

## Exam 8 - Section 1

A bacteriologist is investigating the use of glucose (sugar) by a type bacterium as a source of energy in spore formation.

### *Experiment 1*

The bacteria are grown in a nutrient solution containing a supply of glucose. When the glucose has been largely depleted, the contents of each cell shrink away from the cell wall and form a spore, which is highly resistant to environmental damage of all kinds.

### *Experiment 2*

A culture of the bacteria is grown in a medium containing little glucose. The bacteria use the glucose as they grow, but do not form spores when the glucose has been depleted.

### *Experiment 3*

A culture is grown in a medium containing ample glucose, but the cells are removed while there is still plenty of glucose in the medium. They are placed in distilled water, and form spores in about 13 hours.

### *Experiment 4*

As in Experiment 3, cells are transferred from a glucose-rich medium to distilled water. If glucose is added to the water 5 hours later, the cells never form spores. If glucose is added 10 hours after the transfer, spores form 3 hours later.

### **Question**

**A reasonable hypothesis from Experiment 3 is that**

Choose one answer.

- A. distilled water promotes the formation of spores.
- B. distilled water retards the formation of spores, but does not prevent it.
- C. bacterial cells store enough glucose to form spores.
- D. bacterial cells are able to form spores without any source of glucose.

### **Question**

**Experiment 1 indicates that spore formation is stimulated by deprivation of glucose. Considering the results of Experiment 4, how long must this deprivation continue?**

Choose one answer.

- A. Less than 5 hours
- B. Somewhere between 5 and 10 hours
- C. More than 10 hours
- D. At least 13 hours

### **Question**

**The results of Experiments 3 and 4 show that adding glucose to the distilled water after 10 hours**

Choose one answer.

- A. causes spores to form 3 hours later.
- B. delays the formation of spores for 3 hours.
- C. speeds up the formation of spores by 5 hours.
- D. has no effect at all on the formation of spores.

**Question**

**Which of the following experiments would not be useful in efforts to learn more about the way bacteria use sugars in spore formation?**

Choose one answer.

- A. Repeat Experiment 4 adding glucose to the water at various times after transferring the bacteria to distilled water.
- B. Repeat Experiments 3 and 4 using bread moulds instead of bacteria as the spore-forming organism.
- C. Repeat Experiments 1 and 2 using other kinds of sugar rather than glucose as energy sources.
- D. Repeat Experiment 2 using different concentrations of glucose.

**Question**

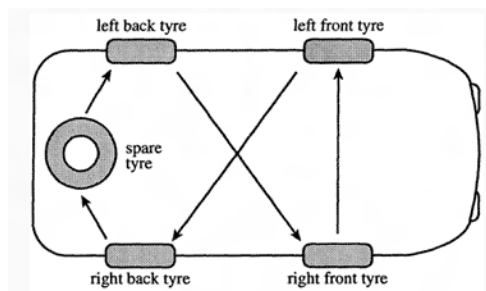
**According to these experiments what condition must be met in order for this type of bacterium to form spores?**

Choose one answer.

- A. A good supply of glucose in the medium, followed by a period in which there is little glucose
- B. A steady supply of glucose in high concentration
- C. A prolonged period of glucose deprivation
- D. A sudden increase in the concentration of glucose in the medium

**Question**

Tyre experts recommend that car tyres be changed around in a special order every 10 000 km that the car travels. This helps to prolong the life of the tyres by making them wear more evenly. The recommended changes are shown by the arrows in the figure below.



A car owner changes the tyres around each 10 000 km as shown in Figure 1. Assume that no tyre wears out, requiring it to be removed.

**After the car has travelled 35 000 km, the tyre that was the original spare tyre would now be the**

Choose one answer.

- A. left front tyre.
- B. left back tyre.
- C. right front tyre.
- D. right back tyre.

**Question**

Some plants grown in high concentrations of nitrogen gas grow faster than they do in an atmosphere with the usual sea-level mixture of gases. This requires that the plants be able to fix nitrogen, and no plant can fix nitrogen unless its roots harbour one of a very few varieties of symbiotic bacteria.

Symbiotic: a relationship in which two or more organisms live together in close association.

**If the statements above are true, each of the following could also be true, except**

Choose one answer.

- A. Some plants with roots that harbour one variety of symbiotic bacteria are incapable of fixing nitrogen.
- B. Most plants that grow faster in high concentrations of nitrogen gas have roots that harbour the same variety of symbiotic bacteria.
- C. Many plants that are able to fix nitrogen grow more slowly in high concentrations of nitrogen gas than they do in an atmosphere with the usual sea-level mix of gases.
- D. Some plants that harbour symbiotic bacteria only in their leaves are able to fix nitrogen.

**Question**

One of four people – two men, Aubrey and Burton, and two women, Carrie and Denise – was murdered. The following facts refer to the people mentioned:

- 1 Aubrey's sister argued exactly once with Carrie's husband after the murder
- 2 Burton's sister argued twice with the victim's spouse after the murder

**The victim of the murder was**

Choose one answer.

- A. Aubrey
- B. Burton
- C. Carrie
- D. Denise

**Question**

The red lumwa berry can only be eaten on Tuesday and Thursday. On any other day, the berry is fatal due to an increased concentration of poison. Flora died of poisoning on Wednesday.

**What can we conclude from this?**

Choose one answer.

- A. The red lumwa berry is fatally poisonous
- B. Flora ate a red lumwa berry
- C. There is no antidote to red lumwa berry poisoning
- D. Flora may have been bitten by a snake

**Question**

The frozen, well-preserved body of a man was recently discovered in a glacier as the glacier melted. Artifacts found on the body reveal that the man lived at least 4000 years ago. The nature of the glacier indicates that the man died on virtually the same spot where his body was discovered. If the body had not been sealed in the glacier shortly after the man died, or if the body had thawed in the intervening millennia, it would not still be preserved.

**Which one of the following conclusions is most strongly supported?**

Choose one answer.

- A. None of the artifacts found on the body were more than 4000 years old.
- B. The glacier that melted to reveal the ancient body is at least 4000 years old.
- C. The artifacts found on the frozen body would not have been preserved if they had not also been frozen.
- D. The global climate is, on average, warmer now than it was 4000 years ago.

**Question**

Neuroplasticity is a term that can be used to describe the phenomena of the continuous moulding of one's brain based on the activities one engages in on a regular basis. During interactive recreation (e.g. playing sport or reading), Neuroplasticity explains the advanced and positive development of certain areas of the brain which are actively used in the respective activity. Conversely, passive recreation (e.g. watching television) leads to a negative impact on the areas that are active during that form of recreation. Additionally, there are also often the same parts of the brain affected in patients presenting with Alzheimer's disease.

**Which of the following can be logically inferred from the above information?**

Choose one answer.

- A. The impact of a particular type of recreational activity on the brain (positive or negative) is not determined by how long one spends engaged in the activity, but rather the nature of the activity.
- B. Watching TV, for many hours a day causes Alzheimer's disease.
- C. A particular type of recreational activity's impact on the brain is determined by a

complex set of factors.

- D. To keep one's brain healthy, one must use it on a regular basis.

**Question**

On an island, Coy the chief, wishes to give his power to his grandchildren, but does not want the inheritor to be related by blood to his enemy, Goy. The inheritor must be male. Coy has two daughters, Loy and Koy. They in turn have 3 sons and a daughter Koy and Loy have two progeny each. Koy's children have similar names to their mother, with only the vowel changed. These are the chief's only relatives. His enemy Goy has two children, one of which is related to Coy.

It is known that:

- a. Koy has a son and a daughter
- b. One of Loy's children is related to Goy
- c. The inheritor has an 'O' in their name.

**It follows that**

Choose one answer.

- A. Joy must inherit the chief's power
- B. The power can be shared by at least two of Coy's grandsons
- C. Neither of Koy's children can inherit the power
- D. None of the chief's grandchildren are able to inherit his power

**Question**

The liver is the largest solid organ in the human body whose function is to remove waste products and worn out blood cells from the blood, and to aid in digestion.

Cirrhosis is a condition with the result of irreversible scarring of liver tissue. This reduces the capacity of blood to flow to the liver. Reduced blood flow leads to fatigue, nausea, unintended weight loss and swelling, finally resulting in jaundice and internal bleeding.

Internal bleeding is a serious medical emergency, which can potentially cause death. Internal bleeding can cause haemorrhagic shock, due to loss of blood, leading to brain damage and death. Ecchymosis is a less serious form of internal bleeding, resulting in symptoms of bruising.

**It can be best deduced that**

Choose one answer.

- A. As the largest organ in the human body, the liver has the highest blood flow directed towards it.
- B. Ecchymosis is a symptom of scarring of the liver.
- C. Jaundice, which results in internal bleeding, can cause either haemorrhagic shock or ecchymosis.

- D. The symptoms of cirrhosis are likely to be produced over a period of time.

### **Question**

Both taste and smell sense chemicals. Tastebuds on the tongue, cheeks, soft palate, pharynx, and epiglottis send a signal when a chemical is on it. On the tongue there are three protrusions with tastebuds: foliate papillae, fungiform papillae, and vallate papillae. Fungiform papillae are most concentrated on the tip of the tongue, are shaped like mushrooms and have three taste buds per 'mushroom'. Foliate papillae are found on the side of the tongue, though their tastebuds degenerate in early childhood, and are inactive in adults. Vallate papillae are large and circular, and though found in small numbers, each has approximately 250 tastebuds. Taste cells of taste buds are banana shaped. There are five taste sensations: salty, sweet, sour, bitter, and umami. To detect these, molecules must be dissolved. All areas of the tongue can taste all sensations, but some areas are more sensitive to a particular sensation than others.

### **Which of the following is best concluded?**

Choose one answer.

- A. Children have a higher degree of taste due to the banana-shaped foliate papillae on the side of the tongue.
- B. Vallate papillae are most sensitive to taste due to the large number of taste buds in them.
- C. Someone with a dry mouth eating dry food tastes nothing.
- D. Mushroom-shaped protrusions with tastebuds are only found on the end of the tongue.

Visual recognition involves storing and retrieving memories. Neural activity, triggered by the eye, forms an image on the brain's memory system that corresponds to an 'internal representation' of the viewed object. When an object is encountered again, it is matched with its internal representation and thereby recognised. Controversy surrounds the question of whether recognition is a parallel, one-step process or a serial, step-by-step one.

Psychologists of the Gestalt school of thought maintain that objects are recognised as wholes in a parallel procedure: the internal representation is matched with the retinal<sup>1</sup> image in a single operation. Other psychologists have proposed that internal representation features are matched serially with an object's particular features. Although some experiments show that, as an object becomes more familiar, its internal representation becomes more holistic and the recognition process correspondingly more parallel, the weight of evidence seems to support the serial hypothesis, at least for objects that are not notably simple and familiar.

<sup>1</sup> *retina*: part of the eye

### **Question**

**According to the passage, Gestalt psychologists believe which of the following about visual recognition?**

Choose one answer.

- A. A retinal image is in exactly the same form as its internal representation
- B. An object is recognised as a whole without any need for analysis into component

parts

- C. The matching of an object with its internal representation occurs in one step
- D. Both B and C

**Question**

**It can be inferred from the passage that the matching process in visual recognition is**

Choose one answer.

- A. Now fully understood as a combination of the serial and parallel processes
- B. Not possible when an object is viewed for the very first time
- C. Not possible if a feature of a familiar object is changed in some way
- D. Only possible when a retinal image is received in the brain as a unitary whole

**Question**

When sunny, 3 different frogs could eat 9 flies in a day altogether.

When rainy, 2 different frogs could eat 12 flies in a day altogether.

**If it rained for exactly half a day, and was sunny for the other half, how many flies could 1 frog eat?**

Choose one answer.

- A. 4
- B. 4.5
- C. 5
- D. Cannot be determined

**Question**

Mr and Mrs Aye and Mr and Mrs Bee competed in a chess tournament. Three games were played. In only the first game were the two players married to each other. The men won two games and the women won one game. The Ayes won more games than the Bees. Anyone who lost a game did not play a subsequent game.

**Who did not lose a game?**

Choose one answer.

- A. Mr Aye
- B. Mrs Aye
- C. Mr Bee
- D. Mrs Bee

By the time they reach the age of three, more than one-third of low-income urban children in the United States are already overweight or obese, according to a study that provides alarming evidence that the battle of the bulge begins when toddlers are barely out of nappies. Researchers armed with scales and measuring devices visited nearly 2000 families in 20 US cities and evaluated the weight and height of three-year-olds in an unprecedented effort to

focus on obesity among vulnerable children. Their finding: 35 per cent of the low-income three-year-olds were overweight or obese, a result more than twice the US rate for obesity among all preschool children.

Low-income Hispanic children were the most likely of all to have a weight problem, with 44 per cent of those toddlers overweight or obese, the researchers reported in the online version of the *American Journal on Public Health*. Specialists in paediatric nutrition said the medical consequences could be significant, with toddlers suffering sleep apnoea and misshapen limbs because of their weight. They labelled it a health crisis fuelled by eating too much calorie-laden processed food and drinking too many sweetened beverages, compounded by children spending more hours in front of TV and computer screens than earlier generations. Since 1971, the share of children nationally who are overweight has doubled, a trend specialists expect will continue.

The authors defined overweight children as weighing more than 85 per cent of growth-chart figures for their age group; those in excess of 95 per cent of their peers were declared obese. A three-year-old girl about 90 centimetres tall would be 'overweight' if she weighed nearly 17 kilograms; an obese girl would weigh more than about 21 kilograms.

### **Question**

**The excerpt implies that**

Choose one answer.

- A. Modern American lifestyles are to blame for the results of the research.
- B. If an overweight or obese American child were to be selected at random, they would most likely be from a low-income family of Hispanic origins.
- C. The most common cause of sleep apnoea and misshapen limbs in toddlers can now be said to be obesity.
- D. Forcing toddlers to wear nappies for longer may help in keeping them from becoming overweight or obese.

### **Question**

**If the exact same research project was done again in a few years, the researchers would most likely find that the percentage of children who are overweight and obese**

Choose one answer.

- A. Would have definitely increased.
- B. Would have definitely decreased.
- C. Would have definitely remained the same.
- D. Could have either increased or decreased. It is not possible to tell.

### **Question**

**From the excerpt it can be concluded that**



Choose one answer.

- A. Eleven in twenty-five Hispanic children are overweight or obese.
- B. Less than 20% of US preschool children are obese.
- C. 56% of American children from low-income families of Hispanic background are underweight.
- D. A 90 centimetre tall three-year-old Australian girl weighing 17 kilograms would be considered overweight.

**Question**

**Suppose that 1500 American three-year-olds from low-income families were selected at random. If a third of these were found to be of Hispanic origin, how many of this smaller group would be expected to not exceed 85% of growth-chart figures for their age group?**

Choose one answer.

- A. 220
- B. 440
- C. 425
- D. 280

**Question**

Blood pressure varies over 24 hours, with a low point occurring when resting in a reclining position. Memory recall varies with blood pressure such that whenever blood pressure is lowered, recall time is lengthened. This correlation suggests that low blood pressure is the cause of slow recall and, consequently, that recall time should shorten when blood pressure is raised. However, tests show that recall time does not shorten when blood pressure is raised.

**Which of the following can best be concluded?**

Choose one answer.

- A. People with neither high nor low blood pressure have normal memory recall time.
- B. Low blood pressure is not the cause of increase in memory recall time.
- C. There is no relation between blood pressure and memory recall time.
- D. Persons with high blood pressure will have fast memory recall.

**Answer: B**

The information in the passage can be restated as follows:

1. If low blood pressure is the cause of slow recall, then recall time should shorten when blood pressure is raised.

2. Tests show that recall time does not shorten when blood pressure is raised.

The conclusion that can be inferred is that low blood pressure is not the cause of slow recall (option B). Option A is not supported by the passage. The relationship between high and low blood pressure and 'normal' recall time is not discussed in the passage. Option C is inconsistent with the information in the passage. The second sentence states that 'memory recall varies with blood pressure such that whenever blood pressure is lowered, recall time is

lengthened.’ It is this relationship between memory recall and blood pressure that suggests the hypothesis that the two are causally related. Option D is not supported by the passage – the relationship between high blood pressure and memory recall time is not discussed in the passage.

Consider the following table:

SPEED OF WINDS IN THE UNITED STATES (miles per hour)				
Station	Up to and Including 1967		Up to and Including 1979	
	Average	High	Average	High
Atlanta, Ga.	9.2	70	9.1	70
Boston, Mass.	13.0	65	12.6	65
Buffalo, N.Y.	12.6	91	12.3	91
Chicago, Ill.	10.2	60	10.4	60
Cincinnati, Ohio	7.1	49	7.1	49
Denver, Colo.	9.3	56	9.0	56
Helena, Mont.	7.9	73	7.9	73
Miami, Fla.	9.0	132	9.2	132
Montgomery, Ala.	6.9	60	6.7	72
Mt. Washington, N.H.	35.6	231	35.0	231
New York, N.Y.	9.6	70	9.4	70
Omaha, Nebr.	11.1	73	10.8	109
Pittsburgh, Pa.	9.4	58	9.3	58
Salt Lake City, Utah	8.7	71	8.8	71
San Diego, Calif.	6.5	51	6.7	51
Washington, D.C.	9.5	78	9.3	78

SPEED AND OFFICIAL DESIGNATIONS OF WINDS			
Designation	Miles per Hour	Designation	Miles per Hour
Calm	Less than 1	Moderate breeze	13 to 18
Light air	1 to 3	Fresh breeze	19 to 24
Light breeze	4 to 7	Strong breeze	25 to 31
Gentle breeze	8 to 12	Near gale	32 to 38
		Gale	39 to 46
		Strong gale	47 to 54
		Storm	55 to 63
		Violent storm	64 to 73
		Hurricane	74 and above

**Question**

For which of the places shown was the absolute value of the difference between the average wind speed to 1967 and the average wind speed to 1979 the greatest?

Choose one answer.

- A. Boston
- B. Chicago
- C. Mt Washington
- D. Omaha

**Question**

From the data, it can be concluded that between December 31, 1967 and January 1, 1980, which of the following was true?

Choose one answer.

- A. There was a hurricane wind recorded in Omaha
- B. The average wind speed in Montgomery was 6.8 miles per hour
- C. The wind speed in Chicago was never as high as 60 miles per hour
- D. None of the above

**Question**

All zirks are zarks. Some zurks are zirks. Some zerks are zurks.

**Given that the above information is true of the four groups, which of the following categories cannot exist?**

Choose one answer.

- A. A zerk that's also a zirk but not a zurk.
- B. A zurk that's a zirk and a zerk but not a zark.
- C. A zark that's a zurk but not a zerk.
- D. An individual that belongs to all four groups.

Moh's Scale describes the relative hardness of known minerals. If one mineral scratches another, then it is harder than the mineral it scratches.

<i>MOH'S SCALE</i>			
<i>Mineral</i>	<i>Hardness</i>	<i>Mineral</i>	<i>Hardness</i>
Talc	1	Orthoclase	6
Gypsum	2	Quartz	7
Calcite	3	Topaz	8
Fluorite	4	Corundum	9
Apatite	5	Diamond	10

While testing the properties of an unknown mineral, a geologist observed the following features:

- It is harder than calcite
- It is softer than corundum
- Topaz will scratch it
- It will scratch orthoclase

**Question**

**The geologist concluded that the unknown mineral could have been**

Choose one answer.

- A. Apatite
- B. Fluorite
- C. Gypsum
- D. Quartz

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- Topaz will scratch it
- It will scratch orthoclase

### **Question**

The geologist tests another material, and finds it has the following characteristics:

- Corundum scratches it
- It will scratch fluorite
- It is softer than quartz

### **Which of the following conclusions can the geologist make?**

Choose one answer.

- A. The material is apatite
- B. Orthoclase will scratch it
- C. The material has a hardness greater than or equal to six
- D. It will scratch calcite

### **Question**

Frequently, people who diet to lose weight become trapped in a vicious cycle. When those people diet, they not only lose weight, but their bodies become accustomed to functioning at that lower rate of caloric intake. As a result, when they stop dieting and go back to eating amounts of food that would have just maintained their weight in the days before the diet, they take in far more calories than they need. Those excess calories produce excess weight.

### **The passage best supports which of the following conclusions about people who diet to lose weight?**

Choose one answer.

- A. They are bound to end up weighing more than when they started dieting.

- B. They must not go back to eating pre-diet amounts of food if they are to maintain their weight at the reduced level resulting from dieting.
- C. They will have to eat even less than the amount of food allowed by their diets if they are to avoid gaining weight after they stop dieting.
- D. They can never go back to their pre-diet caloric intake without regaining all of the weight lost by dieting.

Vampire bats feed on blood and share their blood meals with other vampire bats. While feeding, vampire bats generally add 30% to their pre-feeding weight. Usually a newly-fed female bat, on returning home, regurgitates blood to her young; but sometimes the returning bat feeds another adult in the population. This behaviour helps the group of bats to survive. Vampire bats die of starvation if they do not feed within 60 hours of their last full meal. The curved line in figure 1 shows the relationship between a bat's weight and its remaining survival time. The vertical axis of figure 1 indicates the weight of a bat as a percentage of its average pre-feeding weight (where 100% is equivalent to its average pre-feeding weight). The horizontal axis indicates the time that a bat has left to live since its last full meal. Also illustrated on the graph is the transfer of blood between a particular donor and its recipient; the donor lost weight and survival time while the recipient gained weight and survival time. Specifically, in the case illustrated, when the donor's weight dropped from about 107% of its average pre-feeding weight to about 97% of its average pre-feeding weight, the donor lost about 7.5 hours of its survival time.

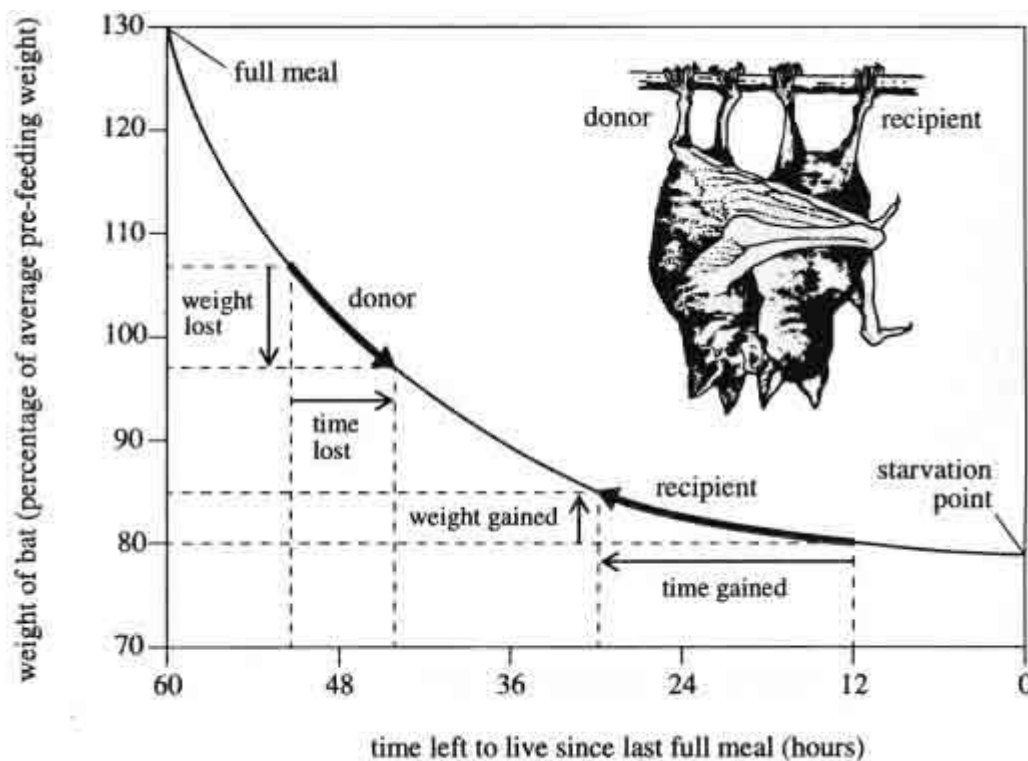


FIGURE 1

### Question

According to figure 1, about how long prior to starting to donate blood did the donor feed?

Choose one answer.

- A. 9 hours
- B. 12 hours
- C. 30 hours
- D. 48 hours

**Question**

**According to figure 1, when a bat that was at 130% of its average pre-feeding weight drops to its average pre-feeding weight, its survival time is decreased by approximately**

Choose one answer.

- A. 60 hours
- B. 48 hours
- C. 34 hours
- D. 12 hours

**Question**

**If it had not been fed, the recipient bat would have died in another**

Choose one answer.

- A. 12 hours
- B. 30 hours
- C. 48 hours
- D. 60 hours

**Question**

**The ratio of the time gained by the recipient to the time lost by the donor in the blood-sharing incident illustrated in figure 1 is closest to**

Choose one answer.

- A. 2 to 1
- B. 4 to 1
- C. 5 to 2
- D. 7 to 1

**Question**

All scientific medical treatments have been rigorously tested and are more effective than a placebo, which is a false treatment whose only healing power stems from the fact that the patient receiving it believes that he or she is receiving effective treatment. Many traditional medical treatments lack both of these characteristics, and no medical treatment is both traditional and scientific. Additionally, although only scientific medical treatments have been conclusively shown to be safe, no medical treatment that is more effective than a placebo should be rejected by medical professionals as a viable treatment option.

**Which one of the following must be true, based on the passage?**

Choose one answer.

- A. No traditional medical treatment that is more effective than a placebo has been rigorously tested.
- B. No medical treatments that have been conclusively shown to be safe should be rejected by medical professionals as viable treatment options.
- C. All medical treatments that have not been rigorously tested should be rejected by medical professionals as viable treatment options.
- D. All medical treatments that should not be rejected by medical professionals as viable treatment options are scientific medical treatments.

### **Question**

Bonsai, Japanese for 'potted plant', is the art of aesthetic miniaturisation of trees by growing them in containers. Pruning is one of the cultivation techniques, as is leaf trimming and wiring. Cultivation techniques are physical and are not due to genetic engineering.

It follows that some common styles of bonsai are formal upright, slant and cascade. Cascade style simulates a tree growing over water or the side of a steep gradient, with the apex, or tip of the tree, extending at or beneath the pot.

### **It follows from the information that:**

Choose one answer.

- A. All trees are cultivated from physical, not genetic, techniques.
- B. Only plants that are naturally small can be used for bonsai
- C. Wiring may be used to produce the cascade style of bonsai
- D. All styles must use pruning for the desired apex

### **Question**

Side A of a card states: 'The sentence on the other side of this card is true.' On turning the card over to side B, the card states: 'The sentence on the other side of this card is false.'

### **Which sentence is true?**

Choose one answer.

- A. Side A
- B. Side B
- C. Both side A and side B
- D. Neither side A nor side B

Bandura, a psychologist, conducted an experiment with children from a particular kindergarten. They were randomly assigned to one of three groups. In each group, the children watched a film in which an adult walked up to an adult-sized inflatable doll and punched, hit, kicked and verbally abused it.

In the first group, the film ended with the aggressive adult being rewarded for his behaviour. In the second group, the film ended with the adult being punished. In the third group, there were no consequences for the adult's behaviour.

Immediately following the film, each child was taken to a room that contained an inflatable doll and other toys. The child was told he or she could play freely with the toys. Each child spent ten minutes alone in the room, and his or her behaviour was observed through a one-way mirror. The number of verbal and physical imitative responses was recorded every five seconds. Some children were offered fruit juice and stickers for imitating the adult's behaviour, and others were not.

Bandura found that the children who had seen the adult either rewarded in the film or experiencing no consequences at all imitated the aggressive behaviour more than the children who witnessed the adult being punished. However, when the children were offered a reward for imitating the adult's behaviour, all children acted aggressively.

Bandura also found boys to be more aggressive than girls across the three groups. However, when the girls were offered a reward, their behaviour was nearly as aggressive as that of the boys.

### **Question**

#### **Bandura could conclude that**

Choose one answer.

- A. Children will imitate aggressive adults only if the adults were rewarded for their behaviour
- B. Incentives are a powerful tool for influencing behaviour
- C. Children will imitate aggressive adults regardless of what the consequences were for the adult
- D. If the children are offered incentives, they will imitate aggressive adults, even if the adults were punished

### **Question**

#### **Bandura was most likely studying**

Choose one answer.

- A. The connection between aggressive behaviour and rewards
- B. The conditions under which children will imitate aggressive behaviour
- C. Whether punishment deters children from engaging in aggressive behaviour
- D. The degree to which children imitate the behaviour of adults

The rabies virus, which can cause disease in any mammal, is spread by the bite of an infected animal. It is lethal once symptoms develop but can be blocked by timely administration of a series of vaccine injections soon after an attack. The vaccine, which today may be given in an arm rather than the abdomen, is derived from a killed rabies virus. The inactivated virus primes the immune system to destroy active virus, especially when the injections are combined with application of rabies-specific antibodies to the wound area.

Unfortunately, in any year thousands of people who are probably uninfected undergo treatment because they do not know whether the animal that bit them had rabies. These high numbers are disturbing because the therapy is costly and because vaccination of any kind carries a risk of side effects. Even more distressing, most people who die from rabies are lost



simply because they live in impoverished nations. Those who are attacked by infected animals often lack access to therapy or cannot pay for it.

Routine immunisation of the animal species most likely to transmit the virus to humans would be a more efficient, health-conscious way to save human lives and to spare animals from suffering. In many wealthy nations, including Australia, periodic injection of pet dogs with vaccine has all but stopped canine transmission to humans. In developing countries, however, obtaining veterinary care can be extremely difficult, which is one reason why dogs continue to account for at least 90 percent of all human deaths from rabies. Another problem is that even where pet rabies is under good control, wild animals pose a threat. For these unattended groups, distribution of vaccine-laced baits for animals to eat in the field is showing promise. This approach is already halting the spread of rabies by foxes in many parts of Western Europe and Canada. More preliminary work suggests rabies in other species can be controlled as well.

### **Question**

**The passage suggests that a human infected with rabies by a dog bite who did nothing for a long period of time would**

Choose one answer.

- A. Be unable to spread the disease to another human
- B. Probably never be aware of having been infected
- C. Die
- D. Be cured by a vaccine infection and rabies-specific antibodies

### **Question**

**The passage suggests that throughout the world, the largest cause of human exposure to the rabies virus is from**

Choose one answer.

- A. Dogs that have not been immunised
- B. Dogs that have been immunised
- C. Wild animals such as foxes
- D. Transmission from other infected humans

### **Question**

**Vaccine-laced baits would be most effective in preventing rabies among**

Choose one answer.

- A. Wild-animal populations susceptible to rabies
- B. Domestic animals in areas where injections are impossible
- C. Wild or domestic animals already infected with disease

- D. Options A and B

The leaves of a heliotrope plant can be either open or closed.

Niki placed one heliotrope plant by a closed window in her house and a second heliotrope plant in a dark cupboard. The heating and cooling system in the house kept both plants at the same temperature at all times.

Because there were no curtains or other coverings on the window, light from outside could shine on the plant by the window. At night, the plant by the window was in the dark.

Niki hypothesised that the leaves of the plant in the dark cupboard would always be closed and the leaves of the plant by the window would be open in daylight and closed at night.

The following table summarises what Niki observed.

**Table 1**

<b>Position</b>	<b>Day</b>	<b>Night</b>
Plant in cupboard	leaves open	leaves closed
Plant by window	leaves open	leaves closed

**Question**

**Of the following, Niki's hypothesis is most likely to be based on her view that whether the leaves are open or closed depends on**

Choose one answer.

- A. the time of day.
- B. whether fresh air reaches the plant.
- C. the colour of light reaching the plant.
- D. the amount of light reaching the plant.

**Question**

Suppose that at sunrise (6.00 am) a heliotrope plant is put in a closed cupboard in which the light is on. After 24 hours, the light is switched off for 24 hours.

**According to the results of the experiment (displayed in the table), of the following, when would the leaves most likely be open?**

Choose one answer.

- A. throughout the first 24 hours
- B. throughout the second 24 hours
- C. throughout the second half of the first 24 hours
- D. throughout the first half of the second 24 hours

## **Question**

Portoman Industries has recently been working on a new drug known as Florenzon. The drug makes use of specific antibodies extracted from animals. The production of antibodies is stimulated by injecting a contagion into the animal and allowing for the animal's immune system to undergo its natural attempt at healing itself. The actual content of these antibodies is unknown but as a whole they have been found to be particularly effective against a range of viruses including Ebola and Malaria. It is hoped that further testing will result in more scientific breakthroughs.

### **What can be concluded from this?**

Choose one answer.

- A. Portoman industries created Florenzon
- B. Florenzon cures Ebola and Malaria
- C. The natural processes of healing may sometimes be better than the effects of artificial drugs
- D. Antibodies extracted from a cow may be effective against Ebola and Malaria viruses

## Exam 8 - Section 2

*In the following passage, John reflects on the treatment of his wife, who is terminally ill with brain cancer.*

It's been more than a year now and she's been getting steadily worse. I spoke to the doctors at the hospital yesterday and they said that they anticipated she had less than a month left to live. They told me it was my decision as to whether or not I shared the news with her and the kids. I tossed and turned all night, trying to decide what was the right thing to do. I finally decided that, despite the heartache it would bring, it would be better for her to know how much time she had left. So, I went up to the hospital the next morning with the kids, each carrying a bunch of flowers for their mother. But when I saw her, I couldn't do it. For the first time in over a month, she was out of bed – walking, nonetheless! When she saw the look of utter astonishment on my face, she smiled. Smiled her first real smile in so long. "Look, honey," she said to me, "I can walk again!" She took another timid step and the kids ran up to hug her. I went over and gave her a kiss on the cheek. "That's wonderful, Mary," I praised. "I know," she gushed, "It won't be long now until I'm out of this hell hole and back home with you guys! I reckon I'll be good as new within the week! The doctors say it's a miracle!" I turned away, but not before she caught a glimpse of my pained expression. "What's wrong?" she asked, panicked now. I couldn't help it; I rushed out of the room before she could see me cry.

### **Question**

**Which of the following best describes John's emotional state as he fled the room?**

Choose one answer.

- A. Fearful
- B. Depressed
- C. Distressed
- D. Shocked

### **Question**

**What is the underlying cause of John's emotional state?**

Choose one answer.

- A. The severity of his wife's state.
- B. His anger at the doctors for failing to be honest with his wife.
- C. His fear of having to confront his wife with the truth.
- D. The conflict between his need to be honest with his wife and protect her from the pain of the truth.

### **Question**

**From John's perspective, the doctors acted**

Choose one answer.

- A. Appropriately, by allowing John to decide whether or not his wife should be told the truth.
- B. Inappropriately, as they knowingly concealed the truth from their patient and led her

to believe she was recovering.

- C. Appropriately, as they have successfully managed to nurture a sense of hope in her.
- D. Inappropriately, as the doctors should have been the ones to tell her, and not John.

**Doctor:** Your mammogram shows two abnormal areas that I would like to explore further by taking a biopsy. The biopsy will show whether you have breast cancer or not.

**Patient:** Four teachers at my school have been diagnosed with breast cancer in the past four years that the school has been open.

**Doctor:** Mrs Gould, cancer develops over a long period of time - decades - and it is important to know the family history. A percentage of cancer cases are inherited.

**Patient:** So are you saying it is unlikely that the school is the cause of my cancer?

**Doctor:** Firstly, I'm not diagnosing you with cancer at this time. You have two abnormal areas that need to be biopsied so we can determine whether the tissue is cancerous or not.

**Patient:** What about the school?

**Doctor:** It is highly unlikely that the school would be the cause because the school has only been open for four years.

### **Question**

#### **The doctor**

Choose one answer.

- A. Shows poor communication skills
- B. Is trying to avoid answering Mrs Gould's question
- C. Does not understand Mrs Gould's emotional state
- D. Is preoccupied with explaining the cause of the cancer

### **Question**

#### **Mrs Gould's main concern in this exchange is**

Choose one answer.

- A. The biopsy that the doctor has suggested she needs
- B. Whether the school she worked at may be the cause of her cancer
- C. Discovering the various possible causes of her cancer
- D. Gaining more information about breast cancer

### **Question**

#### **During the conversation, Mrs Gould's attitude towards the doctor would be one of**

Choose one answer.

- A. Anger
- B. Frustration
- C. Respect
- D. Satisfaction

*The following is a conversation taking place between a 15 year old patient and her doctor.*

Doctor: Your mum tells me you haven't been taking your medication when you're supposed to. Any reason why?

Patient: Not really.

Doctor: You know when I was your age, my best friend and I agreed that we would go home that night and the both of us would get bangs. So the next day, I turn up with bangs to find that I was the loser that fell for her prank. But even though everyone laughed at my new haircut, I kept the bangs because it was the only thing that made me different from everyone else and it was the only thing that no one else could change about me.

Patient: People don't understand my illness. They don't get what it's like to have to take medication every couple of hours or why I have to visit the hospital so often. And my mum looking up every single move I make and everywhere I go doesn't make it any less irritating.

Doctor: How about this, from now on, I will write the prescriptions to you and you keep track of when you're taking your meds. I'll talk to your parents and let them know that you're the boss and it's now your responsibility. How does that sound?

### **Question**

**The doctor shares her own childhood story because**

Choose one answer.

- A. she wants to release long suppressed feelings
- B. she feels it may make the patient feel better about herself because the doctor has been through worse
- C. she is suggesting that her childhood was more troublesome than the patient's
- D. she is trying to relate to the patient so the patient is able to open up to her

### **Question**

**After the doctor's story, the patient is most likely feeling**

Choose one answer.

- A. annoyed that the attention has been drawn away from herself
- B. relief because she feels that someone understands what she is going through
- C. boredom due to the tedious story
- D. confusion about why the doctor is telling her this story

### **Question**

**At the end of the discussion, the patient is most likely feeling**

Choose one answer.

- A. anger
- B. gratitude
- C. satisfaction
- D. sadness

*Christina suffered sexual abuse when she was younger.*

Many people don't know how hard it is to live through being sexually abused. You run to tell people you think you can trust but they don't believe you. It hurts especially when you are only nine years old. Ever since I've been sexually abused, I've pushed men away from me.

For a long time I walked around pretending to be happy when really I could care less if I would survive another day or not. I live on knowing that no one in my family believed me or even cared about me for those five years I was gone. What makes it even worse is that it was done by somebody I thought loved me. I was just a little girl and had no idea about all the sick things men do.

I hurt and think about it every day. It happened 8 years ago and still it haunts me to this day. What stays on my mind is where to go, who to trust and should I even still be here. I find myself asking god every day: Why me? Why did my life have to be ruined? Then I learned that there are other females that have been through the same thing, and females still going through it today. And all I can think of is how I wish I could put an end to it because no little girl deserves to go through what I've been through.

**Question**

**What are the dominant emotions that Christina now feels towards her experiences?**

Choose one answer.

- A. Fear over her experiences and stress that it could happen again.
- B. Resentment that it happened to her and determination to stop this for other children.
- C. Anger at her sexual abuse and pain from her experiences.
- D. Anger at all men and sickness at the things that men can do.

**Question**

**Christina's depression (paragraph 2) was caused predominantly by**

Choose one answer.

- A. Her fear that it could happen to her again.
- B. Her sexual abuse and the fact that someone whom she was in love with hurt her.
- C. Her shock and surprise that she was sexually abused by someone she thought loved her.
- D. Both her sexual abuse and lack of support from those around her.

*The following discussion takes place between Greg, a young navy applicant, and the examining navy physician. In order to be accepted as a navy diver, applicants must pass a standard medical examination.*

Doctor: How are you today Greg?

Greg: Yeah, good. I feel great being here, although I am a bit tired from the drills they're making us do.

Doctor: Don't worry, that shouldn't affect our assessment here today. I'd like to start with an

eye examination if that's ok by you?

*After a few minutes of testing the doctor stops the examination. Greg knows he performed poorly.*

Greg: So how'd I go?

Doctor: I'm afraid not so good Greg; you scored a 20/240 for one of your eyes. The navy diver program requires that you score no lower than 20/200.

Greg: But that's close right?

Doctor: Barely, yes.

Greg: Ah, then that's okay! You could just put me through - it won't make a difference.

Doctor: I can't do that Greg. It would be highly unprofessional for both of us...

Greg: But it doesn't matter! You said so yourself.

Doctor: It may seem unfair to you Greg, especially with a close score, but think about all the lives I would be risking by allowing you to become a diver with poor eye sight, especially your own life. These rules are in place for a reason.

### **Question**

**After the discussion, it is likely that Greg now feels**

Choose one answer.

- A. cheated and scornful.
- B. compliant and cheerful.
- C. annoyed but accepting.
- D. selfish and depressed.

### **Question**

**In his last comment, the physician is attempting to**

Choose one answer.

- A. convince Greg he doesn't belong in the diver's program.
- B. make Greg feel bad for pressuring him.
- C. convince Greg that it is in his interests, for his sake and for his comrades, to abide by the rules in place.
- D. defend himself as he feels prosecuted by Greg.

*Michael Mackelson is a seventeen year old boy who is learning how to drive. His father is sitting beside him, providing guidance for his son. As Michael approaches the intersection, the lights turn from amber to red. However, Michael accelerates to quickly jump across the intersection, rather than pulling to a stop.*



**1 Father:** Michael! What in the world do you think you are doing?

**2 Michael:** What?

**3 Father:** You just ran a red light!

**4 Michael:** Well the car wasn't going to stop in time anyway.

**5 Father:** Rubbish! Of course it was!

**6 Michael:** Yeah...well its not like any harm came of it anyway.

**7 Father:** Michael! You just broke the law! Driving through a red light! Doesn't that even concern you one bit?

**8 Michael:** It's not that big of a deal. Besides, it would have been more dangerous to stop in the middle of the intersection than to do what I just did.

**9 Father:** How do you expect to get your P-plates with an attitude like that?

**10 Michael:** I can drive without getting into an accident. That's all that matters. Now can you please just be quiet and let me drive?

**11 Father:** No. Pull over.

**12 Michael:** What?

**13 Father:** I said pull over!

**14 Michael:** This is ridiculous. You're overreacting. None of us even got hurt.

*Michael pulls the car over to the side of the road.*

**15 Father:** OK, now get out of the car. We're switching seats.

**16 Michael:** I can't believe this. I'm a learner driver! We make mistakes! How else am I supposed to get better?

**17 Father:** Just switch seats OK?

**18 Michael:** Whatever.

*Michael and his father switch seats. The father now begins to drive them home.*

**19 Father:** Michael, driving isn't just about reflexes and being able to handle the car. It's also about obeying the road rules. Being a driver on the road carries many responsibilities.

**20 Michael:** Yeah, whatever.

**21 Father:** Did you understand what I just said?

**22 Michael:** *Silence*

**23 Father:** Look, Michael, I know you may be a bit upset at the moment. However, I hope you understand that obeying the road rules is an important part of being a skilful driver.

**24 Michael:** Whatever.

**Question**

**At comment 6, Michael most likely responds in this way because**

Choose one answer.

- A. Michael wants to start an argument with his father.
- B. Michael feels the need to defend his actions.
- C. Michael does not care that he ran the red light.
- D. Michael feels angry for making a mistake whilst driving.

**Question**

**At comment 7, the father is most likely attempting to**

Choose one answer.

- A. Stimulate feelings of fear within Michael so that he does not commit the same actions again.
- B. Incite a hostile response from Michael.
- C. Express his own feelings of anger towards his son.
- D. Invoke feelings of guilt within Michael, to persuade him that his actions were wrong.

**Question**

**When the father instructs his son to “pull over” at comment 11, he is attempting to**

Choose one answer.

- A. Deliberately annoy his son because he has been difficult.
- B. Address his own fears that his son may again drive dangerously.
- C. Punish his son because he is disappointed that Michael ran the red light.
- D. Assert his authority over his son and make him realise the gravity of the situation.

**Question**

**At comment 16, the motivation behind Michael’s response is most likely**

Choose one answer.

- A. Persuade his father to let him drive by stimulating his father’s memories of what it was like to learn driving when he was his age.
- B. Persuade his father to let him drive by using a rational argument.
- C. Stimulate feelings of guilt in his father so that he stops criticising Michael.
- D. To highlight the perceived ludicrousness of the situation.

**Question**

**By comment 24, Michael is most likely feeling**

Choose one answer.

- A. Blasé towards the entire incident.
- B. Regret at his actions, and complete agreement with his father's opinions.
- C. Angry at his father, yet submissive to his father's opinions.
- D. Angry at his father, and rejecting his father's opinions.

*The following is related by Lori who is now in her 30s. She recalls how the discovery of a brain tumour impacted upon her teen years.*

At the time of my life where my main concerns were which friend I would go out with or which boyfriend I would date, I was faced with a very scary situation. There weren't many warning signs before my first grand mal seizure\*. I was out with my boyfriend at the time and we were coming home rather late. A block before my home, my knee hit the dashboard and sent my leg into a seizure which quickly progressed into a full fledged grand mal seizure.

I awoke lying on a sidewalk. An ambulance had been called, and though the ambulance attendant kept urging me to go with them to the hospital, I refused out of fear. That very next day, I slept for hours and seemed fine. I didn't mention the seizure to my parents. A week later, while visiting a friend in Manhattan, I had another grand mal seizure. My friend had a nursing background - she took notes of the incident. She told me to go to the doctor with the information she had written, and I did as I was told.

I went to my chiropractor with my note and minimized what had happened. I chalked it up to a freak thing. The expression on his face immediately filled me with fear. My chiropractor explained he could not help me and gave me a number for a neurologist. So, I made an appointment, thinking everyone was over-reacting.

\* *grand mal seizure*: type of seizure characterized by loss of consciousness, falling down, loss of bowel or bladder control, and convulsions.

**Question**

**Lori's mental state at the time can be best described as**

Choose one answer.

- A. frightened and unwilling to accept the truth
- B. nervous but resolute in her opinion
- C. dismissive and openly disparaging
- D. irritated but open-minded to others' suggestions

**Question**

**What does the passage suggest has shaken Lori the most?**

Choose one answer.

- A. the expression on her chiropractor's face

- B. the sudden and frightening unbalance of her teenage life
- C. the possibility that her parents will find out about her roadside seizure
- D. whether or not her boyfriend would still date her

*Jeremy and Maria are in their early 30s and are about to have a baby they want to call Ann. Maria is a devout Catholic and Jeremy is an atheist. Here they are discussing how they think Ann should be raised.*

1 M: You know when Ann's born I want her to be raised like I was, in a Catholic way. I'd like us to go to church as a family, and I'd like us to teach her about God.

2 J: I know you want that, but you have to understand that I'm not Catholic like you. I'd prefer if Ann could be raised in a more balanced way, so that she could make up her own mind, not so she is brain-washed by you and the church.

3 M: Brain-washed? How dare you suggest I would brain-wash her! I want her to make up her own mind as much as you do, but I'd like her to be raised in the proper manner.

4 J: We always seem to be doing what you want at the moment, you wanted to call her Ann, you wanted her to be baptised, you want her to be raised through church. You know sometimes I think maybe we shouldn't even be having a baby.

5 M: How can you say that? You've always wanted us to have a child. I really don't understand you sometimes Jeremy.

6 J: Fine. You can raise her however you want, but if she ever asks me about religion, I'll tell her the truth, that God doesn't exist.

7 M: Don't you understand we're meant to be working together, so that Ann can grow up in the best environment. Sometimes I think we'd be better off getting divorced so that I could raise Ann on my own. You can be so selfish and confrontational Jeremy.

### **Question**

**In comment 3, Maria's main point is that**

Choose one answer.

- A. Jeremy is being unreasonable
- B. Jeremy has misunderstood what she said
- C. a Catholic education would not brain-wash Ann
- D. Ann needs a Catholic education to think independently

### **Question**

**Jeremy's use of the term 'brain-washed'**

Choose one answer.

- A. provokes Maria
- B. calms Maria and soothes her anger

- C. seeks to make Maria understand the power of the church
- D. makes Maria understand Jeremy's viewpoint

**Question**

**Overall, how does Jeremy appear to feel about Maria's wants for Ann?**

Choose one answer.

- A. indifferent and ignorant
- B. powerless and resentful
- C. guilty and upset
- D. annoyed and regretful

**Question**

**In comment 6, Jeremy has**

Choose one answer.

- A. completely capitulated and seen Maria's viewpoint
- B. stubbornly refused to cooperate with Maria
- C. insulted Maria and her views
- D. suggested Maria is stupid for believing in God

**Question**

**How would Jeremy most likely react to Maria's final comment? He would**

Choose one answer.

- A. apologise and agree with Maria
- B. change the topic
- C. be offended and retort
- D. feel betrayed and confused

**Question**

**For Maria and Jeremy, their marriage seems to be a marriage of**

Choose one answer.

- A. happiness, with occasional arguments
- B. extreme breakdown, very likely to end in divorce
- C. relative perfection
- D. ongoing tension

*In the following passage, a man and a woman are discussing having an abortion.*

"It's really an awfully simple operation, Jig," the man said. "It's not really an operation at all."

The girl looked at the ground the table legs rested on.

"I know you wouldn't mind it, Jig. It's really not anything. It's just to let the air in."

The girl did not say anything.

"I'll go with you and I'll stay with you all the time. They just let the air in and then it's all perfectly natural."

"Then what will we do afterward?"

"We'll be fine afterward. Just like we were before."

"What makes you think so?"

"That's the only thing that bothers us. It's the only thing that's made us unhappy."

The girl looked at the bead curtain, put her hand out and took hold of two of the strings of beads.

"And you think then we'll be all right and be happy."

"I know we will. You don't have to be afraid. I've known lots of people that have done it."

"So have I," said the girl. "And afterward they were all so happy."

"Well," the man said, "if you don't want to you don't have to. I wouldn't have you do it if you didn't want to. But I know it's perfectly simple."

"And you really want to?"

"I think it's the best thing to do. But I don't want you to do it if you don't really want to."

"And if I do it you'll be happy and things will be like they were and you'll love me?"

"I love you now. You know I love you."

"I know. But if I do it, then it will be nice again if I say things are like white elephants, and you'll like it?"

"I'll love it. I love it now but I just can't think about it. You know how I get when I worry."

"If I do it you won't ever worry?"

"I won't worry about that because it's perfectly simple."

"Then I'll do it. Because I don't care about me."

"What do you mean?"

"I don't care about me."

"Well, I care about you."

"Oh, yes. But I don't care about me. And I'll do it and then everything will be fine."

"I don't want you to do it if you feel that way."

The girl stood up and walked to the end of the station. Across, on the other side, were fields of grain and trees along the banks of the Ebro. Far away, beyond the river, were mountains. The shadow of a cloud moved across the field of grain and she saw the river through the trees.

"And we could have all this," she said. "And we could have everything and every day we make it more impossible."

"What did you say?"

"I said we could have everything."

"We can have everything."

"No, we can't."

"We can have the whole world."

"No, we can't."

"We can go everywhere."

"No, we can't. It isn't ours any more."

"It's ours."

"No, it isn't. And once they take it away, you never get it back."

"But they haven't taken it away."

"We'll wait and see."

"Come on back in the shade," he said. "You mustn't feel that way."

"I don't feel any way," the girl said. "I just know things."

"I don't want you to do anything that you don't want to do "

"Nor that isn't good for me," she said. "I know. Could we have another beer?"

"All right. But you've got to realise "

"I realise," the girl said. "Can't we maybe stop talking?"

They sat down at the table and the girl looked across at the hills on the dry side of the valley and the man looked at her and at the table.

"You've got to realise," he said, "that I don't want you to do it if you don't want to. I'm perfectly willing to go through with it if it means anything to you."

"Doesn't it mean anything to you? We could get along."

"Of course it does. But I don't want anybody but you. I don't want anyone else. And I know it's perfectly simple."

"Yes, you know it's perfectly simple."

"It's all right for you to say that, but I do know it."

"Would you do something for me now?"

"I'd do anything for you."

"Would you please please please please please please Stop talking."

He did not say anything but looked at the bags against the wall of the station. There were labels on them from all the hotels where they had spent nights.

"But I don't want you to," he said. "I don't care anything about it."

"I'll scream," the girl said.

### **Question**

**Which of the following best describes how Jig feels about her choice?**

Choose one answer.

- A. as though the decision is entirely in her hands
- B. as though he deserves an equal share in decision making
- C. as though the choice is not entirely in her hands
- D. as though he deserves to have the primary role in decision making

### **Question**

**Jig and the man could best be described as**

Choose one answer.

- A. Her: distant. Him: rational.
- B. Her: conflicted. Him: aggressive.
- C. Her: uncaring. Him: caring.
- D. Her: unappreciative. Him: decisive.

### **Question**

**Jig says, "I'll scream"**

Choose one answer.

- A. because she wants the man to avoid this topic of conversation
- B. because she is getting stressed about her operation
- C. because she believes she can't contain her emotions in her vulnerable state
- D. because she is offended by the man's last comment to her

### **Question**

**What is the most likely reason that the man insists on keeping to the topic of conversation?**

Choose one answer.

- A. he wants to assert his authority over Jig
- B. he does not believe his point of view has been made clear
- C. he believes that such topics always require thorough discussion
- D. he is still unsure of Jig's intentions and mental state

**Question**

**When the man says, "It's the only thing that's made us unhappy,"**

Choose one answer.

- A. he believes this to be true
- B. he is trying to convince Jig
- C. Jig is reassured
- D. Jig first begins to doubt the successfulness of their relationship

**Question**

**When Jig says "And afterward they were all so happy,"**

Choose one answer.

- A. she is rebutting her partner
- B. she is unable to focus
- C. she is trying to reassure herself
- D. she is being sincere

**Question**

**In the second-last sentence spoken by the man, "but I don't want you to,"**

Choose one answer.

- A. he is expressing his desire to continue talking
- B. he is referring to her not being with anyone else
- C. he is referring to her having the operation
- D. he is renegeing on his previous statement

Grandmother Baxter said, "Ritie and Junior, you didn't hear a thing. I never want to here this situation nor that evil man's name mentioned in my house again. I mean that." She went back into the kitchen to make apple strudel for my celebration.

Even Bailey was frightened. He sat all to himself, looking at a man's death – a kitten looking at a wolf. Not quite understanding it but frightened all the same.

In those moments I decided that although Bailey loved me he couldn't help. I had sold myself to the Devil and there could be no escape. The only thing I could do was to stop talking to people other than Bailey. Instinctively, or somehow, I knew that because I loved him so much



I'd never hurt him, but if I talked to anyone else that person might die too. Just my breath, carrying my words out, might poison people and they'd curl up and die like the black fat slugs that only pretended.

I had to stop talking.

I discovered that to achieve perfect personal silence all I had to do was to attach myself leech like to sound. I began to listen to everything. I probably hoped that after I had heard all the sounds, really heard them and packed them down, deep in my ears, the world would be quiet around me. I walked into rooms where people were laughing, their voices hitting the walls like stones, and I simply stood still – in the midst of the riot of sound. After a minute or two, silence would rush into the room from its hiding place because I had eaten up all the sounds.

**Question**

**The narrator's decision to stop talking is a mechanism**

Choose one answer.

- A. designed to express protestation
- B. designed to improve listening skills
- C. for dealing with guilt
- D. for dealing with grief

**Question**

**After the narrator "had eaten up all the sounds," she felt**

Choose one answer.

- A. dominated
- B. in control
- C. overwhelmed by silence
- D. that her problems had been resolved

**Question**

**Which of the following is most likely true?**

Choose one answer.

- A. the narrator admires Bailey
- B. Bailey feels insecure around the narrator
- C. the narrator is jealous of Bailey
- D. Bailey will be harmed by listening to the narrator

*In the following passage, Bill recounts an experience working under senior surgeon Dr Ben Levin during his surgical training in the 1960s. Bill is assisting Ben on a sympathectomy.*

'I don't think that's the sympathetic chain, Dr Levin,' I ventured.

'Sure it is, Bill,' he answered. 'See the ganglia?'

‘Those don’t look like ganglia to me,’ I said. ‘They’re too big.’

‘I’m right where the chain ought to be. I’m sure this is it.’

I wasn’t, but I’d said my piece.

When the pathology report came back it read: ‘Lymph nodes; no nerve seen.’ I caught Ben on rounds the morning the report came back.

‘What are you going to do about Mr Myers?’ I asked.

‘Send him home,’ Ben said. ‘He’s doing fine.’

‘Did you see his path report?’ I knew he had. I’d seen him reading it.

‘No.’

‘You didn’t get the nerve.’

‘I didn’t? Damn it!’ He paused to consider. Then he said, ‘Okay let me talk to him. We’ll do it again in a few weeks if he’ll sit still for it.’

Ben was a nice guy and basically honest, but he would never have told Mr Myers about his error if I hadn’t been in on it. As H. L. Mencken said: ‘Conscience is that little voice that tells us someone may be watching.’ Such a little voice is indispensable for a surgeon.

### **Question**

**Bill ‘ventured’ his opinion because**

Choose one answer.

- A. He was intimidated by Dr Levin’s skill as a surgeon.
- B. He was nervous about Dr Levin’s reaction if he corrected him.
- C. He was trying to be as diplomatic as possible when correcting Dr Levin.
- D. He didn’t know if it was the sympathetic chain or not.

### **Question**

**‘I wasn’t, but I’d said my piece.’ Bill stopped giving his opinion because**

Choose one answer.

- A. He was too uncomfortable with questioning his superior.
- B. He submitted to the judgment of the senior surgeon.
- C. He had given his opinion, and whether it was taken or not was not his responsibility.
- D. He felt it would be futile as Ben wouldn’t change his mind.

### **Question**

**Dr Levin said he had not seen the pathology report because**

Choose one answer.

- A. He was ashamed to have made a mistake in front of a junior surgeon.
- B. He hoped that Mr Myers would make a recovery without the need for him to confess his mistake.
- C. He was averse to admit to Bill that he was right all along.
- D. He was worried about the effect this mistake would have on his reputation as a senior surgeon.

**Question**

**From the last paragraph, Bill views following one's conscience as**

Choose one answer.

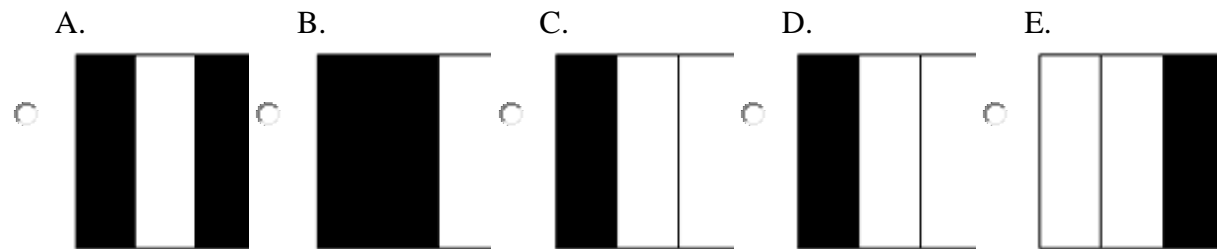
- A. The most important part of being a surgeon.
- B. An optional nuisance.
- C. Doing what other people think you should, even if it is not ideal for oneself.
- D. Necessary, if not always straightforward.

## Exam 8 - Section 3

### Question

#### Middle of the Sequence

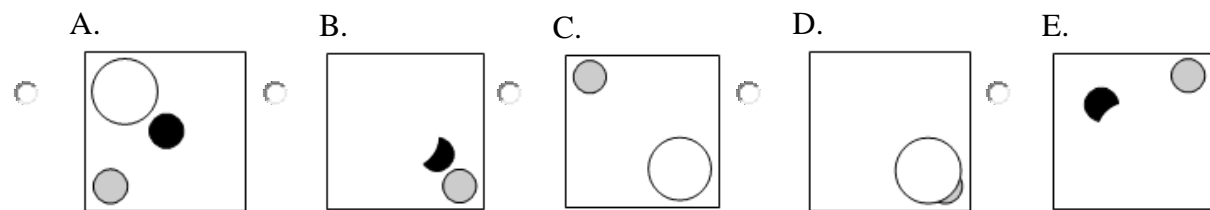
The following five figures can be rearranged to form a logical sequence.  
 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



### Question

#### Middle of the Sequence

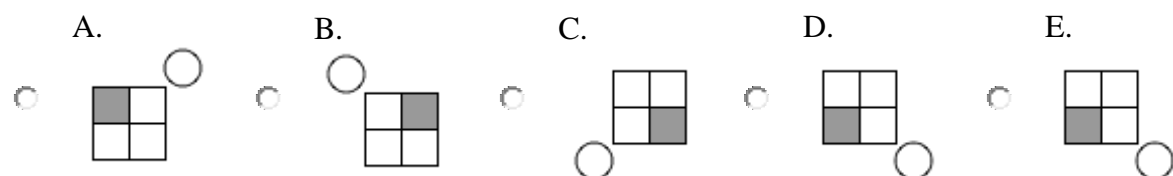
The following five figures can be rearranged to form a logical sequence.  
 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.  
 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.

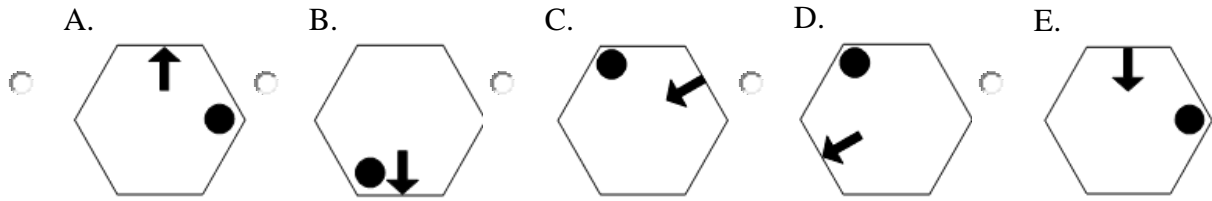


### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.

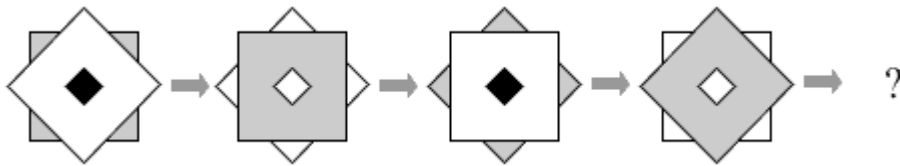
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



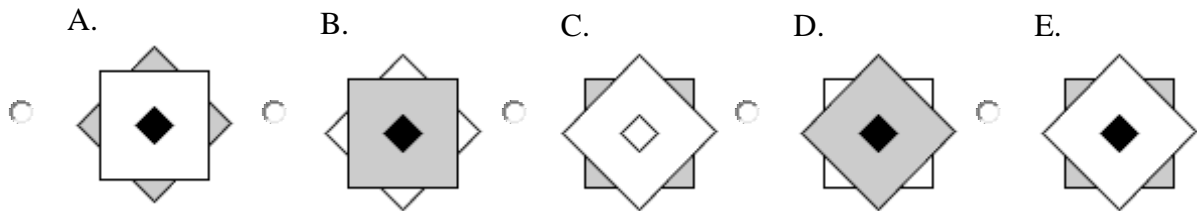
**Question**

**Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



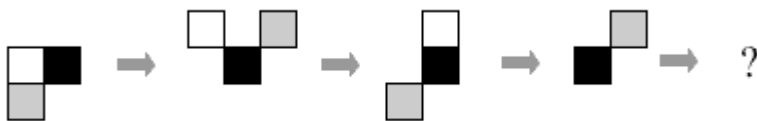
Choose one answer.



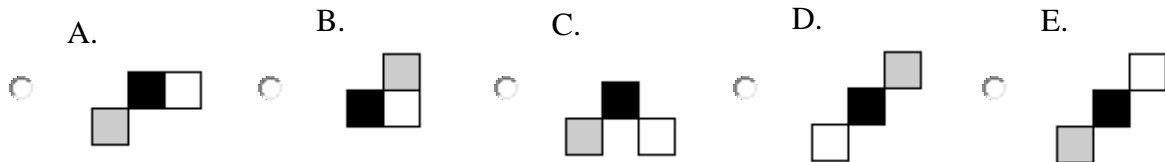
**Question**

**Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



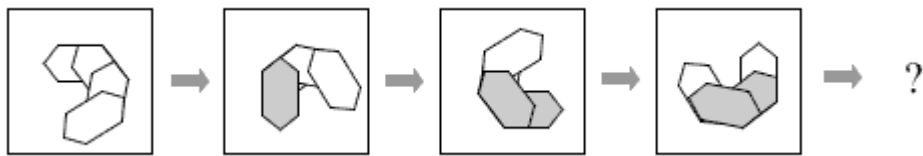
Choose one answer.



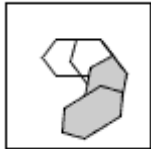
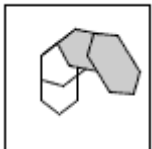
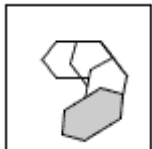
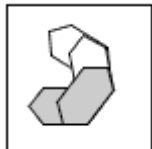
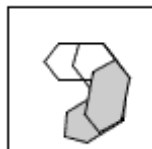
**Question**

**Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



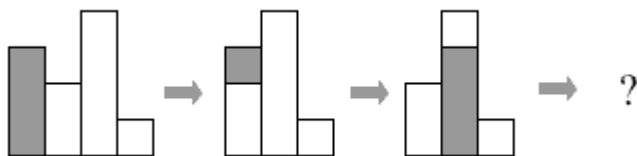
Choose one answer.

- A.   B.   C.   D.   E.  

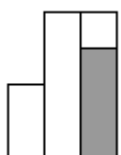
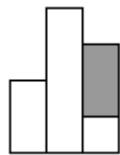
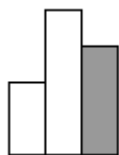
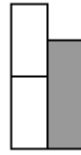
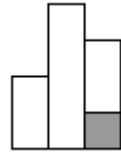
**Question**

**Fourth in the Series**

Select the picture that would most logically and simply be the fourth in the series.



Choose one answer.

- A.   B.   C.   D.   E.  

**Question**

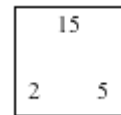
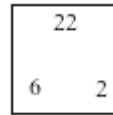
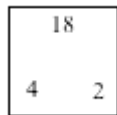
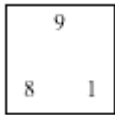
**Fifth in the Series**

The numbers within these four figures are related by a pattern. Select the picture that also follows this pattern.



Choose one answer.

- A.  B.  C.  D.  E.



**Question**

**Middle of the Sequence**

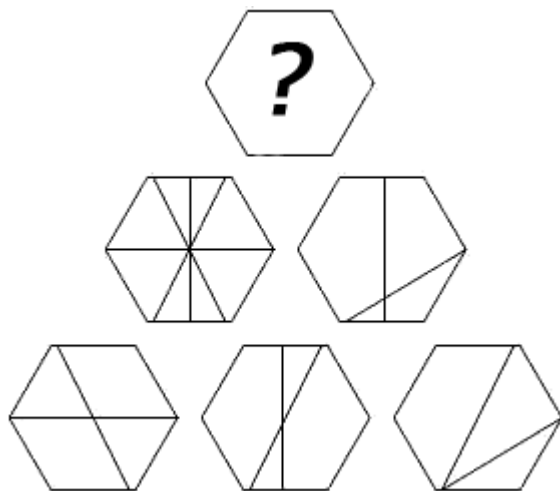
The following five figures can be rearranged to form a logical sequence. Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

A.  B.  C.  D.  E.

**Question**

**Missing Segment**

Select the segment that would most logically and simply complete the picture.



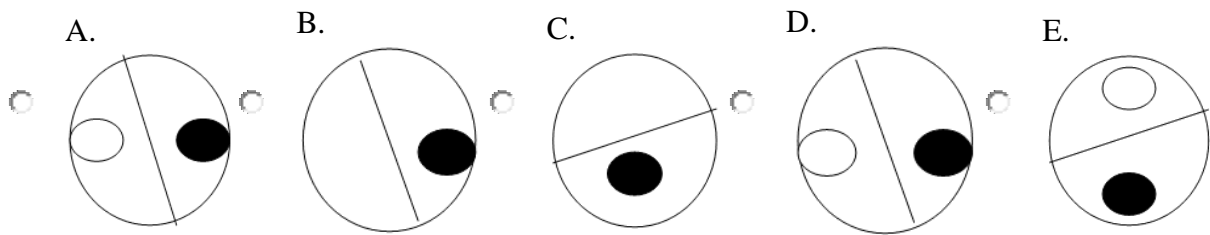
Choose one answer.

A.  B.  C.  D.  E.

**Question**

**Middle of the Sequence**

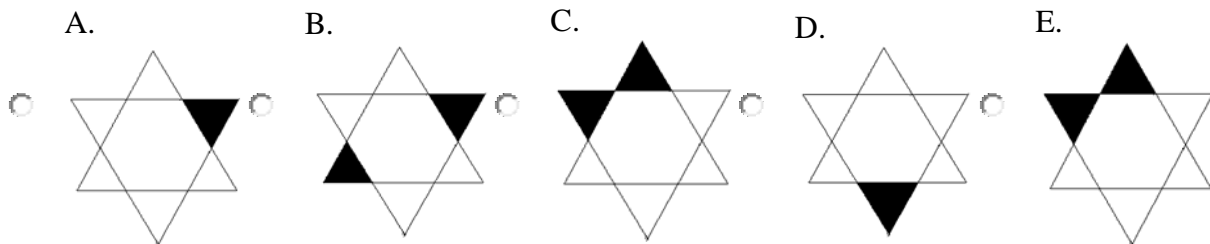
The following five figures can be rearranged to form a logical sequence.  
 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



**Question**

**Middle of the Sequence**

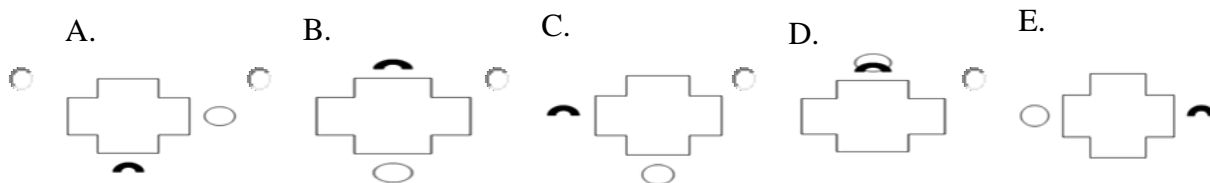
The following five figures can be rearranged to form a logical sequence.  
 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



**Question**

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 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



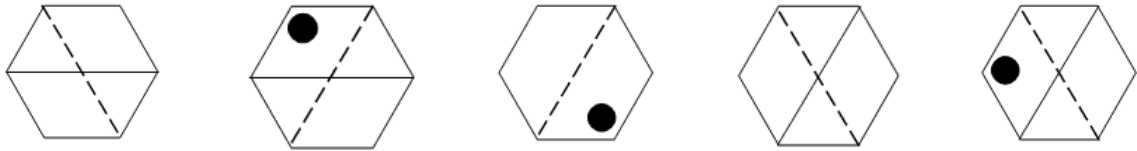
**Question**

**Middle of the Sequence**

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 Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
 Choose one answer.



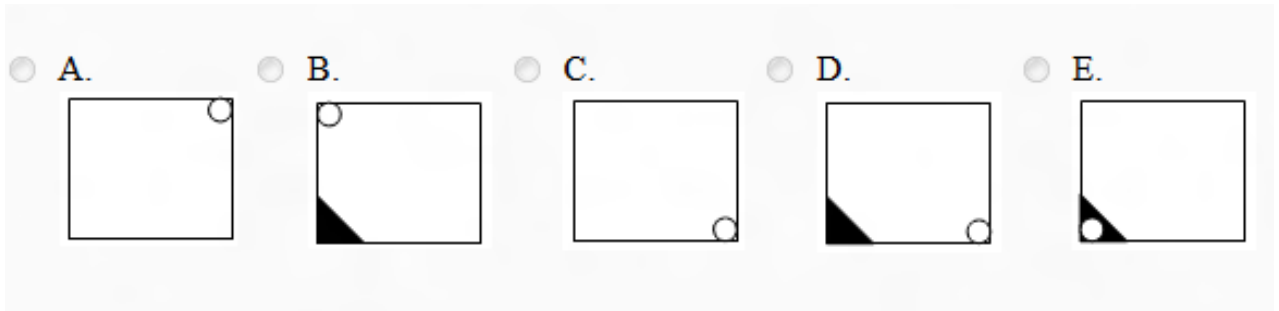




**Question**

**Missing Segment**

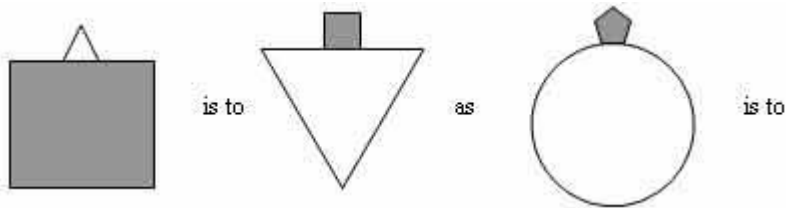
Select the segment that would most logically and simply complete the picture.



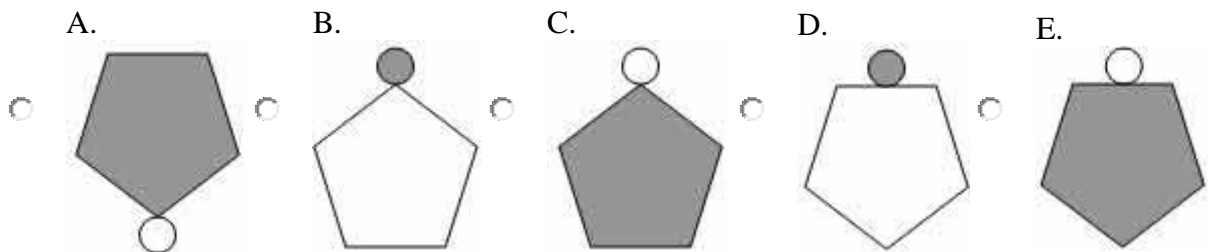
**Question**

**This is to That**

Select the figure that would make a second pair of figures with the same relationship as the first pair.



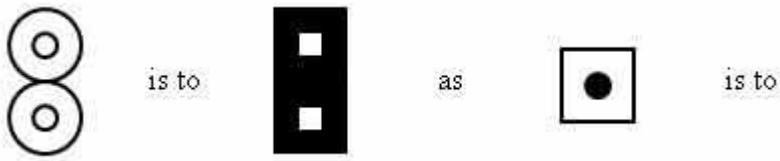
Choose one answer.



**Question**

**This is to That**

Select the figure that would make a second pair of figures with the same relationship as the first pair.



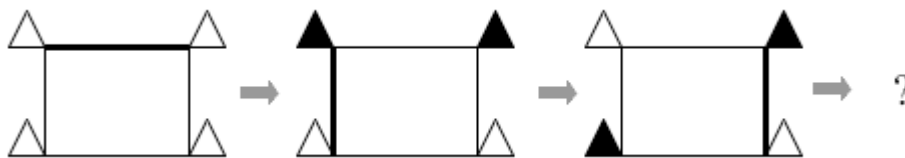
Choose one answer.

- A. 
 B. 
 C. 
 D. 
 E.

**Question**

**Fourth in the Series**

Select the picture that would most logically and simply be the fourth in the series.



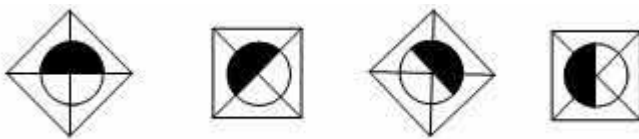
Choose one answer.

- A. 
 B. 
 C. 
 D. 
 E.

**Question**

**Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



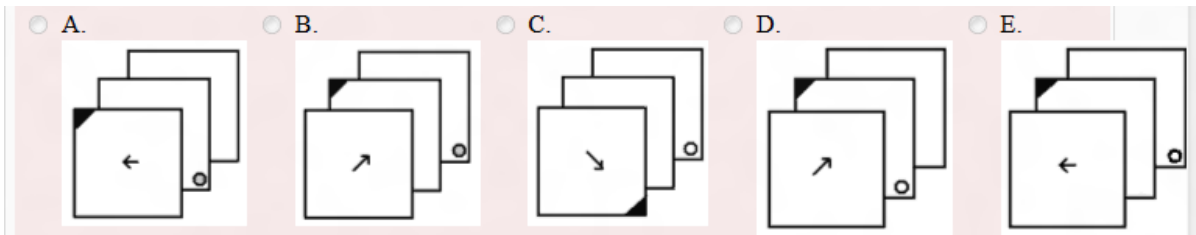
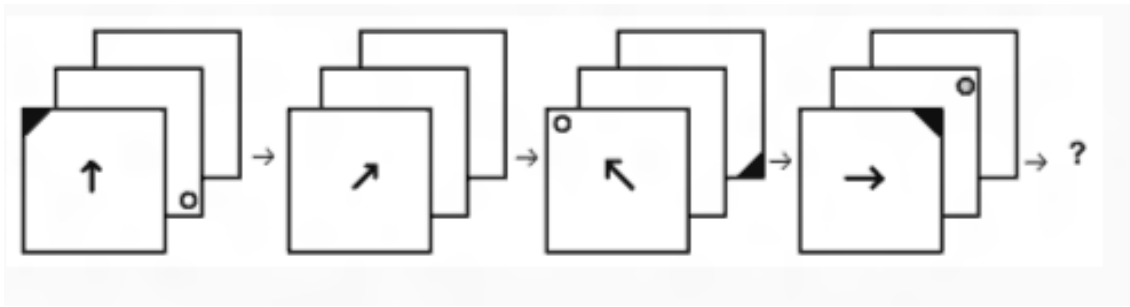
Choose one answer.

- A. 
 B. 
 C. 
 D. 
 E.

**Question**

**Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



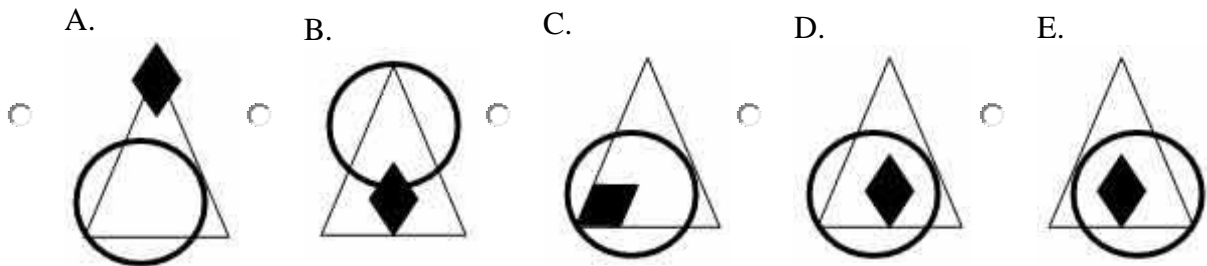
**Question**

**Fourth in the Series**

Select the picture that would most logically and simply be the fourth in the series.



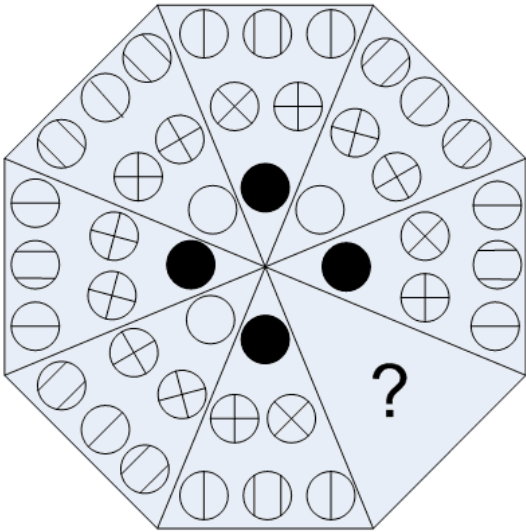
Choose one answer.



**Question**

**Missing Segment**

Select the segment that would most logically and simply complete the picture.



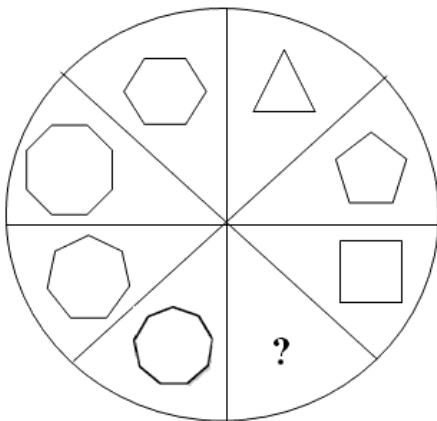
Choose one answer.

- A.
- B.
- C.
- D.
- E.

**Question**

**Missing Segment**

Select the segment that would most logically and simply complete the picture.



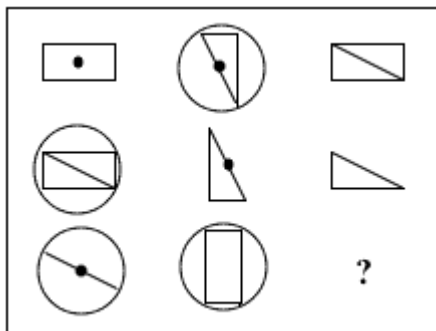
Choose one answer.

- A.
- B.
- C.
- D.
- E.






**Question**

### Missing Segment

Select the segment that would most logically and simply complete the picture.



Choose one answer.

- A. 
 B. 
 C. 
 D. 
 E. 






### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.

- A. 
 B. 
 C. 
 D. 
 E. 

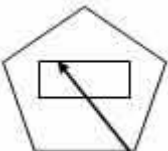
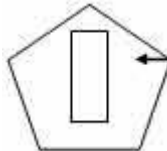
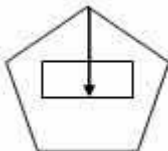
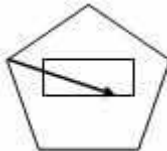
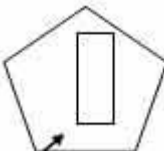
### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.

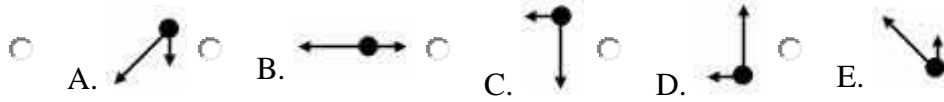
- A. 
 B. 
 C. 
 D. 
 E. 

### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.

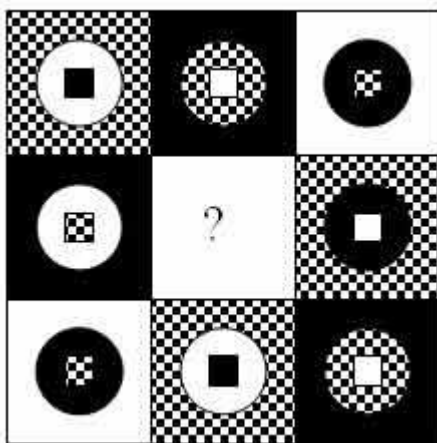
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



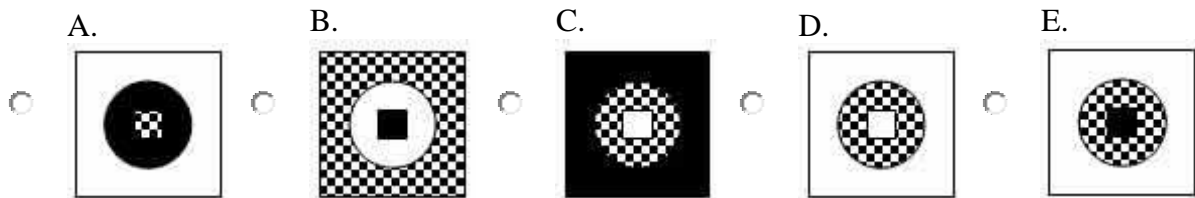
**Question**

**Missing Segment**

Select the segment that would most logically and simply complete the picture.



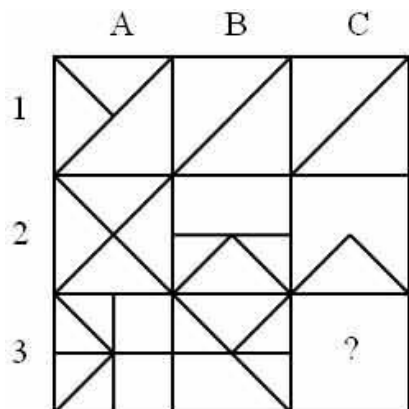
Choose one answer.



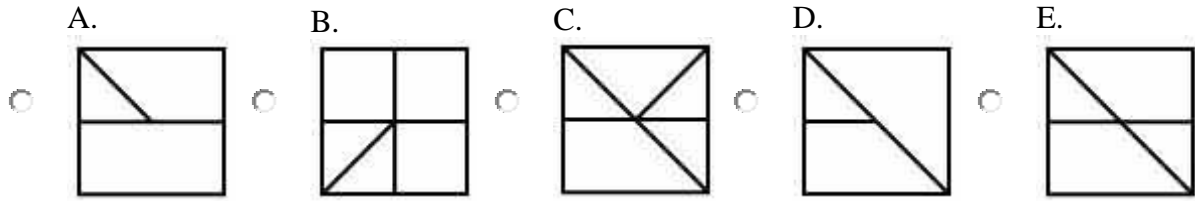
**Question**

**Missing Segment**

Select the segment that would most logically and simply complete the picture.



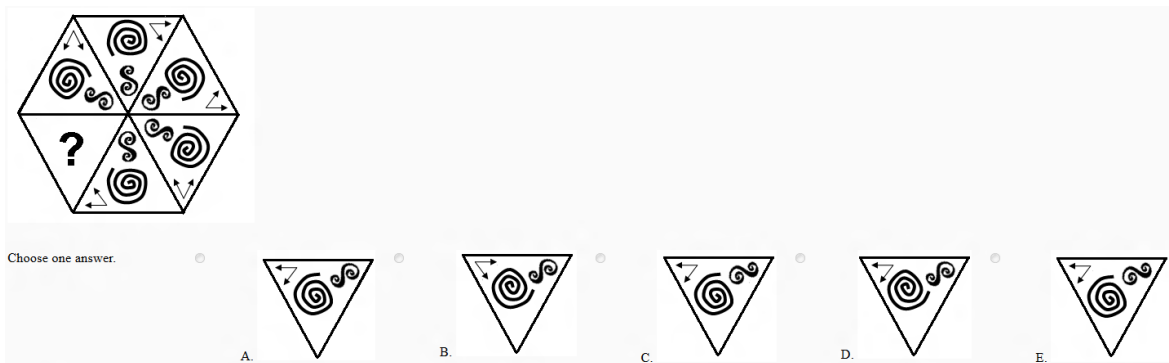
Choose one answer.



**Question**

**Missing Segment**

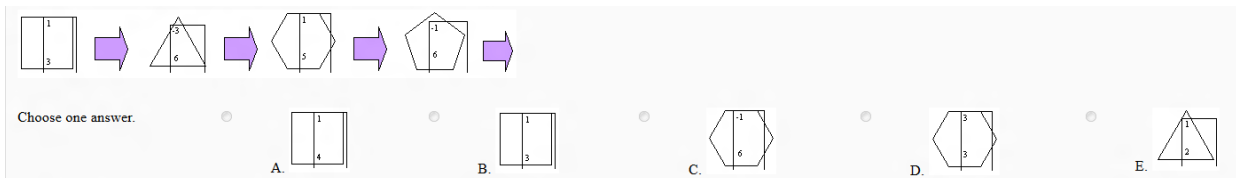
Select the segment that would most logically and simply complete the picture.



**Question**

**Next in the Sequence**

Select the picture that would most logically and simply be the next in the sequence.

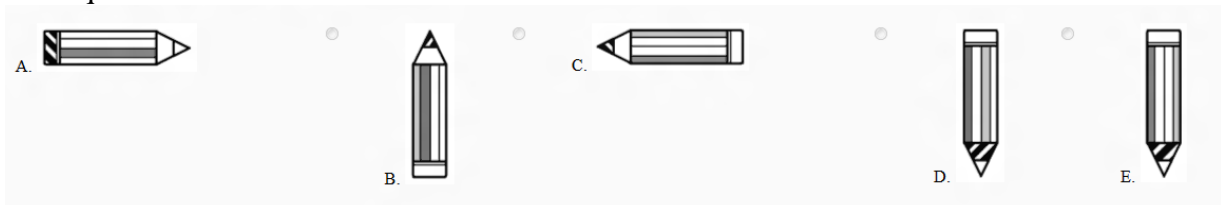


**Question**

**Middle of the Sequence**

The following five figures can be rearranged to form a logical sequence.

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

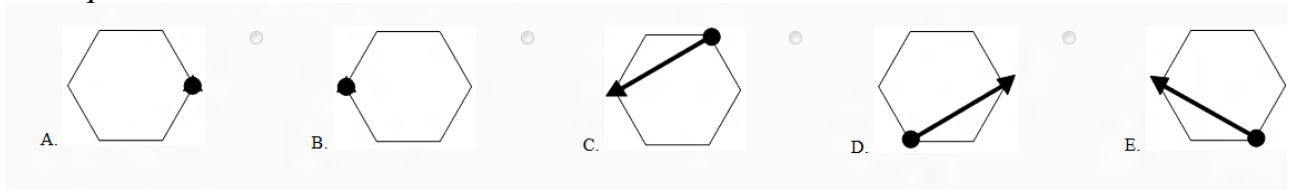


**Question**

**Middle of the Sequence**

The following five figures can be rearranged to form a logical sequence.

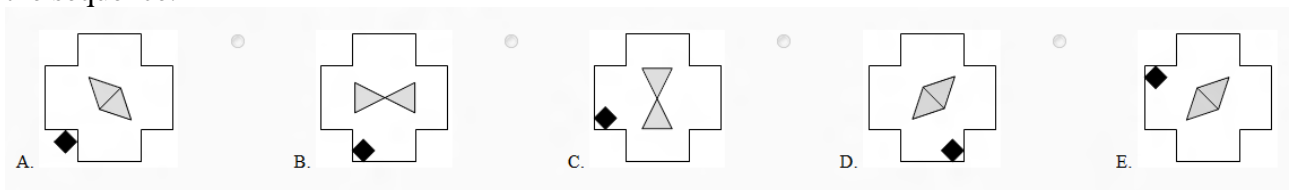
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



**Question**

**Middle of the Sequence**

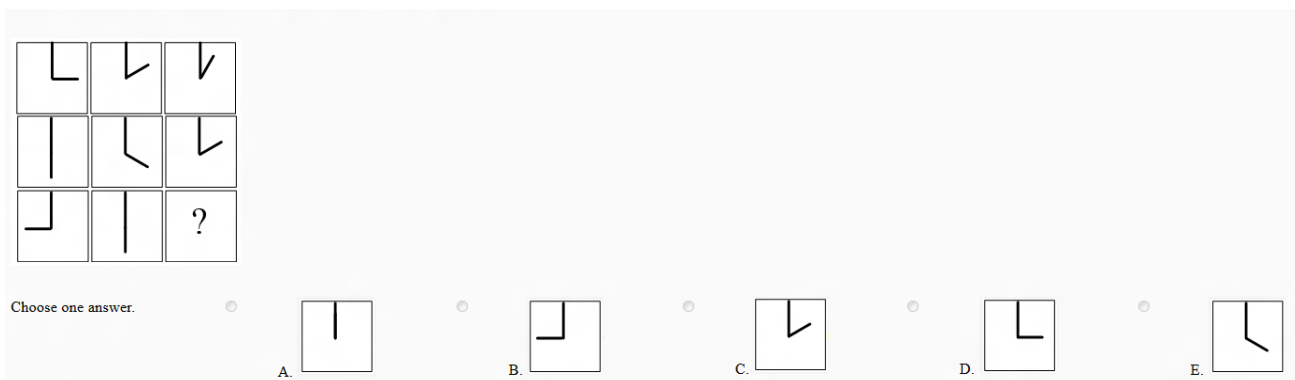
The following five figures can be rearranged to form a logical sequence. Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



**Question**

**Missing Segment**

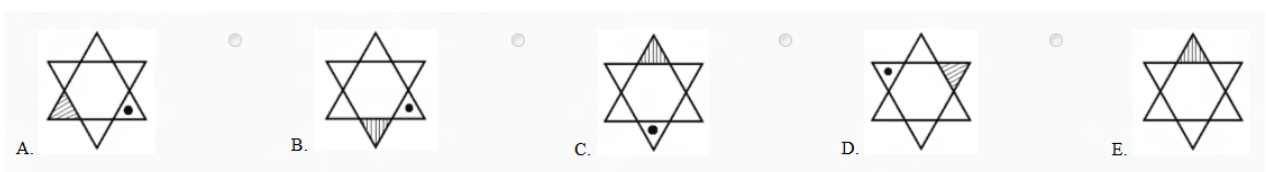
Select the segment that would most logically and simply complete the picture.



**Question**

**Middle of the Sequence**

The following five figures can be rearranged to form a logical sequence. Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



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