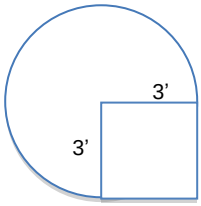
Important Questions on the GED® Test

This guide provides some examples of key skills you must be prepared to demonstrate to be successful in passing the GED® test. Keep in mind that this list is not exhaustive, and you may be required to show your proficiency with other skills and knowledge that are not listed here. Nevertheless, the skills outlined in this guide should provide you with a solid foundation in your preparation to take the test.

Need extra help or are unsure what to do next? Go to GED.com to take GED Ready®: The Official Practice Test to get a personalized study plan, or find your local preparation center for one-on-one assistance.

MATHMATICAL REASONING

What should I know?	How can I practice it?	Example Skill*
Compute the area and circumference of circles. Find the radius or diameter of a circle when given the area or circumference.	Practice problems similar to the example.	The area of a circle is 855 square inches. What is the diameter of the circle?
Compute the perimeter and area of polygons. Find side lengths of a polygon when given the perimeter or area.	Practice problems similar to the example.	Find the (a) height and (b) perimeter of a triangle with two equal sides and whose area is 12 square feet and whose base is 6 feet.
Compute the perimeter and area of two-dimensional composite shapes, which could include circles.	Practice problems similar to the example.	Find the area and perimeter of the following figure: 
Use scale factors to determine the magnitude of a size change. Convert between actual drawings and scale drawings.	Practice problems similar to the example.	Two rectangles are similar figures (that is, they have the same shape and the ratios of their corresponding sides are equal). The area of one of the rectangles is 24 square inches and one side is 8 inches. The other rectangle has one side that measures 12 inches. What is the area of the second rectangle? What is the scale factor between the first and second rectangles?
Solve two-step, arithmetic, and real world problems involving percents.	Examples include but are not limited to: simple interest, tax, markups and markdowns, gratuities and commissions, percent increase and decrease.	In June Sam worked 45.5 hours and in July he worked 35 hours. What is the percentage decrease in his hours from June to July, to the nearest percent?
Locate points in a coordinate plane.	Practice problems similar to the example.	Locate the point (-3, 4)

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MATHMATICAL REASONING		
What should I know?	**How can I practice it?**	**Example Skill***
Determine the slope of a line from a graph, equation, or table.	Practice problems similar to the example.	What is the slope of the line represented by the equation y = -5x + 2? What is the slope of the line that passes through the points (-4, 3) and (2, -1)?
Graph two-variable linear equations.	Practice problems similar to the example.	Graph the line for the equation Y = 2x – 1. (complete a table with values for X and Y)
Solve one-variable linear equations, and formulas with multiple variables.	Given a one-variable linear equation or a formula with multiple variables, you should be able to identify or create the first step of a solution process. (You do not have to present or formulate a complete solution -- you simply need to be able to identify or create a first plausible step in the process.)	In the equation below, -2(x – 7) = 8x + 3 – 6x Which of the following could be a first step in solving the equation? A. Add 7 to both sides of the equation B. Subtract x from both sides of the equation C. Combine all of the terms on the right-hand side of the equation D. Apply the distributive property to the left-hand side of the equation [correct answer]
Solve linear inequalities in one variable.	Given linear inequalities in one variable, you should be able to identify or create the first step of a solution process. (You do not have to present or formulate a complete solution -- you simply need to be able to identify or create a first plausible step in the process.)	Given the inequality $2 < x < 8$, what is a first step you could take to determine the values for x?
Solve one-variable quadratic equations with real solutions, using any appropriate method.	Given one-variable quadratic equations with real-number solutions, you should be able to identify or create the first step of a solution process. (You do not have to present or formulate a complete solution -- you simply need to be able to identify or create a first plausible step in the process.)	Given the equation $4x^2 + 3x – 27 = 0$, what is a first step you could take to solve for x?
Create linear expressions as part of word-to-symbol translations or to represent situations you have been given.	Given a real-world situation, you should be able to translate the situation in words into a linear expression.	On a field trip, there must be 1 chaperone for every 6 students. What expression could be used to represent the number of chaperones required? A 6s B s/6 [correct answer] C 6c D c/6

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MATHMATICAL REASONING		
What should I know?	**How can I practice it?**	**Example Skill***
Create one- or two-variable linear equations to represent situations you have been given.	Given a real-world situation, you should be able to create one- or two-variable linear equations that represent the situation.	On a field trip, there must be 1 chaperone for every 6 students. Additionally, 1 extra chaperone is required as a floater. Which equation can be used to find the number of chaperones, c, that is required for s students? A c = 6s + 1 B c = s/6 + 1 [correct answer] C s = 6c + 1 D s = c/6 + 1
Create one-variable linear inequalities to represent situations you have been given.	Given a real-world situation, you should be able to create a one-variable linear inequality that represents the equation.	Keith has $500 in a savings account at the beginning of the summer. He wants to have at least $200 in the account by the end of the summer. He withdraws $25 each week for food, clothes, and movie tickets. What inequality represents this situation? [correct answer]: 500 - 25w >= 200

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SCIENCE		
What should I know?	**How can I practice it?**	**Helpful hints**
Pull specific evidence from a written source to support a finding or conclusion.	When given a passage that presents a description of an experiment or a summary of findings of an investigation, you should be able to identify and cite evidence from the passage that supports the finding or conclusion.	Evidence could consist of a variety of elements, including data, quotations from experts, illustrative examples, etc. Evidence is something that tends to prove or disprove something -- it is different from details or reasoning.
Express scientific information or findings in words.	When provided with scientific information in one form, you should be able to "translate" that information into another form.	This particular practice focuses on information that is presented numerically (e.g., in a table) or visually (e.g., in some graphical format) into words and sentences. Examples include explaining in words a relationship that is expressed graphically or in a scientific equation.
Understand and apply scientific models, theories, and processes.	When provided with background information on common biological, chemical, or physical processes, you should be able to complete the description by providing any missing information or to identify relationships among concepts that are described in the background passage.	Examples of the foundational models and theories would include things like Newton's laws of motion, the law of conservation of energy, the structure of DNA, the origin of the universe (the "Big Bang"), the structure of the earth, plate tectonics, particle-wave theory, etc. These theories are "big ideas" in science rather than specialized principles or processes.

SOCIAL STUDIES		
What should I know?	**How can I practice it?**	**Helpful hints**
Determine the clearly stated details in primary and secondary sources, and use this information to make logical inferences or valid.	Given a passage, you should be able to make inferences that are not explicitly stated but that are supported logically by the details that are explicitly stated, in the passage.	Read the entire passage, and be able to take note of main ideas and themes as you read.
Describe people, places, environments, processes, and events, and the connections between and among them.	Given a stimulus passage, you should be able to express how two or more of the elements listed are related.	Examples of the relationship might be categorization, similarities or differences, how one element represents a part of the other, etc.
Analyze cause-and-effect relationships, including those with multiple factors.	Given a descriptive stimulus passage, you should be able to demonstrate understanding of a cause-and-effect relationship by explaining how or why one thing changed something else.	Read entire passage. Take note of relationships and practice explaining how changes in the relationship caused changes in the passage.

REASONING THROUGH LANGUAGE ARTS		
What should I know?	**How can I practice it?**	**Helpful hints**
Understand specific details and main ideas in a written source.	Given text, you should be able to determine the central ideas or themes of the text, analyze the development of these ideas and/or themes, and summarize the key details and ideas that support the main themes.	Practice reading to determine main ideas, themes, and details in the text.
Determine which details support the main idea.	Given text, you should be able to identify the detail or details that support a main idea. Also, given a main idea and several details, you should be able to identify which detail(s) support the main idea, and which do not.	When reading, practice identifying details that support the main idea.
Identify a theme or element of a written source that supports a theme.	Given text and a number of possible themes that could describe that text, you should be able to correctly identify the theme and identify elements of the text (such as plot, characters, setting, dialog, etc.) that support a particular theme.	Practice identifying key parts of a story such as: theme, plot, characters, setting, and dialogue.
Analyze relationships within written sources.	Given a literary or informational passage, you should be able to analyze and describe the relationship between two things (e.g., two characters, two events, a character and an event, two ideas, etc.).	As you read, practice by taking note of relationships between who things (characters, events, ideas, etc.).