

## Passage 51

While there is no blueprint for transforming a largely government-controlled economy into a free one, the experience of the United Kingdom since 1979 clearly shows one approach that works: privatization, in which state-owned industries are sold to private companies. By 1979, the total borrowings and losses of state-owned industries were running at about £3 billion a year. By selling many of these industries, the government has decreased these borrowings and losses, gained over £34 billion from the sales, and now receives tax revenues from the newly privatized companies. Along with a dramatically improved overall economy, the government has been able to repay 12.5 percent of the net national debt over a two-year period.

In fact, privatization has not only rescued individual industries and a whole economy headed for disaster, but has also raised the level of performance in every area. At British Airways and British Gas, for example, productivity per employee has risen by 20 percent. At Associated British Ports, labor disruptions common in the 1970's and early 1980's have now virtually disappeared. At British Telecom, there is no longer a waiting list—as there always was before privatization—to have a telephone installed.

Part of this improved productivity has come about because the employees of privatized industries were given the opportunity to buy shares in their own companies. They responded enthusiastically to the offer of shares; at British Aerospace, 89 percent of the eligible work force bought shares; at Associated British Ports, 90 percent; and at British Telecom, 92 percent. When people have a personal stake in something, they think about it, care about it, work to make it prosper. At the National Freight Consortium, the new employee-owners grew so concerned about their company's profits that during wage negotiations they actually pressed their union to lower its wage demands.

Some economists have suggested that giving away free shares would provide a needed acceleration of the privatization process. Yet they miss Thomas Paine's point that "what we obtain too cheap we esteem too lightly." In order for the far-ranging benefits of individual ownership to be achieved by owners, companies, and countries, employees and other individuals must make their own decisions to buy, and they must commit some of their own resources to the choice.

1. According to the passage, all of the following were benefits of privatizing

state-owned industries in the United Kingdom EXCEPT:

- (A) Privatized industries paid taxes to the government.
  - (B) The government gained revenue from selling state-owned industries.
  - (C) The government repaid some of its national debt.
  - (D) Profits from industries that were still state-owned increased.
  - (E) Total borrowings and losses of state-owned industries decreased.
2. According to the passage, which of the following resulted in increased productivity in companies that have been privatized?
- (A) A large number of employees chose to purchase shares in their companies.
  - (B) Free shares were widely distributed to individual shareholders.
  - (C) The government ceased to regulate major industries.
  - (D) Unions conducted wage negotiations for employees.
  - (E) Employee-owners agreed to have their wages lowered.
3. It can be inferred from the passage that the author considers labor disruptions to be
- (A) an inevitable problem in a weak national economy
  - (B) a positive sign of employee concern about a company
  - (C) a predictor of employee reactions to a company's offer to sell shares to them
  - (D) a phenomenon found more often in state-owned industries than in private companies
  - (E) a deterrence to high performance levels in an industry
4. The passage supports which of the following statements about employees buying shares in their own companies?
- (A) At three different companies, approximately nine out of ten of the workers were eligible to buy shares in their companies.
  - (B) Approximately 90% of the eligible workers at three different companies chose to buy shares in their companies.
  - (C) The opportunity to buy shares was discouraged by at least some labor unions.
  - (D) Companies that demonstrated the highest productivity were the first to allow their employees the opportunity to buy shares.
  - (E) Eligibility to buy shares was contingent on employees' agreeing to increased work loads.
5. Which of the following statements is most consistent with the principle described in lines 30-32?
- (A) A democratic government that decides it is inappropriate to own a particular industry has in no way abdicated its responsibilities as guardian of the public interest.
  - (B) The ideal way for a government to protect employee interests is to force

companies to maintain their share of a competitive market without government subsidies.

- (C) The failure to harness the power of self-interest is an important reason that state-owned industries perform poorly.
  - (D) Governments that want to implement privatization programs must try to eliminate all resistance to the free-market system.
  - (E) The individual shareholder will reap only a minute share of the gains from whatever sacrifices he or she makes to achieve these gains.
6. Which of the following can be inferred from the passage about the privatization process in the United Kingdom?
- (A) It depends to a potentially dangerous degree on individual ownership of shares.
  - (B) It conforms in its most general outlines to Thomas Paine's prescription for business ownership.
  - (C) It was originally conceived to include some giving away of free shares.
  - (D) It has been successful, even though privatization has failed in other countries.
  - (E) It is taking place more slowly than some economists suggest is necessary.
7. The quotation in line 39 is most probably used to
- (A) counter a position that the author of the passage believes is incorrect
  - (B) state a solution to a problem described in the previous sentence
  - (C) show how opponents of the viewpoint of the author of the passage have supported their arguments
  - (D) point out a paradox contained in a controversial viewpoint
  - (E) present a historical maxim to challenge the principle introduced in the third paragraph

## Passage 52

Seeking a competitive advantage, some professional service firms (for example, firms providing advertising, accounting, or health care services) have considered offering unconditional guarantees of satisfaction. Such guarantees specify what clients can expect and what the firm will do if it fails to fulfill these expectations. Particularly with first-time clients, an unconditional guarantee can be an effective marketing tool if the client is very cautious, the firm's fees are high, the negative consequences of bad service are grave, or business is difficult to obtain through referrals and word-of-mouth.

However, an unconditional guarantee can sometimes hinder marketing efforts. With its implication that failure is possible, the guarantee may, paradoxically, cause clients to doubt the service firm's ability to deliver the promised level of service. It may conflict with a firm's desire to appear sophisticated, or may even suggest that a firm is begging for business. In legal and health care services, it may mislead clients by suggesting that lawsuits or medical procedures will have guaranteed outcomes. Indeed, professional service firms with outstanding reputations

and performance to match have little to gain from offering unconditional guarantees. And any firm that implements an unconditional guarantee without undertaking a commensurate commitment to quality of service is merely employing a potentially costly marketing gimmick.

1. The primary function of the passage as a whole is to
  - (A) account for the popularity of a practice
  - (B) evaluate the utility of a practice
  - (C) demonstrate how to institute a practice
  - (D) weigh the ethics of using a strategy
  - (E) explain the reasons for pursuing a strategy
2. All of the following are mentioned in the passage as circumstances in which professional service firms can benefit from offering an unconditional guarantee EXCEPT:
  - (A) The firm is having difficulty retaining its clients of long standing.
  - (B) The firm is having difficulty getting business through client recommendations.
  - (C) The firm charges substantial fees for its services.
  - (D) The adverse effects of poor performance by the firm are significant for the client.
  - (E) The client is reluctant to incur risk.
3. Which of the following is cited in the passage as a goal of some professional service firms in offering unconditional guarantees of satisfaction?
  - (A) A limit on the firm's liability
  - (B) Successful competition against other firms
  - (C) Ability to justify fee increases
  - (D) Attainment of an outstanding reputation in a field
  - (E) Improvement in the quality of the firm's service
4. The passage's description of the issue raised by unconditional guarantees for health care or legal services most clearly implies that which of the following is true?
  - (A) The legal and medical professions have standards of practice that would be violated by attempts to fulfill such unconditional guarantees.
  - (B) The result of a lawsuit of medical procedure cannot necessarily be determined in advance by the professionals handling a client's case.
  - (C) The dignity of the legal and medical professions is undermined by any attempts at marketing of professional services, including unconditional guarantees.
  - (D) Clients whose lawsuits or medical procedures have unsatisfactory outcomes cannot be adequately compensated by financial settlements alone.

- (E) Predicting the monetary cost of legal or health care services is more difficult than predicting the monetary cost of other types of professional services.
5. Which of the following hypothetical situations best exemplifies the potential problem noted in the second sentence of the second paragraph (lines 14-17)?
- (A) A physician's unconditional guarantee of satisfaction encourages patients to sue for malpractice if they are unhappy with the treatment they receive.
- (B) A lawyer's unconditional guarantee of satisfaction makes clients suspect that the lawyer needs to find new clients quickly to increase the firm's income.
- (C) A business consultant's unconditional guarantee of satisfaction is undermined when the consultant fails to provide all of the services that are promised.
- (D) An architect's unconditional guarantee of satisfaction makes clients wonder how often the architect's buildings fail to please clients.
- (E) An accountant's unconditional guarantee of satisfaction leads clients to believe that tax returns prepared by the accountant are certain to be accurate.
6. The passage most clearly implies which of the following about the professional service firms mentioned in line 22?
- (A) They are unlikely to have offered unconditional guarantees of satisfaction in the past.
- (B) They are usually profitable enough to be able to compensate clients according to the terms of an unconditional guarantee.
- (C) They usually practice in fields in which the outcomes are predictable.
- (D) Their fees are usually more affordable than those charged by other professional service firms.
- (E) Their clients are usually already satisfied with the quality of service that is delivered.

### Passage 53

Although genetic mutations in bacteria and viruses can lead to epidemics, some epidemics are caused by bacteria and viruses that have undergone no significant genetic change. In analyzing the latter, scientists have discovered the importance of social and ecological factors to epidemics. Poliomyelitis, for example, emerged as an epidemic in the United States in the twentieth century; by then, modern sanitation was able to delay exposure to polio until adolescence or adulthood, at which time polio infection produced paralysis. Previously, infection had occurred during infancy, when it typically provided lifelong immunity without paralysis. Thus, the hygiene that helped prevent typhoid epidemics indirectly fostered a paralytic polio epidemic. Another example is Lyme disease, which is caused by bacteria that are transmitted by deer ticks. It occurred only sporadically during the late nineteenth century but has recently become prevalent in parts of the United States, largely due to an increase in the deer population that occurred simultaneously with the growth of the suburbs and increased outdoor recreational activities in the deer's habitat. Similarly, an outbreak of dengue hemorrhagic fever became an epidemic in Asia in the 1950's because of ecological changes that caused *Aedes*

*aegypti*, the mosquito that transmits the dengue virus, to proliferate. The stage is now set in the United States for a dengue epidemic because of the inadvertent introduction and wide dissemination of another mosquito, *Aedes albopictus*.

1. The passage suggests that a lack of modern sanitation would make which of the following most likely to occur?
  - (A) An outbreak of Lyme disease
  - (B) An outbreak of dengue hemorrhagic fever
  - (C) An epidemic of typhoid
  - (D) An epidemic of paralytic polio among infants
  - (E) An epidemic of paralytic polio among adolescents and adults
2. According to the passage, the outbreak of dengue hemorrhagic fever in the 1950's occurred for which of the following reasons?
  - (A) The mosquito *Aedes aegypti* was newly introduced into Asia.
  - (B) The mosquito *Aedes aegypti* became more numerous.
  - (C) The mosquito *Aedes albopictus* became infected with the dengue virus.
  - (D) Individuals who would normally acquire immunity to the dengue virus as infants were not infected until later in life.
  - (E) More people began to visit and inhabit areas in which mosquitoes live and breed.
3. It can be inferred from the passage that Lyme disease has become prevalent in parts of the United States because of which of the following?
  - (A) The inadvertent introduction of Lyme disease bacteria to the United States
  - (B) The inability of modern sanitation methods to eradicate Lyme disease bacteria
  - (C) A genetic mutation in Lyme disease bacteria that makes them more virulent
  - (D) The spread of Lyme disease bacteria from infected humans to noninfected humans
  - (E) An increase in the number of humans who encounter deer ticks
4. Which of the following can most reasonably be concluded about the mosquito *Aedes albopictus* on the basis of information given in the passage?
  - (A) It is native to the United States.
  - (B) It can proliferate only in Asia.
  - (C) It transmits the dengue virus.
  - (D) It caused an epidemic of dengue hemorrhagic fever in the 1950's.
  - (E) It replaced *Aedes aegypti* in Asia when ecological changes altered *Aedes aegypti*'s habitat.
5. Which of the following best describes the organization of the passage?
  - (A) A paradox is stated, discussed and left unresolved.

- (B) Two opposing explanations are presented, argued, and reconciled.
  - (C) A theory is proposed and is then followed by descriptions of three experiments that support the theory.
  - (D) A generalization is stated and is then followed by three instances that support the generalization.
  - (E) An argument is described and is then followed by three counterexamples that refute the argument.
6. Which of the following, if true, would most strengthen the author's assertion about the cause of the Lyme disease outbreak in the United States?
- (A) The deer population was smaller in the late nineteenth century than in the mid-twentieth century.
  - (B) Interest in outdoor recreation began to grow in the late nineteenth century.
  - (C) In recent years the suburbs have stopped growing.
  - (D) Outdoor recreation enthusiasts routinely take measures to protect themselves against Lyme disease.
  - (E) Scientists have not yet developed a vaccine that can prevent Lyme disease.

### Passage 54

Two modes of argumentation have been used on behalf of women's emancipation in Western societies. Arguments in what could be called the "relational" feminist tradition maintain the doctrine of "equality in difference," or equity as distinct for equality. They posit that biological distinctions between the sexes result in a necessary sexual division of labor in the family and throughout society and that women's procreative labor is currently undervalued by society, to the disadvantage of women. By contrast, the individualist feminist tradition emphasizes individual human rights and celebrates women's quest for personal autonomy, while downplaying the importance of gender roles and minimizing discussion of childbearing and its attendant responsibilities.

Before the late nineteenth century, these views coexisted within the feminist movement, often within the writings of the same individual. Between 1890 and 1920, however, relational feminism, which had been the dominant strain in feminist thought, and which still predominates among European and non-Western feminists, lost ground in England and the United States. Because the concept of individual rights was already well established in the Anglo-Saxon legal and political tradition, individualist feminism came to predominate in English-speaking countries. At the same time, the goals of the two approaches began to seem increasingly irreconcilable. Individualist feminists began to advocate a totally gender-blind system with equal rights for all. Relational feminists, while agreeing that equal educational and economic opportunities outside the home should be available for all women, continued to emphasize women's special contributions to society as homemakers and mothers; they demanded special treatment including protective legislation for women workers, state-sponsored maternity benefits, and paid compensation for housework.

Relational arguments have a major pitfall: because they underline women's physiological and psychological distinctiveness, they are often appropriated by political adversaries and used to endorse male privilege. But the individualist approach, by attacking gender roles, denying the significance of physiological difference, and condemning existing familial institutions as hopelessly patriarchal, has often simply treated as irrelevant the family roles important to many women. If the individualist framework, with its claim for women's autonomy, could be harmonized with the family-oriented concerns of relational feminists, a more fruitful model for contemporary feminist politics could emerge.

1. The author of the passage alludes to the well-established nature of the concept of individual rights in the Anglo-Saxon legal and political tradition in order to
  - (A) illustrate the influence of individualist feminist thought on more general intellectual trends in English history
  - (B) argue that feminism was already a part of the larger Anglo-Saxon intellectual tradition, even though this has often gone unnoticed by critics of women's emancipation
  - (C) explain the decline in individualist thinking among feminists in non-English-speaking countries
  - (D) help account for an increasing shift toward individualist feminism among feminists in English-speaking countries
  - (E) account for the philosophical differences between individualist and relational feminists in English-speaking countries
2. The passage suggests that the author of the passage believes which of the following?
  - (A) The predominance of individualist feminism in English-speaking countries is a historical phenomenon, the causes of which have not yet been investigated.
  - (B) The individualist and relational feminist views are irreconcilable, given their theoretical differences concerning the foundations of society.
  - (C) A consensus concerning the direction of future feminist politics will probably soon emerge, given the awareness among feminists of the need for cooperation among women.
  - (D) Political adversaries of feminism often misuse arguments predicated on differences between the sexes to argue that the existing social system should be maintained.
  - (E) Relational feminism provides the best theoretical framework for contemporary feminist politics, but individualist feminism could contribute much toward refining and strengthening modern feminist thought.
3. It can be inferred from the passage that the individualist feminist tradition denies the validity of which of the following causal statements?
  - (A) A division of labor in a social group can result in increased efficiency with regard to the performance of group tasks.



- (B) A division of labor in a social group causes inequities in the distribution of opportunities and benefits among group members.
  - (C) A division of labor on the basis of gender in a social group is necessitated by the existence of sex-linked biological differences between male and female members of the group.
  - (D) Culturally determined distinctions based on gender in a social group foster the existence of differing attitudes and opinions among group members.
  - (E) Educational programs aimed at reducing inequalities based on gender among members of a social group can result in a sense of greater well-being for all members of the group.
4. According to the passage, relational feminists and individualist feminists agree that
- (A) individual human rights take precedence over most other social claims
  - (B) the gender-based division of labor in society should be eliminated
  - (C) laws guaranteeing equal treatment for all citizens regardless of gender should be passed
  - (D) a greater degree of social awareness concerning the importance of motherhood would be beneficial to society
  - (E) the same educational and economic opportunities should be available to both sexes
5. According to the author, which of the following was true of feminist thought in Western societies before 1890?
- (A) Individualist feminist arguments were not found in the thought or writing of non-English-speaking feminists.
  - (B) Individualist feminism was a strain in feminist thought, but another strain, relational feminism, predominated.
  - (C) Relational and individualist approaches were equally prevalent in feminist thought and writing.
  - (D) The predominant view among feminists held that the welfare of women was ultimately less important than the welfare of children.
  - (E) The predominant view among feminists held that the sexes should receive equal treatment under the law.
6. The author implies that which of the following was true of most feminist thinkers in England and the United States after 1920?
- (A) They were less concerned with politics than with intellectual issues.
  - (B) They began to reach a broader audience and their programs began to be adopted by mainstream political parties.
  - (C) They called repeatedly for international cooperation among women's groups to achieve their goals.

- (D) They moderated their initial criticism of the economic systems that characterized their societies.
- (E) They did not attempt to unite the two different feminist approaches in their thought.

### Passage 55

(This passage was adapted from an article written in 1992.)

Some observers have attributed the dramatic growth in temporary employment that occurred in the United States during the 1980's to increased participation in the workforce by certain groups, such as first-time or reentering workers, who supposedly prefer such arrangements. However, statistical analyses reveal that demographic changes in the workforce did not correlate with variations in the total number of temporary workers. Instead, these analyses suggest that factors affecting employers account for the rise in temporary employment. One factor is product demand: temporary employment is favored by employers who are adapting to fluctuating demand for products while at the same time seeking to reduce overall labor costs. Another factor is labor's reduced bargaining strength, which allows employers more control over the terms of employment. Given the analyses, which reveal that growth in temporary employment now far exceeds the level explainable by recent workforce entry rates of groups said to prefer temporary jobs, firms should be discouraged from creating excessive numbers of temporary positions. Government policymakers should consider mandating benefit coverage for temporary employees, promoting pay equity between temporary and permanent workers, assisting labor unions in organizing temporary workers, and encouraging firms to assign temporary jobs primarily to employees who explicitly indicate that preference.

1. The primary purpose of the passage is to
  - (A) present the results of statistical analyses and propose further studies.
  - (B) explain a recent development and predict its eventual consequences.
  - (C) identify the reasons for a trend and recommend measures to address it.
  - (D) outline several theories about a phenomenon and advocate one of them.
  - (E) describe the potential consequences of implementing a new policy and argue in favor of that policy.
2. According to the passage, which of the following is true of the "factors affecting employers" that are mentioned in lines 9-10?
  - (A) Most experts cite them as having initiated the growth in temporary employment that occurred during the 1980's.
  - (B) They may account for the increase in the total number of temporary workers during the 1980's.
  - (C) They were less important than demographic change in accounting for the increase of temporary employment during the 1980's.
  - (D) They included a sharp increase in the cost of labor during the 1980's.

- (E) They are more difficult to account for than at other factors involved in the growth of temporary employment during the 1980's.
3. The passage suggests which of the following about the use of temporary employment by firms during the 1980's?
- (A) It enabled firms to deal with fluctuating product demand far more efficiently than they before the 1980's.
- (B) It increased as a result of increased participation in the workforce by certain demography groups.
- (C) It was discouraged by government-mandated policies.
- (D) It was a response to preferences indicated by certain employees for more flexible working arrangements.
- (E) It increased partly as a result of workers' reduced ability to control the terms of their employment.
4. The passage suggests which of the following about the workers who took temporary jobs during the 1980's?
- (A) Their jobs frequently led to permanent positions within firms.
- (B) They constituted a less demographically diverse group than has been suggested.
- (C) They were occasionally involved in actions organized by labor unions.
- (D) Their pay declined during the decade in comparison with the pay of permanent employees.
- (E) They did not necessarily prefer temporary employment to permanent employment.
5. The first sentence in the passage suggests that the observers mentioned in line 1 would be most likely to predict which of the following?
- (A) That the number of new temporary positions would decline as fewer workers who preferred temporary employment entered the workforce.
- (B) That the total number of temporary positions would increase as fewer workers were able to find permanent positions.
- (C) That employers would have less control over the terms of workers' employment as workers increased their bargaining strength.
- (D) That more workers would be hired for temporary positions as product demand increased.
- (E) That the number of workers taking temporary positions would increase as more workers in any given demographic group entered the workforce.
6. In the context of the passage, the word "excessive" (line 21) most closely corresponds to which of the following phrases?
- (A) Far more than can be justified by worker preferences.
- (B) Far more than can be explained by fluctuations in product demand.

- (C) Far more than can be beneficial to the success of the firms themselves.
  - (D) Far more than can be accounted for by an expanding national economy.
  - (E) Far more than can be attributed to increases in the total number of people in the workforce.
7. The passage mentions each of the following as an appropriate kind of governmental action EXCEPT
- (A) getting firms to offer temporary employment primarily to a certain group of people
  - (B) encouraging equitable pay for temporary and permanent employees
  - (C) facilitating the organization of temporary workers by labor unions
  - (D) establishing guidelines on the proportion of temporary workers that firms should employ
  - (E) ensuring that temporary workers obtain benefits from their employers

### Passage 56

Although numbers of animals in a given region may fluctuate from year to year, the fluctuations are often temporary and, over long periods, trivial. Scientists have advanced three theories of population control to account for this relative constancy.

The first theory attributes a relatively constant population to periodic climatic catastrophes that decimate populations with such frequency as to prevent them from exceeding some particular limit. In the case of small organisms with short life cycles, climatic changes need not be catastrophic: normal seasonal changes in photoperiod (daily amount of sunlight), for example, can govern population growth. This theory—the density-independent view—asserts that climatic factors exert the same regulatory effect on population regardless of the number of individuals in a region.

A second theory argues that population growth is primarily density-dependent—that is, the rate of growth of a population in a region decreases as the number of animals increases. The mechanisms that manage regulation may vary. For example, as numbers increase, the food supply would probably diminish, which would increase mortality. In addition, as Lotka and Volterra have shown, predators can find prey more easily in high-density populations. Other regulators include physiological control mechanisms: for example, Christian and Davis have demonstrated how the crowding that results from a rise in numbers may bring about hormonal changes in the pituitary and adrenal glands that in turn may regulate population by lowering sexual activity and inhibiting sexual maturation. There is evidence that these effects may persist for three generations in the absence of the original provocation. One challenge for density-dependent theorists is to develop models that would allow the precise prediction of the effects of crowding.

A third theory, proposed by Wynne-Edwards and termed “epideictic,” argues that organisms have evolved a “code” in the form of social or epideictic behavior displays, such as winter-roosting aggregations or group vocalizing; such codes provide organisms with information on population size in a region so that they can, if necessary, exercise reproductive

restraint. However, Wynne-Edwards' theory, linking animal social behavior and population control, has been challenged, with some justification, by several studies.

1. The primary purpose of the passage is to
  - (A) argue against those scientists who maintain that animal populations tend to fluctuate
  - (B) compare and contrast the density-dependent and epideictic theories of population control
  - (C) provide example of some of the ways in which animals exercise reproductive restraint to control their own numbers
  - (D) suggests that theories of population control that concentrate on the social behavior of animals are more open to debate than are theories that do not
  - (E) summarize a number of scientific theories that attempt to explain why animal populations do not exceed certain limits
2. It can be inferred from the passage that proponents of the density-dependent theory of population control have not yet been able to
  - (A) use their theory to explain the population growth of organisms with short life cycles
  - (B) reproduce the results of the study of Christian and Davis
  - (C) explain adequately why the numbers of a population can increase as the population's rate of growth decreases
  - (D) make sufficiently accurate predictions about the effects of crowding
  - (E) demonstrate how predator populations are themselves regulated
3. Which of the following, if true, would best support the density-dependent theory of population control as it is described in the passage?
  - (A) As the number of foxes in Minnesota decrease, the growth rate of this population of foxes begins to increase.
  - (B) As the number of woodpeckers in Vermont decreases, the growth rate of this population of woodpeckers also begins to decrease.
  - (C) As the number of prairie dogs in Oklahoma increases, the growth rate of this population of prairie dogs also begins to increase.
  - (D) After the number of beavers in Tennessee decreases, the number of predators of these beavers begins to increase.
  - (E) After the number of eagles in Montana decreases, the food supply of this population of eagles also begins to decrease.
4. According to the Wynne-Edwards theory as it is described in the passage, epideictic behavior displays serve the function of
  - (A) determining roosting aggregations
  - (B) locating food
  - (C) attracting predators

- (D) regulating sexual activity  
(E) triggering hormonal changes
5. The challenge posed to the Wynne-Edwards-theory by several studies is regarded by the author with  
(A) complete indifference  
(B) qualified acceptance  
(C) skeptical amusement  
(D) perplexed astonishment  
(E) agitated dismay
6. Which of the following statements would provide the most of logical continuation of the final paragraph of the passage?  
(A) Thus Wynne-Edwards' theory raises serious questions about the constancy of animal population in a region.  
(B) Because Wynne-Edwards' theory is able to explain more kinds of animal behavior than is the density-dependent theory, epideictic explanations of population regulation are now widely accepted.  
(C) The results of one study, for instance, have suggested that group vocalizing is more often used to defend territory than to provide information about population density.  
(D) Some of these studies have, in fact, worked out a systematic and complex code of social behavior that can regulate population size.  
(E) One study, for example, has demonstrated that birds are more likely to use winter-roosting aggregations than group vocalizing in order to provide information on population size.

### Passage 57

In recent years, teachers of introductory courses in Asian American studies have been facing a dilemma nonexistent a few decades ago, when hardly any texts in that field were available. Today, excellent anthologies and other introductory texts exist, and books on individual Asian American nationality groups and on general issues important for Asian Americans are published almost weekly. Even professors who are experts in the field find it difficult to decide which of these to assign to students; nonexperts who teach in related areas and are looking for writings for and by Asian American to include in survey courses are in an even worse position.

A complicating factor has been the continuing lack of specialized one-volume reference works on Asian Americans, such as biographical dictionaries or desktop encyclopedias. Such works would enable students taking Asian American studies courses (and professors in related fields) to look up basic information on Asian American individuals, institutions, history, and culture without having to wade through mountains of primary source material. In addition, give such works, Asian American studies professors might feel more free to include more

challenging Asian American material in their introductory reading lists, since good reference works allow students to acquire on their own the background information necessary to interpret difficult or unfamiliar material.

1. The author of the passage is primarily concerned with doing which of the following?
  - (A) Recommending a methodology
  - (B) Describing a course of study
  - (C) Discussing a problem
  - (D) Evaluating a past course of action
  - (E) Responding to a criticism
2. The “dilemma” mentioned in line 2 can best be characterized as being caused by the necessity to make a choice when faced with a
  - (A) lack of acceptable alternatives
  - (B) lack of strict standards for evaluating alternatives
  - (C) preponderance of bad alternatives as compared to good
  - (D) multitude of different alternatives
  - (E) large number of alternatives that are nearly identical in content
3. The passage suggests that the factor mentioned in lines 14-17 complicates professors’ attempts to construct introductory reading lists for courses in Asian American studies in which of the following ways?
  - (A) By making it difficult for professors to identify primary source material and to obtain standard information on Asian American history and culture
  - (B) By preventing professors from identifying excellent anthologies and introductory texts in the field that are both recent and understandable to students
  - (C) By preventing professors from adequately evaluating the quality of the numerous texts currently being published in the field
  - (D) By making it more necessary for professors to select readings for their courses that are not too challenging for students unfamiliar with Asian American history and culture
  - (E) By making it more likely that the readings professors assign to students in their courses will be drawn solely from primary sources
4. The passage implies that which of the following was true of introductory courses in Asian American studies a few decades ago?
  - (A) The range of different textbooks that could be assigned for such courses was extremely limited.
  - (B) The texts assigned as readings in such courses were often not very challenging for students.
  - (C) Students often complained about the texts assigned to them in such courses.

- (D) Such courses were offered only at schools whose libraries were rich in primary sources.
  - (E) Such courses were the only means then available by which people in the United States could acquire knowledge of the field.
5. According to the passage, the existence of good one-volume reference works about Asian Americans could result in
- (A) increased agreement among professors of Asian American studies regarding the quality of the sources available in their field
  - (B) an increase in the number of students signing up for introductory courses in Asian American studies
  - (C) increased accuracy in writings that concern Asian American history and culture
  - (D) the use of introductory texts about Asian American history and culture in courses outside the field of Asian American studies
  - (E) the inclusion of a wider range of Asian American material in introductory reading lists in Asian American studies

### Passage 58

In an attempt to improve the overall performance of clerical workers, many companies have introduced computerized performance monitoring and control systems (CPMCS) that record and report a worker's computer-driven activities. However, at least one study has shown that such monitoring may not be having the desired effect. In the study, researchers asked monitored clerical workers and their supervisors how assessments of productivity affected supervisors' ratings of workers' performance. In contrast to unmonitored workers doing the same work, who without exception identified the most important element in their jobs as customer service, the monitored workers and their supervisors all responded that productivity was the critical factor in assigning ratings. This finding suggested that there should have been a strong correlation between a monitored worker's productivity and the overall rating the worker received. However, measures of the relationship between overall rating and individual elements of performance clearly supported the conclusion that supervisors gave considerable weight to criteria such as attendance, accuracy, and indications of customer satisfaction.

It is possible that productivity may be a "hygiene factor," that is, if it is too low, it will hurt the overall rating. But the evidence suggests that beyond the point at which productivity becomes "good enough," higher productivity per se is unlikely to improve a rating.

1. According to the passage, before the final results of the study were known, which of the following seemed likely?
- (A) That workers with the highest productivity would also be the most accurate
  - (B) That workers who initially achieved high productivity ratings would continue to do so consistently
  - (C) That the highest performance ratings would be achieved by workers with the highest productivity



- (D) That the most productive workers would be those whose supervisors claimed to value productivity
  - (E) That supervisors who claimed to value productivity would place equal value on customer satisfaction
2. It can be inferred that the author of the passage discusses “unmonitored workers” (line 10) primarily in order to
- (A) compare the ratings of these workers with the ratings of monitored workers
  - (B) provide an example of a case in which monitoring might be effective
  - (C) provide evidence of an inappropriate use of CPMCS
  - (D) emphasize the effect that CPMCS may have on workers’ perceptions of their jobs
  - (E) illustrate the effect that CPMCS may have on workers’ ratings
3. Which of the following, if true, would most clearly have supported the conclusion referred to in lines 19-21?
- (A) Ratings of productivity correlated highly with ratings of both accuracy and attendance.
  - (B) Electronic monitoring greatly increased productivity.
  - (C) Most supervisors based overall ratings of performance on measures of productivity alone.
  - (D) Overall ratings of performance correlated more highly with measures of productivity than the researchers expected.
  - (E) Overall ratings of performance correlated more highly with measures of accuracy than with measures of productivity.
4. According to the passage, a “hygiene factor” (lines 2223) is an aspect of a worker’s performance that
- (A) has no effect on the rating of a worker’s performance
  - (B) is so basic to performance that it is assumed to be adequate for all workers
  - (C) is given less importance than it deserves in rating a worker’s performance
  - (D) is not likely to affect a worker’s rating unless it is judged to be inadequate
  - (E) is important primarily because of the effect it has on a worker’s rating
5. The primary purpose of the passage is to
- (A) explain the need for the introduction of an innovative strategy
  - (B) discuss a study of the use of a particular method
  - (C) recommend a course of action
  - (D) resolved a difference of opinion
  - (E) suggest an alternative approach

Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native American. In essence, textbooks stereotype and deprecate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric, European perspective without recognizing that other perspectives are possible.

One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular culture are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native American is certainly warranted.

1. Which of the following would most logically be the topic of the paragraph immediately following the passage?
  - (A) Specific ways to evaluate the biases of United States history textbooks
  - (B) The centrality of the teacher's role in United States history courses
  - (C) Nontraditional methods of teaching United States history
  - (D) The contributions of European immigrants to the development of the United States
  - (E) Ways in which parents influence children's political attitudes
2. The primary purpose of the passage is to
  - (A) describe in detail one research study regarding the impact of history textbooks on children's attitudes and beliefs about certain cultures
  - (B) describe revisions that should be made to United States history textbooks
  - (C) discuss the difficulty of presenting an accurate history of the United States
  - (D) argue that textbooks used in schools stereotype Native Americans and influence children's attitudes
  - (E) summarize ways in which some textbooks give distorted pictures of the political systems developed by various Native American groups
3. The author mentions two researchers' studies (lines 22-25) most likely in order to
  - (A) suggest that children's political attitudes are formed primarily through textbooks
  - (B) counter the claim that children are able to see through stereotypes in textbooks
  - (C) suggest that younger children tend to interpret the messages in textbooks more literally than do older children

- (D) demonstrate that textbooks carry political messages meant to influence their readers
- (E) prove that textbooks are not biased in terms of their political presentations
4. The author's attitude toward the content of the history textbooks discussed in the passage is best described as one of
- (A) indifference
- (B) hesitation
- (C) neutrality
- (D) amusement
- (E) disapproval
5. It can be inferred from the passage that the researchers mentioned in line 19 would be most likely to agree with which of the following statements?
- (A) Students form attitudes about cultures other than their own primarily inside the school environment.
- (B) For the most part, seniors in high school know that textbooks can be biased.
- (C) Textbooks play a crucial role in shaping the attitudes and beliefs of students.
- (D) Elementary school students are as likely to recognize biases in textbooks as are high school students.
- (E) Students are less likely to give credence to history textbooks than to mathematics textbooks.
6. The author implies that which of the following will occur if textbooks are not carefully reviewed?
- (A) Children will remain ignorant of the European settlers' conquest of the New World.
- (B) Children will lose their ability to recognize biases in textbooks.
- (C) Children will form negative stereotypes of Native Americans.
- (D) Children will develop an understanding of ethnocentrism.
- (E) Children will stop taking textbooks seriously.

### Passage 60

Until recently, scientists did not know of a close vertebrate analogue to the extreme form of altruism observed in eusocial insects like ants and bees, whereby individuals cooperate, sometimes even sacrificing their own opportunities to survive and reproduce, for the good of others. However, such a vertebrate society may exist among underground colonies of the highly social rodent *Heterocephalus glaber*, the naked mole rat.

A naked mole rat colony, like a beehive, wasp's nest, or termite mound, is ruled by its queen, or reproducing female. Other adult female mole rats neither ovulate nor breed. The queen is the largest member of the colony, and she maintains her breeding status through a mixture of behavioral and, presumably, chemical control. Queens have been long-lived in

captivity, and when they die or are removed from a colony one sees violent fighting for breeding status among the larger remaining females, leading to a takeover by a new queen.

Eusocial insect societies have rigid caste systems, each insect's role being defined by its behavior, body shape, and physiology. In naked mole rat societies, on the other hand, differences in behavior are related primarily to reproductive status (reproduction being limited to the queen and a few males), body size, and perhaps age. Smaller non-breeding members, both male and female, seem to participate primarily in gathering food, transporting nest material, and tunneling. Larger nonbreeders are active in defending the colony and perhaps in removing dirt from the tunnels. Jarvis' work has suggested that differences in growth rates may influence the length of time that an individual performs a task, regardless of its age.

Cooperative breeding has evolved many times in vertebrates, but unlike naked mole rats, most cooperatively breeding vertebrates (except the wild dog, *Lycaon pictus*) are dominated by a pair of breeders rather than by a single breeding female. The division of labor within social groups is less pronounced among other vertebrates than among naked mole rats, colony size is much smaller, and mating by subordinate females may not be totally suppressed, whereas in naked mole rat colonies subordinate females are not sexually active, and many never breed.

1. Which of the following most accurately states the main idea of the passage?
  - (A) Naked mole rat colonies are the only known examples of cooperatively breeding vertebrate societies.
  - (B) Naked mole rat colonies exhibit social organization based on a rigid caste system.
  - (C) Behavior in naked mole rat colonies may well be a close vertebrate analogue to behavior in eusocial insect societies.
  - (D) The mating habits of naked mole rats differ from those of any other vertebrate species.
  - (E) The basis for the division of labor among naked mole rats is the same as that among eusocial insects.
2. The passage suggests that Jarvis' work has called into question which of the following explanatory variables for naked mole rat behavior?
  - (A) Size
  - (B) Age
  - (C) Reproductive status
  - (D) Rate of growth
  - (E) Previously exhibited behavior
3. It can be inferred from the passage that the performance of tasks in naked mole rat colonies differs from task performance in eusocial insect societies in which of the following ways?
  - (A) In naked mole rat colonies, all tasks are performed cooperatively.
  - (B) In naked mole rat colonies, the performance of tasks is less rigidly determined by body shape.

- (C) In naked mole rat colonies, breeding is limited to the largest animals.
  - (D) In eusocial insect societies, reproduction is limited to a single female.
  - (E) In eusocial insect societies, the distribution of tasks is based on body size.
4. According to the passage, which of the following is a supposition rather than a fact concerning the queen in a naked mole rat colony?
- (A) She is the largest member of the colony.
  - (B) She exerts chemical control over the colony.
  - (C) She mates with more than one male.
  - (D) She attains her status through aggression.
  - (E) She is the only breeding female.
5. The passage supports which of the following inferences about breeding among *Lycaon pictus*?
- (A) The largest female in the social group does not maintain reproductive status by means of behavioral control.
  - (B) An individual's ability to breed is related primarily to its rate of growth.
  - (C) Breeding is the only task performed by the breeding female.
  - (D) Breeding in the social group is not cooperative.
  - (E) Breeding is not dominated by a single pair of dogs.
6. According to the passage, naked mole rat colonies may differ from all other known vertebrate groups in which of the following ways?
- (A) Naked mole rats exhibit an extreme form of altruism.
  - (B) Naked mole rats are cooperative breeders.
  - (C) Among naked mole rats, many males are permitted to breed with a single dominant female.
  - (D) Among naked mole rats, different tasks are performed at different times in an individual's life.
  - (E) Among naked mole rats, fighting results in the selection of a breeding female.
7. One function of the third paragraph of the passage is to
- (A) state a conclusion about facts presented in an earlier paragraph
  - (B) introduce information that is contradicted by information in the fourth paragraph
  - (C) qualify the extent to which two previously mentioned groups might be similar
  - (D) show the chain of reasoning that led to the conclusions of a specific study
  - (E) demonstrate that of three explanatory factors offered, two may be of equal significance

## Answer Key

### Passage 51

1. D	2. A	3. E	4. B	5. C
6. E	7. A	8.	9.	10.

### Passage 52

1. B	2. A	3. B	4. B	5. D
6. E	7.	8.	9.	10.

### Passage 53

1. C	2. B	3. E	4. C	5. D
6. A	7.	8.	9.	10.

### Passage 54

1. D	2. D	3. C	4. E	5. B
6. E	7.	8.	9.	10.

### Passage 55

1. C	2. B	3. E	4. E	5. E
6. A	7. A	8.	9.	10.

### Passage 56

1. E	2. D	3. A	4. D	5. B
6. C	7.	8.	9.	10.

### Passage 57

1. C	2. D	3. D	4. A	5. E
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### Passage 58

1. C	2. D	3. E	4. D	5. B
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### Passage 59

1. A	2. D	3. B	4. E	5. B
6. C	7.	8.	9.	10.

### Passage 60

1. C	2. B	3. B	4. B	5. E
6. A	7. C	8.	9.	10.