are. OK, so Figure 2. Let's start with Grand Forks on the right, then move to site 3. The clay of the lake, the gray piece, becomes THICKER. They say it in the question, and we see it in the picture. The question asked about the ice box, the striped layer under it. You get THINNER as you go from Grand Forks to site 3. So thickness DECREASES, choice J. Again, you barely had to know the step to solve this problem! OK, we want glacial till's top elevation at each of the three sites. The glacial crate is the STRIPED layer. On site 1, the top is 200. At site 2, the top is 205ish. At site 3, it's 180 ish. Answer choice C is the only one that fits these values. YET AGAIN barely had to know the passage! To reformulate: it rains. The water reaches a depth of 3 meters. What is deep 18O 3m? Look at Figure 3 at a depth of 3m. In each figure, it's about -15. Answer J. Finally, surprise surprise, there was no need to know the passage to everyone to answer this question. EASY PEASY. Notice all the bullshit we didn't have to worry about: in the passage, we didn't have to worry about how old the lake was or how it formed. Against my expectation, we didn't even have to worry about what 18O means on the temperature, so I read the passage too much and wasted my time! We didn't use Figure 1 at all. Stupid map. In Figure 2, we didn't care about the rocky at all. Also, we just needed to worry about how levels changed when we were asked about it. In Figure 3, we didn't have to worry at all about how Site 2 had a glacial crate layer. We certainly didn't have to know what the formula meant. I hope you understand the point. So much of every step is USELESS to get the right questions. The ACT knows that, and they want you to get bogged down. Oh man, I wonder what foundation it is? How could they ask questions about this? Boy this formula seems really hard. What is 18O and what is 16O? What is groundwater and what is standard water? Why multiply by 1,000? You can waste so many minutes trying to make sense of the whole passage. If you have time management issues, touching the passage can be a huge time s saving for you! Again, when reading the passage focus only on two questions: What is the MAIN POINT of the passage? What is the MAIN POINT of each figure? I started screaming more just as angry as this test makes me. So let me take a breath Moving on... Disappointed with your ACT scores? Want to improve your ACT score by more than 4 points? Download our free guide to the top 5 strategies you need in your preparation to drastically improve your ACT score. Strategy 3: Understand ALL kinds of ACT Science Passage and Question ACT stands out as the most structured and predictable section of the ACT. What I mean by that is ACT Science has three types of passage, and each type of step has specific demand types associated with it. This is different from ACT English, where all five steps have all kinds of random questions associated with it. The great thing about predictability is that it's really easy to diagnose where your problems are and then focus on your weakness. The following are the types of steps and the types of demand associated with them. I've connected to our guides for all sorts of questions, but first I suggest you finish reading this 36 guide to get the top-notch image, then go back to the step-by-step guides. Here's a useful writeup of act science's three types of steps and an overview of the types of questions. Understanding the content of ACT Science is critical because you need to understand exactly where your mistakes are. Our PrepScholar ACT program does the hard work for you by dividing the entire test into specific skills that you need to master. For each skill in ACT Science and every other section, you'll have a targeted lesson and a personalized quiz for your skill level. This is how I studied for the ACT and got a perfect score, so that's how I designed our preparation program to work. If you could use help break down the ACT like this, definitely check out our PrepScholar ACT program. Strategy 4: Do a ton of practice and understand every single mistake on the way to perfection, you need to make sure every single one of your weaknesses is covered. Even an error on ACT Science will take you down from a 36. The first step is simply to do a lot of practice. If you're studying from free materials or books, you have access to plenty of practice questions en masse. As part of our PrepScholar program, we have over 1,500 custom ACT questions for each skill. The second step - and the most important part - is to be ruthless in understanding your mistakes. Every mistake you make on a test happens for a reason. If you don't understand exactly why you missed that question, you're going to make that mistake over and over again. I've seen students who have completed ten official ACT tests. They've solved over 400 scientific questions, but they're not yet close to a 36 in ACT Science. Because? They never really understood their mistakes. They just broken their heads against the wall over and over again. Think of yourself as an exterminator, and your mistakes are cockroaches. You need to eliminate every single one - and find the source of each - otherwise the infestation is going to continue and your restaurant is going to be closed. Here's what you need to do: On each practice test or set questions you take, mark every question you're 20% sure of. When you vote on your test or quiz, review every single question that and every wrong answer. This way, even if you correctly guessed an answer, you will make sure to see it again. In a notebook, write down the gist of the question, why you missed out and what you'll do to avoid that mistake in the future. Have separate sections by step type and skill (such as data representation - calculations or conflicting point of view). It is not enough to think and move forward. It is not enough to read the explanation of the answer. It's not even enough to figure out how to get the right answer. You have to think HARD about why you particularly failed on this question. Taking this structured approach to your mistakes, you will now have a record of every question you missed and your reflection on why. There's no excuse when it comes to your mistakes. Always go deeper - WHY did you miss a science question? Now, what are some common reasons why you missed a question? Don't just say: I didn't ask this question well. He's a cop outside. Always go one step further - what have you missed specifically and what do you need to improve in the future? Here are some examples of common reasons why you get lost in an ACT Science question, and how you take it a step further in analysis: Content: I didn't have the scientific knowledge to understand what was described in the passage. Example: I forgot how forces work in physics. One more step further: what specific content do I learn and how will I learn this? How could I have done better, even without understanding the pace? Wrong approach: I understood the passage, but I didn't know how to solve this question. Example: I didn't know how to extrapolate the line in the graph. One more step further: how can I solve the question? Where have I seen other questions like this? How am I going to ask similar questions in the future? Distracted error: I misunderstood what the question asked for or solved for the wrong thing. Example: I confused scientist 2's perspective with scientist 1's perspective. One step ahead: WHY did I misunderstand the question? What should I do in the future to avoid this? Did you understand? You're really trying to figure out why you're making every single mistake. yes, it's hard, and it's drying up, and it takes work. That's why most students who study ineffectively don't get better. But you're different. Just by reading this guide, you're already proving that you care more about other students. And if you apply these principles and analyze your mistakes, you will improve more than other students. Bonus: If all this makes sense to you, you'd like our ACT preparation program, PrepScholar. We designed our program around the concepts in this article, because they actually work. When you start with PrepScholar, you'll take a diagnostic that will determine your weaknesses in over forty ACT, including the ACT Science skills mentioned above. PrepScholar then creates a study program customized for you. To improve each skill, you'll take targeted lessons dedicated to each skill, with over 20 practice questions per skill. This will train you for your area-specific weaknesses, so that your time is always spent in the most effective way to increase your score. We also force you to focus on understanding your mistakes and learning from them. If you make the same mistake over and over again, we will call you on it. We also explain the ways in which each question tries to trick you so you don't get fooled again. There is no other preparation system out there that does it this way, which is why we get better scoring results than any other program on the market. Check it out today with a 5-day free trial: Strategy 5: If you lose a question, solve it when you ask ACT Science practice questions, the first thing you probably do when you review is read the explanation of the answer and think about it a bit. It's too easy. I consider this passive learning - you are not actively involved with the mistake you made. Instead, try something different - find the correct answer choice (A-D or F-J), but don't look at the explanation. Instead, try to solve the question and get the correct answer. This will often be difficult. You couldn't fix it the first time, so why could you fix it the second time? But this time, with less time pressure, you could spot a new strategy, or something else will pop up. Something will just click for you. When this happens, what you've learned will stay with you 20 times longer than if you only read an explanation of response. I know this from personal experience. Because you've struggled with it and taken it a step further, you keep that information DO better than if you just passively absorbed the information. It is too easy just to read an explanation of the answer and make it go into one ear and out of the other. You're not actually going to learn from your mistake, and you're going to make that mistake over and over again. Treat every wrong question like a puzzle. Fight with every wrong answer for up to ten minutes. Only then if you do not get it should read the explanation of the answer. Then, record errors in your notebook, as recommended in strategy 3. Strategy 6: If you lose a question, Generate new questions Missed questions are learning opportunities so important that I have another strategy for them. After fully reviewing the question and figuring out exactly why you missed it, create two more questions in the same style. Then fix them. These questions are intended to be close-up replicas of the original question, so they test the same skill with the same step but use slightly different scenarios. If you of a chart-related question, change the numbers to look at a different part of the chart. If these are conflicting points of view, change the scientist you're talking about. This is perfect for ACT Science because because the questions are so stylistically formulated, it is much easier to generate realistic questions. (Compare this to ACT Reading, where it's harder to come up with your own questions because of how step-dependent reading questions are.) What do you earn from doing this? Firstly, you have a few more chances to practice the question you just missed. This gives you an immediate reinforcement of your weakness. Think about it this way - - if you're learning to throw balls with Patriots quarterback Tom Brady, and he gives you some advice, you drop your kick right then and you refuse to throw another one? №! You immediately use his advice to correct your next shots! The same applies to the ACT, and in particular TO ACT Science. If I train you immediately after noticing a weakness, you will get rid of your weakness much more quickly. The other thing you get to do this is that you put yourself in the mind of the question maker - the ACT - which helps you understand how the test is built. Here are some examples: 1) Change the question so that instead you look at the LARGEST 18O value in lake clay. 2) Change the demand to look at the smallest 18O value in GLACIAL TILL. 1) Change the demand so that it is about 15 m below the surface. 2) Change the demand so that it is about 30 m below the surface. If you make a mistake on a question and examine it well, you will be able to answer the two variants 100%. When I was doing tests for high school and college, I used this strategy all the time. It gave me a lot more practice in areas where I already knew I was weak. Strategy 7: Getting used to strange ACT science charts On every single test, there will be a strange way to present data you've never seen before. Like this graph of rock types at different temperatures and pressures: either this graph of sediment types and their characteristics: or this masterpiece on hearing: The latter is the craziest figure I've ever seen in an ACT scientific test. Don't be alarmed by these complex charts. Remember what I said at the beginning? To make the test difficult, the ACT needs to test SIMPLE concepts in COMPLICATED ways. In this case, this means using the same simple chart reading skills, you can understand ALL the graph that the ACT throws at you. Don't panic – just remember the same basic rules: what does each axis represent? What does the chart show? We will deal, step by step, with the latest graph on hearing. Then scroll up, scroll through the step and chart (remember Strategy 2), and then work on this question: ... Hello? Did you give it a good try? It's really easy to get stumbled upon by a problem like this without knowing where to start. There are all these wavy and also a curve that loops back on itself. But remember the fundamental principles that apply to every single chart. First, let's start by understanding what the graph graph even showing. As the text says, the figure below shows, for sounds in water and air, the human thresholds of hearing and pain. And in the previous paragraph, it is said that the human threshold of hearing is the minimum intensity at every sound frequency necessary for a sound that must be heard by humans. The first fundamental step for each chart is to look at the two axes - what is shown here? On the x-axis is the intensity of sound (in decibels, or db). As we move to the left, we lower the intensity. As we move to the right, we raise the intensity. On the y-axis is the frequency of sound (in hertz, or Hz). As we move upwards, we increase the frequency. As we move down, we decrease the frequency. Both axes, intensity and frequency, refer to the definition of the human threshold of hearing mentioned above. Next, on the graph we find the curved line called the hearing threshold. Again, this is a strange line, but remember that the threshold is minimum intensity at a specific frequency to be heard by humans. Below that intensity, humans don't hear the sound. Above that intensity, we can. For example, we choose a frequency: 1 x 102 (or 100) Hz. The hearing line threshold is an intensity of about 40 db. Above 40db, humans can hear a sound at 100 Hz. Under 40db, humans can't hear a 100 Hz sound. But the threshold of hearing intensity is not the same at other frequencies! We choose 103 (or 1000) Hz. The line is much lower in intensity - around 0db. So, at this frequency, the hearing threshold is less than 100 Hz. As you follow the hearing threshold line up and down, you'll see the intensity increase and decrease. At each frequency, there is a minimum intensity necessary to be heard by humans. Great -- so now we understand the graph. We don't care for WHAT TIME this is actually true in real life. For this test, we just need to be able to read the graph. Now, the question - which of the following is closer to the lowest frequency that can be heard by a human being? We know that the threshold line of hearing defines what can be heard by humans. Lower frequency suggests that we need to look down on the y-axis. Here's the graph again: look at the threshold of the line heard and follow it down in frequency until..... Wait. Disappears. What does it mean? It must mean that humans cannot hear the sound, no matter what the intensity! Now, the question arises, at what frequency does this happen? To understand it, you need to look at the y-axis. I draw a line from the point where the line disappears to the left: So we see that the frequency is 2 x 101 Hz, or 20 Hz. This is answer G, which is Whew -- that was a handful, and one of the hardest charts I've seen on ACT Science. You'll see crazy charts like this, and maybe even more complicated, on your ACT Science test. DON'T BE INTIMIDATED. Remember Strategy 2? 2? doesn't need most of the figure anyway! Breaking down every digit: what does each axis represent? What does the chart show? I guarantee you that if you can answer these questions for each chart, you will be able to answer all the questions related to the chart. Strategy 8: Eliminate curved errors in your quest to get a PERFECT ACT Science score, you need absolute perfection. Probably the most frustrating type of error is a distracted error. You understand the question, you know the answer, but it excites you and slips. Oops -- they were asking about Scientist 2, but she answered for Scientist 1 instead. Here's your 36. These types of errors are the most expensive and frustrating. You've already put in a lot of work to master the material below, and here a question has led you to lose a point. ACT Science has some particularly difficult types of questions that are purpose-built to trick you. If you understand it in advance and know how to defeat them, you will be in a much safer position. The first type is the interpreting experiments question. The answer options for these are almost always in this form: No, because A No, because B Yes, because A Yes, because B Here is a real example question: (The answer to this question is A.) The hard part about these questions is that you can focus on getting a fair half (especially part A/B that has multiple words), and then lose the other half. For example, you could focus so much on checking if the solution was blue or yellow that you choose the C answer choice, which has the same second half of A, but it's Yes instead of No. To combat this, respond each half independently. Do the results of Experiment 2 support this claim? No – because the pH is higher at 1.8 mL. If not, why not? Because the solution was yellow at 0.2 and blue at 1.8mL.OK - then it's answer A. A.