

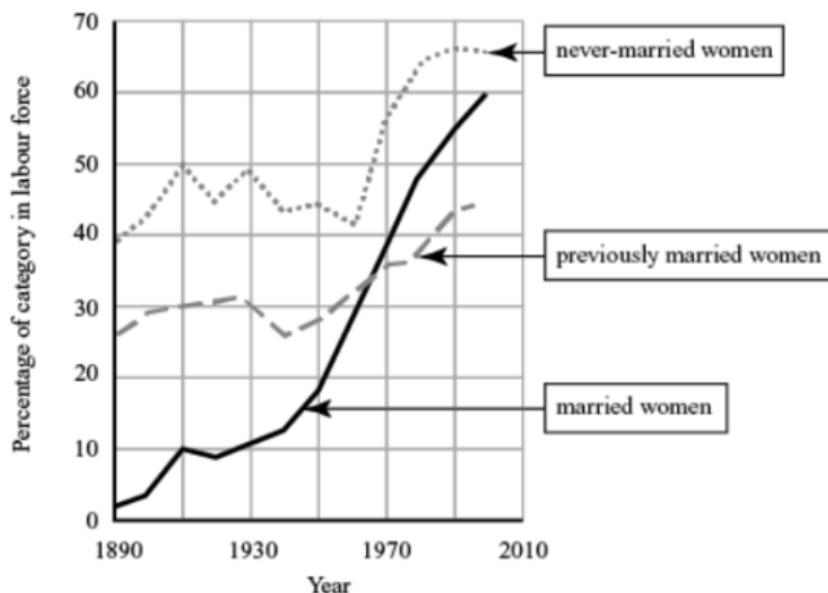
ACER – Exam 3

Question 1-4

In a study, American women (16 years or older) were classified into three separate categories:

- women who had never married
- women who had previously been married, but had not re-married
- married women.

The graph shows the percentage of each of these categories in the labour force, i.e. working, over the period 1890 to 2000. For example, in 1990 around 65% of women who had never married and 55% of married women were in the labour force.



In 1910,

3

- more than half of all women were in the labour force.
- half of the women in the labour force had never married.
- there were as many never-married women working as not working.
- there were more previously married women working than not working.

Consider the following statements:

- I In 1965, there were equal numbers of previously married and married women working.
II In 1965, previously married women and married women were equally likely to work.

Of statements I and II,

- both are true.
- I is true, but II is not necessarily true.
- II is true, but I is not necessarily true.
- neither is necessarily true.

Question 5-8

Debbie is sixteen and pregnant. She attends a high school that provides special childbirth classes for pregnant teenagers and has been a keen participant. It is two weeks before her due date. She passes off pains she has been experiencing all day as 'just a few cramps', but her mother insists on driving her to the hospital. She is admitted to a home-style birthing unit, which is her preference.

Dr Wallace's approach is best described as

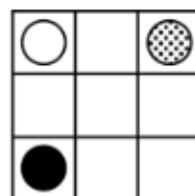
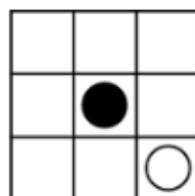
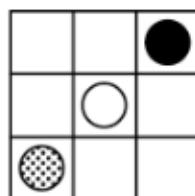
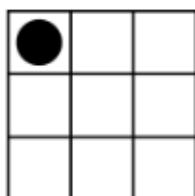
- 5
- irritated and anxious.
 - ill-mannered and cold.
 - routine and patronising.
 - judgemental and punitive.

Dr Wallace: Good afternoon, I'm Dr Wallace. Now, young lady, you are five centimetres dilated, so I'm just going to break the waters and give you a drip. That should speed things up a bit. And we'll put on this monitor to make sure baby is OK.

- Debbie:** No—please understand, I don't want you to break the waters – and I don't want a drip or monitor.
- Mother:** Now honey – just relax.
- Debbie:** Yes mum, but I am certain everything is OK. I don't need the waters broken.
- Dr Wallace:** The labour will go faster if I break the water bag – surely you want it to be over as quickly as possible? Anyway – I've got another teenage girl. I have to go and do a caesarian. She's only been in labour for an hour and the baby is already in trouble. I'll instruct the nurses to get things moving for you. Of course, you have the right to refuse if you really want to.
- Dr Wallace leaves and Debbie gets up and walks around. Debbie's mother encourages her to do her breathing routine and rubs her back. At regular intervals a nurse examines her. The nurses don't persist with the doctor's instructions.*
- Nurse:** Well done Debbie, you are fully dilated.
- Debbie:** I want to push.
- Nurse:** No – not yet Debbie. We always wait until there's a doctor present.
- Debbie does some more breathing. Her mother puts her arm around her.*
- Debbie:** I've got to push! (*Her mother looks anxiously at the nurse.*) You'd better get the resident.
- The resident rushes in and immediately starts to prepare an anaesthetic to perform an episiotomy. But while she is doing this, Debbie continues to push and eventually her baby boy is born. So the resident cuts the cord, wraps the baby and hands him to Debbie just as Dr Wallace appears.*
- Dr Wallace:** Well . . . congratulations, young lady!
- Nurse:** (to a junior nurse) Debbie doesn't reply because she is totally absorbed by her new baby.
- Two weeks later, Debbie and her son, Jake, are in a café having coffee with her friends. Which one of the following is most likely her summary of the birth experience?
- Afterwards Dr Wallace chastises the nursing staff for not carrying out his instructions. It is most likely that the chief nurse's response would be:
- 'We were worried about upsetting her too much.'
 - 'We thought she could cope because she is so young.'
 - 'It was unnecessary. She was in control and well aware of her progress.'
 - 'She was a tough one – wanted it over and done with, not much thought for her baby.'
- Debbie's approach to childbirth appears to be
- proud and defiant.
 - frightened but stoical.
 - temperamental but obliging.
 - determined and well-informed.
- Debbie:**
- 'I'm glad it's over with – it was quite an ordeal.'
 - 'I don't recommend it at our age – most of the time I felt like a naughty little girl.'
 - 'It was all worth it. I really can't remember much about the pain or anything else.'
 - 'I know I've really stuffed up my Year 12 – the birth experience was my punishment for that.'

Question 9

Select the alternative that most logically and simply continues the series.



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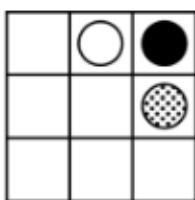
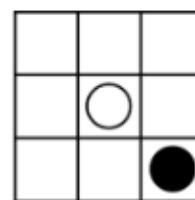
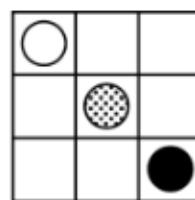
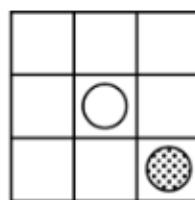
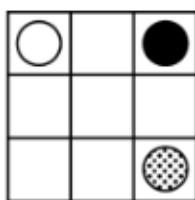
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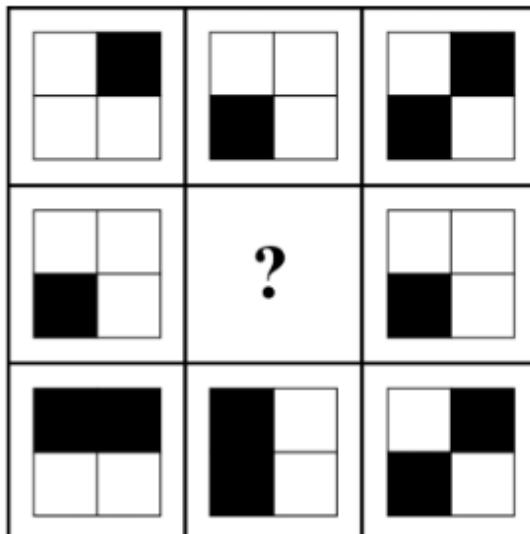
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Question 10

Select the alternative that most logically and simply completes the picture.



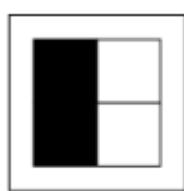
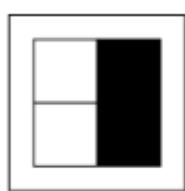
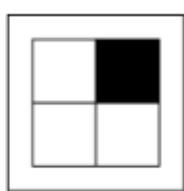
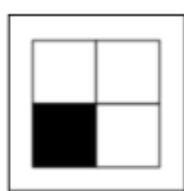
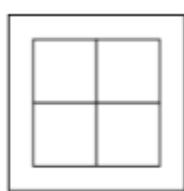
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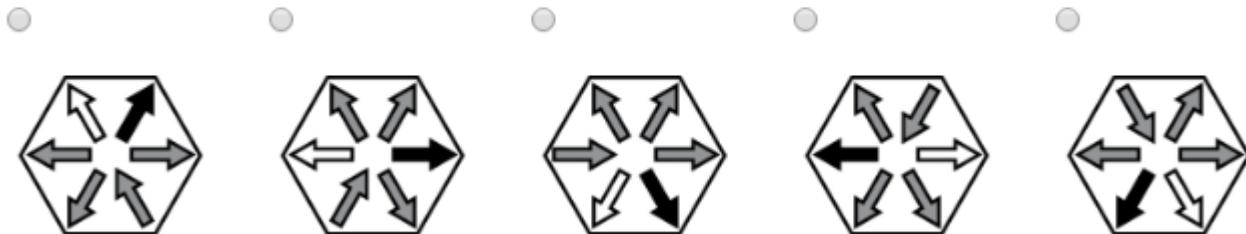
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Question 11

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

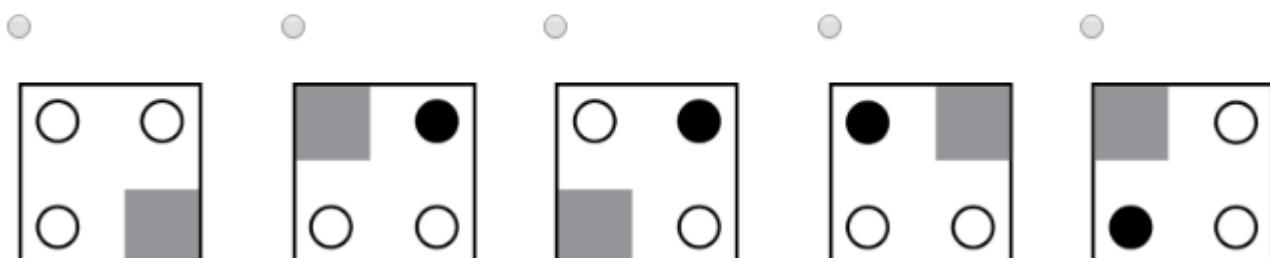
Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 12

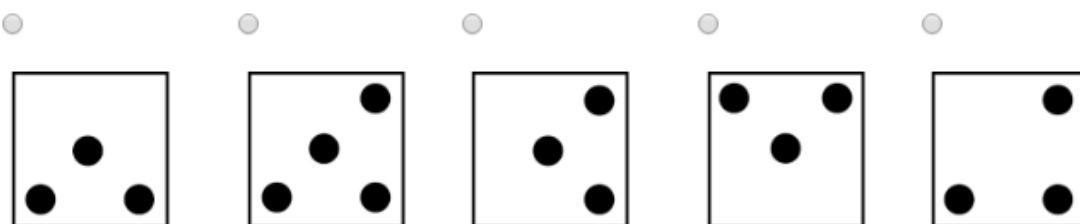
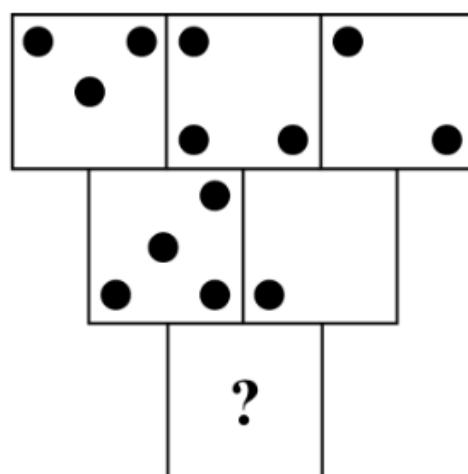
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 13

Select the alternative that most logically and simply completes the picture.



Question 14

Plants and animals can react to stimuli in different ways. Animals can move towards or away from a stimulus. Such movement is called a taxis. For instance, a moth flying towards a particular scent is exhibiting positive chemotaxis. In a similar manner, plants often exhibit a growth response towards or away from a stimulus. Such a response is called a tropism.

stimulus	prefix
gravity	geo-
light	photo-
water	hydro-
touch	thigmo-
chemical	chemo-
heat	thermo-
flow	rheo-

31	32	33	34	35	36	37	38	39	41
41	42	43	44	45	End				
Questions 46–92									
Questions 93–134									

Insects in the dish represented here prefer to distribute themselves as shown when exposed to light (grey) and moisture (dots).



These insects are exhibiting

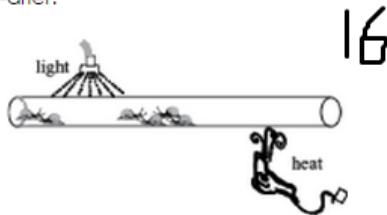
- positive phototaxis and negative hydrotaxis.
- positive phototaxis and positive hydrotaxis.
- negative phototaxis and positive hydrotaxis.
- negative phototaxis and negative hydrotaxis.

A plant would be exhibiting positive thigmotropism if

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- its stem grew away from the stems of other plants.
- it had flowers that closed on hot, dry days.
- it had tendrils that grew around a support.
- its roots grew sideways towards a water source.

In this experiment, snails in a tube are exposed to light from a lamp and heat from a hair-drier.



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If the snails settled as shown, it would suggest that snails are

- more negatively thermotactic than negatively phototactic.
- more positively thermotactic than positively phototactic.
- equally positively thermotactic and positively phototactic.
- negatively thermotactic but positively phototactic.

This discussion takes place between a 28 year-old son (Terry) and his parents with whom he has been living while he completes his studies. Terry is announcing that he will be postponing the submission of his PhD thesis.

Terry: Mum and Dad, I've got something serious to talk to you about. My supervisor says that I should delay the submission of my thesis to do a bit more work on it, make sure it's really up to scratch. Honestly, what do you think?

Mother: But I thought you were sure that this year you were really going to hand it in? I thought your supervisor said the draft was very good!

Father: So did I! It's been five years already! How much longer can it take you?!

Terry: Well, my supervisor thinks that with just a bit longer I can get some good publications out of it. You know, really set me up to begin a career.

Father: What's 'a bit longer'?

Terry: Um, well, my supervisor reckons another year - maximum.

Father: So, you're asking us whether you can stay here another year then?

Terry: I suppose so. (Jokingly) You wouldn't kick your penniless student son out into the street now would you?

Mother: What are you talking about? When have we ever threatened to kick you out? Of course we will give you a roof over your head. You need some support to make sure you do a really good job of the thesis. (To Father) It's just another year, dear.

Father: When I was 28, I had been working for almost ten years and I was paying off the mortgage on the first house! None of this fooling around... If you're going to stay here another year there are going to be some pretty big changes. No more women coming in and out at any hour of the morning for example!

Mother: Yes, he's right. It's not good for your thesis all this distraction you know....

Father: Well -- there goes my chance of setting up a room for my study...

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	End				

Questions 46–92

Questions 93–134

The mother's attitude to Terry's request is best summed up as

- pleased and proud.
 grudging and reluctant.
 frustrated and impatient.
 dutiful and well-intentioned.

Which one of the following most accurately sums up Terry's strategy for approaching his parents?

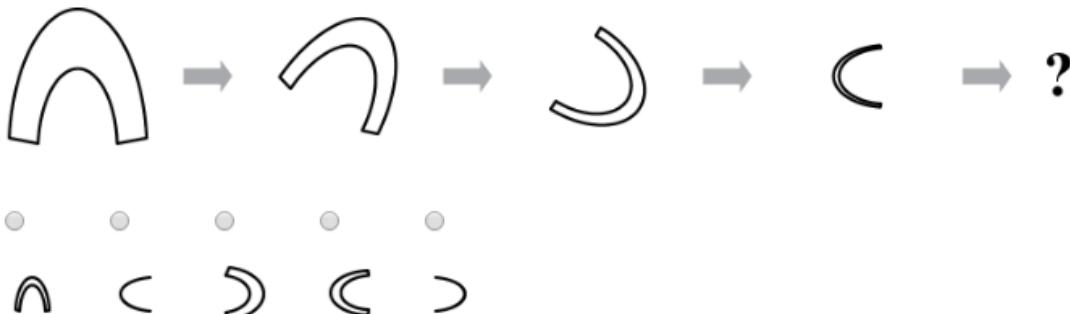
He emphasises	He plays down
<input type="radio"/> the seriousness of his situation.	the fact that Dad won't get his study.
<input type="radio"/> their parental duty and his vocational opportunities.	the length of extra time he needs.
<input type="radio"/> the fact that his thesis draft was very good.	his intention to socialise.
<input type="radio"/> his intention to hand in the thesis as soon as possible.	his age compared to other students.

One way that Terry tries to obtain his parents' approval is by

- suggesting that he will complete the work in a systematic manner.
 shifting responsibility for the situation from himself to his supervisor.
 contrasting his present perilous financial situation with their comfortable one.
 demonstrating that their expectations of a modern day 28 year-old are unrealistic.

Question 20

Select the alternative that most logically and simply continues the series.



Question 21

Select the alternative that most logically and simply continues the series.

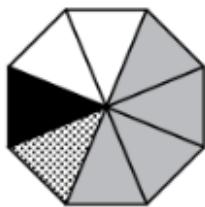
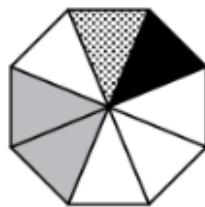
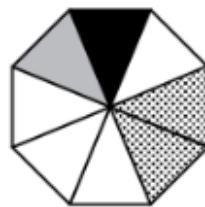


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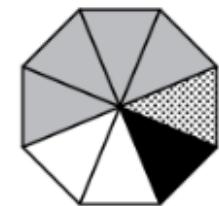
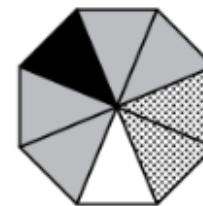
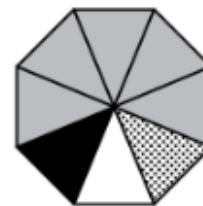
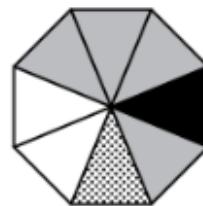
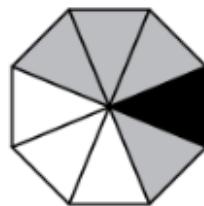


Question 22

Select the alternative that most logically and simply continues the series.



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Question 23-26

Stan is the father of Isabel's daughter, Anna, the result of a brief affair eighteen years before. Isabel had decided not to tell him about the pregnancy. Stan has never met Anna; he only recently found out about her and managed to locate Isabel. Isabel has agreed to meet him for lunch.

Now they were alone with that packet of photographs.

He looked through them quickly, the little pleat at the corner of his mouth still the expression of joy.

'You don't have a partner? Nobody she calls Dad?'

So, it was the worst scenario.

31	32	33	34	35	36	37	38	39
41	42	43	44	45	End			

Questions 46-92

Questions 93-134

Stan asks Isabel if she has a partner (line 4) because he

She hadn't meant to make her stand so promptly.

'Isn't it better to leave it like that? You can see, she's happy, she's secure. Do you have to come into her life now? What good could it do? I can see that it's wonderful for you to know that she exists, but ...'

'Oh, no! Oh, no!' He shook his head. His voice was calm. 'You robbed me once. You're not going to do it twice.'

Well! Isobel was silent but her inner voice was a screech of rage. Carrying bedpans and washing up greasy dishes in that beastly hospital, Lady Dogooder Home for Sluts and their unfortunate offspring

... 'That', she said, 'is a funny way of putting it.'

'That is how I see it. And I'll fight if I have to. There are tests now; I can go to the Family Court, I can prove she's mine and I can claim access.'

'Of course she's yours. I'm not denying that.'

The waiter, showing a notable lack of interest, served lunch.

Both daunted by their moment of indiscretion, they ate in silence.

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Next ▶

It is most likely that Isobel 'hadn't meant to make her stand so promptly' (line 6) because she

24

- had been afraid to tell the truth.
- wanted to avoid dragging Anna into the situation.
- had wanted to handle the matter as gently as possible.
- had intended to lull Stan into a false sense of optimism.

When lunch is served, both Stan and Isobel feel

25

- somewhat justified.
- defeated and unable to see any solution.
- regretful that they had not been more forthright.
- taken aback by the turn the conversation has taken.

Between the beginning and end of the meeting, the relationship between Isobel and Stan changes from

16

- apprehensively pleasant to realistic.
- vaguely optimistic to clearly determined.
- covertly competitive to readily cooperative.
- barely concealing dislike to secretly admiring.

Question 27

According to an environmental expert, some 192 species of plants or animals become extinct somewhere in the world every day. That's 70 000 species lost each year.

To the sceptic who argues that extinction is a normal process, the expert says the above rate of loss is many times greater than the 'background' rate of extinction (the rate without human interference). Rates today are 100 to 1000 times greater than those in the fossil record. Furthermore, the rate of detrimental change – at the level of genes, species and ecosystems – is increasing, not slowing.

31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 End

Questions 46–92

Questions 93–134

Which of the following can be best concluded from this information?

- In the past, extinction rates at their highest were approximately 700 species per year.
- The loss of any single species is likely to be crucial to a complex ecosystem.
- The sceptic is claiming that today's rate of extinction, whilst quite possibly increased by human activity, is not a cause for concern.
- The environmental expert is arguing for a cessation of any human activity that may lead to the extinction of animal or plant species.

Question 28

People who live in Porcupania are liars.

Consider the following:

- I Anyone who lives outside Porcupania is not a liar.
- II There may be non-liars who live in Porcupania.
- III Any non-liars live outside Porcupania.
- IV There may be liars who live outside Porcupania.

If the original statement is true, which of I–IV must also be true?

- I and II only
- I and III only
- II and III only
- III and IV only

Question 29

In an experiment, different groups of people were given the same painful stimulus and their levels of pain and anxiety measured. Before the painful stimulus, one group was given a pill that they were told would increase the severity of any pain felt, i.e. the pill was a nocebo. In reality, but unknown to the people, the nocebo contained nothing that would affect either pain or anxiety. A second group was given a drug called proglumide, and a third group given both the nocebo and proglumide. A final group acted as a control and was not given anything before the painful stimulus.

The results of the experiment are shown, with the crosses indicating relative intensity of pain and anxiety.

	Pain	Anxiety
Control	+	+
Proglumide	+	+
Nocebo	++	++
Nocebo + proglumide	+	++

In a similar experiment, when people were given a placebo rather than a nocebo, they experienced less pain than the controls. Those given proglumide and the placebo experienced even less pain. However, others given the placebo and the drug naloxone, known to block the effects of opioids, experienced as much pain as the controls.

Of the following, it is most likely that



31	32	33	34	35	36	37	38	39
41	42	43	44	45	End			
Questions 46–92								
Questions 93–134								

The results of the experiment suggest that

- anxiety intensifies the feeling of pain.
- the nocebo stops the action of proglumide.
- proglumide intensifies the action of the nocebo.
- increasing anxiety can lessen the intensity of pain.

proglumide also blocks the effect of opioids.

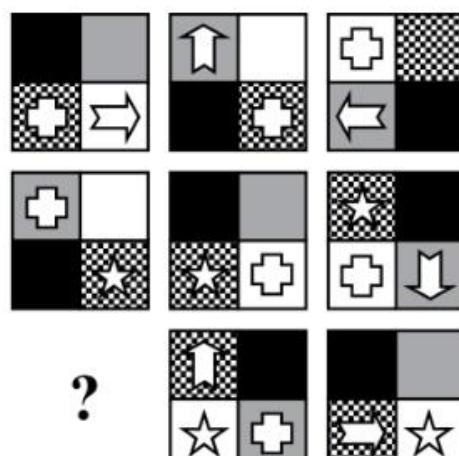
naloxone would block the effect of a nocebo.

those given naloxone alone would experience as much pain as the controls.

those given a nocebo and naloxone would experience more pain than those given just a nocebo.

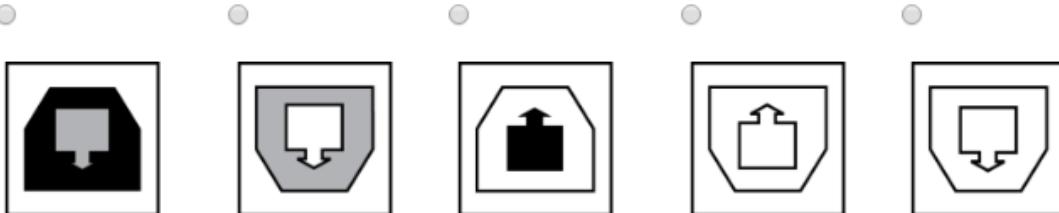
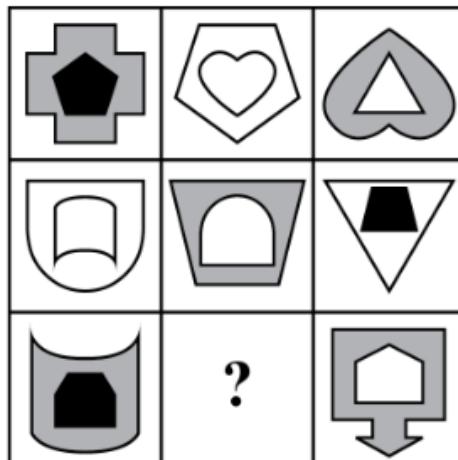
Question 31

Select the alternative that most logically and simply completes the picture.



Question 32

Select the alternative that most logically and simply completes the picture.



Question 33-37

In the passage below, Lou describes how she heard bad news from her sister, Jackie.

'Too cold for tennis', was the heading on the email from my sister, Jackie.

'Ok, wimp!', I flung back through the ether.

It was April, and the evenings were getting chilly but the courts, where we had a hit of tennis each Thursday, had lights and were well protected from the wind.

Then it came, a couple of days later. The phone call.

'Hi – look – sorry about Thursday. Actually, I've had some bad news.'

For a second or two I imagined expensive mechanical repairs to the 1970s Volvo they insisted on driving.

'I had a kind of seizure on Tuesday. They've done scans. It's a brain tumour.'

'What? ... What did you just say?'

'Unfortunately it's quite extensive.'

'In your brain! Surely not!'

'Yes. Look – it would be good to see you. I'll tell you more then. Maybe coffee?'

'Of course.'

Lou and Jackie's relationship as sisters seems to be one of

- jealous rivalry.
- close mateship.
- strained respect.
- protective intimacy.

34

31	32	33	34	35	36	37	38	39
41	42	43	44	45	End			

Questions 46–92

Questions 93–134

5

Prior to the phone call (line 7), Lou is

- relieved that she can avoid tennis.
- slightly frustrated, but not anxious.
- momentarily worried, but uncaring.
- suspicious that something is wrong.

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Next

Jackie's state of mind from first hearing of her

diagnosis to setting up a meeting with her
sister most likely changed from needing

- solitude to taking control.
- sympathy to expressing anger.
- reassurance to acting independently.
- to vent her feelings to quiet acceptance.

35

When the sisters meet for coffee, Jackie is most likely to appreciate Lou saying:

36

- It's almost unbelievable, but tell me what I can do.'
- 'A brain tumour – how horrific! What does it feel like?'
- 'The brain is such a sensitive organ. This is very serious.'
- 'Don't worry, these days the surgeons do amazing things.'

Judging from the passage as a whole, when Lou agrees to meet for coffee, her state of mind is best described as

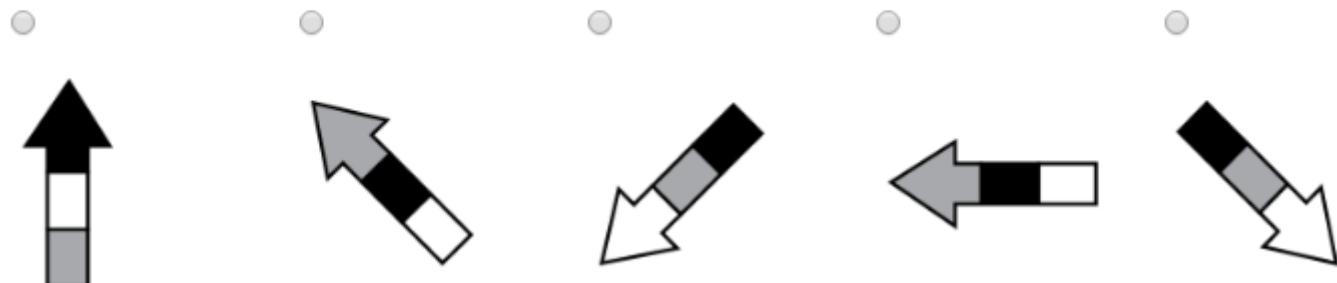
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- angry.
- anxious.
- stunned.
- restrained.

Question 38

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

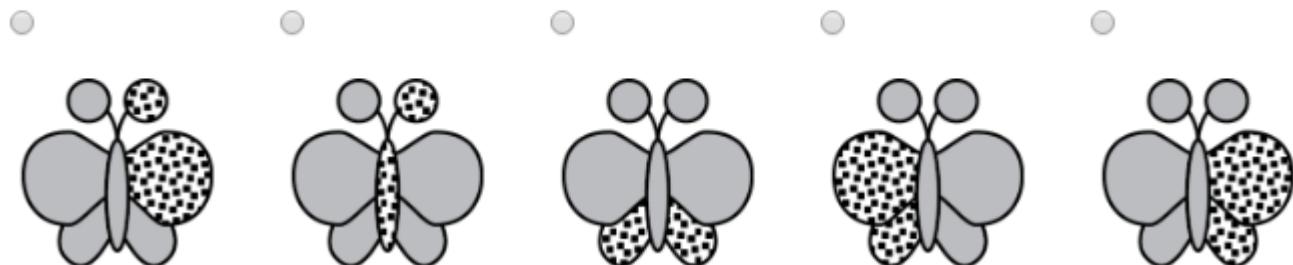
Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 39

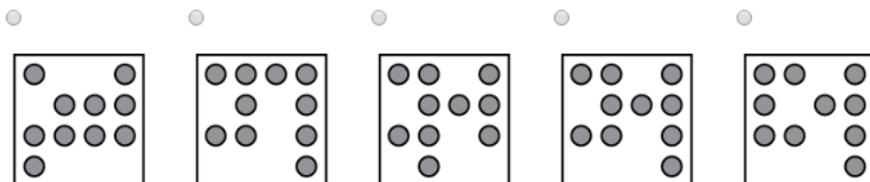
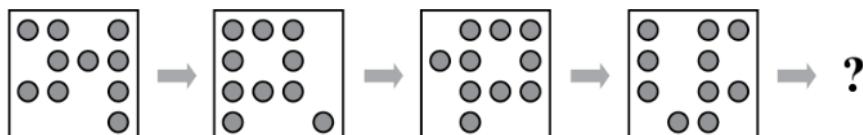
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 40

Select the alternative that most logically and simply continues the series.



Question 41

In the brain, neurons (nerve cells) are organised into networks. Each neuron is connected to other neurons, receiving inputs from some of them and sending inputs to others. Individual inputs can be either stimulatory (denoted by a positive sign, +) or inhibitory (denoted by a negative sign, -).

If the sum of the positive and negative signs of a neuron's inputs is positive, the neuron will fire and send input to another neuron. If the sum of its inputs is negative or zero, the neuron will **not** fire.

For example, in the network of five neurons (**V**, **W**, **X**, **Y** and **Z**) represented in Figure 1, if **V** and **W** fire together the total input to **X** is zero and **X** will **not** fire.

If **V** alone fires, the total input to **X** is positive and **X** will fire and send input to **Y** and **Z**; **Y** will then fire, but **not** **Z**.

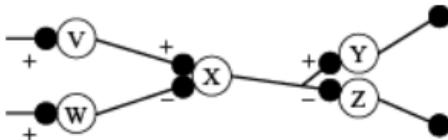


Figure 1

Suppose that in the network represented in Figure 2, **P**, **Q**, **R** and **S** all fired together but **X** did **not** fire.

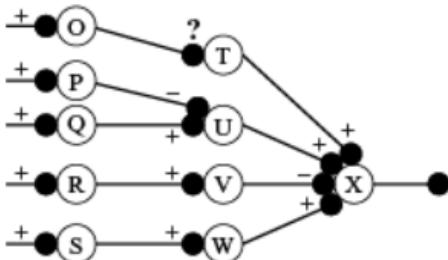


Figure 2

Consider the following:

- I **O** fired and its effect on **T** is stimulatory.
- II **O** fired and its effect on **T** is inhibitory.
- III **O** did **not** fire.

Question 42-43

Each of the students Avis, Ben and Chi are fans of two out of the six musicians Mozart, Gabrielli, Bach, Clapton, Ellington and Meatloaf. No two of the students are fans of the same musician.

Also:

- The Bach and Ellington fans have lunch with Avis.
- Ben lives next to the Ellington fan.
- Chi lost at poker to Ben and the Clapton fan.
- The Mozart and Bach fans went to a concert together.
- The Gabrielli fan is going out with a friend of the Clapton fan.
- The Clapton fan and the Mozart fan are both holidaying in Bali.

Respectively, who are the Gabrielli and Bach fans?

43

- Avis and Ben
- Ben and Ben
- Ben and Chi
- Chi and Ben

31 32 33 34 35 36 37 38 39

41 42 43 44 45 End

Questions 46–92

Questions 93–134

Which of I, II or III could have produced the situation described for Figure 2?

- I only
- II only
- III only
- each of II and III, but not I

Next >

31 32 33 34 35 36 37 38 39

41 42 43 44 45 End

Questions 46–92

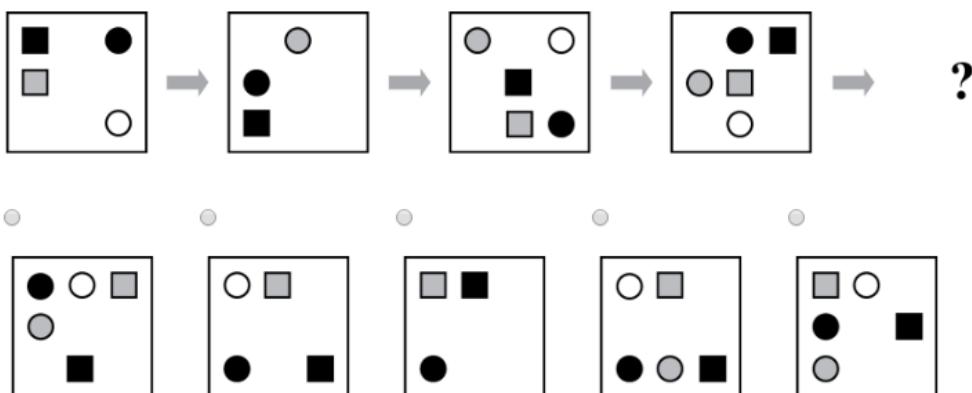
Questions 93–134

From the first two bullet points, which of the students could **not** be the Ellington fan(s)?

- just Avis
- Avis and Ben
- Avis and Chi
- The first two bullet points are insufficient to rule out any of the students.

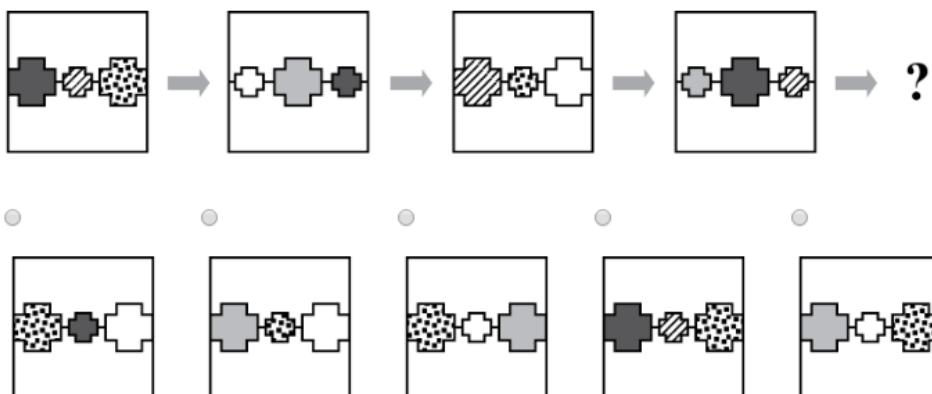
Question 44

Select the alternative that most logically and simply continues the series.



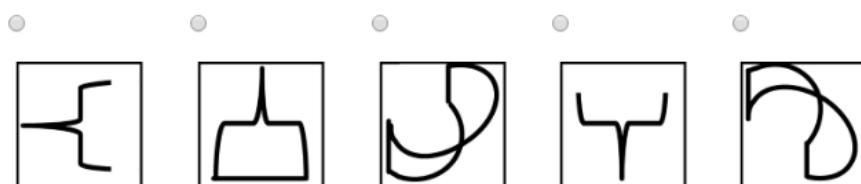
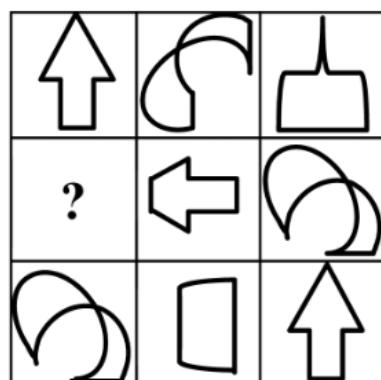
Question 45

Select the alternative that most logically and simply continues the series.



Question 46

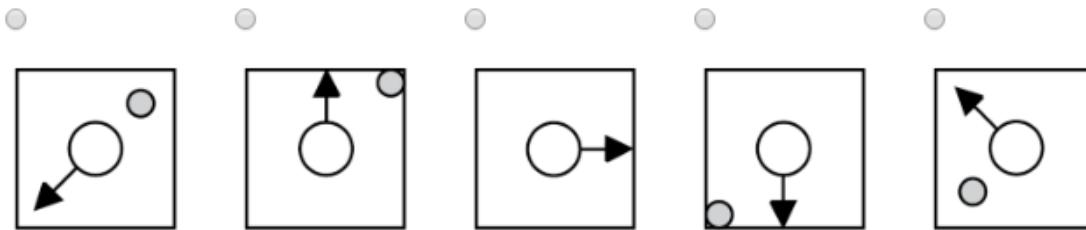
Select the alternative that most logically and simply completes the picture.



Question 47

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

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 48

'You're late, Anton,' Miss Kelly said at the classroom door. 'Go to the office and get a Pass. Oh, and here's a note. Mr. Hollister wants to see you in the Student Welfare Office during your first free period. So please don't be late for him. You're always late, Anton, I don't know why that has to be.' Miss Kelly hugged herself in her green-blue sweater. 'Can you tell me why that has to be? That you're always late?'

Anton said nothing.

'Well, I've had a little talk with Mr. Hollister about you. I've told him you're doing very well in English, your written work, but you don't talk enough. You don't contribute. Don't you think you could contribute more?'

Students had begun to drift in for Miss Kelly's English class and some of them were listening, Anton knew.

'We both like you, Anton. Mr. Hollister and I, both. I want you to understand that. We're just concerned about you. You're just so ...'

But Anton was not listening to her. He was listening to the fat girl in the front row who was saying to her girlfriend, 'We're concerned about you, Anton. We love you, Anton. We adore you. Oh, Anton!'

'Very well,' Miss Kelly said, seeing that he was not listening to her, seeing his face redden. 'Please see Mr. Hollister during study. And please be on time.' Brisk now, all business, she said to the class, 'All right, people, please settle down. We are still on Chaucer and it is already December and we are a full century behind.'

Miss Kelly tells Anton 'You're just so ...' (line 15). Anton's focus on the girl in the front row rather than Miss Kelly (lines 16 and 17) suggests that he

Which of the following is most likely to complete this sentence?

- baffling
- impatient
- charming
- disrespectful

49

- wants to embarrass Miss Kelly.
- feels sorry for the girl in the front row.
- is more concerned about what his peers have to say.
- wants to demonstrate his disdain for what Miss Kelly is saying.

Question 52-56

The table below is an attempt to describe a number of complex historical events in terms of a relatively small set of parameters. The events:

- took place in societies governed by an established authority
- involved an attempt by members of the society to remove the authority by violent means.

Ruling government refers to established authorities; revolution refers to attempts to remove authorities; and rebels refers to those making such attempts.

66	67	68	69	70	71	72	73	74
76	77	78	79	80	81	82	83	84
86	87	88	89	90	91	92	End	

Questions 93–134

In lines 14 and 15 Miss Kelly seems mainly concerned to

5

10

15

20

- indulge Anton.
- reassure Anton.
- shake Anton up.
- get Anton to admit his problem.

Next

Anton blushes (line 20) because he

51

- is attracted to the girl in the front row.
- realises that he has been rude to Miss Kelly.
- is mortified by the mockery of the girl in the front row.
- believes that the girl in the front row is attracted to him.

52

In some of the revolutions listed in the table, either the ruling government or the rebels received support from sources outside the society itself; such sources are referred to as other countries. A revolution is classed as successful if the rebels gained power and held it for at least ten years.

Which of the following statements best describes the relative strengths of rebels and ruling governments with respect to economy and organisation?

Revolution	Ruling government	Rebel's goal	Support from other countries	Economic strength		Organisational strength		Revolution successful?
				Rebel	Government	Rebel	Government	
American	ext	gov	for rebels	2	2	2	2	Yes
Cromwell	int	dict	for neither	2	1	2	2	Yes
Irish	ext	gov	for neither	-1	2	1	2	Yes
Magna Carta	int	none	for neither	2	2	1	1	Yes
Macabees	ext	none	for neither	-1	-1	2	2	Yes
Mexican	ext	dict	for neither	-1	-2	1	2	Yes
Russian	int	dict	for rebels	-1	-2	2	-1	Yes
Sandinistas	int	dict	for rebels	1	-1	1	-1	Yes
South American	ext	gov	for neither	-1	-2	-1	1	Yes
Spanish	int	dict	for rebels	-1	-1	1	1	Yes
French	int	gov	for government	-2	-2	-1	-1	No
Bohemia 1848	int	gov	for government	-1	1	-1	2	No
French 1848	int	gov	for neither	-1	2	-1	2	No
German 1848	int	gov	for neither	-1	2	-1	2	No
Hungary 1848	int	gov	for neither	-1	1	-1	2	No
Italy 1848	ext	gov	for government	-1	2	-1	2	No
Scottish	ext	dict	for neither	-1	2	-1	2	No
USA Civil War	ext	gov	for neither	-1	2	2	2	No
USA Indians	ext	none	for neither	-2	2	2	2	No
Zealots	ext	none	for neither	-1	2	1	2	No

int = society governed internally; ext = society governed externally

gov = new government; dict = dictatorship; none = no specific goal, other than overthrowing ruling government

-2 = very weak; -1 = weak; 1 = strong; 2 = very strong

Considering only the rebels' goals and the success or failure of revolutions, which of the following statements is best supported?

54

- Rebels attempting to establish a new government were more likely to be successful than rebels attempting to establish a dictatorship.
- Rebels attempting to establish a new government were more likely to be successful than rebels without a specific goal.
- Rebels without a specific goal were more likely to be successful than rebels attempting to establish a new government.
- Rebels without a specific goal were more likely to be successful than rebels attempting to establish a dictatorship.

- Rebels were generally stronger in both economy and organisation.
- Ruling governments were generally stronger in both economy and organisation.
- Rebels were generally stronger in economy; ruling governments were generally stronger in organisation.
- Rebels were generally stronger in organisation; ruling governments were generally stronger in economy.

In which revolution were the rebels and government evenly matched with respect to economy, organisation and support from other countries?

- American
- Spanish
- Magna Carta
- Sandinistas

53

Which of the following statements is best supported?

If the rebels' economy was

55

- strong or very strong, the revolution was always successful.
- weak or very weak, the revolution was never successful.
- as strong as or stronger than the ruling government's, the revolution was always successful.
- weaker than the ruling government's, the revolution was never successful.

Considering only the support of other countries, which of the following statements is best supported?

Having the support of another country increases the chance of success

56

- for rebels, but not governments.
- for governments, but not rebels.
- for both rebels and governments.
- for neither rebels nor governments.

84

Question 57-60

In the following extract, the speaker (Susan) has recently been diagnosed with breast cancer and had a breast removed. She is about to undergo chemotherapy treatment. The day before, the man she has been in a relationship with has told her the relationship is over.

The next morning there are questions in my mother's narrowed eyes as we sit over tea and toast at the kitchen table. I have the post-binge blues, a drilling headache. Red eyes, smeared mascara, and under the mascara, the old, dark shadows of self-abuse. Get through today. Tomorrow will be better. But tomorrow is the party. A final fling before treatment. I curse the stupid impulse. And the next day? Chemo. I feel shaky and out of control. Blame the alcohol. But there is no-one to call, no matter how unreliable, with news. No sharing. Even the illusion of a relationship is gone.

My mother tells me firmly that she prefers coffee to tea, so I reboil the kettle and make her a pot.

'Instant,' she says, 'will do in future.'

'I had an affair, you know.' As though saying it loud will somehow give it substance.

'Had?'

'He ended it. Yesterday.'

'Oh, is that all it was,' she says lightly. 'I thought it was about something serious, you know like dying or something.'

She adds a casual aside: 'Anyway, men don't like mutilation.'

5

10

15

66	67	68	69	/U	/I	/2	/3	/4
76	77	78	79	80	81	82	83	84
86	87	88	89	90	91	92	End	

Questions 93–134

In the passage Susan's mother shifts from feeling

- sympathy to fear.
- suspicion to relief.
- annoyance to happiness.
- resentment to acceptance.

Next

In lines 7–9, Susan's mood is best described as Susan's confession to her mother that she has had an 'affair' (line 13) is mainly intended to

- 58
- indignant and angry.
 - petulant and aggressive.
 - determined and vengeful.
 - disoriented and despondent.

- 59
- deflect her mother's attentions away from her illness.
 - demonstrate that Susan is now perfectly in control of her life.
 - explain why Susan is not being more welcoming to her mother.
 - convince herself that the relationship was serious and significant.

What is likely to be the impact on Susan of her mother's comment 'Anyway, men don't like mutilation.' (line 19)

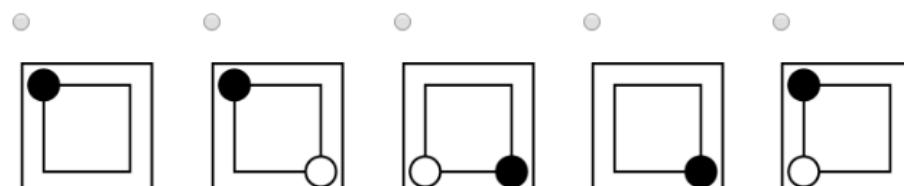
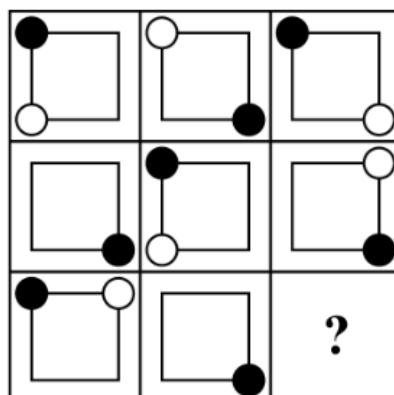
60

It is likely that Susan will feel

- unimportant and neglected.
- offended and disconsolate.
- appreciated and self-reliant.
- slightly amused and consoled.

Question 61

Select the alternative that most logically and simply completes the picture.



Question 62

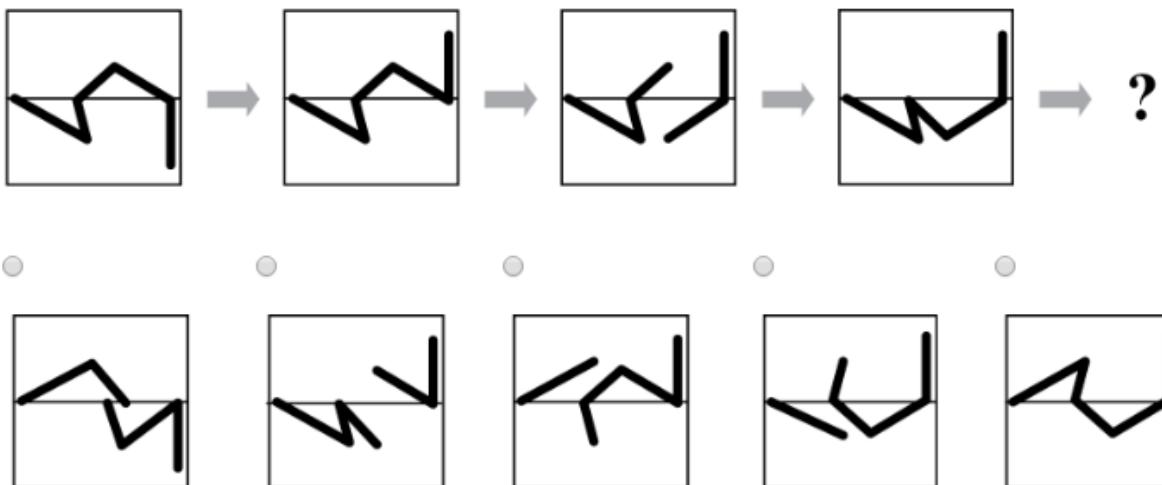
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.

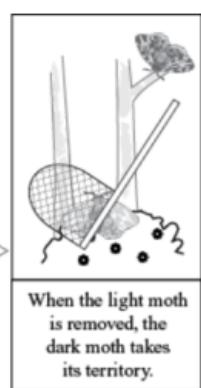
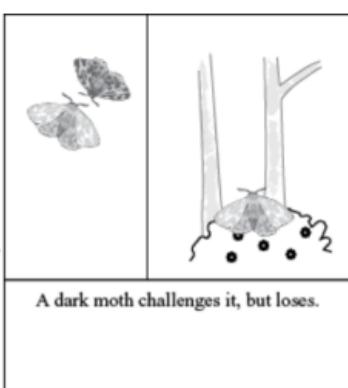
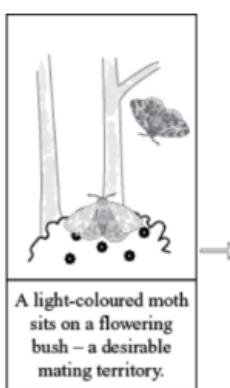


Question 63

Select the alternative that most logically and simply continues the series.



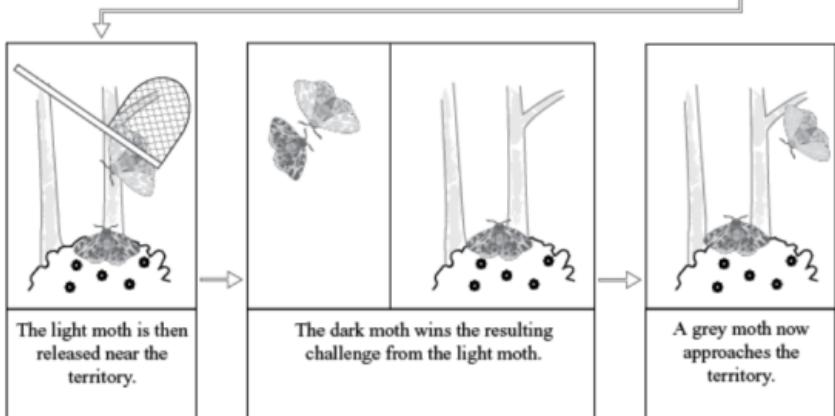
Question 64



00	01	00	02	/0	/1	/2	/3	/4	/
76	77	78	79	80	81	82	83	84	8
86	87	88	89	90	91	92	End		

Questions 93–134

A hypothesis **not** consistent with the above is that



- moth colour is an important indicator of fighting ability.
- the moth holding a territory is more likely to win a contest than one not doing so.
- the action of capturing a moth reduces its ability to win a contest with other moths.
- the grey moth, if it occupied the territory, would win a contest with either the light or dark moth.

Next

Question 65-69

An electronic game for one player has eight buttons (**S-Z**) that control movement. The object of the game is to reach position 20 in the fewest turns.

Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																
	W	X	Y	Z																

For each turn, the player presses one of **S, T, U** or **V**, and one of **W, X, Y** or **Z** (black shading), causing the grid to light up (grey shading) to show the player's position. **S, T, U** and **V** each represent one of the numbers 1, 2, 3 and 4. **W, X, Y** and **Z** each represent one of the instructions 'move forward', 'move backward', 'double and move forward' and 'subtract 1 and move forward'. The number and instruction pressed are combined to indicate the number of spaces to move and the direction of the move.

For example, if **S** corresponds to 3 and **W** corresponds to 'subtract 1 and move forward', the player would move forward two spaces, as shown in the figure above.

The numbers and instructions are randomly allocated to each button at the start of each game. The player can try to determine the allocations by considering the results of the buttons pressed.

- Backward moves can only move as far back as **Start**.
- If the buttons selected produce a move beyond position 20, the light will not advance (e.g. if the player is at position 17 and selects the buttons corresponding to 2 and 'double and move forward', the light will not advance).

Question 65 refers to the following additional information.

The first three turns in a new game are shown below.

Turn 1	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Turn 2	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Turn 3	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Question 68 refers to the following additional information.

The first two turns in a new game are shown below.

Turn 1	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Turn 2	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Which one of the following could be Turn 3?

- | | | | | | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
- | | | | | | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|

00	01	02	03	04	/0	/1	/2	/3
76	77	78	79	80	81	82	83	
86	87	88	89	90	91	92	End	

Questions 93–134

Which one of the following is true?

- U** cannot be 2.
- S** cannot be 4.
- Z** cannot be 'double and move forward'.
- W** cannot be 'move forward'.

What would happen if, on Turn 4, the player pressed **V** and **Z**?

66

- The light would move forward three spaces.
- The light would move backward two spaces.
- The light would move forward one space.
- There is not enough information to determine what would happen.

After Turn 3, what is the minimum number of additional turns needed to reach position 20?

67

- two
- three
- four
- five

Question 68 refers to the following additional information.

The first two turns in a new game are shown below.

Turn 1	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Turn 2	Start	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	S	T	U	V																	
	W	X	Y	Z																	

Which one of the following could be Turn 3?

- | | | | | | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
- | | | | | | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|

Start

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Start

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

(S) (T) (U) (V)
 In total, how many buttons can have their allocations determined after Turns 1 and 2?

(W) (X) (Y) (Z)

none

one

two

three

69

Question 70-71

In the following passage, Ian explains what happened when his wife told him she wanted a separation. At the time, he was watching television with his son.

And then out of the blue, no warning, she said she wanted it to be over – a separation, no second chances. Whoa – where did this come from? She'd given me no reason to believe things were this bad. She said: 'I did warn you, Ian!' You are never here for me and Jack – it's all work, sport, television, computer games.' She went on and on. My thoughts left her. In what must have been a split-second, I found myself revisiting a time I had deliberately chosen to put out of my mind. I could see myself, a teenager, standing in the kitchen of my childhood home. I was shaking. I wanted them to stop – just leave me alone. As far as I was concerned, it was a bolt out of the blue, much like the present. Me, adopted? Yet my parents said they had told me when I was little. A mother who had chosen to relinquish me only two lousy days after my birth! She was too young, too broke, not married, hadn't told her parents. And my father? Cited 'unknown' on the birth certificate. And now another woman chooses to leave me and expects me to give up my child. Staring at the television, I tuned out. Turning briefly to my son who was sitting in front of me on the floor, the usual words tumbled out: 'Put your head down, Jack. I can't see the television!'

5

10

15

66	67	68	69	70	71	72	73	74
76	77	78	79	80	81	82	83	84
86	87	88	89	90	91	92	End	

Questions 93–134

When Ian says 'Whoa – where did this come from?' (lines 2 and 3), he is mainly expressing

- anger.
- shock.
- shame.
- scepticism.

When Ian says 'She was too young, too broke, not married, hadn't told her parents' (lines 13 and 14), he is expressing

- compassion for his birth mother.
- resentment towards his birth mother.
- anger towards a judgemental and uncaring society.
- understanding of the factors that led to his adoption.

Question 72

Bertha Young is a wealthy 30-year-old woman. She lives with her husband and their baby daughter who is cared for by a live-in nanny. It is evening, and Bertha has just entered the baby's room, where her daughter is being fed by the nanny.

The baby had on a white flannel gown and a blue woollen jacket, and her dark, fine hair was brushed up into a funny little peak. She looked up when she saw her mother and began to jump.

'Now my lovey, eat it up like a good girl,' said Nanny, setting her lips in a way that Bertha knew, and that meant she had come into the nursery at another wrong moment.

'Has she been good, Nanny?'

'She's been a little sweet all the afternoon,' whispered Nanny. 'We went to the park and I sat down on a chair and took her out of the pram and a big dog came along and put its head on my knee and she clutched its ear, tugged it. Oh, you should have seen her.'

Bertha wanted to ask if it wasn't rather dangerous to let her clutch at a strange dog's ear. But she did not dare to. She stood watching them, her hands by her side, like the poor little girl in front of the rich little girl with the doll.

The baby looked up at her again, stared, and then smiled so charmingly that Bertha couldn't help crying out:

- 72
- fear.
 - anger.
 - exclusion.
 - helplessness.

In the last line Nanny is 'offended' because

- 73
- Bertha is ignoring her judgement.
 - she will be left with nothing to do.
 - she is anxious for the baby's welfare.
 - Bertha's handling of the baby is clumsy.

'Oh, Nanny, do let me finish giving her her supper while you put the bath things away.'

'Well, Madam, she oughtn't to be changed hands while she's eating,' said Nanny, still whispering. 'It unsettles her; it's very likely to upset her.'

How absurd it was. Why have a baby if it has to be kept – not in a case like a rare, rare fiddle – but in another woman's arms?

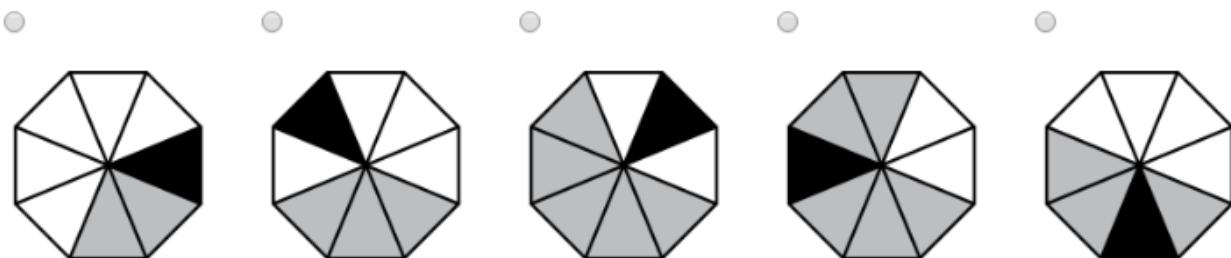
'Oh, I must!' said Bertha.

Very offended, Nanny handed her over.

Question 74

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

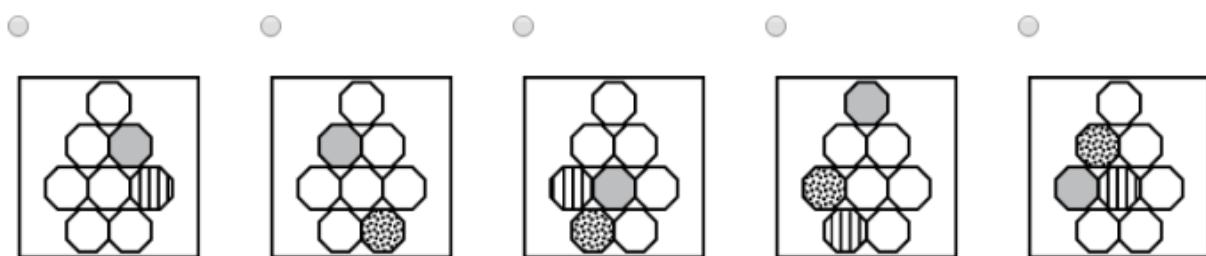
Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 75

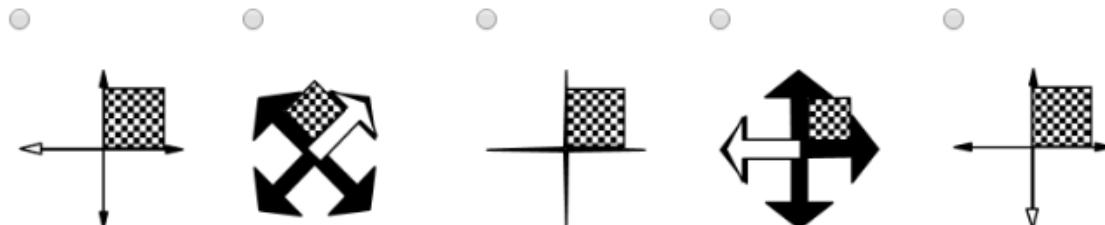
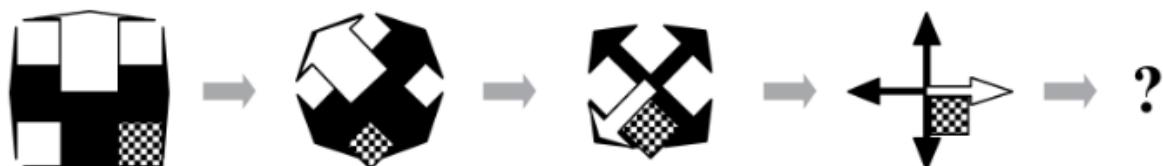
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.



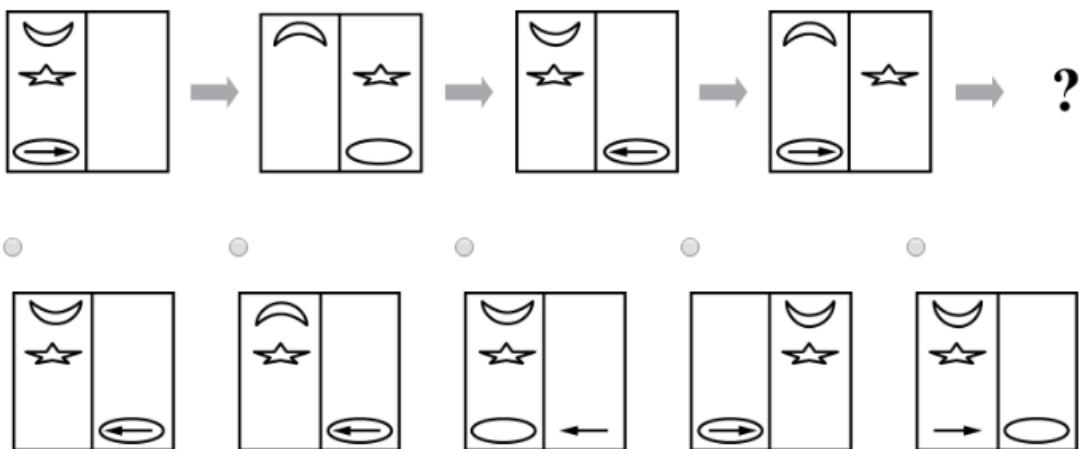
Question 76

Select the alternative that most logically and simply continues the series.



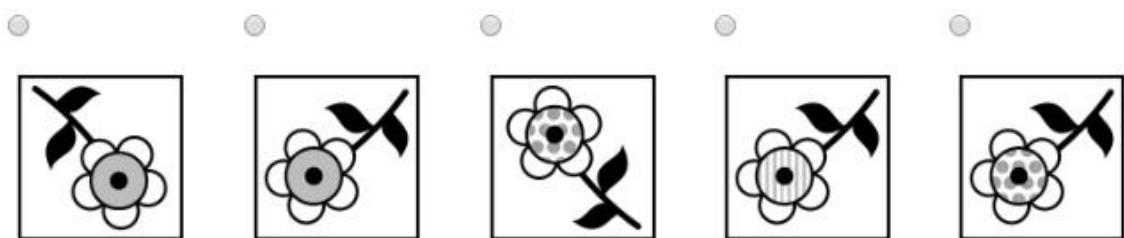
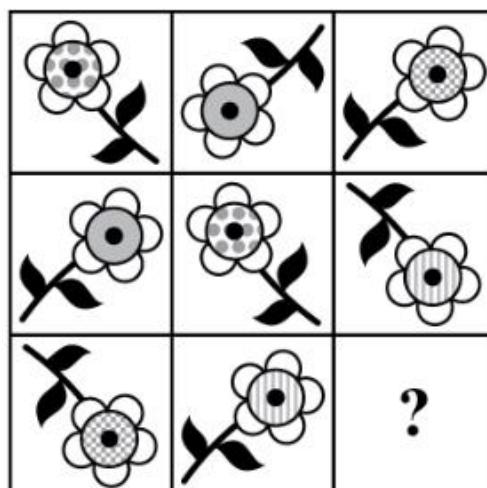
Question 77

Select the alternative that most logically and simply continues the series.



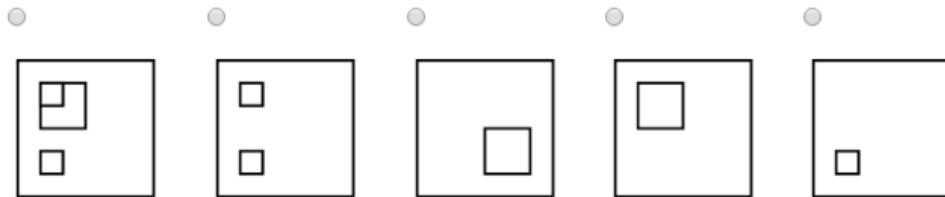
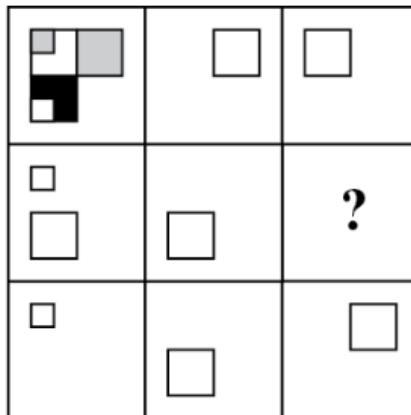
Question 78

Select the alternative that most logically and simply completes the picture.



Question 79

Select the alternative that most logically and simply completes the picture.

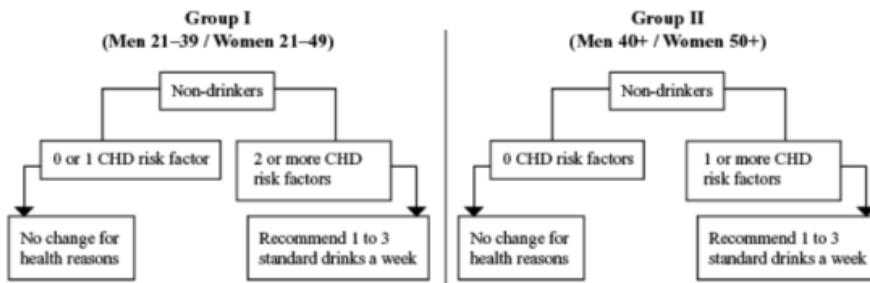


Question 80-85

Research shows that alcohol may help protect against coronary heart disease (CHD). However, the association between alcohol and CHD is complicated. The following set of six charts is designed to assist doctors to counsel patients without CHD on the appropriate level of drinking to help prevent CHD.

For the figure and questions that follow:

- drinking refers to the consumption of alcohol
- abstainers do not drink alcohol
- light drinking = up to one standard drink per day for women; up to two per day for men
- heavy drinking = two or more standard drinks per day for women; three or more per day for men
- CHD risk factors (shown below the charts) increase the risk of developing CHD
- each of the six charts shows those at 'low' risk of CHD on the left-hand side and those at 'high' risk on the right-hand side
- answer all questions according to the information provided.



A 45-year-old woman asks her doctor for advice on her level of drinking. She has high blood pressure and drinks two standard drinks a day.

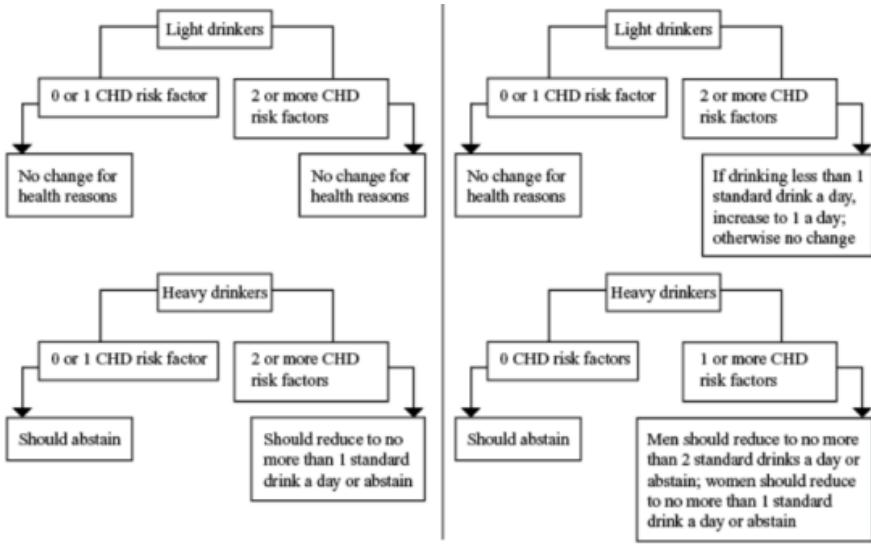
Her doctor should recommend that she

- drink more.
- abstain from drinking.
- drink less, but not abstain.
- not change her level of drinking.

Which of the following conclusions is best supported by the information in the charts?

Compared to abstinence, light drinking has a protective effect against CHD for

- nobody.
- everybody.
- those at low risk of CHD, but not those at high risk.
- those at high risk of CHD, but not those at low risk.



In general, the maximum number of drinks recommended is

83

- higher for Group I at low risk than Group II at low risk.
- higher for Group II at low risk than Group I at low risk.
- higher for Group I at high risk than Group II at low risk.
- higher for Group II at low risk than Group I at high risk.

Compared to abstinence, light drinking reduces the risk of CHD for all people

84

- with no CHD risk factors.
- with one or more CHD risk factors.
- over 50 with one CHD risk factor.
- under 40 with one CHD risk factor.

Which one of the following, if true, would best explain why women are not categorised in Group II until they are 10 years older than men?

The risk of women developing CHD before the age of 50 is

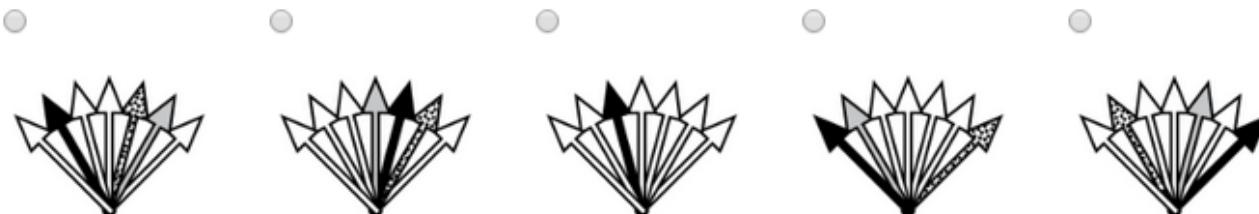
85

- lower than for men, and drinking may increase the risk of women developing cancer.
- lower than for men, and drinking may decrease the risk of women developing cancer.
- higher than for men, and drinking may increase the risk of women developing cancer.
- higher than for men, and drinking may decrease the risk of women developing cancer.

Question 86

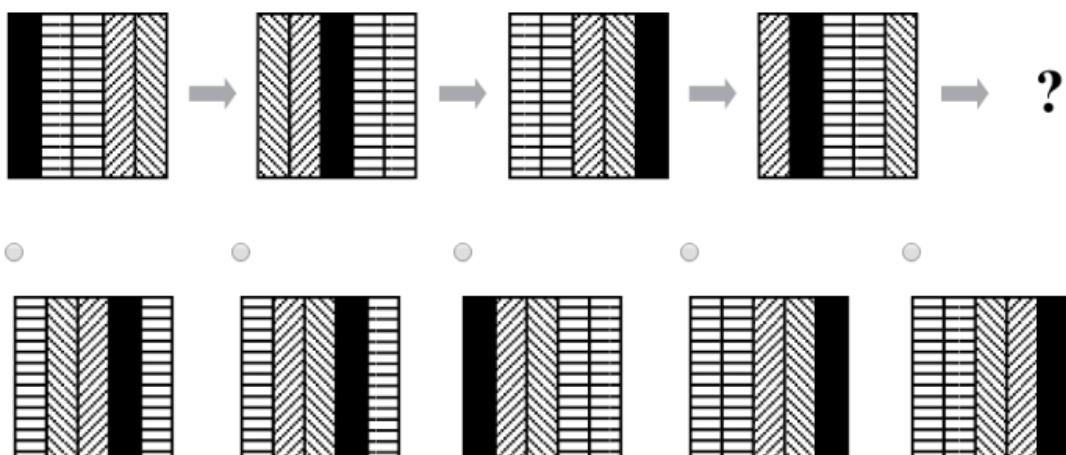
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.



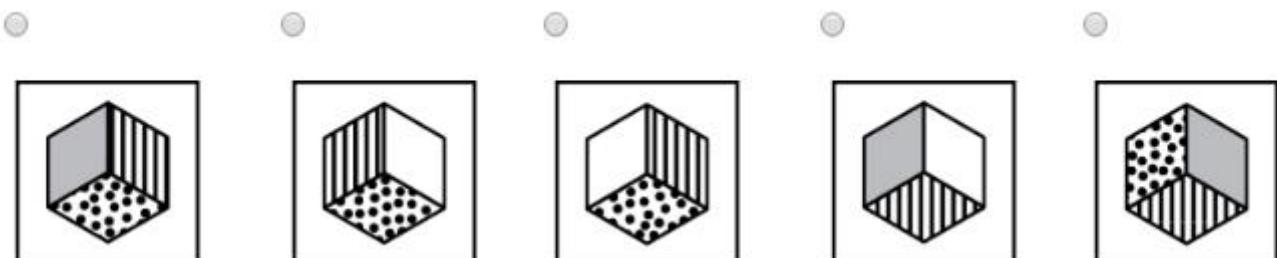
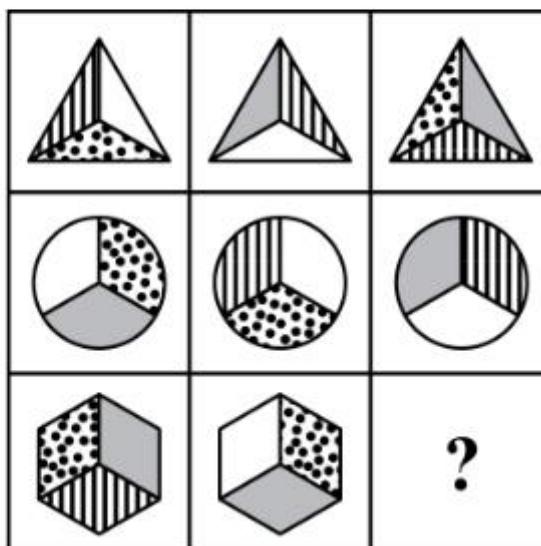
Question 87

Select the alternative that most logically and simply continues the series.



Question 88

Select the alternative that most logically and simply completes the picture.



Question 89-92

In the following passage, Stephanie reflects on her recent reactions to her friend, Jemma.

I notice that each time I am talking to Jemma on the phone her voice sounds faint and increasingly less energetic. I become reluctant to call her. There is something about her self-pity that drives me nuts. I try to cut her short. Her pleading feels like an attempt to hold me. I can remember a time when it was fun to call her, when we could laugh together and talk intensely about a whole bundle of topics that interest us both. Now I tell myself that I have too little time to spend any of it on duty calls, and that Jemma's lack of emotional stamina is a barrier to any meaningful contact between us at present. She annoys me. Why should I put myself forward to be annoyed? Surely that makes no sense? Talking about this with a mutual friend, I am able to bring my friend totally on side. 'Poor old Jemma,' we agree. What we don't say, but think, is: 'It's a shame that she has become such a bore. But what a good thing it is that we are still so bright and full of energy!'

66	67	68	69	/U	/I	/2	/3	/4
76	77	78	79	80	81	82	83	84
86	87	88	89	90	91	92	End	

Questions 93–134

From the passage, it appears that Jemma had recently become

- distant.
- arrogant.
- self-aware.
- vulnerable.

Next

Stephanie interprets the change in Jemma as At the time this experience took place, Stephanie dealt with Jemma's behaviour by

- 90
- an attack.
 - an attempt to control.
 - a way of asserting herself.
 - an attempt to build up their friendship.

- 91
- being tactful and diplomatic towards Jemma.
 - pretending that she was being helpful to Jemma.
 - persuading herself that she has never really liked Jemma.
 - refusing to look beneath the surface of Jemma's behaviour.

At some future date, which one of the following is the most likely response by Jemma to Stephanie's behaviour?

- 92
- 'You were a good friend at a difficult time.'
 - 'You tried to help but didn't know what to do.'
 - 'You didn't support me when I most needed you.'
 - 'You were too patient when I needed you to be tough.'

Question 93

A survey of the smoking habits of people advertising on an online dating service found the following:

- Female advertisers were **more** likely to smoke than women in the general population.
- Male advertisers were **less** likely to smoke than men in the general population.

The online dating site listed its 100 most physically attractive male advertisers and 100 most physically attractive female advertisers, as determined by users of the site. Site-users had no knowledge of advertisers' smoking habits when choosing each top 100. Those in each top 100 were, on average, only about half as likely to smoke as other advertisers.

Consider the following people:

- 93
- I a man in the top 100
 - II a man in the general population
 - III a female advertiser who is not in the top 100.

Which of I, II or III is most likely to be a smoker?

- I
- II
- III
- There is insufficient information provided to answer this question.

Question 94-97

A manager in a courier delivery company wants to increase productivity. She is trying to determine whether different vehicles or different drivers, or both, make a difference.

There are three routes, Northern, Eastern and Southern, which the manager can investigate. She looks first at the Northern route, which is covered by drivers Natalie and Travis. She gives each driver five days with one vehicle, and five with a second vehicle. The results are shown in the table; the numbers refer to the number of deliveries per shift (drivers work shifts of equal lengths).

	Natalie	Travis
Mondo	26	25
Triat	33	33

103	104	105	106	107	108	109	110	111	112
113	114	115	116	117	118	119	120	121	11
123	124	125	126	127	128	129	130	131	1
133	134	End							

Which of the following is most strongly supported by the results?

- Natalie is more productive than Travis.
- The Triat enables drivers to be more productive.
- Natalie is more productive than Travis only when driving the Mondo.
- The Triat enables Travis to increase his productivity more than it does Natalie.

Next ▶

Which of the following is **least** likely to affect any conclusions about drivers or vehicles drawn from the results shown?

95

- Travis was generally allocated jobs that took longer.
- Morning jobs generally took longer than afternoon jobs.
- Jobs that took longer were generally given to the driver in the Mondo.
- Jobs that involved heavy loads were generally given to the driver in the Triat.

The manager uses the same method to investigate the Eastern run, with the following results.

	Corey	Phil
Mondo	35	39
Meno	21	30

If the Northern and Eastern runs involve similar work, which of the following is most strongly supported?

- Phil and Corey are each more productive than Natalie.
- Corey is less productive than Travis.
- Natalie and Travis would each be more productive than Phil and Corey in a Triat, but not in a Meno.
- A Mondo is better for the job than a Triat.

The manager uses the same method to investigate the Southern run, except that each driver is given five days with each of three vehicles. The results are as follows.

	Abe	Bon	Cal
Astro	24	31	31
Burl	27	24	32
Cirrus	25	32	32

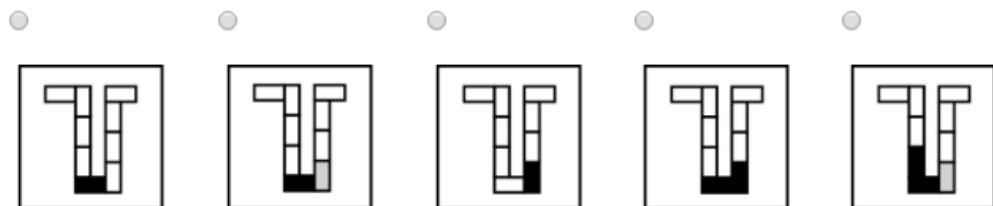
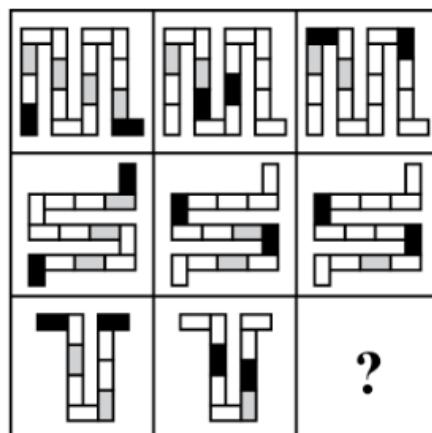
97

In relation to just these three drivers and vehicles, which of the following is **least** supported?

- Cal is the most productive driver.
- The Astro is the least productive vehicle.
- The Burl is best for Abe and Cal, and worst for Bon.
- Abe is not equally productive in all three vehicles.

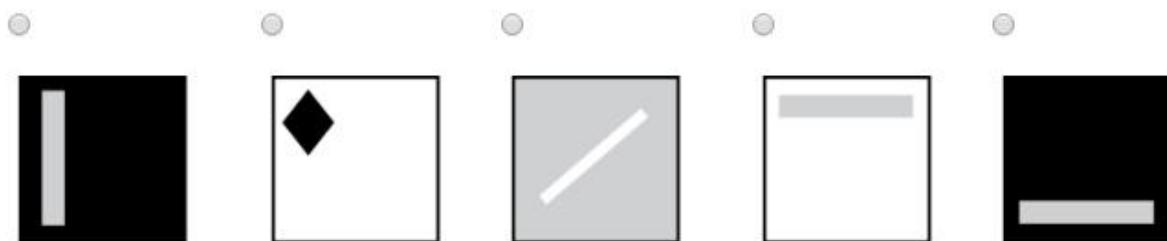
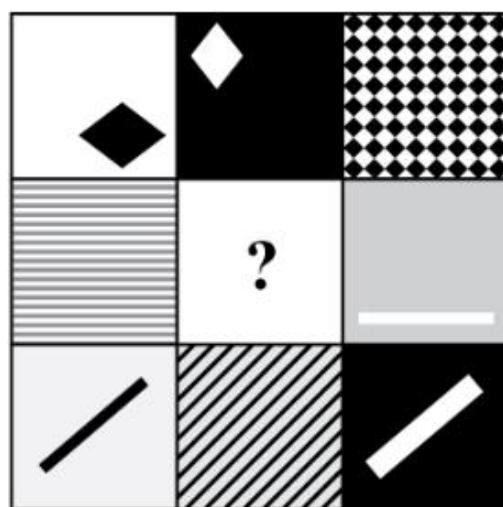
Question 98

Select the alternative that most logically and simply completes the picture.

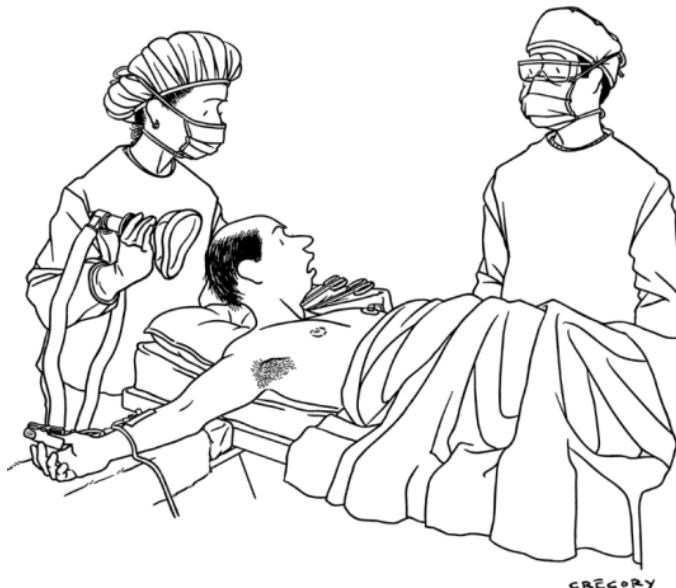


Question 99

Select the alternative that most logically and simply completes the picture.



Question 100-101



"You know, doctor, right now I'd really prefer if your sense of humor were a tad less self-deprecating."

103	104	105	106	107	108	109	110	111
113	114	115	116	117	118	119	120	121
123	124	125	126	127	128	129	130	131
133	134	End						

The patient in the cartoon is making a point about

- the doctor's ability.
- the doctor's lack of concern.
- his confidence in the doctor.
- his fear about his physical condition.

In the cartoon, the word which best describes the way the patient is feeling is

- vengeful.
- saddened.
- vulnerable.
- intimidated.

101

Question 102

In a school, there are three Year 9 classes (**Aqua**, **Black**, **Gold**), which use three classrooms (**a**, **b**, **y**). For the first lesson each day, Aqua is in **a**, Black is in **b**, and Gold is in **y**.

At the end of a lesson, there are six possible moves (**I–VI**), during which the three classes either change rooms for the new lesson or remain in the same room.

For example, in move **VI**, the class in **a** moves to **y** for its next lesson, the class in **y** moves to **a**, and the class in **b** remains in **b**.

- **I + II** means move **I** followed by move **II**.

I	II	III
$\alpha \rightarrow \alpha$	$\alpha \rightarrow \alpha$	$\alpha \rightarrow \beta$
$\beta \rightarrow \beta$	$\beta \rightarrow \gamma$	$\beta \rightarrow \gamma$
$\gamma \rightarrow \gamma$	$\gamma \rightarrow \beta$	$\gamma \rightarrow \alpha$
IV	V	VI
$\alpha \rightarrow \beta$	$\alpha \rightarrow \gamma$	$\alpha \rightarrow \gamma$
$\beta \rightarrow \alpha$	$\beta \rightarrow \alpha$	$\beta \rightarrow \beta$
$\gamma \rightarrow \gamma$	$\gamma \rightarrow \beta$	$\gamma \rightarrow \alpha$

III + VI =

103

Which one of the following is true?

- I
- II
- IV
- V

- $\text{II} + \text{III} = \text{III} + \text{II}$
- $\text{III} + \text{V} = \text{V} + \text{III}$
- $\text{IV} + \text{V} = \text{V} + \text{IV}$
- $\text{V} + \text{VI} = \text{VI} + \text{V}$

104

If the first move of the day is repeated for the second move (e.g. **II + II**), for how many of **I–VI** would all classes be in the room in which they had their first lesson?

- none
- two
- four
- six

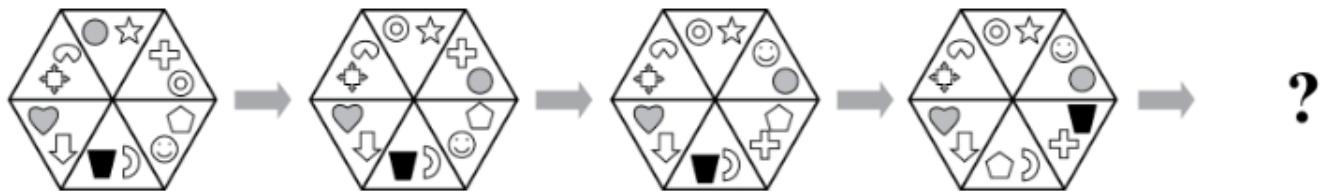
105

Next

103	104	105	106	107	108	109	110	111
113	114	115	116	117	118	119	120	121
123	124	125	126	127	128	129	130	131
133	134	End						

Question 106

Select the alternative that most logically and simply continues the series.



Question 107

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

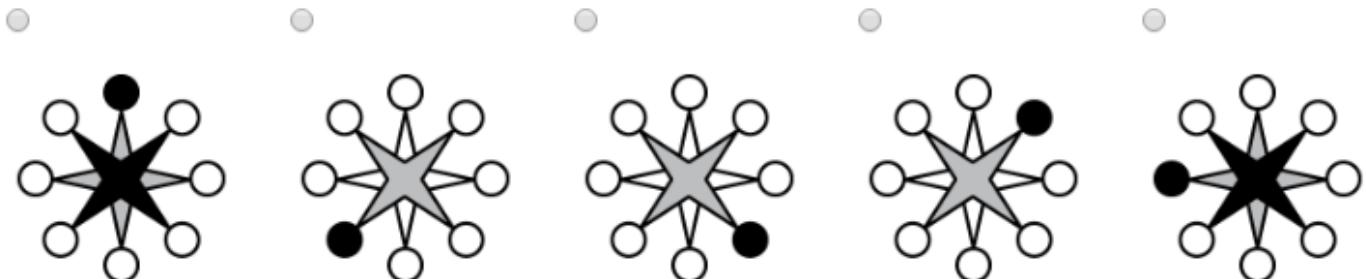
Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 108

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

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 109

Simon, Harry and Dillon are work colleagues who often spend time together. In the passage below, lunch hour has just begun.

- Simon: I'll see you two later.
Harry: Where are you off to?
Simon: Nowhere... I'm just going out.
(Harry and Dillon crowd around him, peering into his bag)
Dillon: What's that? Running shoes? You're not going to a gym, are you?
Simon: Is there anything wrong with that?
Dillon: Not at all. Once you get to our age your health is everything.
Harry: Is that the reason you're going? For your health?
Simon: Yes, and to lose some weight.
Harry: Is it working?
Simon: I've lost three kilos in four weeks.
(There is a long pause)
Harry: I thought you looked different. Congratulations.
Simon: Thanks.
Dillon: I've thought about going. Goodness knows my waist could use a bit of trimming. But the prices are outrageous. I don't know how you justify it.
Harry: I can't stand the way gyms try to make you feel like a lesser human being, just for being a bit overweight.
Dillon: So what's your secret, Simon? What keeps you going?
Simon: I'm sick of hearing myself make excuses.
(There is a long pause)
Harry: You must be quite proud of yourself.
Simon: Well yes, I suppose I am.
Dillon: We should celebrate. Here, I've got just the thing.
(Dillon produces a box of chocolates from his desk)
Simon: I really should be going.
Dillon: Don't be silly. Sit down, have a piece. The gym will still be there tomorrow. You deserve it.
Simon: I'm meant to avoid fatty foods.
Harry: Stop being such a goody-goody. Do you really think a bit of chocolate will hurt you?
(Harry takes a piece and eats it)
Simon: I guess I do deserve it, don't I?
(Simon takes a piece)
Dillon: Of course you do. You're the one in control of your life. Don't let anyone tell you any different.

Harry and Dillon offer chocolate to Simon most likely because they want to

- 1 cover their embarrassment with generosity.
2
3 teach Simon how to rise above social expectations.
4
5 prove to themselves that chocolate is not detrimental.
6 make themselves feel better about their own inaction.
7
8 Simon seems reluctant to reveal to Harry and Dillon that he is going to the gym most likely
9 because he
10
11
12 intuitively guesses what their reaction will be.
13
14 values his sense of privacy over social relationships.
15
16 feels a sense of guilt that he is working harder than them.
17
18 is embarrassed about his weight and wants no-one to know.
19 Which one of the following do Harry and Dillon most likely feel as a result of Simon's words, 'I'm sick of hearing myself make excuses' (comment 16)?
20
21
22 pity
23 guilt
24 confusion
25 inspiration

By saying, 'Don't be such a goody-goody' (comment 23) Harry is appealing to Simon's sense of

- 112
 humour.
 compassion.
 social acceptability.
 pride and self-respect.

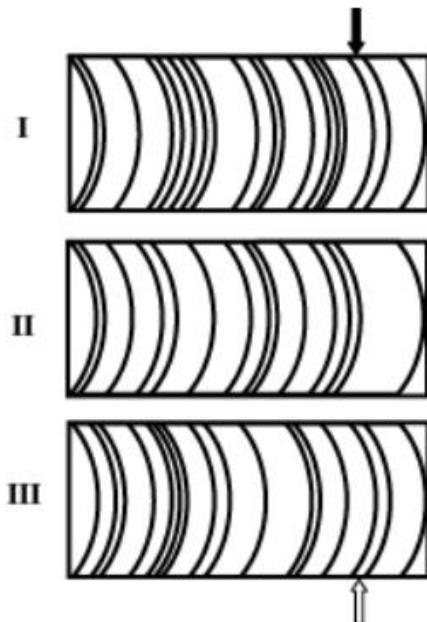
In the context of the passage as a whole, Harry's words 'you must be quite proud of yourself' (comment 17) are most likely said with

- 113
 quiet resentment.
 friendly sincerity
 hesitancy and self-doubt.
 admiration and encouragement.

Question 114-115

Cross-sections of trees often show growth rings. Each ring is produced annually on the outside of previous rings, which causes the tree to increase in diameter as it grows. The three overlapping sections shown here each came from the same tree: section I covers 17 years, section II 13 years and section III 15 years.

Good growth conditions generally lead to thicker rings than dry or unusually cold seasons. This means that a succession of years produces a unique pattern of rings of different thicknesses.



The three sections in order of age, from oldest to youngest, are

- I, II, III
- I, III, II
- II, III, I
- III, I, II

Suppose that the ring indicated by the black arrow was formed in the year 1812.

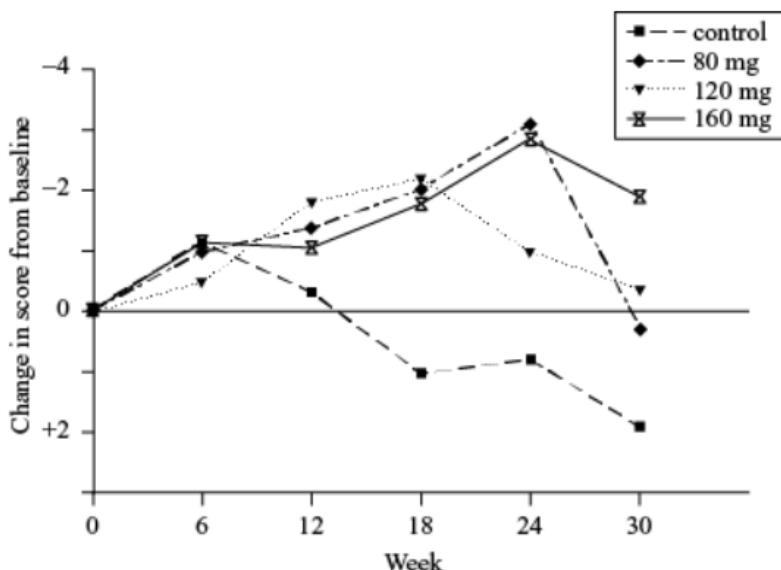
The ring indicated by the white arrow is most likely to have grown in the year

- 1801.
- 1806.
- 1818.
- 1832.

Question 116-117

In a study, patients known to have mild Alzheimer's disease were treated for a number of weeks with 80 mg, 120 mg or 160 mg of a drug.

Prior to treatment, a test measuring the extent of cognitive impairment was given to each patient to determine their baseline score. The higher the score, the worse the impairment. The same test was repeated every six weeks.



Which of the following is best supported?

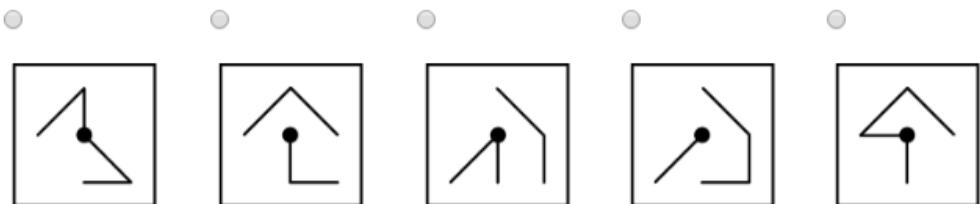
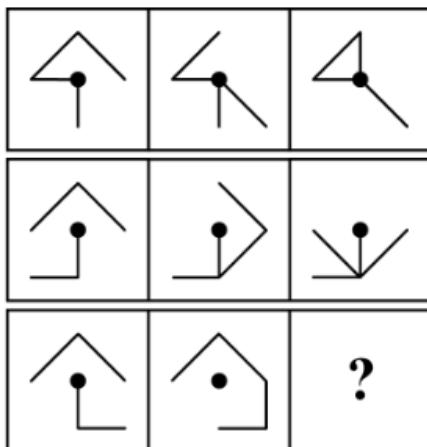
- The drug has an immediate but short-lived effect.
- The drug temporarily reverses cognitive impairment.
- The drug temporarily slows but does not reverse cognitive impairment.
- The drug takes several weeks to have an effect and has no long-term effect.

The data for which week least support the drug's effectiveness?

- Week 6
- Week 18
- Week 24
- Week 30

Question 118

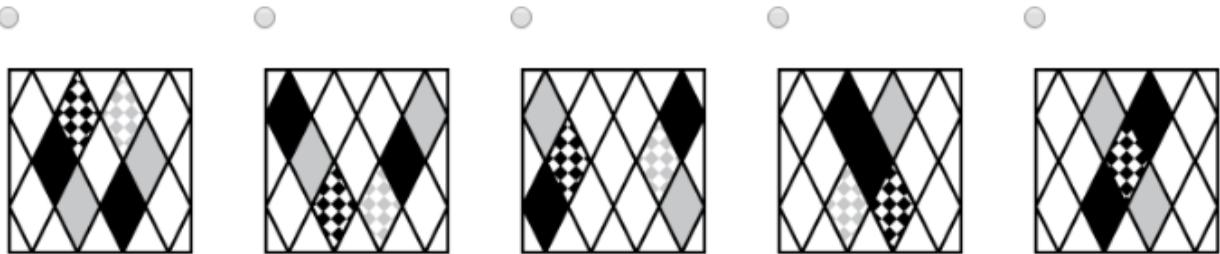
Select the alternative that most logically and simply completes the picture.



Question 119

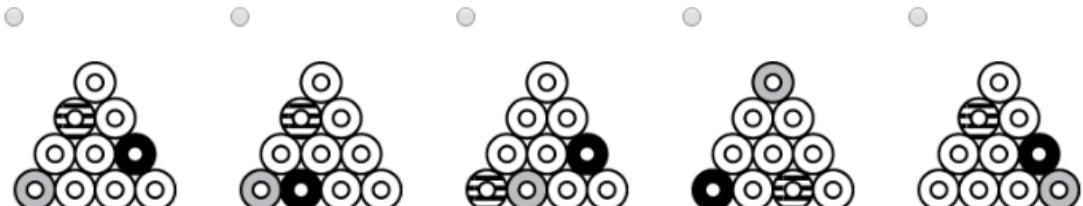
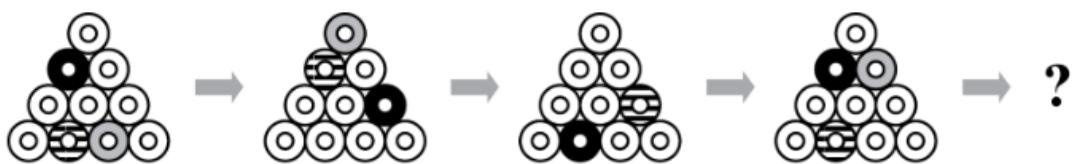
The five figures can be rearranged to form a logical sequence.

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 120

Select the alternative that most logically and simply continues the series.



Question 121

In the following conversation, the male patient of a female psychologist notices for the first time that she has a limp.

- Patient: I shouldn't be seeing you.
Psychologist: Why not?
Patient: You never told me you had a limp!
Psychologist: I never told you because I didn't think it was relevant.
Patient: That's just cruel.
Psychologist: To who?
Patient: Me! It's enough to put up with my own weaknesses without having to deal with yours as well.
Psychologist: You don't have to deal with my weaknesses. They're for me to deal with.
Patient: I'm sorry, but you don't understand.
Psychologist: You're right, I don't understand.
Patient: I'm not trying to offend you or anything.
Psychologist: Really? Then what are you doing?
Patient: How can you help me with my problems if I'm feeling sorry for you? I'm meant to be the damaged one in this relationship. You're meant to be the strong one.
Psychologist: What makes you think I'm not strong?
Patient: You can't even walk!
Psychologist: Do I need to be able to walk to help you?
Patient: Yes. You should be able to do everything I'm incapable of doing, and more.
Psychologist: Why?
Patient: So that you can show me how to become better! I've been called a weakling and a failure all my life. I simply can't respect someone who's even weaker than me.

The Psychologist's responses throughout the passage suggest that she is

- 1 desperate not to lose the Patient's respect.
2 prepared to set aside her own feelings for the Patient's sake.
3 unaware of the challenge implied by the Patient's comments.
4 mainly concerned with showing the Patient how well she can conduct therapy.
5 In Comment 16 the Psychologist says, 'Do I need to be able to walk to help you?'
6 In the context of the discussion, the Psychologist's main intention here is most likely to
7 admonish the Patient for being so rude.
8 prove to the Patient that she can help him.
9 reassure the Patient that she is listening to him.
10 lead the Patient towards questioning his reaction to her.

The Patient's final comments (19) reveal that his behaviour during the discussion is mainly influenced by feelings of

- disgust.
 betrayal.
 superiority.
 inadequacy.

The Psychologist's attitude throughout the discussion is best described as

- curious yet mocking.
 focused and controlled.
 pleasant yet dismissive.
 authoritative and severe.

123

When the Patient says, 'I'm sorry' (comment 9) he is most likely expressing

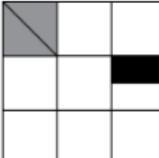
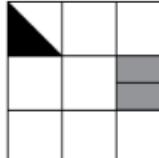
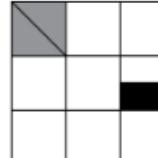
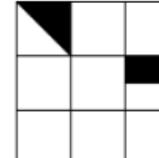
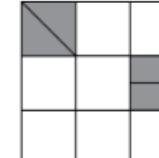
- shame.
 remorse.
 confusion.
 frustration.

124

Question 126

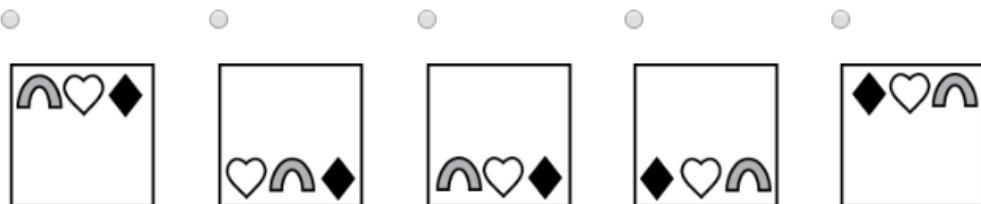
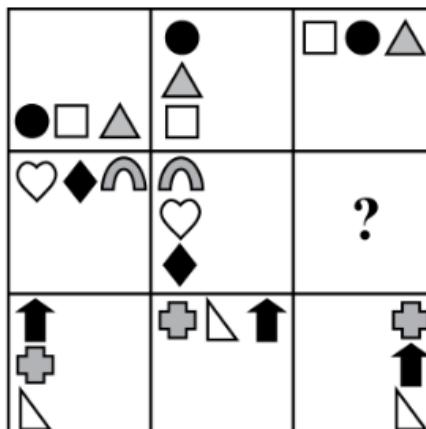
Select the alternative that most logically and simply continues the series.



- 
 
 
 
 

Question 127

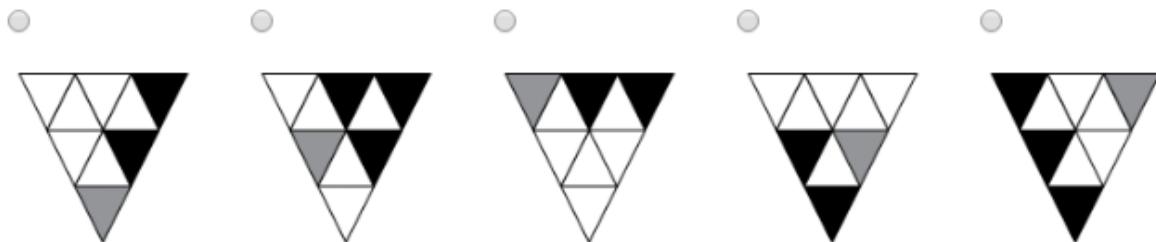
Select the alternative that most logically and simply completes the picture.



Question 128

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

Select the alternative that would most logically and simply be in the **middle** of the sequence.



Question 129-131

A study of 1624 cigarette smokers who tried to give up smoking showed that only 5% were not smoking eight years after they began their attempt to give up. Some tried to give up with the help of a nicotine patch, which is a small pad attached to the skin and is designed to reduce the desire to smoke cigarettes. It works by slowly releasing a chemical into the bloodstream.

Half of the smokers in the study wore a nicotine patch for the first 12 weeks of the study; the others wore a placebo (a similar but non-active patch). At the end of the first year, 11.2% of those in the patch group were not smoking, compared with 7.8% of those in the placebo group.

Less than half of those in each group who managed to stop smoking by the end of the first 12 months had started smoking again within the next seven years.

Which of the following would be the most important condition if the study were trying to show the effectiveness or otherwise of nicotine patches in helping to give up smoking permanently?

- Subjects don't know whether the patch they are wearing is a nicotine patch or a placebo patch.
- After six weeks, patches are swapped from nicotine to placebo, and vice versa.
- Patches are worn throughout the entire eight-year period.
- As soon as any subject no longer feels the need to smoke, the patch they are wearing is removed.

Which of the following is best supported?

- If a smoker can refrain from smoking for 12 months, their chances of giving up permanently are better than 50 : 50.
- The first year is the most important in an attempt to permanently give up smoking.
- Resisting the temptation to smoke some years after giving up is easier than it is in the first year.
- If someone hasn't smoked for a year, then each year after that it becomes less likely they will take up smoking again.

Which of the following could be the number of people in the study who had worn nicotine patches and were no longer smoking after eight years?

- 10
- 30
- 50
- 90

Question 132

The table shows the average annual salary of male and female executive and support staff employed by one company.

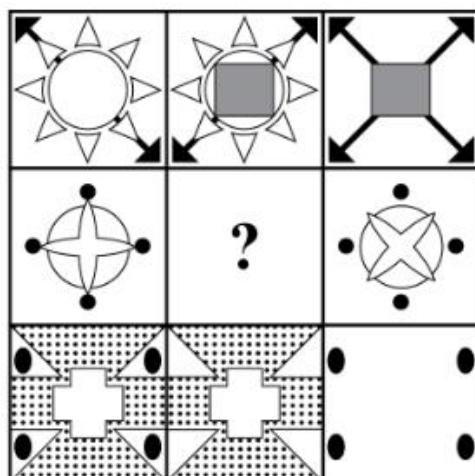
	Number of men and average salary	Number of women and average salary
Support staff	70 \$20 000	90 \$30 000
Executive staff	30 \$90 000	10 \$140 000

In this company, the average salary for all

- women is less than the average salary for all men.
- women is equal to the average salary for all men.
- men is less than the average salary for all women.
- men is more than the average salary for all executive staff.

Question 133

Select the alternative that most logically and simply completes the picture.



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Question 134

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

Select the alternative that would most logically and simply be in the **middle** of the sequence.

