

# 9 **GRE<sup>®</sup>** **Practice Test 2**

## **Your goals for this chapter**

- Take the second full-length authentic *GRE<sup>®</sup>* revised General Test under actual test time limits.
- Check your answers and read explanations for every question.
- Use your results to identify your strengths and weaknesses.

## **Taking Practice Test 2**

**W**hen you have taken Practice Test 1 and used the results to help you in your preparations, you can use Practice Test 2 to reassess how ready you are to take the actual GRE revised General Test. Practice Test 2 begins on the following pages. As with Practice Test 1, the total time that you should allow for this practice test is 3 hours and 30 minutes. The time allotted for each section appears at the beginning of that section.

Try to take Practice Test 2 under actual test conditions. Find a quiet place to work, and set aside enough time to complete the test without being disturbed. Work on only one section at a time. Use your watch or a timer to keep track of the time limit for each section.

For the Verbal Reasoning and Quantitative Reasoning portions of this practice test, mark your answers directly in this book. However, when you take the real GRE revised General Test on computer, you will click on your answer choices. For the Analytical Writing sections of this test, how you respond will depend on how you plan to take the actual test. If you plan to take the actual test on computer, you should type your responses. If you plan to take the paper-based test, you should handwrite your responses on paper. You will need a supply of lined paper for this task.

It is important to note that this practice test is structured like the paper-based test. As a result, the number of questions and time allowed per section are not the same as in the computer-based test. The results of this practice test will give you an accurate guide to your readiness to take the test, but for a more realistic experience of the computer-based test, you should use the practice tests included in the *POWERPREP II<sup>®</sup>* software.

Following this practice test you will find an answer key. Check your answers against the key, then follow the instructions for calculating your Verbal Reasoning and Quantitative Reasoning scores and evaluating your Analytical Writing performance. You will also find explanations for each test question. Review the explanations, paying particular attention to the ones for the questions that you answered incorrectly.

Once you have worked your way through Practice Test 2, you will have a good idea of how ready you are to take the actual test. You should use the results to check whether there are any areas in which you still need improvement and whether you need to improve your test-taking speed and time management skills. For additional test-preparation materials and suggestions, visit the GRE website at [www.ets.org/gre/prepare](http://www.ets.org/gre/prepare).

# The Graduate Record Examinations®

## SECTION 1 **Analytical Writing**

### ANALYZE AN ISSUE

30 minutes

You will be given a brief quotation that states or implies an issue of general interest and specific instructions on how to respond to that issue. You will then have 30 minutes to plan and compose a response according to the specific instructions. A response to any other issue will receive a score of zero.

Make sure that you respond according to the specific instructions and support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.

Trained GRE readers will evaluate your response for its overall quality, based on how well you:

- Respond to the specific task instructions
- Consider the complexities of the issue
- Organize, develop, and express your ideas
- Support your ideas with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think for a few minutes about the issue and the specific task instructions and then plan your response. Be sure to develop your position fully and organize it coherently, but leave time to reread what you have written and make any revisions you think are necessary.

**Issue Topic**

Some people believe that corporations have a responsibility to promote the well-being of the societies and environments in which they operate. Others believe that the only responsibility of corporations, provided they operate within the law, is to make as much money as possible.

Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

# The Graduate Record Examinations®

## SECTION 2 Analytical Writing

### ANALYZE AN ARGUMENT

30 minutes

You will be given a short passage that presents an argument and specific instructions on how to respond to that passage. You will have 30 minutes to plan and compose a response in which you evaluate the passage according to the specific instructions. A response to any other argument will receive a score of zero.

**Note that you are NOT being asked to present your own views on the subject.** Make sure that you respond according to the specific instructions and support your evaluation with relevant reasons and/or examples.

Trained GRE readers will evaluate your response for its overall quality, based on how well you:

- Respond to the specific task instructions
- Identify and analyze features of the argument relevant to the assigned task
- Organize, develop, and express your ideas
- Support your analysis with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think for a few minutes about the argument passage and the specific task instructions and then plan your response. Be sure to develop your response fully and organize it coherently, but leave time to reread what you have written and make any revisions you think are necessary.

### Argument Topic

The following appeared in a memorandum from the owner of Movies Galore, a chain of video rental stores.

“In order to reverse the recent decline in our profits, we must reduce operating expenses at Movies Galore’s ten video rental stores. Since we are famous for our special bargains, raising our rental prices is not a viable way to improve profits. Last month our store in downtown Marston significantly decreased its operating expenses by closing at 6:00 P.M. rather than 9:00 P.M. and by reducing its stock by eliminating all movies released more than five years ago. Therefore, in order to increase profits without jeopardizing our reputation for offering great movies at low prices, we recommend implementing similar changes in our other nine Movies Galore stores.”

Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation is likely to have the predicted result. Be sure to explain how the answers to these questions would help to evaluate the recommendation.

**NO TEST MATERIAL ON THIS PAGE**

**SECTION 3**  
**Verbal Reasoning**  
**Time—35 minutes**  
**25 Questions**

For questions 1 to 8, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1. Although plant and animal species that become established in ecosystems where they did not originate are sometimes referred to by the alarming term “invasive species,” many such species are \_\_\_\_\_ in their new environments.

(A) innocuous
(B) conspicuous
(C) robust
(D) menacing
(E) distinctive

2. Far from being \_\_\_\_\_ the corporate world because of cutbacks, serious researchers are playing a growing role in innovation at many firms.

(A) lured to
(B) enchanted with
(C) banished from
(D) protected by
(E) immured in

3. The brief survey, published under the title *The Work of Nature: How the Diversity of Life Sustains Us*, is surprisingly (i)\_\_\_\_\_. Indeed it makes several longer treatments of the effects of lost biodiversity seem (ii)\_\_\_\_\_.

Blank (i)

(A) distorted
(B) objective
(C) comprehensive

Blank (ii)

(D) redundant
(E) pithy
(F) premature

4. The government has no choice but to (i)\_\_\_\_\_ the incessant demands for land reform, and yet any governmental action that initiated land reform without requisite attention to agrarian reform would (ii)\_\_\_\_\_ the overall goal of economic modernization.

Blank (i)

(A) anticipate
(B) heed
(C) silence

Blank (ii)

(D) delineate
(E) condone
(F) compromise

5. Certain music lovers yearn for (i)\_\_\_\_\_, but when it is achieved, there is something missing; perhaps they feel uncomfortable in a world where nothing discernible is (ii)\_\_\_\_\_.

Blank (i)

(A) novelty
(B) beauty
(C) flawlessness

Blank (ii)

(D) wrong
(E) visionary
(F) changed

6. Putting a cash value on the ecological services provided by nature—such as the water filtration “service” provided by a forested watershed—has, historically, been a (i)\_\_\_\_\_ process. Early attempts at such valuation resulted in impressive but (ii)\_\_\_\_\_ figures that were seized on by environmental advocates and then, when these figures were later (iii)\_\_\_\_\_, they were used by opponents to tar the whole idea.

Blank (i)

(A) dispassionate
(B) problematic
(C) straightforward

Blank (ii)

(D) redundant
(E) unsound
(F) understated

Blank (iii)

(G) ignored
(H) discredited
(I) confirmed

7. Only with the discovery of an ozone hole over Antarctica in 1985 did chemical companies finally relinquish their opposition to a ban on chlorofluorocarbons (CFCs), which destroy ozone. The discovery suggested that strong political action to halt production of CFCs might be (i)\_\_\_\_\_, and fortunately, the chemical industry no longer felt compelled to oppose such action: although companies had recently (ii)\_\_\_\_\_ their research into CFC substitutes, studies they had initiated years earlier had produced (iii)\_\_\_\_\_ results.

Blank (i)

(A) imminent
(B) imprudent
(C) premature

Blank (ii)

(D) corroborated
(E) publicized
(F) curtailed

Blank (iii)

(G) encouraging
(H) inconclusive
(I) unsurprising

8. The incipient (i)\_\_\_\_\_ regarding taxes could affect trade between the two countries much more than the (ii)\_\_\_\_\_ banana imports, which has been going on for years. Unfortunately, the trade regulators seem to be ignoring both disagreements.

Blank (i)

(A) row
(B) accord
(C) investigation

Blank (ii)

(D) profitable dealing in
(E) predicament regarding
(F) festering dispute over



For each of questions 9 to 14, select one answer choice unless otherwise instructed.

Questions 9 and 10 are based on the following reading passage.

line Fossil bones of the huge herbivorous dinosaurs known as sauropods were first discov-  
ered and studied between 1840 and 1880, providing evidence for the gargantuan  
5 dimensions of the adults. The shape of sauropod teeth suggested what they ate. But  
aside from trackways, or series of fossilized footprints—which established that sauro-  
pods at least occasionally lived in herds—fossils incorporating direct evidence of other  
behavior, such as reproductive behavior, have been almost nonexistent. Because no  
modern land animals even approach sauropod size, scientists have also lacked a living  
analogue to use as a guide to possible sauropod behavior. Until the recent discovery of  
10 fossilized sauropod nesting grounds, scientists were thus uncertain whether sauropods  
laid eggs or gave birth to live young.

For the following question, consider each of the choices separately and select all that apply.

9. Which of the following can be inferred from the passage regarding the evidence provided by sauropod teeth?
- ☐ A The teeth allow inferences to be made about sauropod social behavior.
  - ☐ B The shape of the teeth indicates that sauropods were herbivorous.
  - ☐ C The teeth have no resemblance to those of any modern land animal.

For the following question, consider each of the choices separately and select all that apply.

10. Which of the following can be inferred from the passage regarding the recently discovered fossilized sauropod nesting grounds?
- ☐ A They are among the few fossils incorporating direct evidence of sauropod behavior.
  - ☐ B They confirm the evidence provided by trackways about sauropod behavior.
  - ☐ C They have forced a reevaluation of theories regarding the nature of sauropod herd behavior.

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Questions 11 to 14 are based on the following reading passage.

Some researchers contend that sleep plays no role in the consolidation of declarative memory (i.e., memory involving factual information). These researchers note that people with impairments in rapid eye movement (REM) sleep continue to lead normal lives, and they argue that if sleep were crucial for memory, then these individuals  
line 5 would have apparent memory deficits. Yet the same researchers acknowledge that the cognitive capacities of these individuals have never been systematically examined, nor have they been the subject of studies of tasks on which performance reportedly depends on sleep. Even if such studies were done, they could only clarify our understanding of the role of REM sleep, not sleep in general.

10 These researchers also claim that improvements of memory overnight can be explained by the mere passage of time, rather than attributed to sleep. But recent studies of memory performance after sleep—including one demonstrating that sleep stabilizes declarative memories from future interference caused by mental activity during wakefulness—make this claim unsustainable. Certainly there are memory-  
15 consolidation processes that occur across periods of wakefulness, some of which neither depend on nor are enhanced by sleep. But when sleep is compared with wakefulness, and performance is better after sleep, then some benefit of sleep for memory must be acknowledged.

11. The primary purpose of the passage is to
- (A) present the evidence that supports a particular claim regarding REM sleep and memory
  - (B) describe how various factors contribute to the effect of sleep on memory
  - (C) argue against a particular position regarding sleep's role in memory
  - (D) summarize the most prevalent theory regarding sleep and memory
  - (E) defend the importance of the consolidation of declarative memory
12. According to the author of the passage, which of the following generalizations about memory and sleep is true?
- (A) There are some memory-consolidation processes that have nothing to do with sleep.
  - (B) Sleep is more important to the consolidation of declarative memory than to the consolidation of other types of memory.
  - (C) REM sleep is more important to memory consolidation than is non-REM sleep.
  - (D) There are significant variations in the amount of sleep that people require for the successful consolidation of memory.
  - (E) It is likely that memory is more thoroughly consolidated during wakefulness than during sleep.
13. Which of the following best describes the function of the sentence in lines 14–16 (“Certainly...sleep”)?
- (A) It provides the reasoning behind a claim about the role of sleep in memory consolidation.
  - (B) It explains why a previous claim about sleep and memory is unsustainable.

- (C) It demonstrates why wakefulness is central to the process of declarative memory consolidation.
- (D) It emphasizes the limited role sleep plays in the process of declarative memory consolidation.
- (E) It concedes that the consolidation of declarative memory does not depend entirely on one factor.
14. The importance of the study mentioned in lines 12–14 is that it
- (A) reveals the mechanism by which declarative memory is stabilized during sleep
- (B) identifies a specific function that sleep plays in the memory-consolidation process
- (C) demonstrates that some kinds of mental activity can interfere with memory consolidation
- (D) suggests that sleep and wakefulness are both important to memory consolidation
- (E) explains how the passage of time contributes to memory consolidation

**For questions 15 to 19, select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.**

15. In American Indian art, the supposed distinction between modern and traditional was fabricated by critics, and when artists have control over interpretation of their own work, the distinction appears, happily, to have been \_\_\_\_\_.
- (A) eliminated
- (B) reinforced
- (C) put to rest
- (D) intensified
- (E) recognized
- (F) established
16. Notwithstanding their \_\_\_\_\_ regarding other issues, township residents have consistently passed the board of education's annual budget.
- (A) accord
- (B) indecision
- (C) consensus
- (D) disagreement
- (E) divergence
- (F) enthusiasm

17. Some of the company's supporters charged that the negative report had been motivated by a broader political assault on the company that was designed to help market rivals who would like to see the company \_\_\_\_\_.
- ☐ A reined in
  - ☐ B bolstered
  - ☐ C indemnified
  - ☐ D propped up
  - ☐ E manacled
  - ☐ F lionized
18. Skeptics contend that any scheme for charging visitors to Web sites that rewards the vendor adequately would require steep prices, \_\_\_\_\_ the kind of frequent, casual use of Web sites that surfers now take for granted.
- ☐ A bridling
  - ☐ B exciting
  - ☐ C forbidding
  - ☐ D inhibiting
  - ☐ E provoking
  - ☐ F reversing
19. It seems obvious that Miles Davis' \_\_\_\_\_ the Juilliard School, which resulted in his decision to drop out, was based on the school's training of musicians for a kind of music that he did not want to play.
- ☐ A disaffection with
  - ☐ B dislocation of
  - ☐ C disentanglement from
  - ☐ D subversion of
  - ☐ E displacement of
  - ☐ F estrangement from

For each of questions 20 to 25, select one answer choice unless otherwise instructed.

Question 20 is based on the following reading passage.

Astronomers found a large body orbiting close to the star Upsilon Andromedae. The standard theory of planet formation holds that no planet that large could be formed so close to a star, leading to the suggestion that the body is a companion star. A subsequent discovery puts that suggestion in doubt: two other large bodies were found orbiting close to Upsilon Andromedae, and the standard theory of companion stars allows for at most one companion star.

20. Which of the following, if true, most helps to resolve the status of the orbiting body without casting doubt on the two standard theories mentioned?
- (A) The smaller a planet orbiting a star is, and the farther away it is from the star, the less likely it is to be discovered.
  - (B) If a planet's orbit is disturbed, the planet can be drawn by gravity toward the star it is orbiting.
  - (C) The largest of the bodies orbiting Upsilon Andromedae is the farthest away from the star, and the smallest is the nearest.
  - (D) It is likely that there are many stars, in addition to Upsilon Andromedae and the Sun, that are orbited by more than one smaller body.
  - (E) In most cases of companion stars, the smaller companion is much fainter than the larger star.

Question 21 is based on the following reading passage.

In Gilavia, the number of reported workplace injuries has declined 16 percent in the last five years. However, perhaps part of the decline results from injuries going unreported: many employers have introduced safety-incentive programs, such as prize drawings for which only employees who have a perfect work-safety record are eligible. Since a workplace injury would disqualify an employee from such programs, some employees might be concealing injury, when it is feasible to do so.

21. Which of the following, if true in Gilavia, most strongly supports the proposed explanation?
- (A) In the last five years, there has been no decline in the number of workplace injuries leading to immediate admission to a hospital emergency room.
  - (B) Employers generally have to pay financial compensation to employees who suffer work-related injuries.
  - (C) Many injuries that happen on the job are injuries that would be impossible to conceal and yet would not be severe enough to require any change to either the employee's work schedule or the employee's job responsibilities.
  - (D) A continuing shift in employment patterns has led to a decline in the percentage of the workforce that is employed in the dangerous occupations in which workplace injuries are likely.
  - (E) Employers who have instituted safety-incentive programs do not in general have a lower proportion of reported workplace injuries among their employees than do employers without such programs.

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Questions 22 and 23 are based on the following reading passage.

The attribution of early-nineteenth-century English fiction is notoriously problematic. Fewer than half of new novels published in Britain between 1800 and 1829 had the author's true name printed on the title page. Most of these titles have subsequently  
line been attributed, either through the author's own acknowledgment of a previously  
5 anonymous or pseudonymous work, or through bibliographical research. One important tool available to researchers is the list of earlier works "by the author" often found on title pages. But such lists are as likely to create new confusion as they are to solve old problems. Title pages were generally prepared last in the publication process, often without full authorial assent, and in the last-minute rush to press, mistakes were frequently  
10 made.

**For the following question, consider each of the choices separately and select all that apply.**

22. The passage suggests that which of the following factors contributes to the "notoriously problematic" (line 1) nature of authorial attribution in early-nineteenth-century English fiction?
- ☐ A The unwillingness of any writers to acknowledge their authorship of works that were originally published anonymously or pseudonymously
  - ☐ B The possibility that the title page of a work may attribute works written by other authors to the author of that work
  - ☐ C The possibility that the author's name printed on a title page is fictitious

**For the following question, consider each of the choices separately and select all that apply.**

23. The passage suggests that which of the following is frequently true of the title pages of early-nineteenth-century English novels?
- ☐ A The title page was prepared for printing in a hurried manner.
  - ☐ B Material on the title page was included without the author's knowledge or approval.
  - ☐ C Information on the title page was deliberately falsified to make the novel more marketable.

Questions 24 and 25 are based on the following reading passage.

The more definitions a given noun has, the more valuable is each one. Multiple definitions, each subtly different from all the others, convey multiple shades of meaning. They expand the uses of the word; language is enriched, thought is widened, and interpretations increase or dilate to fill the potentialities of association. The very impossibility of absoluteness in the definition of certain nouns adds to the levels of connotation they may reach. The inner life of a writer often says more than most readers can know; the mind of a reader can discover truths that go beyond the intent or perhaps even the comprehension of the writer. And all of it finds expression because a word can mean many things.

24. In the context in which it appears, “shades” (line 2) most nearly means
- (A) reminders
  - (B) nuances
  - (C) obscurities
  - (D) coverings
  - (E) degrees
25. The passage suggests that a writer’s use of nouns that have multiple definitions can have which of the following effects on the relationship between writer and reader?
- (A) It can encourage the reader to consider how the writer’s life might have influenced the work.
  - (B) It can cause the reader to become frustrated with the writer’s failure to distinguish between subtle shades of meaning.
  - (C) It can allow the reader to discern in a work certain meanings that the writer did not foresee.
  - (D) It allows the writer to provide the reader with clues beyond the word itself in order to avoid ambiguity.
  - (E) It allows the writer to present unfamiliar ideas to the reader more efficiently.

**STOP. This is the end of Section 3.**

**SECTION 4**  
**Verbal Reasoning**  
**Time—35 minutes**  
**25 Questions**

For questions 1 to 8, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1. The unexplained digressions into the finer points of quantum electrodynamics are so \_\_\_\_\_ that even readers with a physics degree would be wise to keep a textbook handy to make sense of them.

(A) uninteresting
(B) controversial
(C) unsophisticated
(D) frustrating
(E) humorless

2. The belief that politicians might become \_\_\_\_\_ after their election to office led to the appointment of ethics officers at various levels of government.

(A) scrupulous
(B) entrenched
(C) venal
(D) puzzled
(E) artificial

3. Even the charisma and technical prowess of two fine actors are not \_\_\_\_\_ the task of fully invigorating a gray domestic drama with a tired tale to tell.

(A) required for
(B) interested in
(C) preferred for
(D) adequate to
(E) inferior to

4. There may be a threshold below which blood pressure reductions become \_\_\_\_\_ given that a long-running study showed no decreased heart risk for drops in blood pressure below a certain point.

(A) worthwhile
(B) indiscernible
(C) arduous
(D) significant
(E) superfluous



5. Unlike the problems in recent financial scandals, issues raised by the regulators in this case appear largely to pertain to unwieldy accounting rules that are open to widely divergent interpretations—not to (i) \_\_\_\_\_ transactions designed to (ii) \_\_\_\_\_ corporate malfeasance.

Blank (i)

(A) sham
(B) unpremeditated
(C) justifiable

Blank (ii)

(D) cloak
(E) ameliorate
(F) illuminate

6. Everyone has routines that govern their work. The myth is that artists are somehow different, that they reject (i) \_\_\_\_\_, but of course that's not true: most artists work as the rest of us do, (ii) \_\_\_\_\_, day by day, according to their own customs.

Blank (i)

(A) latitude
(B) habit
(C) materialism

Blank (ii)

(D) impetuously
(E) ploddingly
(F) sporadically

7. Repression of painful memories is sometimes called “willed forgetting.” Yet true forgetting is (i) \_\_\_\_\_ than the phenomenon of repressed memory. In spite of the effort that it (ii) \_\_\_\_\_, repressing unwanted memories is less (iii) \_\_\_\_\_ than truly forgetting them, for repressed memories are prone to come back.

Blank (i)

(A) less controlled
(B) different in its effect
(C) far more common

Blank (ii)

(D) eases
(E) conveys
(F) entails

Blank (iii)

(G) permanent
(H) arduous
(I) immediate

8. Rather than viewing the Massachusetts Bay Colony's antinomian controversy as the inevitable (i) \_\_\_\_\_ of the intransigent opposing forces of radical and (ii) \_\_\_\_\_ beliefs, male and female piety, (iii) \_\_\_\_\_ and secular power, and the like, as other critics have, Winship argues that the crisis was not “fixed and structural.”

Blank (i)

(A) dissolution
(B) melding
(C) collision

Blank (ii)

(D) revolutionary
(E) orthodox
(F) questionable

Blank (iii)

(G) clerical
(H) civil
(I) cerebral

For each of questions 9 to 14, select one answer choice unless otherwise instructed.

Questions 9 to 12 are based on the following reading passage.

Until recently, many anthropologists assumed that the environment of what is now the southwestern United States shaped the social history and culture of the region's indigenous peoples. Building on this assumption, archaeologists asserted that adverse environmental conditions and droughts were responsible for the disappearances and migrations of southwestern populations from many sites they once inhabited.

However, such deterministic arguments fail to acknowledge that local environmental variability in the Southwest makes generalizing about that environment difficult. To examine the relationship between environmental variation and sociocultural change in the Western Pueblo region of central Arizona, which indigenous tribes have occupied continuously for at least 800 years, a research team recently reconstructed the climatic, vegetational, and erosional cycles of past centuries. The researchers found it impossible to provide a single, generally applicable characterization of environmental conditions for the region. Rather, they found that local areas experienced different patterns of rainfall, wind, and erosion, and that such conditions had prevailed in the Southwest for the last 1,400 years. Rainfall, for example, varied within and between local valley systems, so that even adjacent agricultural fields can produce significantly different yields.

The researchers characterized episodes of variation in southwestern environments by frequency: low-frequency environmental processes occur in cycles longer than one human generation, which generally is considered to last about 25 years, and high-frequency processes have shorter cycles. The researchers pointed out that low-frequency processes, such as fluctuations in stream flow and groundwater levels, would not usually be apparent to human populations. In contrast, high-frequency fluctuations such as seasonal temperature variations are observable and somewhat predictable, so that groups could have adapted their behaviors accordingly. When the researchers compared sequences of sociocultural change in the Western Pueblo region with episodes of low- and high-frequency environmental variation, however, they found no simple correlation between environmental process and sociocultural change or persistence.

Although early Pueblo peoples did protect themselves against environmental risk and uncertainty, they responded variously on different occasions to similar patterns of high-frequency climatic and environmental change. The researchers identified seven major adaptive responses, including increased mobility, relocation of permanent settlements, changes in subsistence foods, and reliance on trade with other groups. These findings suggest that groups' adaptive choices depended on cultural and social as well as environmental factors and were flexible strategies rather than uncomplicated reactions to environmental change. Environmental conditions mattered, but they were rarely, if ever, sufficient to account for sociocultural persistence and change. Group size and composition, culture, contact with other groups, and individual choices and actions were—barring catastrophes such as floods or earthquakes—more significant for a population's survival than were climate and environment.

9. The passage is primarily concerned with
- (A) explaining why certain research findings have created controversy
  - (B) pointing out the flaws in a research methodology and suggesting a different approach
  - (C) presenting evidence to challenge an explanation and offering an alternative explanation
  - (D) elucidating the means by which certain groups have adapted to their environment
  - (E) defending a long-held interpretation by presenting new research findings
10. Which of the following findings would most strongly support the assertion made by the archaeologists mentioned in line 3?
- (A) A population remained in a certain region at least a century after erosion wore away much of the topsoil that sustained grass for their grazing animals.
  - (B) The range of a certain group's agricultural activity increased over a century of gradual decrease in annual rainfall.
  - (C) As winters grew increasingly mild in a certain region, the nomadic residents of the region continued to move between their summer and winter encampments.
  - (D) An agricultural population began to trade for supplies of a grain instead of producing the grain in its own fields as it had in the past.
  - (E) A half century of drought and falling groundwater levels caused a certain population to abandon their settlements along a riverbank.
11. The fact that "adjacent agricultural fields can produce significantly different yields" (lines 16–17) is offered as evidence of the
- (A) unpredictability of the climate and environment of the southwestern United States
  - (B) difficulty of producing a consistent food supply for a large population in the Western Pueblo region
  - (C) lack of water and land suitable for cultivation in central Arizona
  - (D) local climatic variation in the environment of the southwestern United States
  - (E) high-frequency environmental processes at work in the southwestern United States

12. It can be inferred from the passage that which of the following activities is NOT an example of a population responding to high-frequency environmental processes?
- (A) Developing watertight jars in which to collect and store water during the rainy season
  - (B) Building multistory dwellings in low-lying areas to avoid the flash flooding that occurs each summer
  - (C) Moving a village because groundwater levels have changed over the last generation
  - (D) Trading with other groups for furs from which to make winter clothes
  - (E) Moving one's herds of grazing animals each year between summer and winter pastures

**Questions 13 and 14 are based on the following reading passage.**

Arctic sea ice comes in two varieties. Seasonal ice forms in winter and then melts in summer, while perennial ice persists year-round. To the untrained eye, all sea ice looks similar, but by licking it, one can estimate how long a particular piece has been floating around. When ice begins to form in seawater, it forces out salt, which has no place  
line in the crystal structure. As the ice gets thicker, the rejected salt collects in tiny pockets  
5 of brine too highly concentrated to freeze. A piece of first-year ice will taste salty. Eventually, if the ice survives, these pockets of brine drain out through fine, veinlike channels, and the ice becomes fresher; multiyear ice can even be melted and drunk.

**For the following question, consider each of the choices separately and select all that apply.**

13. The passage mentions which of the following as being a characteristic of seasonal ice?
- [A] It is similar in appearance to perennial ice.
  - [B] It is typically filled with fine, veinlike channels.
  - [C] It tastes saltier than perennial ice.
14. In the context in which it appears, "fine" (line 7) most nearly means
- (A) acceptable
  - (B) elegant
  - (C) precise
  - (D) pure
  - (E) small

For questions 15 to 18, select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

15. It would have been disingenuous of the candidate to appear \_\_\_\_\_ when her opponent won the election, but she congratulated the victor nonetheless.
- ☐ A gracious
  - ☐ B ecstatic
  - ☐ C crestfallen
  - ☐ D indifferent
  - ☐ E euphoric
  - ☐ F disgruntled
16. As market forces penetrate firms and bid up the value of attributes of labor that are more measurable than is the knowledge born of experience, it can be expected that trends in wages will not \_\_\_\_\_ those whose main value lies in such experiential knowledge.
- ☐ A favor
  - ☐ B aid
  - ☐ C affect
  - ☐ D forsake
  - ☐ E betray
  - ☐ F differentiate
17. The point we might still take from the First World War is the old one that wars are always, as one historian aptly put it, \_\_\_\_\_: they produce unforeseeable results.
- ☐ A unsurprising
  - ☐ B astounding
  - ☐ C conventional
  - ☐ D ruinous
  - ☐ E stunning
  - ☐ F devastating
18. This is the kind of movie—stuffed with intimations of faraway strife and people in suits talking frantically on cell phones and walkie-talkies—that is conventionally described as a political thriller, but the film is as apolitical as it is \_\_\_\_\_.
- ☐ A intense
  - ☐ B unprecedented
  - ☐ C subtle
  - ☐ D humdrum
  - ☐ E refined
  - ☐ F dull

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For each of questions 19 to 25, select one answer choice unless otherwise instructed.

Questions 19 and 20 are based on the following reading passage.

Historians credit repeated locust invasions in the nineteenth century with reshaping United States agriculture west of the Mississippi River. Admonished by government entomologists, farmers began to diversify. Wheat had come to nearly monopolize the region, but it was particularly vulnerable to the locusts. In 1873, just before the locusts' most withering offensive, nearly two-thirds of Minnesota farmland was producing wheat; by the invasions' last year, that fraction had dropped to less than one-sixth. Farmers learned that peas and beans were far less vulnerable to the insects, and corn was a more robust grain than wheat. In addition to planting alternative crops, many farmers turned to dairy and beef production. Although pastures were often damaged by the locusts, these lands were almost always left in better shape than the crops were.

For the following question, consider each of the choices separately and select all that apply.

19. According to the passage, before the recommendations by the government entomologists, which of the following was true about farming west of the Mississippi River?
- ☐ A Farmers focused primarily on growing wheat.
  - ☐ B Peas and beans had not yet been planted in the region.
  - ☐ C A relatively small portion of farmland was devoted to crops other than wheat.
20. In the context in which it appears, “robust” (line 8) most nearly means
- ☐ A crude
  - ☐ B demanding
  - ☐ C productive
  - ☐ D vigorous
  - ☐ E rich

Question 21 is based on the following reading passage.

In 1998 the United States Department of Transportation received nearly 10,000 consumer complaints about airlines; in 1999 it received over 20,000. Moreover, the number of complaints per 100,000 passengers also more than doubled. In both years the vast majority of complaints concerned flight delays, cancellations, mishandled baggage, and customer service. Clearly, therefore, despite the United States airline industry's serious efforts to improve performance in these areas, passenger dissatisfaction with airline service increased significantly in 1999.

21. Which of the following, if true, most seriously weakens the argument?
- (A) Although the percentage of flights that arrived on time dropped slightly overall, from 77 percent in 1998 to 76 percent in 1999, some United States airlines' 1999 on-time rate was actually better than their 1998 on-time rate.
  - (B) The number of passengers flying on United States airlines was significantly higher in 1999 than in 1998.
  - (C) Fewer bags per 1,000 passengers flying on United States airlines were lost or delayed in 1999 than in 1998.
  - (D) The appearance in 1999 of many new Internet sites that relay complaints directly to the Department of Transportation has made filing a complaint about airlines much easier for consumers than ever before.
  - (E) Although the number of consumer complaints increased for every major United States airline in 1999, for some airlines the extent of the increase was substantial, whereas for others it was extremely small.

Questions 22 to 24 are based on the following reading passage.

Nineteenth-century architect Eugène-Emmanuel Viollet-le-Duc contended that Paris's Notre-Dame cathedral, built primarily in the late twelfth century, was supported from the very beginning by a system of flying buttresses—a series of exterior arches (flyers) and their supports (buttresses)—which permitted the construction of taller vaulted  
line buildings with slimmer walls and interior supports than had been possible previously.  
5 Other commentators insist, however, that Notre-Dame did not have flying buttresses until the thirteenth or fourteenth century, when they were added to update the building aesthetically and correct its structural flaws. Although post-twelfth-century modifications and renovations complicate efforts to resolve this controversy—all  
10 pre-fifteenth-century flyers have been replaced, and the buttresses have been rebuilt and/or resurfaced—it is nevertheless possible to tell that both the nave and the choir, the church's two major parts, have always had flying buttresses. It is clear, now that nineteenth-century paint and plaster have been removed, that the nave's lower buttresses date from the twelfth century. Moreover, the choir's lower flyers have chevron  
15 (zigzag) decoration. Chevron decoration, which was characteristic of the second half of the twelfth century and was out of favor by the fourteenth century, is entirely absent from modifications to the building that can be dated with confidence to the thirteenth century.

22. The passage is primarily concerned with
- (A) tracing the development of a controversy
  - (B) discussing obstacles to resolving a controversy
  - (C) arguing in support of one side in a controversy
  - (D) analyzing the assumptions underlying the claims made in a controversy
  - (E) explaining why evidence relevant to a controversy has been overlooked
23. The claim of the “other commentators” (line 6) suggests that they believe which of the following about Notre-Dame?
- (A) It was the inspiration for many vaulted cathedrals built in the thirteenth and fourteenth centuries.
  - (B) Its design flaws were not apparent until flying buttresses were added in the thirteenth or fourteenth century.
  - (C) Its flying buttresses are embellished with decoration characteristic of the thirteenth and fourteenth centuries.
  - (D) It had been modified in some respects before flying buttresses were added in the thirteenth or fourteenth century.
  - (E) It was originally constructed in an architectural style that was considered outmoded by the thirteenth or fourteenth century.



24. The author's argument concerning Notre-Dame's flying buttresses depends on which of the following assumptions about the choir's lower flyers?
- (A) They accurately reproduce the decoration on the choir's original lower flyers.
  - (B) They have a type of decoration used exclusively for exterior surfaces.
  - (C) They were the models for the choir's original upper flyers.
  - (D) They were the models for the nave's original lower flyers.
  - (E) They were constructed after the nave's flyers were constructed.

**Question 25 is based on the following reading passage.**

The average temperature of the lobster-rich waters off the coast of Foerkland has been increasing for some years. In warmer water, lobsters grow faster. In particular, lobster larvae take less time to reach the size at which they are no longer vulnerable to predation by young cod, the chief threat to their survival. Consequently, the survival rate of lobster larvae must be going up, and the lobster population in Foerkland's coastal waters is bound to increase.

25. Which of the following, if true, most seriously weakens the argument?
- (A) There are indications that in recent years the fishing fleet operating off the coast of Foerkland has been taking cod at an unsustainably high rate.
  - (B) The increase in water temperatures off Foerkland has not been as pronounced as the increase in average soil temperatures in Foerkland.
  - (C) Because of their speeded-up growth, lobsters now get large enough to be legal catch before they reach reproductive maturity.
  - (D) Even though lobsters grow faster in warmer waters, warmer waters have no effect on the maximum size to which a lobster can eventually grow.
  - (E) Cod are a cold-water species, and the increasing water temperatures have caused a northward shift in Foerkland's cod population.

**STOP. This is the end of Section 4.**

**SECTION 5**  
**Quantitative Reasoning**  
**Time—40 minutes**  
**25 Questions**

**For each question, indicate the best answer, using the directions given.**

**Notes:** All numbers used are real numbers.

All figures are assumed to lie in a plane unless otherwise indicated.

Geometric figures, such as lines, circles, triangles, and quadrilaterals, **are not necessarily** drawn to scale. That is, you should **not** assume that quantities such as lengths and angle measures are as they appear in a figure. You should assume, however, that lines shown as straight are actually straight, points on a line are in the order shown, and more generally, all geometric objects are in the relative positions shown. For questions with geometric figures, you should base your answers on geometric reasoning, not on estimating or comparing quantities by sight or by measurement.

Coordinate systems, such as  $xy$ -planes and number lines, **are** drawn to scale; therefore, you can read, estimate, or compare quantities in such figures by sight or by measurement.

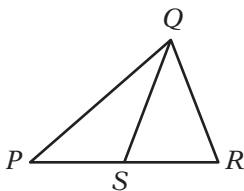
Graphical data presentations, such as bar graphs, circle graphs, and line graphs, **are** drawn to scale; therefore, you can read, estimate, or compare data values by sight or by measurement.

**For each of Questions 1 to 9, compare Quantity A and Quantity B, using additional information centered above the two quantities if such information is given. Select one of the following four answer choices and fill in the corresponding oval to the right of the question.**

- (A) Quantity A is greater.
- (B) Quantity B is greater.
- (C) The two quantities are equal.
- (D) The relationship cannot be determined from the information given.

**A symbol that appears more than once in a question has the same meaning throughout the question.**

	<u>Quantity A</u>	<u>Quantity B</u>	<u>Correct Answer</u>
Example 1:	(2)(6)	$2 + 6$	(A) (B) (C) (D)



	<u>Quantity A</u>	<u>Quantity B</u>	<u>Correct Answer</u>
Example 2:	$PS$	$SR$	(A) (B) (C) (D) (since equal lengths cannot be assumed, even though $PS$ and $SR$ appear equal)

- Ⓐ Quantity A is greater.  
 Ⓑ Quantity B is greater.  
 Ⓒ The two quantities are equal.  
 Ⓓ The relationship cannot be determined from the information given.

	<u>Quantity A</u>	<u>Quantity B</u>	
1.	$\frac{3^{-1}}{4^{-1}}$	$\frac{4}{3}$	Ⓐ Ⓑ Ⓒ Ⓓ

---

$x < 1$  and  $x \neq 0$

	<u>Quantity A</u>	<u>Quantity B</u>	
2.	$x^2 + 1$	$x^3 + 1$	Ⓐ Ⓑ Ⓒ Ⓓ

---

$x > 0$

	<u>Quantity A</u>	<u>Quantity B</u>	
3.	0.5% of $x$	$\frac{1}{2}x$	Ⓐ Ⓑ Ⓒ Ⓓ

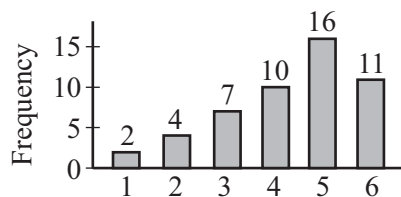
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The median income of a group of College *C* graduates six months after graduation was \$3,000 higher than the median income of a group of College *D* graduates six months after graduation.

	<u>Quantity A</u>	<u>Quantity B</u>	
4.	The 75th percentile of the incomes of the group of College <i>C</i> graduates six months after graduation	The 75th percentile of the incomes of the group of College <i>D</i> graduates six months after graduation	Ⓐ Ⓑ Ⓒ Ⓓ

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- (A) Quantity A is greater.  
 (B) Quantity B is greater.  
 (C) The two quantities are equal.  
 (D) The relationship cannot be determined from the information given.

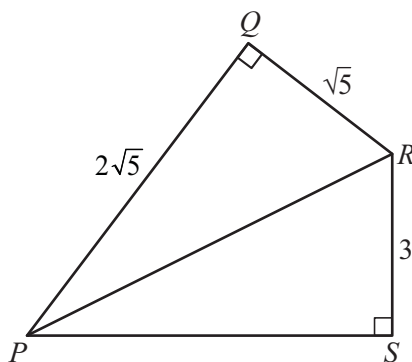


The graph above shows the frequency distribution of 50 integer values varying from 1 to 6.

Quantity A

Quantity B

5. The average (arithmetic mean) of the 50 values      The median of the 50 values      (A) (B) (C) (D)



Quantity A

Quantity B

6. The area of triangle  $PQR$       The area of triangle  $PSR$       (A) (B) (C) (D)

Quantity A

Quantity B

7. The sum of the odd integers from 1 to 199      The sum of the even integers from 2 to 198      (A) (B) (C) (D)

$s$  and  $t$  are positive integers, and  $32^s = 2^t$ .

Quantity A

Quantity B

8.  $\frac{s}{t}$        $\frac{1}{5}$       (A) (B) (C) (D)

- (A) Quantity A is greater.  
 (B) Quantity B is greater.  
 (C) The two quantities are equal.  
 (D) The relationship cannot be determined from the information given.

In a quality-control test, 50 boxes—each containing 30 machine parts—were examined for defective parts. The number of defective parts was recorded for each box, and the average (arithmetic mean) of the 50 recorded numbers of defective parts per box was 1.12. Only one error was made in recording the 50 numbers: “1” defective part in a certain box was incorrectly recorded as “10”.

Quantity A	Quantity B	
9. The actual average number of defective parts per box	0.94	(A) (B) (C) (D)

**Questions 10 to 25 have several different formats. Unless otherwise directed, select a single answer choice. For Numeric Entry questions, follow the instructions below.**

**Numeric Entry Questions**

Enter your answer in the answer box(es) below the question.

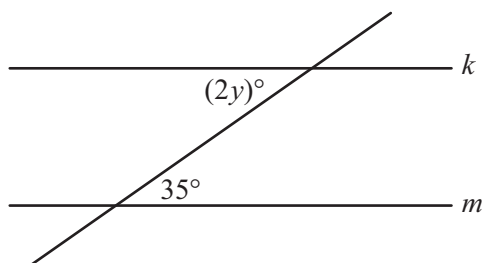
- Your answer may be an integer, a decimal, or a fraction, and it may be negative.
- If a question asks for a fraction, there will be two boxes—one for the numerator and one for the denominator.
- Equivalent forms of the correct answer, such as 2.5 and 2.50, are all correct. Fractions do not need to be reduced to lowest terms.
- Enter the exact answer unless the question asks you to round your answer.

10. In year  $Y$ , the population of Colorado was approximately half that of New Jersey, and the land area of Colorado was approximately 14 times that of New Jersey. The population density (number of persons per unit of land area) of Colorado in year  $Y$  was approximately how many times the population density of New Jersey?

- (A)  $\frac{1}{28}$   
 (B)  $\frac{1}{14}$   
 (C)  $\frac{1}{7}$   
 (D)  $\frac{1}{4}$   
 (E)  $\frac{1}{2}$

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For the following question, enter your answer in the box.



11. In the figure above, line  $k$  is parallel to line  $m$ . What is the value of  $y$ ?

$y =$

12. The numbers in data set  $S$  have a standard deviation of 5. If a new data set is formed by adding 3 to each number in  $S$ , what is the standard deviation of the numbers in the new data set?

- (A) 2
- (B) 3
- (C) 5
- (D) 8
- (E) 15

13. If  $\frac{2y-3}{y} = \frac{3-y}{2}$ , which of the following could be the value of  $y$ ?

- (A) 4
- (B) 1
- (C) -1
- (D) -3
- (E) -5

For the following question, select all the answer choices that apply.

14. List  $K$  consists of the numbers  $-10$ ,  $-5$ ,  $0$ ,  $5$ , and  $10$ . Which of the following lists of numbers have the same range as the numbers in list  $K$ ?

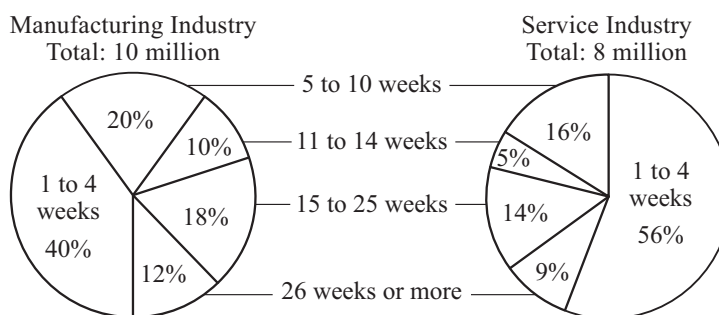
Indicate all such lists.

- ☐ (A)  $-15$ ,  $-1$ ,  $0$ ,  $1$ ,  $15$
- ☐ (B)  $-7$ ,  $-4$ ,  $-2$ ,  $1$ ,  $13$
- ☐ (C)  $0$ ,  $1$ ,  $2$ ,  $5$ ,  $8$ ,  $10$
- ☐ (D)  $2$ ,  $3$ ,  $5$ ,  $15$ ,  $19$ ,  $22$
- ☐ (E)  $4$ ,  $5$ ,  $6$ ,  $24$

15. Aisha's income in 2004 was 20 percent greater than her income in 2003. What is the ratio of Aisha's income in 2004 to her income in 2003 ?
- (A) 1 to 5  
(B) 5 to 6  
(C) 6 to 5  
(D) 5 to 1  
(E) 20 to 1
16. Jacob's weekly take-home pay is  $n$  dollars. Each week he uses  $\frac{4n}{5}$  dollars for expenses and saves the rest. At those rates, how many weeks will it take Jacob to save \$500, in terms of  $n$  ?
- (A)  $\frac{500}{n}$   
(B)  $\frac{2,500}{n}$   
(C)  $\frac{n}{625}$   
(D)  $\frac{n}{2,500}$   
(E)  $625n$

Questions 17 to 20 are based on the following data.

LENGTH OF UNEMPLOYMENT FOR WORKERS IN REGION X FOR TWO INDUSTRIES, 2003



Note: The circle graphs show the distributions of workers who were unemployed for at least 1 week in 2003, by length of unemployment, rounded to the nearest week.

17. In the circle graphs, the degree measure of the central angle of the sector representing the number of workers unemployed for 11 to 14 weeks is how much greater in the manufacturing industry graph than in the service industry graph?
- (A)  $5^\circ$   
(B)  $10^\circ$   
(C)  $15^\circ$   
(D)  $18^\circ$   
(E)  $20^\circ$

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18. Which of the following could be the median length of unemployment, in weeks, for manufacturing industry workers who were unemployed for at least 1 week?
- (A) 4  
(B) 8  
(C) 12  
(D) 16  
(E) 20
19. If one of the workers in the manufacturing and service industries who were unemployed for at least 1 week will be randomly selected, what is the probability that the person selected will be a service industry worker who was unemployed for 26 weeks or more?
- (A) 0.04  
(B) 0.09  
(C) 0.21  
(D) 0.40  
(E) 0.90
20. The ratio of the number of manufacturing industry workers who were unemployed for 5 to 10 weeks to the number of service industry workers who were unemployed for 5 to 10 weeks is closest to which of the following?
- (A) 5 to 4  
(B) 6 to 5  
(C) 3 to 2  
(D) 5 to 2  
(E) 7 to 6

**For the following question, select all the answer choices that apply.**

21. If  $|t+3| > 5$ , which of the following could be the value of  $t$ ?

Indicate all such values.

- (A) -9  
(B) -6  
(C) -2  
(D) 0  
(E) 2  
(F) 3



22. The operation  $\otimes$  is defined for all integers  $x$  and  $y$  as  $x \otimes y = xy - y$ . If  $x$  and  $y$  are positive integers, which of the following CANNOT be zero?
- (A)  $x \otimes y$
  - (B)  $y \otimes x$
  - (C)  $(x - 1) \otimes y$
  - (D)  $(x + 1) \otimes y$
  - (E)  $x \otimes (y - 1)$
23.  $P$ ,  $Q$ , and  $R$  are three points in a plane, and  $R$  does not lie on line  $PQ$ . Which of the following is true about the set of all points in the plane that are the same distance from all three points?
- (A) It contains no points.
  - (B) It contains one point.
  - (C) It contains two points.
  - (D) It is a line.
  - (E) It is a circle.
24. If  $x < y < 0$ , which of the following inequalities must be true?
- (A)  $y + 1 < x$
  - (B)  $y - 1 < x$
  - (C)  $xy^2 < x$
  - (D)  $xy < y^2$
  - (E)  $xy < x^2$

**For the following question, enter your answer in the box.**

25. What is the length of a diagonal of a rectangle that has width 5 and perimeter 34 ?

**STOP. This is the end of Section 5.**

**SECTION 6**  
**Quantitative Reasoning**  
**Time—40 minutes**  
**25 Questions**

**For each question, indicate the best answer, using the directions given.**

**Notes:** All numbers used are real numbers.

All figures are assumed to lie in a plane unless otherwise indicated.

Geometric figures, such as lines, circles, triangles, and quadrilaterals, **are not necessarily** drawn to scale. That is, you should **not** assume that quantities such as lengths and angle measures are as they appear in a figure. You should assume, however, that lines shown as straight are actually straight, points on a line are in the order shown, and more generally, all geometric objects are in the relative positions shown. For questions with geometric figures, you should base your answers on geometric reasoning, not on estimating or comparing quantities by sight or by measurement.

Coordinate systems, such as  $xy$ -planes and number lines, **are** drawn to scale; therefore, you can read, estimate, or compare quantities in such figures by sight or by measurement.

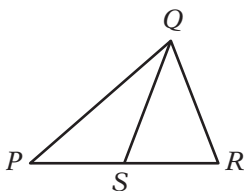
Graphical data presentations, such as bar graphs, circle graphs, and line graphs, **are** drawn to scale; therefore, you can read, estimate, or compare data values by sight or by measurement.

**For each of Questions 1 to 9, compare Quantity A and Quantity B, using additional information centered above the two quantities if such information is given. Select one of the following four answer choices and fill in the corresponding oval to the right of the question.**

- Ⓐ Quantity A is greater.  
 Ⓑ Quantity B is greater.  
 Ⓒ The two quantities are equal.  
 Ⓓ The relationship cannot be determined from the information given.

**A symbol that appears more than once in a question has the same meaning throughout the question.**

	<u>Quantity A</u>	<u>Quantity B</u>	<u>Correct Answer</u>
Example 1:	(2)(6)	$2+6$	Ⓐ Ⓑ Ⓒ Ⓓ



	<u>Quantity A</u>	<u>Quantity B</u>	<u>Correct Answer</u>
Example 2:	$PS$	$SR$	Ⓐ Ⓑ Ⓒ Ⓓ (since equal lengths cannot be assumed, even though $PS$ and $SR$ appear equal)

- Ⓐ Quantity A is greater.  
 Ⓑ Quantity B is greater.  
 Ⓒ The two quantities are equal.  
 Ⓓ The relationship cannot be determined from the information given.

A circle is inscribed in a square with sides of length 5.

- |    | <u>Quantity A</u>               | <u>Quantity B</u> |         |
|----|---------------------------------|-------------------|---------|
| 1. | The circumference of the circle | 15                | Ⓐ Ⓑ Ⓒ Ⓓ |
- 

$$2u + v = 14$$

$$uv = 0$$

- |    | <u>Quantity A</u> | <u>Quantity B</u> |         |
|----|-------------------|-------------------|---------|
| 2. | $u$               | $v$               | Ⓐ Ⓑ Ⓒ Ⓓ |
- 

- |    | <u>Quantity A</u> | <u>Quantity B</u> |         |
|----|-------------------|-------------------|---------|
| 3. | $950^{2,000}$     | $10^{6,000}$      | Ⓐ Ⓑ Ⓒ Ⓓ |
- 

Set  $A$  consists of 40 integers, and set  $B$  consists of 150 integers. The number of integers that are in both set  $A$  and set  $B$  is 20.

- |    | <u>Quantity A</u>                                                     | <u>Quantity B</u> |         |
|----|-----------------------------------------------------------------------|-------------------|---------|
| 4. | The total number of integers that are in set $A$ or set $B$ , or both | 170               | Ⓐ Ⓑ Ⓒ Ⓓ |

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- Ⓐ Quantity A is greater.  
 Ⓑ Quantity B is greater.  
 Ⓒ The two quantities are equal.  
 Ⓓ The relationship cannot be determined from the information given.

$x$  is a negative integer.

	<u>Quantity A</u>	<u>Quantity B</u>	
5.	$2^x$	$3^{x+1}$	Ⓐ Ⓑ Ⓒ Ⓓ

---

$$(x + 3)(y - 4) = 0$$

	<u>Quantity A</u>	<u>Quantity B</u>	
6.	$xy$	$-12$	Ⓐ Ⓑ Ⓒ Ⓓ

---

Geoff used \$630 to buy a new guitar. This amount was 15 percent of his earnings last summer.

	<u>Quantity A</u>	<u>Quantity B</u>	
7.	The amount of Geoff's earnings last summer <u>not</u> used to buy the new guitar	\$3,570	Ⓐ Ⓑ Ⓒ Ⓓ

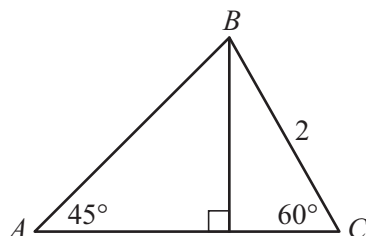
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Set  $S$  consists of 5 objects.

	<u>Quantity A</u>	<u>Quantity B</u>	
8.	The number of subsets of set $S$ that consist of 1 object	The number of subsets of set $S$ that consist of 4 objects	Ⓐ Ⓑ Ⓒ Ⓓ

---

- (A) Quantity A is greater.  
 (B) Quantity B is greater.  
 (C) The two quantities are equal.  
 (D) The relationship cannot be determined from the information given.



Quantity A

Quantity B

9. The length of line segment  
AC

3

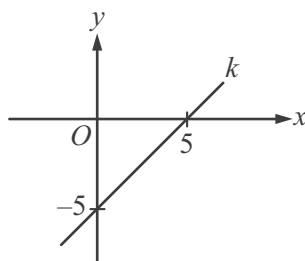
(A) (B) (C) (D)

Questions 10 to 25 have several different formats. Unless otherwise directed, select a single answer choice. For Numeric Entry questions, follow the instructions below.

#### Numeric Entry Questions

Enter your answer in the answer box(es) below the question.

- Your answer may be an integer, a decimal, or a fraction, and it may be negative.
- If a question asks for a fraction, there will be two boxes—one for the numerator and one for the denominator.
- Equivalent forms of the correct answer, such as 2.5 and 2.50, are all correct. Fractions do not need to be reduced to lowest terms.
- Enter the exact answer unless the question asks you to round your answer.



10. What is the slope of line  $k$  in the  $xy$ -plane above?

- (A)  $-5$   
 (B)  $-1$   
 (C)  $0$   
 (D)  $1$   
 (E)  $5$

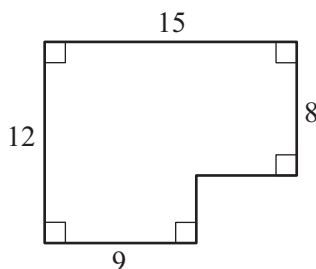
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$$b - 3, b - 1, b + 2, b + 3, b + 4$$

11. The median of the five terms listed above is 5, where  $b$  is a constant. What is the average (arithmetic mean) of the five terms?

(A) 3  
(B) 4  
(C) 5  
(D) 6  
(E) 7

For the following question, enter your answer in the box.



12. What is the area of the region shown above?

13. During a one-year study, biologists observed the number of fish in a certain pond as well as the percent of the fish that were catfish. At the beginning of the year, there were 300 fish in the pond, of which 15 percent were catfish; and at the end of the year, there were 400 fish in the pond, of which 10 percent were catfish. From the beginning of the year to the end of the year, the number of catfish in the pond

(A) decreased by more than 5%  
(B) decreased by 5%  
(C) did not change  
(D) increased by 5%  
(E) increased by more than 5%

For the following question, enter your answer in the box.

14. On a radio tower, a red light flashes every 6 seconds and a blue light flashes every 10 seconds. If both lights flash together at a certain time, how many seconds later will both lights flash together the next time?

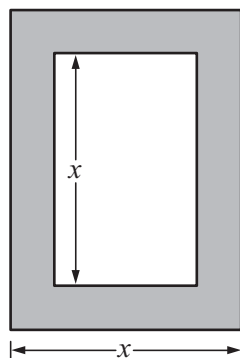
 seconds

For the following question, select all the answer choices that apply.

15. If  $a < b < 0$ , which of the following numbers must be positive?

Indicate all such numbers.

- ☐ A  $a - b$
- ☐ B  $a^2 - b^2$
- ☐ C  $ab$
- ☐ D  $a^2b$
- ☐ E  $a^2b + ab^2$



16. A flat rectangular picture, represented by the unshaded region in the figure above, is mounted in a flat rectangular frame, represented by the shaded region. The frame is 1 inch wide on all sides. For what value of  $x$ , in inches, is the area of the frame equal to the area of the picture?

- ☐ A 4
- ☐ B 5
- ☐ C 6
- ☐ D 7
- ☐ E 8

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Questions 17 to 20 are based on the following data.

PERCENT OF THE 300 PEOPLE IN GROUP 1 AND THE 400 PEOPLE  
IN GROUP 2 WHO HAVE SELECTED AILMENTS

Respiratory Ailment	Percent of People in Group 1 Who Have Ailment	Percent of People in Group 2 Who Have Ailment
Allergic sensitivity to endotoxins	14%	21%
Asthma (allergic)	3%	4%
Asthma (nonallergic)	2%	3%
Hay fever	4%	10%
Sneezing and itchy eyes	8%	11%
Wheezing (allergic)	5%	6%
Wheezing (nonallergic)	2%	5%

17. The number of people in group 2 who have hay fever is how much greater than the number of people in group 1 who have hay fever?
- (A) 37  
(B) 35  
(C) 32  
(D) 28  
(E) 24
18. For the seven ailments, what is the median of the numbers of people in group 2 who have the ailments?
- (A) 20  
(B) 22  
(C) 24  
(D) 26  
(E) 28
19. The number of people in group 1 who have the ailment wheezing (allergic) is what percent greater than the number of people in group 1 who have the ailment wheezing (nonallergic)?
- (A) 50%  
(B) 75%  
(C) 150%  
(D) 200%  
(E) 300%



For the following question, enter your answer in the boxes.

20. What is the ratio of the number of people in group 2 with the ailment sneezing and itchy eyes to the total number of people in both groups with the ailment sneezing and itchy eyes?

Give your answer as a fraction.


21. Of the people in a certain survey, 58 percent were at most 40 years old and 70 percent were at most 60 years old. If 252 of the people in the survey were more than 40 years old and at most 60 years old, what was the total number of people in the survey?

- (A) 1,900  
(B) 2,100  
(C) 2,400  
(D) 2,700  
(E) 3,000
22. If  $x > 0$ , which of the following is equal to 1.25 percent of  $x$  ?
- (A)  $\frac{x}{80}$   
(B)  $\frac{x}{8}$   
(C)  $\frac{x}{4}$   
(D)  $\frac{5x}{8}$   
(E)  $\frac{3x}{4}$
23. Alice earns  $d$  dollars and has  $t$  percent of what she earns deducted for taxes. How much of what she earns does Alice have left after taxes?
- (A)  $d(1 - 100t)$  dollars  
(B)  $d(1 - 10t)$  dollars  
(C)  $d(1 - t)$  dollars  
(D)  $d(1 - 0.1t)$  dollars  
(E)  $d(1 - 0.01t)$  dollars

GO ON TO THE NEXT PAGE ►

For the following question, select all the answer choices that apply.

24. A student made a conjecture that for any integer  $n$ , the integer  $4n + 3$  is a prime number. Which of the following values of  $n$  could be used to disprove the student's conjecture?

Indicate all such values.

- ☐ A 1
- ☐ B 3
- ☐ C 4
- ☐ D 6
- ☐ E 7

25. Eight points are equally spaced on a circle. If 4 of the 8 points are to be chosen at random, what is the probability that a quadrilateral having the 4 points chosen as vertices will be a square?

- ☐ A  $\frac{1}{70}$
- ☐ B  $\frac{1}{35}$
- ☐ C  $\frac{1}{7}$
- ☐ D  $\frac{1}{4}$
- ☐ E  $\frac{1}{2}$

**STOP. This is the end of Section 6.**

# Evaluating Your Performance

Now that you have completed Practice Test 2, it is time to evaluate your performance.

## Analytical Writing Measure

One way to evaluate your performance on the Issue and Argument topics you answered on this practice test is to compare your essay responses with the scored sample essay responses for these topics and review the rater commentary. Scored sample essay responses and rater commentary are presented starting on page 481 for the one Issue topic and one Argument topic presented in the Analytical Writing sections of Practice Test 2. The Issue and Argument scoring guides start on page 37.

To better understand the analytical writing abilities characteristic of particular score levels, you should review the score level descriptions on page 41.

## Verbal Reasoning and Quantitative Reasoning Measures

The tables that follow contain information to help you evaluate your performance on the Verbal Reasoning and Quantitative Reasoning measures of Practice Test 2. An answer key with the correct answers to the questions in the Verbal Reasoning and Quantitative Reasoning sections in this practice test begins on page 475. Compare your answers with the correct answers given in the table, crossing out questions you answered incorrectly or omitted. Partially correct answers should be treated as incorrect. Knowing which questions you answered incorrectly or omitted can help you identify content areas in which you need more practice or review.

The answer key contains additional information to help you evaluate your performance. With each answer, the key provides a number, the P+. The P+ is the percent of a group of actual GRE takers who were administered that same question at a previous test administration and who answered it correctly. P+ is used to gauge the relative difficulty of a test question. The higher the P+, the easier the test question. You can use the P+ to compare your performance on each test question to the performance of other test takers on that same question. For example, if the P+ for a question is 89, that means that 89 percent of GRE test takers who received this question answered it correctly. Alternatively, if the P+ for a question is 14, that means that 14 percent of GRE test takers who received this question answered it correctly. A question with a P+ of 89 may be interpreted as a relatively easy question, and a question with a P+ of 14 may be interpreted as a difficult question.

To calculate your scores on Practice Test 2:

- Add the number of correct answers in Sections 3 and 4 to obtain your raw Verbal Reasoning score.
- Add the number of correct answers in Sections 5 and 6 to obtain your raw Quantitative Reasoning score.
- Once you have calculated your raw scores, refer to the Practice Test 2 score conversion table on pages 479–480. Find the scores on the 130–170 score scales that correspond to your Verbal Reasoning and Quantitative Reasoning raw scores. Note the scaled scores provided.

Once you determine your scaled scores, you will need to evaluate your performance. To get a sense of how test takers are scoring on the Verbal Reasoning and Quantitative Reasoning measures of the actual test, you can review Verbal Reasoning and Quantitative Reasoning percentile ranks on the GRE website at [www.ets.org/gre/percentile](http://www.ets.org/gre/percentile) (PDF). A percentile rank for a score indicates the percentage of examinees who took that test and received a lower score. Updated annually in July, this table includes the Verbal Reasoning and Quantitative Reasoning scores on the 130–170 scale in one-point increments and the corresponding percentile ranks. For each score you earned on Practice Test 2, note the percent of GRE test takers who earned lower scores. This is a reasonable indication of your rank among GRE revised General Test examinees if you took Practice Test 2 under standard timed conditions.

# Answer Key

## Section 3. Verbal Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	71	<b>Choice A:</b> innocuous
2	68	<b>Choice C:</b> banished from
3	41	<b>Choice C:</b> comprehensive; <b>Choice D:</b> redundant
4	74	<b>Choice B:</b> heed; <b>Choice F:</b> compromise
5	71	<b>Choice C:</b> flawlessness; <b>Choice D:</b> wrong
6	55	<b>Choice B:</b> problematic; <b>Choice E:</b> unsound; <b>Choice H:</b> discredited
7	28	<b>Choice A:</b> imminent; <b>Choice F:</b> curtailed; <b>Choice G:</b> encouraging
8	38	<b>Choice A:</b> row; <b>Choice F:</b> festering dispute over
9	74	<b>Choice B:</b> The shape of the teeth indicates that sauropods were herbivorous.
10	54	<b>Choice A:</b> They are among the few fossils incorporating direct evidence of sauropod behavior.
11	66	<b>Choice C:</b> argue against a particular position regarding sleep's role in memory
12	60	<b>Choice A:</b> There are some memory-consolidation processes that have nothing to do with sleep.
13	73	<b>Choice E:</b> It concedes that the consolidation of declarative memory does not depend entirely on one factor.
14	60	<b>Choice B:</b> identifies a specific function that sleep plays in the memory-consolidation process
15	74	<b>Choice A:</b> eliminated AND <b>Choice C:</b> put to rest
16	41	<b>Choice D:</b> disagreement AND <b>Choice E:</b> divergence
17	27	<b>Choice A:</b> reined in AND <b>Choice E:</b> manacled
18	45	<b>Choice A:</b> bridling AND <b>Choice D:</b> inhibiting
19	56	<b>Choice A:</b> disaffection with AND <b>Choice F:</b> estrangement from
20	42	<b>Choice B:</b> If a planet's orbit is disturbed, the planet can be drawn by gravity toward the star it is orbiting.
21	35	<b>Choice A:</b> In the last five years, there has been no decline in the number of workplace injuries leading to immediate admission to a hospital emergency room.
22	51	<b>Choice B:</b> The possibility that the title page of a work may attribute works written by other authors to the author of that work AND <b>Choice C:</b> The possibility that the author's name printed on a title page is fictitious
23	83	<b>Choice A:</b> The title page was prepared for printing in a hurried manner. AND <b>Choice B:</b> Material on the title page was included without the author's knowledge or approval.
24	37	<b>Choice B:</b> nuances
25	78	<b>Choice C:</b> It can allow the reader to discern in a work certain meanings that the writer did not foresee.

# Answer Key

## Section 4. Verbal Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	72	<b>Choice D:</b> frustrating
2	50	<b>Choice C:</b> venal
3	80	<b>Choice D:</b> adequate to
4	59	<b>Choice E:</b> superfluous
5	48	<b>Choice A:</b> sham; <b>Choice D:</b> cloak
6	61	<b>Choice B:</b> habit; <b>Choice E:</b> ploddingly
7	41	<b>Choice B:</b> different in its effect; <b>Choice F:</b> entails; <b>Choice G:</b> permanent
8	40	<b>Choice C:</b> collision; <b>Choice E:</b> orthodox; <b>Choice G:</b> clerical
9	74	<b>Choice C:</b> presenting evidence to challenge an explanation and offering an alternative explanation
10	84	<b>Choice E:</b> A half century of drought and falling groundwater levels caused a certain population to abandon their settlements along a riverbank.
11	68	<b>Choice D:</b> local climatic variation in the environment of the southwestern United States
12	48	<b>Choice C:</b> Moving a village because groundwater levels have changed over the last generation
13	69	<b>Choice A:</b> It is similar in appearance to perennial ice. AND <b>Choice C:</b> It tastes saltier than perennial ice.
14	93	<b>Choice E:</b> small
15	56	<b>Choice B:</b> ecstatic AND <b>Choice E:</b> euphoric
16	75	<b>Choice A:</b> favor AND <b>Choice B:</b> aid
17	53	<b>Choice B:</b> astounding AND <b>Choice E:</b> stunning
18	59	<b>Choice D:</b> humdrum AND <b>Choice F:</b> dull
19	66	<b>Choice A:</b> Farmers focused primarily on growing wheat. AND <b>Choice C:</b> A relatively small portion of farmland was devoted to crops other than wheat.
20	44	<b>Choice D:</b> vigorous
21	55	<b>Choice D:</b> The appearance in 1999 of many new Internet sites that relay complaints directly to the Department of Transportation has made filing a complaint about airlines much easier for consumers than ever before.
22	46	<b>Choice C:</b> arguing in support of one side in a controversy
23	42	<b>Choice E:</b> It was originally constructed in an architectural style that was considered outmoded by the thirteenth or fourteenth century.
24	40	<b>Choice A:</b> They accurately reproduce the decoration on the choir's original lower flyers.
25	57	<b>Choice C:</b> Because of their speeded-up growth, lobsters now get large enough to be legal catch before they reach reproductive maturity.

# Answer Key

## Section 5. Quantitative Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	63	<b>Choice C:</b> The two quantities are equal.
2	80	<b>Choice A:</b> Quantity A is greater.
3	63	<b>Choice B:</b> Quantity B is greater.
4	45	<b>Choice D:</b> The relationship cannot be determined from the information given.
5	67	<b>Choice B:</b> Quantity B is greater.
6	73	<b>Choice B:</b> Quantity B is greater.
7	48	<b>Choice A:</b> Quantity A is greater.
8	59	<b>Choice C:</b> The two quantities are equal.
9	35	<b>Choice C:</b> The two quantities are equal.
10	60	<b>Choice A:</b> $\frac{1}{28}$
11	84	<b>17.5</b>
12	54	<b>Choice C:</b> 5
13	76	<b>Choice D:</b> $-3$
14	65	<b>Choice B:</b> $-7, -4, -2, 1, 13$ AND <b>Choice D:</b> $2, 3, 5, 15, 19, 22$ AND <b>Choice E:</b> $4, 5, 6, 24$
15	66	<b>Choice C:</b> 6 to 5
16	51	<b>Choice B:</b> $\frac{2,500}{n}$
17	51	<b>Choice D:</b> $18^\circ$
18	49	<b>Choice B:</b> 8
19	51	<b>Choice A:</b> 0.04
20	45	<b>Choice C:</b> 3 to 2
21	69	<b>Choice A:</b> $-9$ AND <b>Choice F:</b> 3
22	42	<b>Choice D:</b> $(x + 1) \otimes y$
23	41	<b>Choice B:</b> It contains one point.
24	40	<b>Choice E:</b> $xy < x^2$
25	62	<b>13</b>

# Answer Key

## Section 6. Quantitative Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	73	<b>Choice A:</b> Quantity A is greater.
2	69	<b>Choice D:</b> The relationship cannot be determined from the information given.
3	64	<b>Choice B:</b> Quantity B is greater.
4	41	<b>Choice C:</b> The two quantities are equal.
5	36	<b>Choice D:</b> The relationship cannot be determined from the information given.
6	42	<b>Choice D:</b> The relationship cannot be determined from the information given.
7	72	<b>Choice C:</b> The two quantities are equal.
8	28	<b>Choice C:</b> The two quantities are equal.
9	36	<b>Choice B:</b> Quantity B is greater.
10	69	<b>Choice D:</b> 1
11	69	<b>Choice B:</b> 4
12	78	<b>156</b>
13	66	<b>Choice A:</b> decreased by more than 5%
14	72	<b>30</b>
15	58	<b>Choice B:</b> $a^2 - b^2$ AND <b>Choice C:</b> $ab$
16	46	<b>Choice C:</b> 6
17	90	<b>Choice D:</b> 28
18	82	<b>Choice C:</b> 24
19	56	<b>Choice C:</b> 150%
20	66	<b><math>\frac{44}{68}</math></b> (or any equivalent fraction)
21	58	<b>Choice B:</b> 2,100
22	45	<b>Choice A:</b> $\frac{x}{80}$
23	37	<b>Choice E:</b> $d(1 - 0.01t)$ dollars
24	53	<b>Choice B:</b> 03 AND <b>Choice D:</b> 6
25	32	<b>Choice B:</b> $\frac{1}{35}$



# Score Conversion Table

<i>Raw Score</i>	<i>Verbal Reasoning Scaled Score</i>	<i>Quantitative Reasoning Scaled Score</i>
50	170	170
49	170	169
48	169	167
47	168	165
46	167	164
45	166	163
44	165	162
43	164	161
42	163	160
41	162	159
40	161	158
39	160	157
38	160	157
37	159	156
36	158	155
35	158	155
34	157	154
33	156	153
32	156	153
31	155	152
30	154	152
29	154	151
28	153	150
27	152	150
26	152	149
25	151	149
24	150	148
23	149	148
22	149	147
21	148	146
20	147	146
19	147	145
18	146	145
17	145	144

<i>Raw Score</i>	<i>Verbal Reasoning Scaled Score</i>	<i>Quantitative Reasoning Scaled Score</i>
16	144	143
15	143	143
14	142	142
13	141	141
12	140	140
11	139	139
10	138	138
9	137	137
8	135	136
7	134	135
6	132	134
5	130	132
4	130	130
3	130	130
2	130	130
1	130	130
0	130	130

# Analytical Writing Sample Responses and Reader Commentaries

## SECTION 1 Analytical Writing

### ANALYZE AN ISSUE

Some people believe that corporations have a responsibility to promote the well-being of the societies and environments in which they operate. Others believe that the only responsibility of corporations, provided they operate within the law, is to make as much money as possible.

Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.

#### *Score 6 Response\**

It is not uncommon for some to argue that, in the world in which we live, corporations have a responsibility to society and to the environment in which they operate. Proponents of this view would argue that major environmental catastrophes (e.g., the oil spill in the Gulf) are key examples of the damage that can be wrought when corporations are allowed to operate unchecked. Yet within that very statement lies a contradiction that undermines this kind of thinking—it is necessary for outside forces to check the behavior of corporations, because we do not expect corporations to behave in such a manner. In fact, the expectation is simply that corporations will follow the law, and in the course of doing so, engage in every possible tactic to their advantage in the pursuit of more and greater profit. To expect otherwise from corporations is to fail to understand their purpose and their very structure.

The corporation arose as a model of business in which capital could be raised through the contributions of stockholders; investors purchase shares in a company, and their money is then used as the operating capital for the company. Shareholders buy stock not because they are hoping to better make the world a better place or because they have a desire to improve the quality of life but because they expect to see a return in their investment in this company. The company may itself have generally altruistic goals (perhaps it is a think tank that advises the government on how to improve relations with the Middle East, or perhaps it is a company built around finding alternative forms of energy), but the immediate expectation of the investor is that he himself will see dividends, or profits, from the investment he has made. This is even more true in the case of companies that are purely profit driven and which do not have

\*NOTE: All responses are reproduced exactly as written, including errors, misspellings, etc., if any.

goals that are particularly directed toward social improvement—a description that applies to the vast majority of corporations.

Is it a bad thing to have a corporation negatively affect the environment (and by extension, its inhabitants)? To pump noxious fumes into the atmosphere as a by-product of its manufacturing processes? Of course, and this is why agencies such as the EPA were established and why governments—federal, state, and local—are expected to monitor such companies to ensure that such practices fall within the boundaries of legal expectations. Any and all corporations should be expected to temper their pursuit of profit with the necessity of following those safeguards that have been legislated as protections. But the assumption that corporations have an inherent obligation or responsibility to go above and beyond that to actively PROMOTE the environment and the well-being of society is absurd.

Engaging in practices to adhere to legal expectations to protect society and the environment is costly to corporations. If the very purpose of a corporation is to generate profits, and the obligation to adhere to safety expectations established by law cuts into those profits, then to expect corporations to embrace such practices beyond what is required is to presume that they willingly engage in an inherently self-destructive process: the unnecessary lowering of profits. This is antithetical to the very concept of the corporation. Treehuggers everywhere should be pleased that environmental protections exist, but to expect corporations to “make the world a better place” is to embrace altruism to the point that it becomes delusion.

This is not to say that we should reject efforts to hold corporations accountable. In fact, the opposite is true—we should be vigilant with the business world and maintain our expectations that corporations do not make their profits at the EXPENSE of the well-being of society. But that role must be fulfilled by a watchdog, not the corporation itself, and those expectations must be imposed UPON the corporations, not expected FROM them.

### *Reader Commentary*

This response receives a 6 for developing an insightful position on the issue in accordance with the assigned task, skillfully weaving a position that takes into consideration both of the statements in the prompt. Beginning in the first paragraph, the writer rejects the idea that corporations themselves “have a responsibility to promote the well-being of the societies and environments in which they operate.” In the second paragraph, the writer offers compelling reasons for this rejection by discussing the purpose and structure of corporations. The writer then considers the role of government in promoting corporations’ social and environmental responsibility, developing the position fully. A cogent statement of the writer’s position appears at the conclusion of the response: “we should be vigilant with the business world and maintain our expectations that corporations do not make their profits at the EXPENSE of the well-being of society. But that role must be fulfilled by a watchdog, not the corporation itself.” The response as a whole is logically organized, with each paragraph serving as a stepping stone in the development of the writer’s position. It also demonstrates the writer’s ability to convey ideas fluently and precisely, using effective vocabulary and sentence variety. This sentence demonstrates the level of language facility seen throughout the response: “If the very purpose of a corporation is to generate profits, and the obligation to adhere to safety expectations established by law cuts into those profits, then to expect corporations to embrace such practices beyond what is required is to presume that they willingly engage in an inherently self-destructive process: the unnecessary

lowering of profits.” Here the writer has skillfully maintained control of complex syntax and diction while making a logically compelling point. The sentence demonstrates the outstanding nature of this response.

### ***Score 5 Response***

In order to survive, corporations must make money. Successful corporations try and make as much money as possible. Yet this incentive to make money does not mean that a corporation can be a detriment to the society in which it operates. Corporations have a duty and a responsibility to ensure the well being of the society in which they are a part.

Contributing to the well being of a society is actually beneficial to a corporation in many cases. One of these is making sure that workers are well taken care of. Absenteeism and neglect while on duty are a big problem for corporations, as is attracting the best workers, who hopefully will lower the risks caused by absenteeism and neglect. One way that corporations can attract these workers is by offering them generous benefits. If, for example, an employer includes with employment a good health care plan, they will be able to attract better workers than one that does not, and that will aid the corporation greatly. Health care plans provided by employers mean that these people have at their disposal health coverage, which means that they have the care they need if they get sick. This also might encourage preventive care, something that has been shown to reduce the cost and risk of developing other major ailments.

Another area where corporations providing support for themselves and society is in the creation of human capital. Globalization and increased education means that employers need a better educated workforce more than ever. One way that employers can contribute to this is by sponsoring worker training programs, or paying for their employees to return to school. This creates a more educated workforce for employers, as well as may increase the loyalty of employees to an employer. An employee who received an education sponsored by an employer may be thankful for receiving that education, and may work harder for that employer. This creates a benefit for employers and employees.

The main reason that corporations have a duty to contribute to the well being of society is that they are a part of the society. Even though they have an economic desire to make a profit, corporations also should think long term about actions they take which could hurt their company. A good example of this is BP, after the recent oil spill in the gulf. Their desire to make a profit meant that they did not keep up on all of their safety regulations and standards, and the result of the then faulty equipment caused a massive spill. This cost them huge amounts of money to clean up, as well as the fines they had to pay for causing this. The biggest loss for BP however is that their brand name will be associated in the US and abroad as the company that caused this giant oil spill. As the spill was happening, many people boycotted the company, resulting in lost potential revenue. They may realize that as they lose business to people upset by the spill, that making sure a spill didn't happen in the first place was cheaper.

Another reason corporations have to ensure the well-being of a society is that by making a society better off, a company may have more consumers. This is especially true for corporations that sell goods for middle and upper class consumers. If a corporation tries to bring people up and increase the overall economic well being of society, they may find that more and more people have the ability to afford their goods.

This could generate huge new profits for this corporation, since their pool of potential consumers has gone up considerably. Concentrating on the long term here means that corporations can increase their pool of potential consumers.

By denying responsibility to a society, a corporation is only looking at the possible short term profits, not the potential long term ones. While in the short term it may work for a corporation to ignore their societal responsibility, it is advantageous in the long term for the entire corporation to make sure society is getting better. The potential for new markets, products, production processes and other beneficial factors that come from promoting well being is quite large. This is something that corporations should be ready and willing to take advantage of, and something that society should hold them accountable for.

### ***Reader Commentary***

This strong response receives a 5 for its thoughtful, well-developed analysis of the issue. In this case, the writer argues that corporations do indeed have a responsibility to promote the well-being of the societies and environments in which they operate, offering several reasons and well-chosen examples to explain why it is in the interests of corporations to fulfill these responsibilities. The writer clearly follows the task directions by addressing the two views provided by the prompt, both explicitly in the opening paragraph and more subtly throughout the response. While the writer clearly signals at the beginning his or her alignment with the first position (“Corporations have a duty and a responsibility to ensure the well being of the society of which they are a part”), the paragraphs that follow in fact acknowledge the writer’s opening statement (“In order to survive, corporations must make money”). In areas such as employee health care and education, as well as in relation to broader issues such as the environment and the general level of prosperity in society, the writer argues that corporations should strive to meet their social obligations because in the long term, it is economically advantageous to do so. The various reasons and examples offered are brought together to support a thoughtful position that implicitly suggests that the two views are not as mutually exclusive as they might first appear. The response also demonstrates considerable facility with language. There are some minor errors, but overall the writer’s control of language is strong, demonstrating sentence variety and appropriate use of vocabulary. The response lacks the superior fluency and precision of a 6 but nevertheless conveys meaning clearly and well. Discernibly stronger than the adequate level of analysis in a 4, the response has thoughtful, nuanced analysis of the issue that earns it a score of 5.

### ***Score 4 Response***

While some people may believe that corporations have a responsibility to protect society, others believe that the only purpose of a corporation is to make money. I agree that making profits is important. In the grand scheme of things, though, all companies have a responsibility to watch out for their customers. Their customers are how they make their money. If they’re not watching out for their customers, they obviously will see a drop in their profits.

Consider light bulbs. This is an invention that has all kinds of potential for serious accidents. It is basically just a glass globe with electricity running through it! If a bulb gets too hot, it could potentially start a fire. Similarly, if someone removed the glass

from around the tungsten wire, you'd basically have an exposed electrical wire that could hurt anyone who touched it. Makers of light bulbs know and understand all these dangers. They want consumers to purchase their products, so the first and smartest way to make that happen is to ensure that the products are safe and thus more attractive to the customer base. If everyone who used light bulbs was afraid of getting zapped profits would obviously go down and light bulbs would not be a very profitable enterprise.

This same thinking applies to all major products. The automobile is one of the most dangerous tools man uses. Tens of thousands of automobile drivers die every year in accidents. Insuring that the vehicles contain designs and parts that promote customer safety is a main focus of car manufacturers. Certain parts of cars were built with promoting driver's well-being in mind. For instance, air bags, anti-lock braking systems, online crash reporting. These features are considered standard now, and they were all developed to increase the safety of consumers. These features were not cheap to develop, but car manufacturers improved their profits anyway because they developed products with public safety in mind, which is what customers expect. If this symbiosis relationship wasn't true, then we would still have cars without airbags or even seatbelts. Worrying about the safety and actually improving it for customers is not just a basic responsibility of corporations, but it drives their profits, too.

In conclusion, it's pretty clear that a corporation's desire to make more profits is in line with a corporation's responsibility to consumers. Increasing the focus on consumers, worrying about taking care of them and the environment, can only lead to bigger profits and success for corporations in the long run.

### ***Reader Commentary***

This adequate response follows the task directions and presents a clear position on the issue. It supports and develops its position competently, using relevant examples. In accordance with the assigned task, the response addresses both of the competing positions. Specifically, its position and the examples it develops argue that businesses can care about both profits and ethical responsibility through the ways they develop products. The development of examples and ideas, while adequate, is not as thoughtful or compelling as would be needed to earn higher scores. For instance, both of the examples the response uses are about product safety; the discussion of automobile design does not advance the position much more than the prior discussion of lightbulb production. Language control in the response is also competent. It demonstrates sufficient control of the conventions of standard written English, and its main points are made with acceptable clarity. The response features a few grammatical and mechanical errors (e.g., "Certain parts of of cars..." and "symbiosis relationship") and some awkward sentences. However, for the 4 range, GRE raters allow for minor errors in responses like this one that holistically demonstrate sufficient clarity and control. Overall, then, this response demonstrates adequate development and control of language, making the score of 4 appropriate.

**Score 3 Response**

Corporations can be viewed as both beneficial and bad. This statement addresses both views that many people have about corporations. Views come from personal experiences and is the reason why some people like corporations and why some people do not.

Half of this argument deals with people that like the idea of corporations. Some people believe that corporations help stimulate societies and promote the well being of society. These people are ones that have never encountered a corrupt corporation. Just like in any other aspects of life, people can get images of something as being good if they only brush the outside. It isn't until they are being faced with a problem within a particular corporation where they either work for them or have just dealt with them. Also, people that are benefited from corporations are obviously going to like the idea of an corporation.

The other side of this argument is that many people believe corporations are just money hungry. This can be seen in many corporations throughout America. Many small business owners will side with this argument. The problem lies that this is corporate America and the little businesses are being taking over by larger corporations. As Mark Twain once said, "The vast amount of money is only in a couple of hands". This statement still lies true today. In addition, corporations are large and with that being said they lead to more lines of corruption. In small businesses, the owners can oversee their store entirely. Can these corporation owners really oversee everything that is going on? Ask any employee at a corporate office if they believe their workplace is being ran how they think the corporation would want it. One is likely to find the answer that it is not.

Just like any other issue there are two sides to the story. The problem with this issue is that most will agree that corporations are only there to make money. They don't care about the people that are helping them make money. They only care at the end of the day how much money they made.

**Reader Commentary**

This response receives a score of 3 primarily because it is limited in focus. Rather than addressing the conflicting views of corporate responsibility given in the prompt, the response instead incorrectly casts the two positions as "people that like the idea of corporations" and people who "believe corporations are just money hungry." The writer proceeds to develop an explanation of these two positions, citing the various qualities that lead each group of people to their beliefs, but the response concludes by declaring that "there are two sides to the story" without adopting any position of its own. This highlights another limitation of the response, the fact that it does not completely address the specific task directions. Although the response does discuss the two opposing positions, it never discusses which view more closely aligns with the writer's own. The response does contain adequate organization, and the writing demonstrates a sufficient control of language. Sentences such as "Just like in any other aspects of life, people can get images of something as being good if they only brush the outside" are typical of the writing in this response and, despite the presence of some errors, demonstrate a sufficient control of the conventions of standard written English. However, even though the response demonstrates some qualities of a 4, its problems with focus and its failure to develop a clear position on the issue in accordance with the assigned task mean that it merits a score of 3.



**Score 2 Response**

I think corporations have a responsibility to not only follow the law but also work with the societies and environments they are in. Our societies and environments in this age are affected by corporations' operations. An example of this is BP's accident in the Gulf of Mexico—they might have been following the law and regulations, but once an accident happens, our societies and environments are affected. Many fishermen and businesses around the area have been affected by the accident. Now BP faces so many liabilities and needs to pay money. As a result, they are losing more than they made in the past.

It is also important that corporations make as much as money possible. If they do well, there might be more employment opportunities for people and more taxes for the city, states and federal which help our country's economy better.

However, there are always choices that corporations can take and they can make money by promoting the well-being of the societies and environments. It might cost them more but it will also help to save their expenses.

**Reader Commentary**

This seriously flawed response attempts to address the task directions by considering both of the views presented in the prompt. The first paragraph seems to embrace the first view given in the prompt when it asserts that “corporations have a responsibility to . . . work with the societies and environments they are in.” The writer uses the example of the BP oil spill in the Gulf of Mexico to demonstrate that “our societies and environments in this age are affected by corporations' operations,” but, apart from restating these same claims, the paragraph provides no real support for this position. Instead, the writer moves on to a discussion of the financial implications of the oil spill for BP. The second paragraph then makes an abrupt transition to a discussion of the prompt's second view and again seems to embrace this position when it claims that “it is also important that corporations make as much as money possible.” This position is supported with a single relevant but undeveloped reason. Although the writer attempts to reconcile the two positions in the last paragraph by arguing that “there are always choices that corporations can take and they can make money by promoting the well-being of the societies and environments,” the response provides no support for this position beyond its unsupported and contradictory claim that “it might cost them more but it will also help to save their expenses.” Overall, then, this response provides few examples in support of its claims. The response's poor focus and its very limited support, then, warrant a score of 2.