

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is adapted from Meg Wolitzer, *The Wife*. Originally published in 2003. The narrator, a student at Smith College, a women's college, is enrolled in a creative writing class in the 1950s.

Line "Write what you know," Professor Castleman
advised as he sent us off to complete the writing
5 assignment.

That night after dinner (shepherd's pie, I remember, for I sat there looking at it and trying to describe it to myself in a writerly fashion, though the best I could come up with was, pathetically, "a roof of
10 mashed potato spread thickly atop a squat house of meat"), I climbed to the upper reaches of the Neilson Library. On tall steel shelves around me were ancient bound volumes of scientific abstracts: *Annals of Phytochemistry*, Sept.-Nov. 1922; *International Journal of Haematology*, Jan.-Mar. 1931. I wondered if anyone would ever again open any of these books again, or whether they'd remain shut for eternity, like some spell-fastened door in a fairy tale.

Should I be the one to open them, to plant kisses
20 on their frail crisp pages and break the spell? Did it make sense to try and write? What if no one ever read what I wrote, what if it languished untouched on the chilled shelf of a college library forever? I sat down at a carrel, looking around at the ignored spines of
25 books, the lightbulbs suspended in their little cages, and I listened to the distant scrapes of chair legs and the rumble of a lone book cart being rolled along one of the levels of the stacks.

For a while I stayed there and tried to imagine
30 what it was I actually knew. I'd seen almost nothing of the world; a trip to Rome and Florence with my parents when I was fifteen had been spent in the protection of good hotels and pinned behind the green-glass windows of tour buses, looking at stone
35 fountains in piazzas from an unreal remove. The level of my experience and knowledge had remained the same, hadn't risen, hadn't overflowed. I'd stood with other Americans, all of us huddled together, heads back and mouths dropped open as we peered up at
40 painted ceilings. I thought now about how I had never been in love, had never gone to a political meeting in someone's basement, had never really done anything that could be considered independent or particularly insightful or daring. At Smith, girls
45 surrounded me, the equivalent of those American tourists. Girls in groups were as safe as shepherd's pie.

Now I sat in the upper part of the library, freezing cold but not minding, and finally I made myself begin to write something. Without censoring it or
50 condemning it for being trivial or narrow or simply poorly constructed, I wrote about the impenetrable wall of femaleness that formed my life. This, apparently, was what I knew. I wrote about the three different perfumes—Chanel No. 5, White Shoulders,
55 and Joy—that could be smelled everywhere on campus, and about the sound of six hundred female voices rising up together at convocation to sing "Gaudeamus Igitur."

When I was done, I sat for a long time at that
60 carrel, thinking of Professor J. Castleman and how he'd looked in class with his eyes closed. His eyelids

had a purplish, nearly translucent quality, making them appear inadequate to the task of keeping the world out. Maybe that was what it was like to be a writer: Even with the eyes closed, you could see.

During his office hours the following week, sitting on the bench in the hallway, I waited with nearly rabid anticipation. Someone was already in there; I could hear the dueling murmurs of a male voice and a female one, punctuated by an occasional shriek of female hilarity, all of which increased my annoyance. Was there a party going on? Were drinks being served, and damp little sandwiches? Finally the door opened and Abigail Brenner, one of the other students from the class, emerged, holding her tedious story about her grandmother's recent death from double pneumonia, which she had been reworking pointlessly since the first day of class. From within the office, I could see Castleman at his desk; his jacket was off, and he was in his shirtsleeves and tie.

"Well, hello there, Miss Ames," he said, finally realizing I was there.

"Hello, Professor Castleman," I said, and I sat across from him on a wooden chair. He held my new story in his hand, the one I'd left in his department mailbox.

"So. Your story." He looked at it serenely. There were almost no markings on it, no red-pen hieroglyphics. "I've read this twice," he said, "and frankly, both times I've found it to be wonderful."

1

Which of the following statements best summarizes the passage?

- A) A writer embarks on a search for an audience that understands her work.
- B) A writer demonstrates persistence in overcoming a variety of challenges.
- C) A writer succeeds in conveying her experience in an authentic way.
- D) A writer gradually recognizes her need for intellectual exchanges

2

The narrator indicates that her attempt to think in "a writerly fashion" (line 8) during dinner was

- A) unnecessarily distracting
- B) pitifully inadequate
- C) vastly entertaining
- D) moderately serviceable

3

Based on the passage, which of the following risks that writers may face is a concern to the narrator?

- A) Being misunderstood by readers
- B) Being overlooked by readers
- C) Revealing personal feelings to readers
- D) Choosing a topic that is unappealing to readers

4

Which main effect do the words "ignored," "distant," and "lone" in lines 24-27 have in conveying the mood of the narrator?

- A) They reflect her sense of isolation as a writer.
- B) They hint at her underlying hostility to well-known writers.
- C) They emphasize her lifelong desire to become a writer.
- D) They undercut her claims about the quality of her writing.

5

As used in line 33, "pinned" most nearly means

- A) suspended
- B) displayed
- C) attached
- D) confined

6

The narrator suggests that her college classmates resemble the American tourists in which way?

- A) They are uninterested in the thoughts and reactions of other people.
- B) They are sheltered from exposure to new types of experiences.
- C) They feel overwhelmed by the cultural richness of their surroundings.
- D) They are afraid of traveling to unfamiliar environments.

7

Based on the passage, the "wall" (line 52) is best described as

- A) a protective boundary that insulates the narrator from severe criticism.
- B) a formidable barrier that must be overcome in order for one to succeed.
- C) an ominous presence that alerts writers to the consequences of failure.
- D) an inescapable constraint that encourages students' social conformity.

8

Which choice provides the best evidence that the narrator idealizes Professor Castleman?

- A) Lines 64-65 ("Maybe . . . see")
- B) Lines 78-80 ("From . . . tie")
- C) Line 87 ("He looked . . . serenely")
- D) Lines 89-90 ("I've read . . . wonderful")

9

Based on the passage, the narrator feels indignant while waiting outside Professor Castleman's office primarily because she

- A) believes Professor Castleman is deliberately ignoring her.
- B) objects to Professor Castleman's slowness in grading her work.
- C) resents the apparent frivolity of the meeting going on inside.
- D) disapproves of the topic of Abigail Brenner's story.

10

Which choice provides the best evidence to the previous question?

- A) Lines 66-68 ("During. . . anticipation")
- B) Lines 68-71 ("Someone. . . annoyance")
- C) Lines 73-78 ("Finally . . . of class")
- D) Lines 81-82 ("Well. . . was there")

Questions 11-20 are based on the following passage.

This passage is adapted from a speech delivered in 1860 by John Hossack, "Speech of John Hossack, Convicted of a Violation of the Fugitive Slave Law, before Judge Drummond, of the United States District Court, Chicago, IL." Hossack was tried for aiding an escaped African American slave, in violation of the Fugitive Slave Law of 1850.

I am a foreigner. I [was born] among the rugged but free hills of Scotland; a land, Sir, that never was conquered, and where a slave never breathed. Let a
 Line slave set foot on that shore, and his chains fall off for
 5 ever, and he becomes what God made him—a man. In this far-off land, I heard of your free institutions, your prairie lands, your protected canals, and your growing towns. Twenty-two years ago, I landed in this city. . . I then opened a prairie farm to get bread
 10 for my family, and I am one of the men who have made Chicago what it is to-day, having shipped some of the first grain that was exported from this city. I am, Sir, one of the pioneers of Illinois, who have gone through many of the hardships of the settlement of a
 15 new country. I have spent upon it my best days, the strength of my manhood. I have eleven children, who are natives of this my adopted country. No living man, Sir, has greater interest in its welfare; and it is because I am opposed to carrying out wicked and
 20 ungodly laws, and love the freedom of my country, that I stand before you to-day. . .

Sir, I ought not to be sentenced because, as been argued by the prosecution, I am an Abolitionist. I have no apologies to make for being an Abolitionist.
 25 When I came to this country, like the mass from beyond the sea, I was a Democrat; there was a charm in the name. But Sir, I soon found that I had to go beyond the name of a party in this country, in order to know any thing of its principles or practice. I soon
 30 found that however much the great parties of my adopted country differed upon banks, tariffs and land questions, in one thing they agreed, in trying which could stoop the lowest to gain the favor of the most cursed system of slavery that ever swayed a iron rod
 35 over any nation. . . As a man who had fled from the crushing aristocracy of my native land, how could I support a worse aristocracy in this land? I was compelled to give my humble name and influence to a party who proposed, at least, to embrace in its
 40 sympathies all classes of men, from all quarters of the globe. In this choice, I found myself in the company of Clarkson and Wilberforce¹ in my native land, and of Washington and Franklin, in this boasted land of the free; and more than all these, the Redeemer in
 45 whom I humbly trust for acceptance with my God, who came to heal the broken-hearted, to preach

deliverance to the captives, to set at liberty those who were bruised. . . Tell me, Sir, with these views, can I be any thing but an Abolitionist? Surely, for this I ought
 50 not to be sentenced.

Again, sir, I ought not to be sentenced, because the Fugitive Slave Law, under which I am torn from my family and business by the supple tools of the Slave Power². . . is at variance with both the spirit and letter
 55 of the Constitution. Sir, I place myself upon the Constitution, in the presence of a nation who have the Declaration of Independence read to them every Fourth of July, and profess to believe it. Yes, in the presence of civilized man, I hold up the Constitution
 60 of my adopted country as clear from the blood of men, and from a tyranny that would make crowned heads blush. The parties who [bend] the Constitution to the support of slavery are traitors—traitors not only to the liberties of millions of enslaved
 65 countrymen, but traitors to the Constitution itself which they have sworn to support. A foreigner upon your soil, I go not to the platforms of contending parties to find truth. I go, Sir, to the Constitution of my country: the word slave is not to be found. I read,
 70 "We, the people of the United States, in order to form a more perfect Union, establish justice,"—yes, Sir, establish justice—"to promote the general welfare, and to secure the blessings of liberty to ourselves and our posterity, so ordain and establish this
 75 Constitution of the United States of America." These were the men who had proclaimed to the world that all men were created equal; that they were endowed by their Creator with certain inalienable rights—life, liberty, and the pursuit of happiness; and contended
 80 even unto death for seven long years. Can it be, Sir, that these great men, under cover of those hallowed words, intended to make a government that should outrage justice and trample upon liberty as no other government under the whole heavens has ever done?

¹ British abolitionists

² The political influence wielded by slave owners

11

The primary purpose of the passage is to convince the presiding judge that

- A) the Fugitive Slave Law is in conflict with various state and local laws.
- B) the Fugitive Slave Law does not apply to foreign-born residents such as Hossack.
- C) Hossack's contributions to his adopted country outweigh the illegality of his actions.
- D) Hossack's actions in service of the abolitionist cause should not be considered crimes.

12

Hossack's descriptions of Scotland in lines 1-5 ("I am. . . man") suggest that

- A) he sought greater freedom than his homeland offered.
- B) the values of his homeland shaped his love of freedom.
- C) his fear of financial insecurity prompted his emigration.
- D) he lacked faith in Scotland's justice system.

13

Hossack's account of his experiences in Chicago in lines 8-15 ("Twenty-two. . . country") primarily serves to

- A) emphasize the extent of his contribution to the United States.
- B) highlight his role in helping boost American exports.
- C) justify his attempts to undermine destructive government policies.
- D) demonstrate that the court is obligated to be lenient toward him.

14

Hossack indicates that upon coming to the United States, he identified with the Democratic Party because it

- A) welcomed newcomers from overseas.
- B) appealed to him for superficial reasons.
- C) reminded him of political parties in Scotland.
- D) maintained flexible positions on certain issues.

15

As used in lines 34-35, the phrase "swayed an iron rod over" serves mainly to characterize the

- A) strength wielded by a single forceful individual.
- B) political influence exerted by a powerful group.
- C) control of weaker nations by a country with more authority.
- D) discrepancy between political ideals and processes.

16

It can be reasonably inferred from the passage that Hossack became an abolitionist because

- A) he had been a part of the successful abolitionist movement in Scotland.
- B) participation in the Democratic Party made him aware of the injustice of slavery.
- C) antislavery activism helped him adjust to his new country.
- D) slavery was another form of an unjust social system that he already opposed.

17

As used in line 58, "profess" most nearly means

- A) claim.
- B) confess.
- C) instruct.
- D) decline.

18

Which choice most clearly suggests that in Hossack's view, those who willfully distort the core principles of the United States should be considered criminals?

- A) Lines 55-58 ("Sir, I . . . believe it")
- B) Lines 58-62 ("Yes, in . . . blush")
- C) Lines 62-66 ("The parties . . . support")
- D) Lines 68-69 ("I go, Sir . . . found")

19

It can most reasonably be inferred from the passage that Hossack regards the authors of the founding documents of the United States to be

- A) well-meaning men who offered proposals that they feared would be difficult to implement.
- B) ambitious men who hoped to change the world with their far-reaching pronouncements.
- C) virtuous men who intended to reflect the actual practice of important ideals.
- D) calculating men who made promises that would benefit them politically.

20

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 66-68 ("A foreigner . . . truth")
- B) Lines 69-75 ("I read . . . America")
- C) Lines 75-80 ("These . . . years")
- D) Lines 80-84 ("Can . . . done")

Questions 21-30 are based on the following passage.

Passage 1 is adapted from "'Cloud Seeding' Not Effective at Producing Rain as Once Thought, New Research Shows." ©2010 by American Friends of Tel Aviv University. Passage 2 is adapted from Janet Pelley, "Does Cloud Seeding Really Work?" ©2017 by American Chemical Society.

Passage 1

In many areas of the world, including California's Mojave Desert, rain is a precious and rare resource. To encourage rainfall, scientists use "cloud seeding," a weather modification process designed to increase precipitation amounts by dispersing chemicals into the clouds.

But research now reveals that the common practice of cloud seeding with materials such as silver oxide and frozen carbon dioxide may not be as effective as it had been hoped. In the most comprehensive reassessment of the effects of cloud seeding over the past fifty years, new findings from Prof. Pinhas Alpert, Prof. Zev Levin and Dr. Noam Halfon of Tel Aviv University's Department of Geophysics and Planetary Sciences have dispelled the notion that cloud seeding is an effective mechanism for precipitation enhancement.

During the course of his study, Prof. Alpert and his colleagues looked over fifty years' worth of data on cloud seeding, with an emphasis on rainfall amounts in a target area over the Sea of Galilee in the north of Israel. The research team used a comprehensive rainfall database and compared statistics from periods of seeding and non-seeding, as well as amounts of precipitation in the adjacent non-seeded areas.

"By comparing rainfall statistics with periods of seeding, we were able to show that increments of rainfall happened by chance," says Prof. Alpert. "For the first time, we were able to explain the increases in rainfall through changing weather patterns" instead of the use of cloud seeding.

Most notable was a six year period of increased rainfall, originally thought to be a product of successful cloud seeding. Prof. Alpert and his fellow researchers showed that this increase corresponded with a specific type of cyclone which is consistent with increased rainfall over the mountainous regions. They observed a similarly significant rain enhancement over the Judean Mountains, an area which was not the subject of seeding.

Passage 2

Last year marked the conclusion of a massive six-year study that has been the most comprehensive and rigorous to date to investigate whether cloud seeding actually increases precipitation. Called the Wyoming Weather Modification Pilot Project (WWMPP), the study was run by a team of researchers from government, academia, and private industry. In the end, WWMPP wasn't able to provide a definitive answer. "But the results do provide a body of evidence that cloud seeding is working under certain conditions," says Roelof Bruintjes, an atmospheric scientist at the National Center for Atmospheric Research (NCAR), who was not part of the project although his colleagues at NCAR were deeply involved.

Earlier studies would inject silver iodide into clouds, then compare precipitation gauges in areas inside and outside the seeding zone. But the studies weren't repeatable, and they didn't include enough trials to guarantee that observed increases in precipitation weren't due to chance. The challenge with measuring the effect of weather modification is that natural rain and snowfall variability is 10 to 100 times as large as the amount of precipitation augmented by seeding, Bruintjes says.

Still, the WWMPP researchers thought they could address the drawbacks of past studies. The researchers designed their \$14 million project to run for six winter seasons in the mountains of Wyoming. They conducted more than 150 tests, randomly selecting clouds to seed and clouds to be their unseeded controls.

Measurements from the high-resolution snow gauges on the ground indicated that seeding elevated snowfall by 5-15%. But this result was achieved only after the researchers threw out some of the tests where silver iodide drifted into control clouds or where not enough seeding material was released, so the final results weren't statistically significant. "Nevertheless, all the results provided evidence for a positive trend," Bruintjes says.

The scientists also took advantage of new developments in remote-sensing and atmospheric modeling to examine dynamics inside a small subset of seeded clouds.

Remote-sensing observations are valuable because radar can describe growth of snow in a cloud in a much more immediate way than snow gauges can, says Bart Geerts, an atmospheric scientist at the University of Wyoming who was part of WWMPP. "Detailed remote-sensing measurements of cloud dynamics are cheaper and more doable than randomized statistical experiments that measure increases in snow on the ground," Geerts says.

21

As used in line 8 "practice" most nearly means

- A) procedure.
- B) profession.
- C) background.
- D) rehearsal.

22

The main purpose of the third paragraph of Passage 1 (lines 18-25) is to

- A) suggest that the extent of a problem has been exaggerated.
- B) gauge the success of an approach to an issue.
- C) detail the solution to a scientific puzzle.
- D) describe a methodology that led to a new understanding.

23

It can reasonably be inferred from Passage 1 that an important reason for the conclusions reached by Alpert and his colleagues was the presence of

- A) conditions that could reasonably account for an apparent increase in rainfall.
- B) the ongoing scarcity of rainfall in different and seemingly unrelated areas of the world.
- C) data available to allow comparison of rainfall in Israel with rainfall in other countries.
- D) a generally accepted account of cloud seeding over the past fifty years.

24

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 1-6 ("In many . . . clouds")
- B) Lines 18-22 ("During . . . Israel")
- C) Lines 26-28 ("By comparing . . . Alpert")
- D) Lines 32-37 ("Most . . . regions")

25

Which choice best supports the idea that the conclusions of the WWMPP cannot be regarded with complete confidence?

- A) Lines 44-47 ("Called . . . industry")
- B) Lines 56-58 ("Earlier . . . zone")
- C) Lines 75-79 ("But this . . . significant")
- D) Lines 91-94 ("Detailed . . . says")

26

Which choice best represents the different meanings of "run" as used in line 46 and line 68, respectively?

- A) Supervised; complete
- B) Evaded; extend
- C) Conducted; continue
- D) Carried; travel

27

The fifth paragraph of Passage 2 (lines 82-85) serves primarily to

- A) highlight an advanced technique that improved the study.
- B) compare the effectiveness of older and newer approaches.
- C) explore the methods used to justify the cloud seeding.
- D) suggest that some key information may have been compromised.

28

Which choice best describes the relationship between the two passages?

- A) Each passage explored an experiment addressing a certain problem, and these experiments have similar weaknesses.
- B) Each passage describes a research study about the same practice, but these studies yield different conclusions.
- C) Passage 1 provides a general discussion of an ongoing scientific puzzle considered more specifically in Passage 2.
- D) Passage 1 explains the significance of a research finding that Passage 2 argues has only a limited practical application.

29

Which choice best reflects the designs of the studies explored in Passage 1 and Passage 2, respectively?

- A) The researchers in Passage 1 compared seeded and unseeded clouds, whereas the researchers in Passage 2 only seeded clouds.
- B) The researchers in Passage 1 considered a variety of environments, whereas the researchers in Passage 2 focused on a single country.
- C) The researchers in Passage 1 utilized readily available equipment, whereas the researchers in Passage 2 relied on cutting-edge technology.
- D) The researchers in Passage 1 analyzed a set of existing data, whereas the researchers in Passage 2 conducted new experiments.

30

Compared to the way in which the author of Passage 1 presents Alpert's study, the author of passage 2 presents the WWMPP as being

- A) less definitive in its approach.
- B) less flexible in its approach.
- C) more relevant in its approach.
- D) more abstract in its approach.

Questions 31-41 are based on the following passage and supplementary material.

This passage is adapted from Jonah Berger, *Contagious: Why Things Catch On*. ©2013 by Social Dynamics Group, LLC.

Although geography clearly matters in voting—the East Coast leans Democratic while the South skews Republican—few people would think that the exact venue in which they vote matters.

5 But it does.

Political scientists usually assume that voting is based on rational and stable preferences: people possess core beliefs and weigh costs and benefits when deciding how to vote. If we care about the environment, we vote for candidates who promise to protect natural resources. If we're concerned about health care, we support initiatives to make it more affordable and available to greater numbers of people. In this calculating, cognitive model of voting behavior, the particular kind of building people happen to cast their ballot in shouldn't affect behavior.

But we weren't so sure. Most people in the United States are assigned to vote at a particular polling location. Polling locations are typically public buildings—firehouses, courthouses, or schools—but can also be churches, private office buildings, or other venues.

Different locations contain different triggers. Churches are filled with religious imagery, which might remind people of church doctrine. Schools are filled with lockers, desks, and chalkboards, which might remind people of children or early educational experiences. And once these thoughts are triggered, they might change behavior. Could voting in a school lead people to support educational funding?

To test this idea, Marc Meredith, Christian Wheeler, and I acquired data from each polling place in Arizona's 2000 general election. We used the name and address of each polling location to determine if it was a church, a school, or some other type of building. Forty percent of people were assigned to vote in churches, 26 percent in schools, 10 percent in community centers, and the rest in a mix of apartment buildings, golf courses, or even RV parks.

40 Then we examined whether people voted differently at different types of polling places. In particular, we focused on a ballot initiative that proposed raising the sales tax from 5.0 percent to 5.6

percent to support public schools. This initiative had
 45 been hotly debated, with good arguments on both sides.
 Most people support education, but few people enjoy
 paying more taxes. It was a tough decision.

If where people voted didn't matter, then the percent
 50 supporting the initiative should be the same at schools
 and other polling locations.

But it wasn't. More than ten thousand more people
 voted in favor of the school funding initiative when the
 polling place was a school. Polling locations had a
 dramatic impact on voting behavior.

55 And the initiative passed.

This difference persisted even after we controlled for
 things like regional differences in political preferences
 and demographics. We even compared two similar
 groups of voters to double-check our findings: people
 60 who lived near schools and were assigned to vote at one
 versus people who lived near schools but were assigned
 to vote at a different type of polling place (such as a
 firehouse). A significantly higher percentage of the
 people who voted in schools were in favor of increasing
 65 funding for schools. The fact that they were in a school
 when they voted triggered more school-friendly
 behavior.

A ten-thousand-vote difference might not seem like
 much. But it was more than enough to shift a close
 70 election. In the 2000 presidential election the difference
 between George Bush and Al Gore came down to less
 than 1000 votes. If 1000 votes is enough to shift an
 election, 10,000 certainly could. Triggers matter.

Increased Percentage Likelihood of Supporting School-Funding Initiative
 When Voting in a School

	(A) Increased percentage likelihood for all voters	(B) Increased percentage likelihood for voters living within 0.2 miles of a school	(C) Increased percentage likelihood for voters living within 0.4 miles of a school
Initial Results	0.845	0.583	0.556
Results after controlling for demographics	0.788	0.560	0.529

Adapted from Jonah Berger, Marc Meredith, and S. Christian Wheeler, "Contextual Priming: Where People Vote Affects How They Vote." ©2008 by The National Academy of Sciences of the USA.

31

Which statement best expresses the main idea of the passage?

- A) the outcomes of elections can often be attributed to geographic variations in voters' values.
- B) Politicians exploit the triggering effects of voting venues to better their chances in elections.
- C) Voters' attitudes toward education funding are affected by the proximity of voters' homes to schools.
- D) Voting decisions can be influenced by the surroundings in which voters cast their ballots.

32

As used in line 3, "exact" most nearly means

- A) particular.
- B) accurate.
- C) identical.
- D) proper.

33

The passage suggests that most experts who hold the traditional view of voting behavior would say that the school-funding initiative in the 2000 Arizona general election passed because the majority of voters

- A) believed that the initiative accorded with their reasoned views.
- B) cast ballots in venues with triggers that encouraged them to favor the initiative.
- C) were exposed primarily to arguments supporting the initiative.
- D) voted for the initiative due to geographic factors.

34

Which choice best illustrates the view referred to in the answer to the previous question?

- A) Lines 1-4 ("Although . . . matters")
- B) Lines 11-13 ("If we care . . . people")
- C) Lines 25-30 ("Schools . . . funding")
- D) Lines 46-47 ("Most . . . decision")

35

In the passage, the author most directly characterizes himself and his research team as

- A) displeased with certain political efforts to manipulate how voters behave.
- B) dissatisfied with the lack of general agreement on how voters think and act.
- C) unconvinced by certain assumptions about how voters make decisions.
- D) alarmed by the strength of their findings regarding how easily voters can be influenced.

36

Which choice best supports the idea that many voters felt deeply invested in the outcome of the vote on the school-funding initiative?

- A) Lines 41-44 ("In particular . . . schools")
- B) Lines 44-45 ("This . . . sides")
- C) Lines 48-50 ("If where . . . locations")
- D) Lines 63-65 ("A significantly . . . schools")

37

As used in line 54 "dramatic" most nearly means

- A) theatrical.
- B) abrupt.
- C) striking.
- D) sensational.

38

Which statement best describes the function of the last paragraph in the context of the passage as a whole?

- A) It addresses a potential criticism of the author's argument by providing a context in which that criticism should be understood.
- B) It suggests that the author's findings may shed light on phenomena in fields other than political science.
- C) It concedes the existence of a significant exception to a trend identified by the author.
- D) It summarizes the argument that the author sought to overturn with his research.

39

Which statement best identifies a weakness in the author's claim in the last sentence?

- A) The author restates the claim that triggers matter but does so without having offered examples of triggers in the passage.
- B) The author characterizes his claim about triggers as innovative, whereas the passage as a whole suggests that many scholars offer similar explanations for voter decisions.
- C) The author states that a trigger influenced a particular election but fails to provide evidence for this claim elsewhere in the passage.
- D) The author makes a general claim about the significance of triggers, but the passage provides evidence of only one instance of a trigger affecting voters' actions.

40

The table most clearly indicates that which statement is true of voters who lived within 0.2 miles of a school and voted in a school?

- A) They supported the school-finding initiative at a higher rate than voters who lived within 0.2 miles of a school and did not vote in a school.
- B) They demonstrated no change in likelihood to support the school-funding initiative after researchers had controlled for demographics.
- C) They were more likely to support the school-finding initiative than to support other initiatives in the election.
- D) They accounted for a larger percentage of voters in the election than did any other group of voters.

41

Based on the passage, the data in the last row and columns B and C of the table helped the author and his team to

- A) identify additional examples of the role of triggers in voters' decisions.
- B) rule out alternatives to their explanation of voters' support for the school-funding initiative.
- C) show that the outcomes of multiple elections support their hypothesis about voters' behavior.
- D) explain why proximity to a school affected the decisions of people who did not vote in schools.

Questions 42-52 are based on the following passage.

This passage is adapted from Thomas W. Schoener and David A. Spiller, "Trophic Cascades on Islands." ©2010 by Island Press

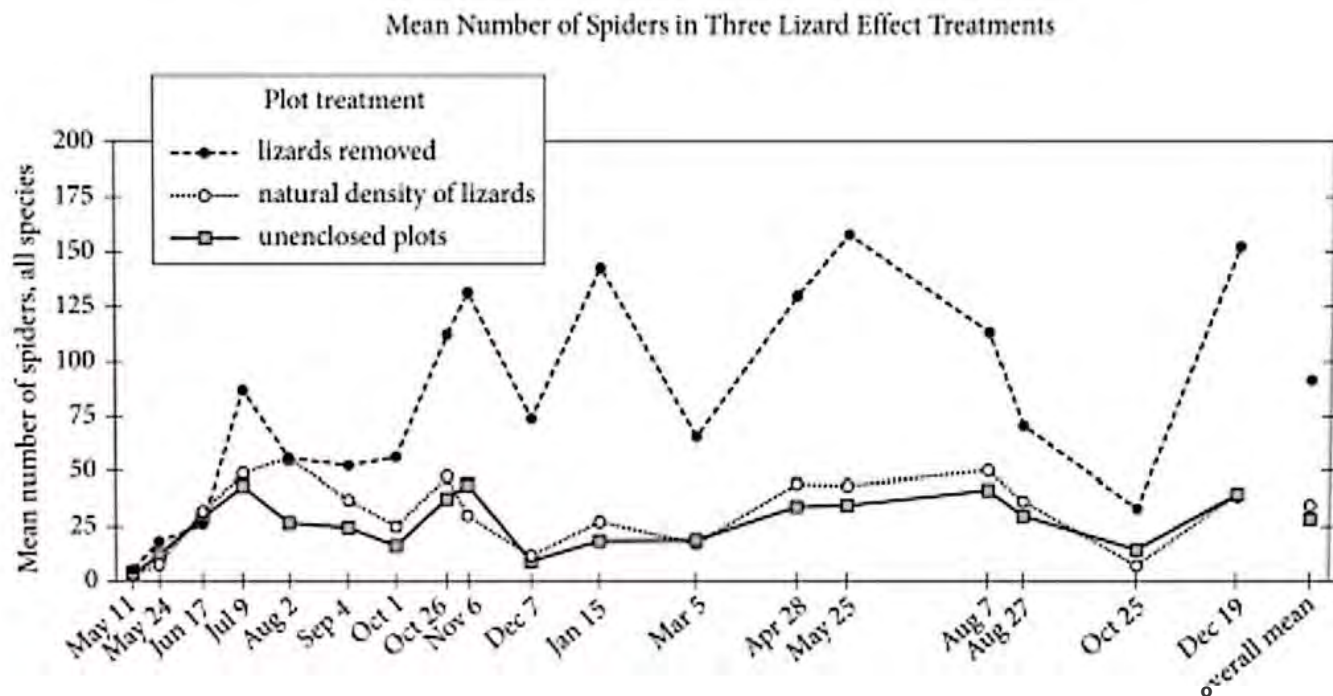
In the 1970s, one of us visited more than 500 Bahamian islands to survey distributions of vertebrates, with special emphasis on lizards and birds. A key objective was to determine the threshold island area on which vertebrate populations could just survive. We were astonished to find lizards, particularly *Anolis sagrei*, on some tiny islands, a discovery that multiplied by at least two orders of magnitude the list of Bahamian islands surmised or known to have resident populations of vertebrates. We realized we had to check many quite small islands to determine such thresholds, and in the course of that endeavor we came upon a large number of islands without lizards. This led to a second, even more exciting discovery: Such islands sometimes had extraordinarily high densities of spiders, the omnipresent webbing giving them the appearance of the proverbial grandmother's attic.

In 1981, we had to investigate this phenomenon systematically for the many small islands in the central Bahamas near the relatively large island of Staniel Cay, a major stopover in our earlier survey. Our first study found that spiders were about an order of magnitude denser on no-lizard than lizard islands (adjusted for the positive and negative correlations with area and distance from large landmasses, respectively). A second observational study in 1982 examined numbers of spider species, finding that no-lizard islands had 1.5-2 times the number of species as had lizard islands (again adjusted for area and distance, and for the maximum height attained by the vegetation on the island, which correlated positively with number of spider species). This result was quite different from Paine's (1966) famous one in the rocky intertidal, in which diversity increased with increasing predation, and it presaged other such results for terrestrial arthropods in our system and in others also.

Such comparative data pointed to a strong negative effect of lizards on spiders, but as is true of all comparative studies, the observations did not suffice to eliminate alternative hypotheses about why

islands with and without lizards might differ. A more reliable investigation would be experimental, and toward that end we staked out nine approximately 83-square-meter plots on Staniel Cay in 1985. Three of the plots were unenclosed, and the others had wood-framed fences made of hardware cloth topped with smooth plastic to impede lizard locomotion in and out. Three of the enclosed plots were randomly chosen to maintain lizards at natural densities, whereas the other three had lizards removed. Thus we had three treatments: The two types of enclosed plots tested the lizard effect, and the unenclosed plots were a cage control, to be compared with the enclosed lizard plots. The 18-month experiment showed that lizard removal enclosures had spider densities three times higher than those control enclosures and the unenclosed (also having lizard) plots. Numbers of spider species were higher without lizards as well, in parallel to the comparative studies. Numbers and biomasses of insects caught in the sticky traps were also higher in lizard removal enclosures; therefore, an increase in spiders did not completely compensate for the absence of lizards. There was some effect of the enclosures: Sticky traps in the enclosed plots caught about 20 percent fewer arthropod individuals than those in open plots.

What was the mechanism of the (now firmly established) lizard effect on spiders? The obvious one is predation. However, a second is competition for food: Spiders consume prey large in relation to their own size, so lizards and spiders might overlap in prey size well beyond their relative body sizes alone.

Figure 1

Adapted from David A. Spiller and Thomas W. Schoener, "An Experimental Study of the Effect of Lizards on Web-Spider Communities." ©2010 by the Ecological Society of America

Figure 2

Percent Composition of Anolis Lizard Diets and Adult Female *M. datona* Spider Diets in Lizard Effect Experiments

Prey (by taxonomic order)	<i>M. datona</i> spiders (% of diet)	Anolis lizards (% of diet)
Diptera	18.7	10.1
Homoptera	5.3	30.0
Hymenoptera	18.7	19.8
Coleoptera	53.3	16.9
Araneae	1.3	10.6
Lepidoptera	1.3	1.9
Orthoptera	0.0	4.8
Hemiptera	1.3	1.0
Other	0.1	4.9

Adapted from David A. Spiller and Thomas W. Schoener, "Lizards Reduce Food Consumption by Spiders: Mechanisms and Consequences." ©1990 by Springer-Verlag.

42

As used in line 11, "check" most likely means

- A) counter.
- B) stop.
- C) mark.
- D) inspect.

43

The parenthetical statements in lines 25-27 and lines 30-33 primarily serve to

- A) concede that the observed correlation between spider and lizard populations was weaker than researchers expected.
- B) describe additional variables that the researchers took into consideration while investigating causes of spider population variances.
- C) dismiss a possible objection to assumptions the researchers made while recording observations about spider populations.
- D) offer an explanation for the unusual nature of the spider population data that the researchers obtained.

44

It can reasonably be inferred from the passage that the observational studies of the early 1980s were significant in part because they

- A) showed that certain island ecosystems were more diverse than the researchers previously thought.
- B) incorporated a new method for studying the effect of land area on species population data.
- C) were inconsistent with the findings of an earlier investigation into a similar relationship.
- D) confirmed a positive correlation researchers had long suspected but had not demonstrated.

45

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 19-22 ("In 1981 . . . survey")
- B) Lines 23-27 ("Our first . . . respectively")
- C) Lines 27-33 ("A second . . . species")
- D) Lines 34-38 ("This . . . also")

46

Based on the passage, the primary advantage the experimental study had over the observational studies was that it could

- A) answer a further research question about the effects of human-made structures on spider and lizard interactions.
- B) control for factors that might have influenced the results of the researchers' observational studies.
- C) isolate lizards and spiders from other species to prevent interactions among them from interfering with results.
- D) provide a better understanding of diverse ecosystem compositions among individual islands than the observational study could.

47

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 39-46 ("Such . . . 1985")
- B) Lines 46-50 ("Three . . . out")
- C) Lines 50-52 ("Three . . . removed")
- D) Lines 52-56 ("Thus . . . plots")

48

As used in line 51, "maintain" most likely means

- A) keep.
- B) promote.
- C) defend.
- D) declare.

49

Which of the following findings, if true, would best support the explanation presented in lines 71-74 ("However . . . alone")?

- A) The total insect biomass consumed by spiders was reduced in lizard enclosures and unenclosed plots compared with the biomass consumed by spiders in lizard removal enclosures.
- B) The survival rate of spiders was significantly higher in lizard removal enclosures than in lizard enclosures and unenclosed plots.
- C) Fewer spider webs were found closer to the ground where lizards might have easier access to them in unenclosed plots and lizard enclosures than in lizard removal enclosures.
- D) Insects consumed by spiders in unenclosed plots were significantly larger, on average, than were insects in lizard enclosures and lizard removal enclosures.

50

According to figure 1, the overall mean population of spiders in plots where lizards were removed was between

- A) 25 and 50
- B) 50 and 75
- C) 75 and 100
- D) 100 and 125

51

The information in figure 1 most strongly suggests that

- A) spiders prey on more insects in the fall than in the spring.
- B) spider populations tend to be larger in spring than in summer.
- C) the number of lizards in a given plot varies over time.
- D) the presence of lizards helps to reduce variability in the number of spiders over time.

52

Which of the following statements does the information in figure 2 best support?

- A) The removal of Lepidoptera species would have a large impact on Anolis lizard diets.
- B) Hemiptera species are much larger than the species *M. datona* spiders typically prey on.
- C) In the experiment, Anolis lizards were not dependent on any single food source.
- D) The researchers studied a larger sample size of Anolis lizard diets than of *M. datona* spider diets.

STOP

**If you finish before time is called, you may check your work on this section only.
Do not turn to any other section.**