

December 16, 2004

## New SAT Questions Replace Evolution with Creation



Students attending school in districts that have phased out the teaching of evolution will no longer be forced to answer SAT questions about the controversial theory. Instead, they'll answer questions about the six days in which God created the earth and the great flood that took place 4,300 years ago.

*New version of test to be administered in 'red' states of Georgia, Kansas*

By Cole Walters

Education Correspondent

NEW YORK, NY—Officials from the [College Board](#), the nonprofit entity that administers the Scholastic Aptitude Test or SAT, have announced that they are producing a new version of the test for students who live in school districts where creationism rather than evolution is taught in science classes.



Students who take the revised test, which will be introduced in school districts in Kansas and Georgia in the fall of 2005, will no longer be tested on their ability to comprehend passages from scientific texts that are based on the controversial theory of evolution. Instead, they will read excerpts from writings on such creation-related topics as the six days in which God created the earth or the great flood, then answer a series of questions to indicate how well they've understood the passages. ([Click image, left, to view questions; or download](#)

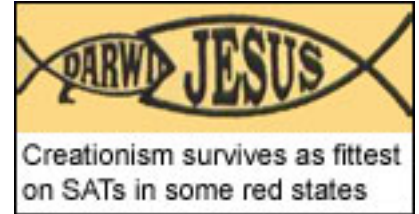
[PDF.](#))

The revision, says College Board spokesman Lester McCue, is a reflection of the changing nature of science content being taught in high schools around the country. "The SAT has to keep

up with these changes or risk being left behind. We can't test kids on material that they are not being taught," says McCue. "In the past, we've evaluated students' ability to comprehend passages about historical scientific events, and while we'll continue to do that, the test now assumes that the world is 6,000 years old as opposed to hundreds of millions of years old."

### **On the eighth day, test**

In the aftermath of the election, proponents of science education based on creationism rather than evolution have made headway in school districts across the country. In Kansas, conservatives who want to challenge the teaching of evolution now represent a majority on the state school board. They are expected to change the state science curriculum as early as the spring; the new version of the SAT will be introduced in Kansas soon after that.



In Georgia, school district officials in Cobb County have placed "just a theory" stickers on the covers of high-school science books that contain information on the theory of evolution. While a US district court is currently weighing whether or not the county will be allowed to continue to use the evolution disclaimer stickers, administrators have already approved the use of the modified SAT test.

### **Testing students on the Truth**

"This is exactly what we've been fighting for," says parent Marla DeVries, who has been working with other Cobb County parents to replace atheistic science education in the schools with an approach that credits the role of the Creator. "It doesn't make sense for our kids to have to be tested on something that they don't believe. Would you have them read a passage and answer questions about Santa Claus? I don't think so."

In recent surveys, a majority of Americans indicated that they favor teaching a variety of explanations of human origins and evolution in schools. According to an ABC news poll taken early last year, 61% of Americans believe that the Bible's book of Genesis is "literally true" rather than a story meant as a "lesson."

Questions 23-28 are based on the following passage.

**In The Genesis Flood: the Biblical Record and its Scientific Implications**, authors John Whitcomb and Henry Morris investigate the geographical extent of the Flood with seven biblical arguments in favor of its universality.

#### THE DEPTH OF THE FLOOD

One of the most important Biblical arguments for a universal Flood is the statement of Genesis 7:19-20: *And the waters prevailed exceedingly upon the earth: and all the high mountains that were under the whole heaven were covered. Fifteen cubits upward did the waters prevail and the mountains were covered.*

The phrase "fifteen cubits upward did the waters prevail" does not mean that the Flood was only fifteen cubits (22 feet) deep, for the phrase is qualified by the one which immediately follows: "and the mountains were covered." Nor does it necessarily mean that the mountains were covered to a depth of *only* fifteen cubits, for this would require that all the antediluvian mountains be exactly the same altitude.

The true meaning of the phrase is to be found in comparing it with Genesis 6:15, where we are told that the height of the Ark was thirty cubits high. Nearly all commentators agree that the phrase "fifteen cubits" must refer to the draught of the Ark. In other words, the Ark sank into the water to a depth of fifteen cubits (just one-half of its total height) when fully laden. Such information adds further support to this particular argument for a universal Flood, because it tells us that the Flood "prevailed" over the tops of the highest mountains to a depth of at least fifteen cubits.

23. As they describe the universal Flood, the authors seem to be describing

- (A) a weather related event of limited international importance.
- (B) an event that happened recently.
- (C) a phenomenon related to climate change that will likely happen in the future.
- (D) a catastrophic occurrence that forever changed the course of human history.
- (E) a fictional account of something that happened a long time ago.

24. If fifteen cubits is equivalent to 22 feet, how many feet would be contained in 46 cubits?

- (A) 62.96
- (B) 67.48

- (C) 78.24
- (D) 82.33
- (E) 96

25. The authors claim that the phrase "fifteen cubits upward did the waters prevail" does *not* mean that the Flood was only fifteen cubits (22 feet) deep. By this they mean

- (A) that the Flood must have been less than 15 cubits deep.
- (B) that more than one Flood took place at the same time.
- (C) that a Flood only 15 cubits high could not have reached the tops of the highest mountains.
- (D) that the Flood probably didn't take place.
- (E) that scientists have no instruments capable of measuring cubits.

26. According to the author, most commentators agree that 15 cubits refers not to the depth of the flood but to

- (A) the number of days over which the Great Flood lasted.
- (B) the weight of the Ark prior to being loaded.
- (C) the height of the Ark.
- (D) the draught of the Ark.
- (E) the length of the Ark.

27. By "antediluvian," the authors mean

- (A) prior to the Great Flood.
- (B) watered down.
- (C) in a different language.
- (D) not of this world.
- (E) outdated.

28. For how long did the Great Flood last?

- (A) 5 months.
- (B) 5 years.
- (C) 30 days.
- (D) 1,000 years.
- (E) It hasn't happened yet.

GO ON TO THE NEXT PAGE