The passage author’s position on the initial burgeoning of literature is that:

**A**

literature changed in response to a complex combination of social and technological factors.

**B**

some changes in literature resulted from social factors, others from technological factors.

**C**

the disagreement of experts on the determinants of literary changes leaves the issue open.

**D**

an emphasis on social and technological changes has caused developments within literature to be overlooked.

**The solution is A**: literature changed in response to a complex combination of social and technological factors.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to recognize from contextual cues and argument the author’s position on the complex topic covered in the passage—the role of technology in the emergence of literature. Although the author articulates a position in the final paragraph, you must also integrate contextual information from elsewhere in the passage in order to locate the author’s position.

**Option Rationale:**

Option A: literature changed in response to a complex combination of social and technological factors.

Correct. The author's position is conveyed in the final paragraph: "One undeniable truth is that technological and scientific discoveries [described in the first paragraph as including the technology, such as the high-speed printing press, that enabled the initial burgeoning of the novel] never take place in a social vacuum (final paragraph); the author goes on: "…there is every likelihood that scientific inquiry is directed in complex ways by social issues…" (final paragraph).

Option B: some changes in literature resulted from social factors, others from technological factors.

Incorrect. The author describes social and technological changes in the final paragraph as essentially interdependent; he or she does not endorse the idea that some literary changes result from social change, others from technology. “[Technological changes] may not be intended to meet a social need in an obvious and direct manner, and they may indeed be the cause of important and far-reaching social transformations. But there is every likelihood that scientific inquiry is directed in complex ways by social issues…” (final paragraph).

Option C: the disagreement of experts on the determinants of literary changes leaves the issue open.

Incorrect. Although the author describes in the first paragraph differing views on the “relationship between technology and the expansion of literature,” he or she does not actually leave the question “open.” Most of the critics she discusses “oppose technological determinism” (paragraph 5), and the author says "One *undeniable truth* is that technological and scientific discoveries never take place in a social vacuum" (final paragraph, emphasis added).

Option D: an emphasis on social and technological changes has caused developments within literature to be overlooked.

Incorrect. The author does not suggest that excessive attention to social and technological change has caused literary developments to be “overlooked” by critics.

Which of the following statements about the eighteenth century most strongly supports Watt’s position (paragraph 2)?

**A**

The novel was a means of exploring the increasing conflict between social classes.

**B**

With the decline of patronage in the arts, writers had increasing freedom to choose their topics.

**C**

The expansion of industry and commerce produced a new class with education and leisure.

**D**

Many forms of art flourished and interacted in ways seemingly independent of social changes.

**The solution is C**: The expansion of industry and commerce produced a new class with education and leisure.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to examine options that describe circumstances not discussed in the passage to assess which of these options would most strongly support a passage assertion. This question, then, also gives you practice in a skill tested in Reasoning Within the Text questions, because it also asks you to assess which option provides evidentiary support for a passage claim.

**Option Rationale:**

Option A: The novel was a means of exploring the increasing conflict between social classes.

Incorrect. This option is incorrect because it describes a topic or theme within novels (the “increasing conflict between social classes”) but does not address the rise of a reading public and thus does not offer support for Watt’s position.

Option B: With the decline of patronage in the arts, writers had increasing freedom to choose their topics.

Incorrect. This option describes the increasing freedom of eighteenth-century authors to write about a range of topics, rather than worrying about whether their writing would please their patrons. The option does not address the rise of a reading public, and thus does not support Watt’s position, as it is described in the stem.

Option C: The expansion of industry and commerce produced a new class with education and leisure.

Correct. The author describes Watt’s position in the first sentence of paragraph 2: “Watt’s account of the rise of the novel stresses not technological change, but the growth of a reading public as fundamental to the eighteenth-century literary innovation.” This option is correct, because it describes precisely the conditions that produced a larger reading public: “the expansion of industry and commerce produced a new class with education and leisure.” Thus, this option clearly supports Watt’s explanation for the rise of the novel.

Option D: Many forms of art flourished and interacted in ways seemingly independent of social changes.

Incorrect. This option describes “many forms of art” operating “independent of social changes.” Watt’s argument de-emphasizes technological change, not social change. This option therefore does not support Watt’s claim.

Which of the following explanations is inconsistent with the argument developed in the passage?

1. The public appetite for fiction motivated mechanical engineers as well as writers to apply their skills to the mass production of reading material.
2. The development of high-speed printing presses encouraged both the educational reforms that increased literacy and the writing of books intended for a general readership.
3. The wealth concentrated in urban centers fueled an unprecedented demand for new forms of literature and more efficient printing methods.

**A**

II only

**B**

III only

**C**

I and II only

**D**

I and III only

**The solution is A**: II only

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to consider scenarios not discussed in the passage, and compare these to the passage argument, to assess whether these scenarios are consistent or inconsistent with the passage argument.

**Option Rationale:**

Option A: II only

Correct. This scenario describes a kind of “technological determinism” (paragraph 4), in which a technological change (the development of high-speed printing presses) spurs social change, such as educational reforms, as well as cultural change. The author argues in the passage against this kind of direct development of social change emerging from technological change, and thus this option (II only) is *inconsistent*with the passage argument.

Option B: III only

Incorrect. This option describes a scenario consistent with the passage argument. The passage argument is that technological change never “takes place in a social vacuum,” and that technological changes are often responses to “social needs” (final paragraph). This scenario is an example of a social change (“wealth concentrated in urban centers”) spurring other social change (demand for literature), as well as technological change. Thus, this scenario is *consistent*with the passage argument.

Option C: I and II only

Incorrect. Although Option II describes a scenario inconsistent with the passage argument and so is correct, Option I is incorrect. The author describes technological innovations as often a response to “social needs” (final paragraph) and cites Altick’s claim that "technological innovations such as the high-speed printing press … [were] a response to the demand of the reading public" (paragraph 3). The scenario described in Option I is consistent with the passage argument, as it describes a social factor motivating a technological change as well as another social development.

Option D: I and III only

Incorrect. Both options I and III are consistent, rather than inconsistent, with the passage argument.

What does the passage author mean by the term *technological determinism*(paragraphs 4 and 5)?

**A**

The technological sophistication of a population determines their reception of revolutionary inventions.

**B**

The social structure of a culture determines the technological advances of which it is capable.

**C**

The demand for technological innovations determines the type of research that is undertaken.

**D**

The access of the public to new technologies determines the direction of social change.

**The solution is D**: The access of the public to new technologies determines the direction of social change.

**Item Rationale:**

This is a Comprehension question because it asks you to determine the meaning of a term used in the passage from the context of its use in two different paragraphs.

**Option Rationale:**

Option A: The technological sophistication of a population determines their reception of revolutionary inventions.

Incorrect. The author never implies that “technological sophistication" determines the receptivity to new inventions, nor is the term “technological determinism” used to imply this belief.

Option B: The social structure of a culture determines the technological advances of which it is capable.

Incorrect. The author defines “technological determinism” when he paraphrases Williams' claim: "In no way did the new medium create new social conditions" (paragraph 5). This option is therefore incorrect because it describes, in effect, the *opposite*of technological determinism, indicating that social conditions determine or cause technological advances.

Option C: The demand for technological innovations determines the type of research that is undertaken.

Incorrect. C is incorrect because neither Williams nor Eisenstein suggest that demand for technological innovation determines the type of research that is undertaken. (The author mentions "scientific inquiry" in the last paragraph, but its mention there is not relevant to the implied meaning of technological determinism.)

Option D: The access of the public to new technologies determines the direction of social change.

Correct. The passage says that Williams *opposes*the idea of technological determinism (paragraph 5), elaborating: "In no way did the new medium [television} create new social conditions" (paragraph 5); this implies that the term indicates a causal connection whereby technology determines or produces new social condition. The author also invokes the term in paragraph 4: “Febvre and Martin’s emphasis on the relatively autonomous development of printing and the spread of reading indicates a refusal to collapse the history of the book into either technological or social determinism.” This again implies that the term suggests a tight causal link in which technology causes (or “determines”) social circumstances.

One often hears that today’s culture is the result of television. The passage author would be most likely to propose which of the following *alternative* perspectives?

**A**

Changes in society’s values led to technical refinement of TV and ensured its rapid acceptance.

**B**

Social changes established a need for TV, and its development has contributed to further changes.

**C**

TV created a demand for information and for new technologies that have accelerated social changes.

**D**

Later advances in communication technology have reduced the relative social significance of TV.

**The solution is B**: Social changes established a need for TV, and its development has contributed to further changes.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it begins with a statement not discussed in the passage and asks you to predict, based on passage arguments, how the author would respond to this statement.

**Option Rationale:**

Option A: Changes in society’s values led to technical refinement of TV and ensured its rapid acceptance.

Incorrect. This option describes a kind of social determinism, in which social changes or needs unidirectionally produce technological developments. The author describes a more nuanced and interactive relationship between social and technological change than is described in this option.

Option B: Social changes established a need for TV, and its development has contributed to further changes.

Correct. This option is the closest to the way the author characterizes the development of television as well as to the way in which the author discusses the interaction between technology and social change more broadly: “In no way did the new medium [television] create new social conditions. The decisive transformation of industrial production, with its new social forms, which had emerged from a long period of capital accumulation, created new needs along with new possibilities, and the communications revolution, including television, was its outcome” (paragraph 5).

Option C: TV created a demand for information and for new technologies that have accelerated social changes.

Incorrect. This scenario, in which technology creates social conditions on its own, is an instance of the “technological determinism,” which the author implies in paragraphs 4 and 5 are too simplistic to accurately characterize the relationship of technological and social change. In the final paragraph, the author makes more explicit his or her vision of a mutually reinforcing relationship between the two factors.

Option D: Later advances in communication technology have reduced the relative social significance of TV.

Incorrect. The author does not discuss a technological development causing a social change in this way, so this option is not supported.

After recording technology enabled printed transcriptions of Native American languages, it was noted that stories of contemporary life written in these languages retained the style of the traditional oral stories. What is the relevance of this information to the passage?

**A**

It supports the idea that economic factors are irrelevant to technological developments.

**B**

It supports the idea that technology does not determine the form taken by literature.

**C**

It weakens the idea that literacy is necessary for the existence of a market for literature.

**D**

It weakens the idea that new technologies are responses to demands by the public.

**The solution is B**: It supports the idea that technology does not determine the form taken by literature.

**Item Rationale:**

This is a Reasoning Beyond the Text question, which presents a scenario that is not discussed in the passage and asks how this scenario would affect passage arguments.

**Option Rationale:**

Option A: It supports the idea that economic factors are irrelevant to technological developments.

Incorrect. The passage does not discuss this idea.

Option B: It supports the idea that technology does not determine the form taken by literature.

Correct. The scenario discussed in the question describes a situation in which technological change does not alter or transform literary production. This is consistent with the author’s resistance to “technological determinism” throughout the passage. One instance of this is the author’s citation of James’s claims that technological transformations are independent of the development of the novel (paragraph 2).

Option C: It weakens the idea that literacy is necessary for the existence of a market for literature.

Incorrect. The fact that these recorded stories retained the “style of traditional oral stories” does not weaken the claim that literacy was a critical factor in creating a market for printed texts (as discussed in paragraph 2).

Option D: It weakens the idea that new technologies are responses to demands by the public.

Incorrect. Although Altick presents this idea in paragraph 3 ("technological innovations [are] a response to the demand of the reading public"), the given information does not weaken this idea in any way.

Is Eisenstein’s conclusion about the effect of printing (paragraph 6) supported in the passage by verifiable evidence?

**A**

Yes; printing presses were clearly catalysts for further technological and literary developments.

**B**

Yes; the advent of the novel was clearly a direct result of the capabilities of printing.

**C**

No; the output of printing shops clearly did not have major occupational and intellectual effects.

**D**

No; the results mentioned have no clear correspondence to specific historical events.

**The solution is D**: No; the results mentioned have no clear correspondence to specific historical events.

**Item Rationale:**

This is a Reasoning Within the Text question, which asks you to evaluate the evidence for a conclusion to see if that conclusion is effectively supported. This question also asks you to consider the nature of the evidence, as you assess whether the evidence is “verifiable”—in other words, whether the claims behind the evidence can be proven.

**Option Rationale:**

Option A: Yes; printing presses were clearly catalysts for further technological and literary developments.

Incorrect. Eisenstein links printing presses to shops to occupational and intellectual changes, not to "further technological and literary developments" (paragraph 6).

Option B: Yes; the advent of the novel was clearly a direct result of the capabilities of printing.

Incorrect. Eisenstein does not provide evidence of this.

Option C: No; the output of printing shops clearly did not have major occupational and intellectual effects.

Incorrect. Eisenstein makes the opposite claim: "The new shops … interacted with the urbanites who received them in a manner that produced occupational mutations and intellectual regroupment" (paragraph 6).

Option D: No; the results mentioned have no clear correspondence to specific historical events.

Correct. Eisenstein says that the effect of printing was, via the new shops, "occupational mutations and intellectual regroupment" (paragraph 6), but there is no verifiable evidence of this in the passage. Eisenstein concludes that "early printers could be effective *only in combination* with other forces" (paragraph 6); similarly, there is no verifiable evidence of this in the passage.

Given the information in the passage, the climatic adaptations covered by Allen's and Bergmann's rules would most likely be classified as:

**A**

behavioral changes.

**B**

physiological changes.

**C**

growth changes.

**D**

genetic changes.

**The solution is D**: genetic changes.

**Item Rationale:**

This is a Comprehension question because it asks you to use the definitions of terms explicitly described in the passage and apply these to other instances in the passage.

**Option Rationale:**

Option A: behavioral changes.

Incorrect. The adaptations covered by Allen's and Bergmann's rules apply to body shape and size, not behavior.

Option B: physiological changes.

Incorrect. The passage says that "Physiological changes are, for the most part, reversible" (paragraph 2), and the changes explained by the two rules are not (they concern body shape and size).

Option C: growth changes.

Incorrect. Growth changes refer to "changes occurring within *an individual's* lifetime" (paragraph 2), whereas the changes covered by the two rules concern "animal populations" (paragraph 5).

Option D: genetic changes.

Correct. The author distinguishes genetic changes from the other three kinds of changes by saying they are the slowest (paragraph 2) and they are "intergenerational changes which occur between successive generations *of a population*" (paragraph 2). The two rules discuss "diversity in body size and shape in animals" (paragraph 4)—that is, within a *population*.

According to the passage, human beings are capable of inhabiting diverse environments primarily due to:

**A**

intergenerational genetic changes.

**B**

reversible physiological changes.

**C**

ontogenetic growth changes.

**D**

generationally transmitted behavior patterns.

**The solution is D**: generationally transmitted behavior patterns.

**Item Rationale:**

This is a Comprehension question because it asks you to identify a basic component of the text—a point made explicitly by the author.

**Option Rationale:**

Option A: intergenerational genetic changes.

Incorrect. The explanation provided in paragraph 3 for our ability to inhabit a diverse array of environments refers to "*non*genetically" transmitted behaviors.

Option B: reversible physiological changes.

Incorrect. The explanation provided in paragraph 3 for our ability to inhabit a diverse array of environments refers to behavior, not physiology.

Option C: ontogenetic growth changes.

Incorrect. The explanation provided in paragraph 3 for our ability to inhabit a diverse array of environments refers to behavior, not growth changes.

Option D: generationally transmitted behavior patterns.

Correct. The passage says " … much of *behavior*… manifests itself in quite stable patterns that are nongenetically *generationally transmitted*. This has proven to be a highly efficient means of responding to environmental stress, permitting *Homo sapiens* to explore many possibilities for moving into new environments. *For this reason, we inhabit a diverse array of environments*" (paragraph 3). This option, then, is essentially a paraphrase of the passage.

Evidence that members of a warm-climate population have long upper extremities but short lower extremities most strongly suggests that:

**A**

Allen's rule does not hold true uniformly.

**B**

Bergmann's rule is correct.

**C**

Allen's rule is incorrect.

**D**

Bergmann's rule requires modification.

**The solution is A**: Allen's rule does not hold true uniformly.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it presents a scenario not discussed in the passage and asks you to consider how that scenario would affect passage arguments.

**Option Rationale:**

Option A: Allen's rule does not hold true uniformly.

Correct. Allen's rule "states that extremities … tend to be shorter in colder climates" and longer in warmer climates (paragraph 4); because the scenario in the question describes a warm-climate population with long upper extremities but short lower extremities, the rule must not hold true uniformly, making this option correct.

Option B: Bergmann's rule is correct.

Incorrect. Bergmann's rule is about body size, or “volume,” and its relation to climate. It is not about shape changes.

Option C: Allen's rule is incorrect.

Incorrect. As explained in paragraph 4, Allen's rule says that in warm climates, extremities would be longer (to offer additional surface for dissipating heat); because this is the case described for at least the upper extremities, the rule must be at least partly correct.

Option D: Bergmann's rule requires modification.

Incorrect. Bergmann's rule is about volume; any information about extremity length is simply not covered by the rule and so does not require modification of the rule.

According to the passage, one drawback of Allen's and Bergmann's rules is that they:

**A**

were formulated in the nineteenth century.

**B**

cannot be applied in all cases.

**C**

were little known before 1950.

**D**

have little explanatory power.

**The solution is B**: cannot be applied in all cases.

**Item Rationale:**

This is a Comprehension question because it asks you to locate information explicitly stated in the passage.

**Option Rationale:**

Option A: were formulated in the nineteenth century.

Incorrect. Although the rules were formulated in the nineteenth century, (the dates are given in paragraph 4), there is no reason to consider this a “drawback” of the rules.

Option B: cannot be applied in all cases.

Correct. The author explicitly states: "no one argues that these rules can be strictly applied to animal populations*in all cases*" (final paragraph), making this option correct.

Option C: were little known before 1950.

Incorrect. Although the rules were “relatively unknown as explanatory vehicles of human diversity before 1950 (final paragraph), there is no reason to consider this a drawback of the rules themselves.

Option D: have little explanatory power.

Incorrect. The author explicitly calls the rules “possible explanatory models for various adaptive traits” in the concluding sentence of the passage.

Given the information in the passage, one could most reasonably conclude that perspiration due to environmental stress is an example of:

**A**

a genetic response.

**B**

a growth response.

**C**

a physiological response.

**D**

a behavioral response.

**The solution is C**: a physiological response.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it presents information that is not included in the passage and asks you to apply passage information to interpret it.

**Option Rationale:**

Option A: a genetic response.

Incorrect. The passage describes genetic changes as "intergenerational" (paragraph 2), which does not describe perspiration due to environmental stress.

Option B: a growth response.

Incorrect. The passage presents growth changes as "relatively irreversible" (paragraph 2) and as "occurring within an individual's lifetime" (paragraph 2), which does not describe perspiration due to environmental stress.

Option C: a physiological response.

Correct. The author discusses physiological responses as one kind of “climatic adaptation” (paragraph 2). The author writes, “Physiological changes are, for the most part, reversible. An example of this would be the menstrual disorders experienced by females who move from low to high altitudes and back to low altitudes” (paragraph 2). Perspiration due to “environmental stress” would be an example of such a reversible physical response.

Option D: a behavioral response.

Incorrect. Behavior is presented in the passage as "culturally patterned ways of dealing with environmental stresses" (paragraph 3) and perspiring is physiological, not cultural.

According to the passage, Manet’s bodily weakness is conveyed in his final work by:

**A**

his failure to carry the project to completion.

**B**

his adoption of a loose painting technique.

**C**

inconsistencies in the viewpoint presented.

**D**

the representation of a squalid bar scene.

**The solution is C**: inconsistencies in the viewpoint presented.

**Item Rationale:**

This is a Comprehension question because it asks you to identify a central and explicit causal claim made in the passage.

**Option Rationale:**

Option A: his failure to carry the project to completion.

Incorrect. Although the passage refers to Manet's “struggle . . . to complete his last major work” (first paragraph), the author writes that it is "the instability of vision" in that final work that mimics his bodily weakness, not his failure to complete the work. Further, given the passage reference to the “remarkable painting” that Manet produced, there is no suggestion that he did not, in fact, ultimately complete the painting.

Option B: his adoption of a loose painting technique.

Incorrect. The author refers to Manet’s “tremulous gait and uncertain balance” as hallmarks of his illness, and as elements that he “transform[s] into a psychological reaction experienced by the spectator” (first paragraph). But this is not the same as indicating that Manet’s painting style is “loose,” as this option would have it.

Option C: inconsistencies in the viewpoint presented.

Correct. The author says that Manet's “bodily weakness” is mimicked by the "instability of vision" (first paragraph) in his last work. At the end of the paragraph, we are told exactly what that instability of vision, or that “complex perspectival system,” consists of—"the multiple viewpoints represented in the" painting; this matches the "inconsistencies in the viewpoint" described by this option.

Option D: the representation of a squalid bar scene.

Incorrect. Although perhaps plausible, the author says that Manet's bodily weakness is mimicked by the "instability of vision" in the painting, putting the spectator into a position similar to that occupied by Manet. Although the painting is set in a bar, the passage does not describe the bar as “squalid,” nor use language to imply that it is that kind of setting.

If the author’s description of the painting is accurate, one could most reasonably expect it to also depict:

**A**

a self-portrait of Manet in the crowd.

**B**

Suzon’s head as seen from behind.

**C**

the costume of the trapeze artist.

**D**

the back of Suzon’s customer.

**The solution is B**: Suzon’s head as seen from behind.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to use information in the passage and apply it to derive information not present in the passage.

**Option Rationale:**

Option A: a self-portrait of Manet in the crowd.

Incorrect. The author contends that Suzon (the figure in the painting) "represents aspects of the artist's past, present, and future" (paragraph 2), so there would be no need for Manet to paint himself into his painting. Furthermore, "the painting abounds with encoded personal allusions" (paragraph 4), suggesting the author’s view that Manet wants to present himself indirectly, in an “encoded” fashion,” rather than overtly in a self-portrait. The barmaid,” the author writes, “constitutes Manet's final symbolic self-portrait.”

Option B: Suzon’s head as seen from behind.

Correct. The passage describes the customer standing before Suzon in the painting as appearing “*in the mirror behind her*” (paragraph 2); surely, then, the back of her head would also appear in the mirror.

Option C: the costume of the trapeze artist.

Incorrect. The trapeze artist, in the “uppermost corner of the painting,” is "indicated by only her ankles and feet" (paragraph 4). Thus, there is no reason to believe that her costume would be visible.

Option D: the back of Suzon’s customer.

Incorrect. Suzon's customer appears in the mirror behind her, as "an indistinct reflection" (paragraph 2); that would be the front of the customer, so it would be highly unlikely that the customer's back would also appear in the painting.

Assume that museum curators determine that *A Bar at the Folies-Bergère* had been misdated and was actually painted two decades before Manet’s death. What *additional* finding would be necessary for the passage thesis to be feasible?

**A**

Manet learned early in life that he had a terminal illness.

**B**

Manet painted scenes at the Folies-Bergère throughout his career.

**C**

A concern with perspective was apparent in Manet’s early work.

**D**

The artist who painted *A Bar at the Folies-Bergère*was not Manet.

**The solution is A**: Manet learned early in life that he had a terminal illness.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it presents a hypothetical scenario not included in the passage and asks you to consider what information (again hypothetical information) would allow you to reconcile the passage with the new scenario. In other words, it asks you to assess the effect of new information on the passage itself.

**Option Rationale:**

Option A: Manet learned early in life that he had a terminal illness.

Correct. The author argues that the painting conveys Manet’s struggle with "the tenuousness of the lifeline that bound him to his mortal existence" (first paragraph) and the "inexorable approach of death" (first paragraph), referring specifically to "his illness" and its symptoms (first paragraph). This argument would not hold unless Manet had known of his terminal illness at the time of its painting, as this option describes.

Option B: Manet painted scenes at the Folies-Bergère throughout his career.

Incorrect. Manet’s previous experiences painting the same real-life setting would be irrelevant to the passage thesis (which is that the painting conveys Manet's struggle with illness and impending death).

Option C: A concern with perspective was apparent in Manet’s early work.

Incorrect. If Manet had experimented with multiple perspectives early in his career, this would make less, not more, feasible the passage argument that these perspectives represented Manet’s ability to “accept, at last, the imminence of his own death” (first paragraph). This option suggests that the multiple perspectives represented in the painting would not be emblematic of the struggle in a late period of his life.

Option D: The artist who painted A Bar at the Folies-Bergère was not Manet.

Incorrect. This information would make the passage thesis—that the painting encodes Manet’s “personal” struggles and preoccupations--completely incorrect, so it is certainly not necessary for the thesis to be feasible.

The author uses the metaphor of resurrection to invoke Manet’s supposed:

**A**

symbolization of himself as a trapeze artist.

**B**

concern with his influence on later art.

**C**

hope for the restoration of his health.

**D**

faith in the prospect of eternal life.

**The solution is B**: concern with his influence on later art.

**Item Rationale:**

This is a Comprehension question because it asks you to identify the author’s use of a rhetorical structure (in this case, the metaphor of resurrection) and to infer from the meaning or purpose of that rhetorical structure in the context of the passage.

**Option Rationale:**

Option A: symbolization of himself as a trapeze artist.

Incorrect. The author says explicitly that “an indirect reference to ascension to an exalted state may well be intended in the trapeze artist in the uppermost corner of the painting” (final paragraph). In other words, the author suggests that the painting may use the trapeze artist to *symbolize* “ascension to an exalted state.” This does not support the claim that the author invokes the metaphor of resurrection (or rebirth) to symbolize a trapeze artist.

Option B: concern with his influence on later art.

Correct. The question asks what the author may intend by using the metaphor of resurrection (or rebirth). The passage invokes this metaphor: "Like the Christ concept, Manet saw himself as destined to live on as a master. His corpus of paintings constituted his legacy …" (final paragraph). This option, then, clearly invokes the metaphor of resurrection (“like the Christ concept”) to suggest that Manet imagined he would live beyond his death as a result of the influence of his body of work.

Option C: hope for the restoration of his health.

Incorrect. The passage implies Manet's acceptance of death; his concern was with "his reputation, the judgment posterity would make regarding his role as an artistic innovator" (paragraph 3).

Option D: faith in the prospect of eternal life.

Incorrect. The author is not making a claim about Manet’s personal beliefs (“whether Manet … believed in a personal immortality remains *uncertain*" (paragraph 3). Rather, he uses the metaphor of rebirth to describe Manet’s preoccupation with his artistic legacy.

Several of Manet’s contemporaries painted scenes of gaiety with a central figure that conveyed alienation and melancholy. What is the relevance of this fact to the passage argument?

**A**

It strengthens it by showing that Manet’s views on mortality were common in his culture.

**B**

It strengthens it by suggesting that Manet’s approach to painting was a product of his time.

**C**

It weakens it by showing the prevalence of Manet’s interest in representing modern life.

**D**

It weakens it by suggesting external influences on Manet’s style and subject matter.

**The solution is D**: It weakens it by suggesting external influences on Manet’s style and subject matter.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it introduces a hypothetical scenario that is not addressed in the passage and asks you to consider the impact of this scenario on passage arguments.

**Option Rationale:**

Option A: It strengthens it by showing that Manet’s views on mortality were common in his culture.

Incorrect. If Manet’s views on mortality were common in his culture, this wouldn’t strengthen the passage argument that his approach to his own impending mortality influenced his art.

Option B: It strengthens it by suggesting that Manet’s approach to painting was a product of his time.

Incorrect. The passage suggests that Manet’s approach to painting was deeply personal, and that he hoped that his work would live on as an example of artistic innovation--that he would “live on as a Master” (final paragraph). If Manet was simply a “product of his time,” and others had been painting the same subjects and approaches as Manet was during his lifetime, this would weaken, rather than strengthen, the argument about his personal, innovative approach.

Option C: It weakens it by showing the prevalence of Manet’s interest in representing modern life.

Incorrect. Whether or not others shared Manet's interest in representing modern life is irrelevant to the argument that this work conveys Manet's struggle with his illness and impending death.

Option D: It weakens it by suggesting external influences on Manet’s style and subject matter.

Correct. The passage argues that Manet's style and subject matter were due to his personal circumstances and imminent death, but this option suggests he may have been influenced by an artistic trend of his time. If this were true, it would weaken the personal and psychological argument the author makes when he says, for instance: “On the deepest—perhaps unconscious—level, the multiple viewpoints represented in *A Bar at the Folies-Bergère*symbolize the newfound ability of Manet the artist to evaluate his situation from multiple perspectives and to accept, at last, the imminence of his own death” (first paragraph).

Which of the following principles is a *claim right*, as the author uses the term (paragraph 6)?

**A**

The right to emergency medical care

**B**

The right to a speedy trial

**C**

The right to defend one’s life

**D**

The right to state one’s beliefs

**The solution is A**: The right to emergency medical care

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to apply a distinction or definition that is provided in the passage to a new situation.

**Option Rationale:**

Option A: The right to emergency medical care

Correct. The author describes claim rights as "services such as education and public assistance provided in return for the performance of social duties" (paragraph 6); emergency medical care could be considered a "public assistance" service.

Option B: The right to a speedy trial

Incorrect. The author defines claim rights as "services such as education and public assistance provided in return for the performance of social duties" (paragraph 6); a speedy trial is less of an instance of "public assistance" than is "emergency medical care" and is not really a "service".

Option C: The right to defend one’s life

Incorrect. The author defines claim rights as "services such as education and public assistance provided in return for the performance of social duties" (paragraph 6); self-defense cannot be considered a service.

Option D: The right to state one’s beliefs

Incorrect. The author defines claim rights as "services such as education and public assistance provided in return for the performance of social duties" (paragraph 6); stating one's beliefs cannot be considered a service.

According to the author’s account, a French political scientist would be most likely to consider political conflict:

**A**

necessary for the protection of individual liberties.

**B**

evidence of ineffective national leadership.

**C**

an aspect of a moral social system.

**D**

the legacy of past injustices.

**The solution is D**: the legacy of past injustices.

**Item Rationale:**

This is a Comprehension question that tests your understanding of the author’s discussion of a central point in the passage--the author’s representation of the viewpoint of French political scientists--then asks you to make an inference about how those political scientists would regard a particular phenomenon.

**Option Rationale:**

Option A: necessary for the protection of individual liberties.

Incorrect. The passage concludes, speaking of France, that "For many political theorists, an insistence on individual liberties was no longer the solution; it was, in fact, the problem" (final paragraph); this clearly implies that the hypothesized French political scientist would not believe that individual liberties need to be protected.

Option B: evidence of ineffective national leadership.

Incorrect. The author indicates that French political scientists see political conflict as part of the work required to achieve a more equitable society. The author does not suggest that this kind of conflict represents “ineffective” national leadership: “Claims by the groups constituting society thus arise from the very divisions and imperfections in the social order that government exists to reduce and ultimately to abolish” (paragraph 7). That the government exists “ultimately to abolish” those imperfections suggests that the political scientists do not expect government to have achieved this yet.

Option C: an aspect of a moral social system.

Incorrect. There is no support in the passage for this option. If anything, paragraph 7 suggests the reverse.

Option D: the legacy of past injustices.

Correct. The author describes an assumption of the “political language of France”: “The purpose of government is to reduce the space between what should be and what is. That space—its complexity, its *injustice*, and its inadequacy—is seen not as something inherent in any society but as the historical (and thus transcendable) result of a class struggle produced by an essentially elitist revolution. *Claims by the groups constituting society thus arise from the very divisions and imperfections in the social order* that government exists to reduce and ultimately to abolish” (paragraph 7, emphasis added).

A skeptical reader would be *unable* to confirm the truth of which of the following passage ideas?

**A**

Liberalism became associated with individual liberties.

**B**

Individual liberties are superior to laws or preferences.

**C**

The Constitution of 1848 used the term *rights* in a new way.

**D**

The value of individual liberties is widely questioned.

**The solution is B**: Individual liberties are superior to laws or preferences.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to reflect on the nature of the evidence presented, to evaluate whether the evidence is potentially verifiable, or whether it is potentially a matter of subjective opinion.

**Option Rationale:**

Option A: Liberalism became associated with individual liberties.

Incorrect. This would be a matter of historical record.

Option B: Individual liberties are superior to laws or preferences.

Correct. This option contains a statement that is a matter of opinion, not empirically testable, so a reader would be unable to confirm the truth of this.

Option C: The Constitution of 1848 used the term rights in a new way.

Incorrect. This is a matter of historical record and thus a fact that one could verify.

Option D: The value of individual liberties is widely questioned.

Incorrect. This is something that could be confirmed by reading discussions of the topic; wide questioning could certainly be verified.

One can infer from the discussion that Continental Europeans would consider a government liberal if it:

**A**

favored equality of opportunity.

**B**

opposed the concept of individual liberties.

**C**

provided low-rent housing for the poor.

**D**

suppressed protest strikes by workers.

**The solution is D**: suppressed protest strikes by workers.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to take a passage explanation or definition (in this case, of liberalism in Continental Europe) and apply that to new situations, which are not discussed in the text.

**Option Rationale:**

Option A: favored equality of opportunity.

Incorrect. This option is not supported by the passage.

Option B: opposed the concept of individual liberties.

Incorrect. The passage indicates that “liberalism” as it is understood in Italy and Germany (as opposed to in France) would support the concept of individual liberties.

Option C: provided low-rent housing for the poor.

Incorrect. The passage says "in countries such as Italy and Germany…a *Liberal* is now someone who supports freedoms that favor the industrial and commercial elite" (paragraph 4); a liberal government would therefore not be likely to support providing low-rent housing for the poor.

Option D: suppressed protest strikes by workers.

Correct. This option receives support from paragraph 4: "in countries such as Italy and Germany … a *Liberal* is now someone who supports freedoms that favor the industrial and commercial elite"; these freedoms would include suppressing protest strikes by workers, who would be challenging the industrial and commercial elite.

According to the author’s account, which of the following statements best expresses the French “popular opposition to individual liberties” (paragraph 5)?

**A**

They are used to justify social inequities.

**B**

They do not in fact protect individuals.

**C**

They disregard the claims of minority groups.

**D**

They are the impractical ideals of social scientists.

**The solution is A**: They are used to justify social inequities.

**Item Rationale:**

This is a Comprehension question, which asks you to make an inference based on the author’s description.

**Option Rationale:**

Option A: They are used to justify social inequities.

Correct. The passage refers to "popular opposition to individual liberties that protected the privileged…" (paragraph 5). If such liberties protected the privileged, they would have, similarly, justified social inequities.

Option B: They do not in fact protect individuals.

Incorrect. On the contrary, the passage says they "protected the privileged" (paragraph 5), and the privileged *are* individuals.

Option C: They disregard the claims of minority groups.

Incorrect. Remember that the stem asks about the French position on the *opposition* to individual liberties. The passage indicates that the opposition stemmed from a belief that individual liberties “protected the privileged (paragraph 5). Thus, the popular French belief is not that opposition to individual liberties disregards the claims of minority groups; it is that a concern for individual liberties disregards those claims.

Option D: They are the impractical ideals of social scientists.

Incorrect. There is no support in the passage for this option.

In the vocabulary of contemporary U.S. politics, the labels *liberal* and *conservative* denote, respectively, those who favor and those who oppose the idea that governments should provide various public services. This usage is evidence that liberalism:

**A**

acquired radically different meanings in the U.S. and in Continental Europe.

**B**

soon became closely bound to the concept of individual liberties.

**C**

developed its modern form in the political ferment of the early nineteenth century.

**D**

in the U.S. supports a view of government that is not widely shared in France.

**The solution is A**: acquired radically different meanings in the U.S. and in Continental Europe.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it begins with information that is not included in the passage and asks you to determine how this information affects passage arguments.

**Option Rationale:**

Option A: acquired radically different meanings in the U.S. and in Continental Europe.

Correct. This option is supported by the passage: "It [liberalism] acquired a quite different sense in countries such as Italy and Germany, where a *Liberal* is now someone who supports freedoms that favor the industrial and commercial elite" (paragraph 4). By contrast, according to the question stem, liberals in the U.S. would be people who believed that the government should provide social services (not necessarily benefitting the industrial and commercial elite).

Option B: soon became closely bound to the concept of individual liberties.

Incorrect. The author tells us that liberalism became “bound to a certain conception of . . individual liberties” in the context of nineteenth-century Europe (paragraph 2). The point about what liberalism and conservatism mean in the contemporary U.S. does not demonstrate anything about the linkage of liberalism and liberties in the nineteenth century.

Option C: developed its modern form in the political ferment of the early nineteenth century.

Incorrect. The first and second paragraphs talk of the development of liberalism and individual liberties in the political ferment of the early nineteenth century, not of the idea that governments should provide various public services.

Option D: in the U.S. supports a view of government that is not widely shared in France.

Incorrect. We don’t know whether the French perspective on liberalism is “widely shared” in France; we only know that that French perspective diverges from the U.S. perspective.

The hypothetical example of a commodity market in books (paragraph 2) is intended to clarify the point that:

**A**

we have come to assume that art is prohibitively expensive.

**B**

society’s notion of the value of art has changed in the past few decades.

**C**

New York has become the world center of cultural commercialization.

**D**

the commercialization of art limits the public’s access to culture.

**The solution is D**: the commercialization of art limits the public’s access to culture.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to identify the function within the passage of a piece of evidence. The question requires you to understand which of the author uses this example to support (after assessing whether these are indeed points the author argues in the passage).

**Option Rationale:**

Option A: we have come to assume that art is prohibitively expensive.

Incorrect. This option conveys a point made in the first paragraph: “We have come to take it for granted that art should be alienatingly expensive.” The example of a commodity market in books, in the second paragraph, is not intended to clarify this point, which is a straightforward point, not in need of “clarification.”

Option B: society’s notion of the value of art has changed in the past few decades.

Incorrect. This is not the point of the second paragraph; it is one of the points made explicitly in the first paragraph, and it is not clarified by the example about books.

Option C: New York has become the world center of cultural commercialization.

Incorrect. The point in this option is not really a point made by the author. The author does describe the “vast amount of paper wealth generated in New York” (first paragraph) and the relation between this growth in wealth and the explosive growth in the price of art, but the author does not suggest that New York has become the “world center of cultural commodification.” This is too much to assume from the first paragraph. Nor does the hypothetical example of treating books as “rare” items clarify any point about the role of New York in the art market.

Option D: the commercialization of art limits the public’s access to culture.

Correct. The hypothetical example of the commodity market in books, as described in paragraph 2, makes the point that "To lock…[art] into a market circus is to lock people out of contemplating it" (paragraph 2). Just like treating books as “rare” commodities, “fought over by multimillionaires and investment trusts and then hidden in storage” (paragraph 2), limits people’s access or opportunity to engage with books, so, in the author’s view, does the commodity market in art do the same,

If gifts to art museums from wealthy donors increased, this would most *weaken* the author’s assertion that:

**A**

actions of the U.S. government have harmed museums.

**B**

a credit economy has transformed the art world.

**C**

the public’s reaction to modern art has been distorted.

**D**

as a museum’s buying power decreases, public appreciation of art also decreases.

**The solution is A**: actions of the U.S. government have harmed museums.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it presents hypothetical information not discussed in the passage and asks you to assess the impact of that information on the passage argument. In this case, it asks you to determine which of the author’s points would be weakened by the information.

**Option Rationale:**

Option A: actions of the U.S. government have harmed museums.

Correct. The author says that one of the “hits” experienced by American museums is due to U.S. tax laws, which have "destroyed most incentives for the rich to give art away" (paragraph 5), so if gifts by the rich to art museums *increased*, this claim would be weakened.

Option B: a credit economy has transformed the art world.

Incorrect. The author does not make this assertion.

Option C: the public’s reaction to modern art has been distorted.

Incorrect. The author claims that the public's reaction to modern art has been distorted because of the art market boom, not because of gifts given or not given to art museums, so any increase in such gifts would not weaken this claim.

Option D: as a museum’s buying power decreases, public appreciation of art also decreases.

Incorrect. Although the author does make this assertion (paragraph 4), it is not weakened by an increase in gifts, because gifts don't have anything to do with a museum's buying power.

According to the passage, art inflation has harmed “the public life of art” (paragraphs 3 and 4) by:

1. distorting viewers’ responses to paintings and sculptures.
2. depreciating the value of gifts previously given to museums.
3. diminishing the buying power of art museums.

**A**

II only

**B**

I and II only

**C**

I and III only

**D**

I, II, and III

**The solution is C**: I and III only

**Item Rationale:**

This is a Comprehension question because it asks you to demonstrate understanding of a causal claim made explicitly by the author.

**Option Rationale:**

Option A: II only

Incorrect. Option II is not supported by the passage.

Option B: I and II only

Incorrect. Although option I is correct, the author does not make any claims to support option II.

Option C: I and III only

Correct. Option I is explicitly supported in the passage: "The art-market boom has…distorted the ground of people’s reaction to painting and sculpture. In 1960, anyone, amateur or expert, could spend an hour or two in a museum without wondering what this Tiepolo, this Rembrandt, this de Kooning might cost at auction. Thanks to the unrelenting propaganda of the art market, this is no longer quite the case…" (paragraph 3). Option III is supported by the fourth paragraph: "…there are many areas in which American museums can no longer buy…" (paragraph 4).

Option D: I, II, and III

Incorrect. Although options I and III are supported, option II is not.

The passage suggests that the problems experienced by museums hurt the public's enjoyment of art because the museums:

**A**

have no budget with which to buy new works.

**B**

must pay higher insurance on their collections.

**C**

must shorten their viewing hours.

**D**

cannot afford to buy as many works

**The solution is D**: cannot afford to buy as many works

**Item Rationale:**

This is a Comprehension question because it asks you to identify a specific causal claim made by the author in the passage.

**Option Rationale:**

Option A: have no budget with which to buy new works.

Incorrect. The passage suggests that museums have a reduced budget to purchase new works due to inflation (paragraph 4). To say that they have “no budget” is to make a claim more extreme, or sweeping, than what is justified by the passage.

Option B: must pay higher insurance on their collections.

Incorrect. This is neither mentioned nor implied in the passage.

Option C: must shorten their viewing hours.

Incorrect. This is neither mentioned nor implied in the passage.

Option D: cannot afford to buy as many works

Correct. The author explicitly supports this statement: "…as the museums' buying power fades, the public experience of art is impoverished" (paragraph 4).

Which of the following statements, if true, would most *weaken* the argument made in the passage?

**A**

Most people have no interest in the cost of the paintings they see in museums.

**B**

Museums have begun raising funds to supplement their buying power.

**C**

There are only about a thousand paintings that have sold for more than ten million dollars.

**D**

A nineteenth-century painting recently sold for less than a million dollars.

**The solution is A**: Most people have no interest in the cost of the paintings they see in museums.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to consider statements or scenarios that are not addressed in the passage and assess how these statements would affect (in this case, “weaken”) passage arguments. This question asks you to consider how additional information would affect the passage itself—or to incorporate outside information into the passage.

**Option Rationale:**

Option A: Most people have no interest in the cost of the paintings they see in museums.

Correct. This would challenge the argument that when art is a commodity, "it loses its inherent value and its social use" (paragraph 2) and "The art-market boom has been an unmitigated disaster for the public life of art. It has distorted the ground of people's reaction to painting and sculpture" (paragraph 3), because if people had no interest in the cost of the paintings they see in museums, their reactions to art would *not* be distorted by these prices, and art would not have lost its inherent value.

Option B: Museums have begun raising funds to supplement their buying power.

Incorrect. This would not change the authors argument that the commodification of art has distorted people's reactions to it and has made it lose its value.

Option C: There are only about a thousand paintings that have sold for more than ten million dollars.

Incorrect. This fact would not change the influence or effect of the art market, which is the author's concern in the passage.

Option D: A nineteenth-century painting recently sold for less than a million dollars.

Incorrect. As a single, decontextualized, example, this would not weaken or challenge the author’s overall argument about the effect of rising art market prices. And we have no idea whether the price paid for this work of art represents a significant increase over its earlier value.

Which of the following scenarios is most in accord with the discussion of moral instruction in traditional Akan society?

**A**

A child is told a tale about a character who is born morally neutral; the child learns that such a character can never become virtuous.

**B**

A child is told a tale about a character who performs a virtuous act; the child learns that only people who are born virtuous can perform virtuous acts.

**C**

A child is told a tale that illustrates the difference between a character who has weak *sunsum* and one who has strong *sunsum;* the child learns that the character with weak *sunsum* can never become virtuous.

**D**

A child is told a tale about a character who is punished for performing a vicious act; the child learns not to follow the character's example.

**The solution is D**: A child is told a tale about a character who is punished for performing a vicious act; the child learns not to follow the character's example.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to apply the arguments in the passage to assess which novel scenario is most consistent with passage claims.

**Option Rationale:**

Option A: A child is told a tale about a character who is born morally neutral; the child learns that such a character can never become virtuous.

Incorrect. To the contrary, the passage talks about the potential for moral improvement in this Akan scheme (paragraph 5), so moral instruction does not teach that virtue cannot be gained.

Option B: A child is told a tale about a character who performs a virtuous act; the child learns that only people who are born virtuous can perform virtuous acts.

Incorrect. The passage clearly indicates that the Akan believe that a person can "become virtuous by performing virtuous acts" (paragraph 5), which is contradicted by this option.

Option C: A child is told a tale that illustrates the difference between a character who has weak *sunsum*and one who has strong *sunsum*; the child learns that the character with weak *sunsum* can never become virtuous.

Incorrect. According to the passage, the Akan believe that a person can "become virtuous by performing virtuous acts" (paragraph 5); this is not limited to those with strong *sunsum*, as the author describes *sunsum* in paragraph 6.

Option D: A child is told a tale about a character who is punished for performing a vicious act; the child learns not to follow the character's example.

Correct. The passage says that "the growing child and young adult become aware of what is a virtuous or vicious act" (paragraph 5); although punishment is not mentioned, it can still be considered an instance of moral instruction since the child learns not to follow the character's vicious example.

According to the passage, one problem with Akan moral philosophy is that:

**A**

it makes character too dependent on exposure to ethical proverbs and folktales.

**B**

it ignores the fact that if people can receive moral instruction, then they are not morally neutral.

**C**

the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

**D**

the Akans believe that people can change their character.

**The solution is C**: the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

**Item *Rationale*:**

This is a Comprehension question because it asks you to locate a point that the author makes explicitly in the passage.

**Option *Rationale*:**

Option A: it makes character too dependent on exposure to ethical proverbs and folktales.

Incorrect. The passage does not treat this as a “problem.”

Option B: it ignores the fact that if people can receive moral instruction, then they are not morally neutral.

Incorrect. The passage does not “ignore” this question but instead addresses it directly. The author writes: “The Akan position is that the *original* nature of human beings was morally neutral . . . The person's original moral neutrality later comes to be affected by actions, habits, responses to moral instruction, and so on” (paragraph 3, emphasis added).

Option C: the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

Correct. The author comments: "There is one difficult question inherent in the Akan position … How are we to perform virtuous acts if we are not already virtuous?" (paragraph 4).

Option D: the Akans believe that people can change their character.

Incorrect. The author does not treat this as a “problem” with their moral philosophy, but as an important part of the philosophy: “what a person does or does not do is crucial to the formation of the character. A virtuous character is the result of the performance of virtuous *acts*” (paragraph 3).

According to the passage, one problem with Akan moral philosophy is that:

**A**

it makes character too dependent on exposure to ethical proverbs and folktales.

**B**

it ignores the fact that if people can receive moral instruction, then they are not morally neutral.

**C**

the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

**D**

the Akans believe that people can change their character.

**The solution is C**: the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

**Item *Rationale*:**

This is a Comprehension question because it asks you to locate a point that the author makes explicitly in the passage.

**Option *Rationale*:**

Option A: it makes character too dependent on exposure to ethical proverbs and folktales.

Incorrect. The passage does not treat this as a “problem.”

Option B: it ignores the fact that if people can receive moral instruction, then they are not morally neutral.

Incorrect. The passage does not “ignore” this question but instead addresses it directly. The author writes: “The Akan position is that the *original* nature of human beings was morally neutral . . . The person's original moral neutrality later comes to be affected by actions, habits, responses to moral instruction, and so on” (paragraph 3, emphasis added).

Option C: the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.

Correct. The author comments: "There is one difficult question inherent in the Akan position … How are we to perform virtuous acts if we are not already virtuous?" (paragraph 4).

Option D: the Akans believe that people can change their character.

Incorrect. The author does not treat this as a “problem” with their moral philosophy, but as an important part of the philosophy: “what a person does or does not do is crucial to the formation of the character. A virtuous character is the result of the performance of virtuous *acts*” (paragraph 3).

The author's discussion of the Akan words for "goodness" (paragraph 2) is used primarily as evidence that the Akans believe that:

**A**

one cannot perform virtuous acts unless one is already virtuous.

**B**

morality is generally concerned with good or bad character.

**C**

character is directly related to action.

**D**

humans are born morally neutral.

**The solution is C**: character is directly related to action.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to look at a section of the passage and determine how the author uses this section as evidence. In addition, it asks you to assess how this evidence is most importantly used by the author.

**Option Rationale:**

Option A: one cannot perform virtuous acts unless one is already virtuous.

Incorrect. The discussion of “goodness” is not used to make this point, and this point is not an absolute one in the passage, in any case.

Option B: morality is generally concerned with good or bad character.

Incorrect. This point is established in the first paragraph, but the discussion of goodness occurs in paragraph 2, and it shows "the emphasis on the relevance of actions" (paragraph 2).

Option C: character is directly related to action.

Correct. The discussion of “goodness” in paragraph 2 emphasizes the importance of action: "The emphasis on the relevance of actions for states of character is reflected in the way that abstract terms for "goodness" … are formed. … The last syllable … means to do or perform. …” This is ultimately used to support the point in paragraph 3 that in the Akan philosophy “what a person does or does not do is crucial to the formation of the character. A virtuous character is the result of the performance of virtuous *acts*.”

Option D: humans are born morally neutral.

Incorrect. That the Akan believe that humans are born morally neutral is not a point supported by the discussion of goodness, which is about the relevance of action in becoming morally good.

Which of the following statements, if true, would most help to resolve the author's difficulty with the Akan position as expressed in the final paragraph?

**A**

The ability to make an effort is present in equal strength among all persons.

**B**

By making an effort to do right or refrain from doing wrong, one can obey moral rules.

**C**

Making an effort requires strengthening of the *sunsum.*

**D**

The ability to make an effort can be instilled only through moral education.

**The solution is A**: The ability to make an effort is present in equal strength among all persons.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to assess which novel option could be incorporated into the passage in order to address or resolve a problem the author articulates in the passage.

**Option Rationale:**

Option A: The ability to make an effort is present in equal strength among all persons.

Correct. The author’s “difficulty” is this: “Is it not the case that making an effort itself requires or presupposes antecedent factors? If so, what are these factors and how can they be acquired? The attempt to answer this set of questions will most probably involve us in a circle, and a vicious one” (final paragraph). If everyone possesses the capacity to make an effort in equal measure, everyone would have an equal capacity to develop *sunsum* and so to become good or bad; this option eliminates the circularity.

Option B: By making an effort to do right or refrain from doing wrong, one can obey moral rules.

Incorrect. This does not resolve the difficulty of the first question posed in the final paragraph.

Option C: Making an effort requires strengthening of the *sunsum*.

Incorrect. This does not resolve the circularity (making an effort *strengthens the sunsum*, as the author explains in the final paragraph), but this option says that making an effort *requires strengthening of the sunsum*.

Option D: The ability to make an effort can be instilled only through moral education.

Incorrect. This does not resolve the difficulty of the questions posed.

According to the passage, the Akans hold that adults can be considered moral or immoral only because all people are:

**A**

born with different degrees of *sunsum*.

**B**

born morally neutral.

**C**

equally susceptible to moral education.

**D**

equally capable of making an effort.

**The solution is B**: born morally neutral.

**Item Rationale:**

This is a Comprehension question because it asks you to locate information that the author states in the passage.

**Option Rationale:**

Option A: born with different degrees of *sunsum*.

Incorrect. The passage says that the Akan believe that the *sunsum*can be developed (final paragraph).

Option B: born morally neutral.

Correct. "The Akan position is that the original nature of human beings was morally neutral. If this were not the case, there would be no such thing as a moral person" (paragraph 3).

Option C: equally susceptible to moral education.

Incorrect. The passage does not make this claim.

Option D: equally capable of making an effort.

Incorrect. In the final paragraph, the author discusses the value of “making an effort” to develop moral virtue but the author does not say that everyone has equal capacity to make an effort.

In the final paragraph, the author of the passage appears to assume that:

**A**

no ethical system is final and unassailable.

**B**

Akan ethical thought is superior to Western ethical thought.

**C**

the act of making an effort is self-motivating.

**D**

something must cause people to make an effort.

**The solution is D**: something must cause people to make an effort.

**Item Rationale:**

This is a Comprehension question because it asks you to make an inference about the author’s thinking based on the author’s explicit claims.

**Option Rationale:**

Option A: no ethical system is final and unassailable.

Incorrect. The author merely says that the Akan system is not final (final paragraph), not that no ethical system can be this way.

Option B: Akan ethical thought is superior to Western ethical thought.

Incorrect. The author makes no such comparative statement.

Option C: the act of making an effort is self-motivating.

Incorrect. The author does not make this claim.

Option D: something must cause people to make an effort.

Correct. This assumption is clear in the author's question: "Is it not the case that making an effort itself requires or presupposes antecedent factors?" (final paragraph).

Assume that a person who committed violent crimes as a youth later became gentle and loving after receiving moral instruction. This information most strongly supports the Akans' view that:

**A**

human beings are born morally neutral.

**B**

a person's *sunsum* can be developed.

**C**

a person becomes virtuous by performing virtuous acts.

**D**

good or bad character is dependent on a person's conduct.

**The solution is B**: a person's sunsum can be developed.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to consider the effect on the passage of a variety of hypothetical circumstances not discussed in the passage.

**Option Rationale:**

Option A: human beings are born morally neutral.

Incorrect. The Akan view is that everyone is born morally neutral and is capable of becoming good or bad; committing bad acts and then good ones doesn't*support* the view that one is born morally neutral.

Option B: a person's *sunsum* can be developed.

Correct. That a person can become good after committing bad acts supports the view that a person's *sunsum* can be developed, as the *sunsum*plays a role in the formation and exercise of character (paragraph 6), "which means that *sunsum* … enables a person to perform virtuous acts."

Option C: a person becomes virtuous by performing virtuous acts.

Incorrect. This is the Akan view, according to the passage, but it is not supported by the moral change described in the stem. The change described in the *passage* requires receiving moral instruction and doesn’t focus only on how one acts.

Option D: good or bad character is dependent on a person's conduct.

Incorrect. This is the Akan view, according to the passage, but it is not supported by the moral transformation described in the question.

Given the information in the passage, it is reasonable to conclude that people of poor character can be blamed for their actions because they:

**A**

have the capacity to change their behavior.

**B**

did not receive traditional moral instruction.

**C**

have weak *sunsum*.

**D**

have weak *suban*.

**The solution is A**: have the capacity to change their behavior.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to consider the logical relations between elements of the author’s argument and to consider their implications as well.

**Option Rationale:**

Option A: have the capacity to change their behavior.

Correct. The author writes that: "…the Akans believe that the *sunsum* can be developed…" (final paragraph) and that "…by making an effort a person can obey a moral rule…" (final paragraph). From these explicit statements about the Akan belief in the capacity for change, it follows that one can be held responsible for failing to exercise that capacity.

Option B: did not receive traditional moral instruction.

Incorrect. If people did not receive traditional moral instruction, and if that is the route to virtuous acts (paragraphs 4 and 5), then they *cannot*be blamed for their actions.

Option C: have weak *sunsum*.

Incorrect. Since the passage indicates that the Akan believe that one can develop one's *sunsum*, it's not the *sunsum* per se that offers the justification for blame, but the failure to develop that *sunsum*.

Option D: have weak *suban*.

Incorrect. A weak *suban* means a weak character (paragraph 6), so this option would create a tautology (a poor character can be blamed on weak, or poor, character).

The author’s assertion that “the status quo is a powerful force” (paragraph 5) refers to the belief that it is easier to:

**A**

make an existing worker more productive than to hire more workers.

**B**

avoid retraining employees than to retrain them.

**C**

move production to a foreign country than to create a high-performance workplace.

**D**

maintain an ineffective system of tax breaks than to modify such a system.

**The solution is B**: avoid retraining employees than to retrain them.

**Item Rationale:**

This is a Comprehension question because it tests your understanding of a quotation or phrase within the specific part of the passage in which it appears, asking you to use context to understand what the author refers to with this phrase.

**Option Rationale:**

Option A: make an existing worker more productive than to hire more workers.

Incorrect. There is no support in the passage for this option.

Option B: avoid retraining employees than to retrain them.

Correct. The author writes: "The fact is, the status quo is a powerful force. Most companies focus on the short term. It's a focus encouraged by Wall Street, as well as by government policies and by tax laws, that—for instance—allow tax breaks for a fancy new building but not for teaching employees new skills…" (paragraph 5): the status quo is focus on the short term, and retraining employees is a 'focus on the long term' endeavor.

Option C: move production to a foreign country than to create a high-performance workplace.

Incorrect. Moving production out of the country is described in paragraph 6 as a response to impending catastrophe, but not as a belief that is due to the status quo.

Option D: maintain an ineffective system of tax breaks than to modify such a system.

Incorrect. The passage refers to tax laws as helping to maintain the status quo, by encouraging a short-term view, but the statement about the power of the status quo does not refer to a belief simply about the tax laws.

In criticizing the tax laws (paragraph 5), the author seems to assume that:

**A**

most employees are unaware of the tax breaks their employers receive.

**B**

the government revenue lost because of tax breaks for businesses would be better spent on the educational system.

**C**

new buildings represent a long-term commitment of resources.

**D**

new buildings do not help to increase workers’ productivity.

**The solution is D**: new buildings do not help to increase workers’ productivity.

**Item Rationale:**

This is a Comprehension question because it asks you to make inferences about the assumptions that underlie a specific statement of the author’s in a discrete part of the passage.

**Option Rationale:**

Option A: most employees are unaware of the tax breaks their employers receive.

Incorrect. There is no discussion of this topic in the passage.

Option B: the government revenue lost because of tax breaks for businesses would be better spent on the educational system.

Incorrect. There is no support in the passage for this option.

Option C: new buildings represent a long-term commitment of resources.

Incorrect. The passage indicates the opposite: new buildings represent attention to the short-term (paragraph 5).

Option D: new buildings do not help to increase workers’ productivity.

Correct. The author writes that laws “allow tax breaks for a fancy new building *but not for* teaching employees new skills that would allow the company to become more productive" (paragraph 5). This suggests that new buildings would *not* increase productivity.

It can be inferred from the passage that the high-performance workplace might have the disadvantage of:

**A**

creating workers who only understand their own highly specialized jobs, thus reducing communication between workers.

**B**

making businesses ineligible for tax breaks they had formerly enjoyed.

**C**

reducing wages for unskilled workers, at least for a short period.

**D**

increasing unemployment, at least for a short period.

**The solution is D**: increasing unemployment, at least for a short period.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to apply passage arguments to make a prediction about a new scenario that is not described in the passage.

**Option Rationale:**

Option A: creating workers who only understand their own highly specialized jobs, thus reducing communication between workers.

Incorrect. The passage describes the high-performance workplace as one with teams (paragraph 3), consisting of people who are "cross-trained" (paragraph 3), both of which suggest, if anything, *increasing* communication between workers.

Option B: making businesses ineligible for tax breaks they had formerly enjoyed.

Incorrect. There is no point, implicit or explicit, in the passage, that would provide support for this option.

Option C: reducing wages for unskilled workers, at least for a short period.

Incorrect. The description in the passage implies that the high-performance workplace does not employ unskilled workers (paragraph 3); furthermore, there is no link made in the passage between high-performance workplaces and wages in other workplaces (that is, those that do employ unskilled workers).

Option D: increasing unemployment, at least for a short period.

Correct. The author writes: "…high-performance workplaces employ fewer people than they did before they were reorganized" (paragraph 3), so that would mean they increase unemployment, at least in the short term.

The passage suggests that if the high-performance workplace is to reverse the conditions described in the first paragraph, it should be implemented:

**A**

nationally only.

**B**

internationally.

**C**

gradually.

**D**

primarily in the service sector.

**The solution is A**: nationally only.

**Item Rationale:**

This is a Comprehension question, which asks you to make an inference about the author’s meaning, based on other passage statements.

**Option Rationale:**

Option A: nationally only.

Correct. The passage focuses on *U. S.* manufacturers, which is clear throughout the passage, including from references in the first and second paragraphs.

Option B: internationally.

Incorrect. The passage focuses on *U. S.*manufacturers, as is apparent even from the opening sentence.

Option C: gradually.

Incorrect. There is no support in the passage for this option.

Option D: primarily in the service sector.

Incorrect. The passage focuses on the problems that face U. S. *manufacturers* (first paragraph). While the service sector may seem to offer an alternative, those who end up in the service sector: will “probably find jobs that pay no better (first paragraph). The author does not recommend implementing the “high-performance workplace” in the service sector.

Which of the following groups does the passage portray as agreeing with what “everybody says” (paragraphs 2 and 3)?

1. The Commission on the Skills of the American Workforce
2. Workers in manufacturing jobs
3. Current management theorists

**A**

II only

**B**

III only

**C**

I and III only

**D**

II and III only

**The solution is C**: I and III only

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to evaluate the position of several different entities or experts within the text relative to a particular claim.

**Option Rationale:**

Option A: II only

Incorrect. There is no support in the passage for the claim that workers in manufacturing agree with what “everybody says” about training workers.

Option B: III only

Incorrect. Although III is correct, so is I.

Option C: I and III only

Correct. The author writes: "*Hence*, the call by the federal commission…" (paragraph 2), following the sentence that describes what "[e]verybody says…." This makes I correct. The third paragraph supports III: “What is this “high-performance workplace” everybody says is needed? Any faithful student of current management theory will recognize its attributes.

Option D: II and III only

Incorrect. Although III is correct, there is no support in the passage for II.

The passage seems LEAST likely to have been written for:

**A**

unemployed, modestly skilled persons.

**B**

federal government officials.

**C**

corporate managers in the manufacturing sector.

**D**

students of management.

**The solution is A**: unemployed, modestly skilled persons.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to integrate information from across the paragraph to figure out who the passage is most likely attempting to address. Be especially aware of the negative stem.

**Option Rationale:**

Option A: unemployed, modestly skilled persons.

Correct. Since the passage does not offer unemployed, modestly skilled persons any information on which to act, it is probably not written primarily for them.

Option B: federal government officials.

Incorrect. Paragraph 2 resonates with federal government officials (and to the extent that they may be able to contribute to solving the problem, the passage may interest them).

Option C: corporate managers in the manufacturing sector.

Incorrect. The first and second paragraphs identify a problem no doubt familiar to many corporate managers in the manufacturing sector. Paragraph 3 speaks of a solution to their problem, and paragraphs 4-7 raise objections to that solution, making the passage of great interest to corporate managers in the manufacturing sector.

Option D: students of management.

Incorrect. Given that the passage introduces a problem that can ostensibly be addressed by management, then presents a solution, then discusses objections to that solution, the passage seems very much intended for students of management.

The passage indicates that the change most likely to worsen the trend toward economic inequality would be:

**A**

an increase in the number of high-wage assembly-line jobs.

**B**

an infusion of young workers into the job market.

**C**

tuition credits making college education accessible to all.

**D**

a tax on investment earnings to fund job training for displaced workers.

**The solution is B**: an infusion of young workers into the job market.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to use passage information to make a prediction about the effect on the economy of new scenarios not explicitly addressed in the passage.

**Option Rationale:**

Option A: an increase in the number of high-wage assembly-line jobs.

Incorrect. This would not *worsen* economic inequality. The author explains that “The ability of the skilled and educated to make relatively more money is one major source of inequality” (paragraph 2). This option describes a circumstance in which less educated workers could earn more money in factory jobs, so this option would *reduce* economic inequality.

Option B: an infusion of young workers into the job market.

Correct. An infusion of young workers into the job market would result in what the passage describes as “crowding”: "Worse, as these boomers competed with each other for entry-level work, they bid down entry-level wages—a phenomenon called 'crowding'. Between 1973 and 1987, the real (adjusted for inflation) incomes of full-time younger workers fell, while the incomes of older workers rose" (paragraph 3). As the passage indicates, the result would increase economic inequality.

Option C: tuition credits making college education accessible to all.

Incorrect. This would likely increase the number of those who have college educations, including among people who previously might not have been able to afford to pay for college. Because according to the passage, education increasingly determines the ability to earn more money (paragraph 2), this option would reduce, rather than exacerbate, income inequality.

Option D: a tax on investment earnings to fund job training for displaced workers.

Incorrect. This would reduce inequality because it would use money from those at the higher end of the income distribution to help those who are struggling to earn money (displaced workers) become trained to make more money with increased training.

The *demographic explanation* fails to account for a growing income inequality between the generations that occurred after the baby boomers:

**A**

graduated from college.

**B**

married and combined incomes.

**C**

moved out of their low-earning years.

**D**

surpassed their parents’ generation in purchases of consumer goods.

**The solution is C**: moved out of their low-earning years.

**Item Rationale:**

This is a Comprehension question because it requires you to look at a term or concept that the author explains in the passage, to see what is (and is not, in this case) included in that explanation.

**Option Rationale:**

Option A: graduated from college.

Incorrect. The demographic explanation does account for the increasing presence of younger Boomers in the labor market: "as these boomers competed with each other for entry-level work, they bid down entry-level wages—a phenomenon called 'crowding'. Between 1973 and 1987, the real (adjusted for inflation) incomes of full-time younger workers fell, while the incomes of older workers rose" (paragraph 3). The author implies that Boomers without college educations would be *particularly*disadvantaged in this period: “Unskilled younger workers took an especially big hit” (paragraph 3). The discussion of an increase in younger workers in the labor market and its negative effect on wages between 1973 and 1986, however, also encompasses younger workers (entry-level workers) who have gone to college.

Option B: married and combined incomes.

Incorrect. The demographic explanation accounts for an increase in inequality after the boomers married and combined incomes: “Several other factors are probably contributing to the growing inequality. One is the trend toward two incomes. Most families (about 60 percent) now get by on two incomes” (paragraph 5).

Option C: moved out of their low-earning years.

Correct. The author writes: "The demographic explanation is supposed to be reassuring, on the theory that income differences caused by the baby boom will cure themselves over time. The only problem is that it isn't happening. Boomers started hitting their mid-thirties in 1980" (paragraph 4), at which time they moved out of their low-earning years—the inequalities should have, therefore, started disappearing, but they have not (first paragraph).

Option D: surpassed their parents’ generation in purchases of consumer goods.

Incorrect. This is not addressed in the passage; furthermore, purchases of consumer goods are irrelevant to inequality as inequality in the passage concerns earning potential, not how much people buy. (The final paragraph does describe the differences in wealth that are influenced by whether and when one buys a home and thus accrues wealth, but consumer goods are not part of this analysis).

According to the author’s figures, from the beginning of the 1960s through the mid-1980s, the earnings advantage enjoyed by college graduates over those with only high school degrees:

**A**

rose steadily.

**B**

rose slightly and then steeply.

**C**

declined and then rose steeply.

**D**

declined in real terms.

**The solution is C**: declined and then rose steeply.

**Item Rationale:**

This is a Comprehension question, which asks you to essentially restate a claim made by the author in the passage.

**Option Rationale:**

Option A: rose steadily.

Incorrect. Paragraph 2 tells us explicitly that the “economic advantage of a college degree” did not rise steadily; it declined, and then rose.

Option B: rose slightly and then steeply.

Incorrect. According to paragraph 2, the “economic advantage of a college degree” first declined, and then rose; it did not rise slightly then steeply.

Option C: declined and then rose steeply.

Correct. "In the sixties and early seventies, the economic advantage of a college degree *actually diminished*….*But then* the advantage of the college educated *grew rapidly until*, by 1986, the gap in earnings had widened to 49 percent [from the earlier 15 percent]" (paragraph 2, emphasis added). Thus, the author tells us, the economic advantage of a degree declined then rose steeply.

Option D: declined in real terms.

Incorrect. Paragraph 2 makes clear that the economic benefits of a degree did not simply decline: it declined then rose. The passage does not address the issue of the “real terms” of the economic decline or rise.

If “the low average wages of women” have “masked” the economic results of a tendency toward assortative mating, which of the following statements is most likely to be true?

**A**

The elimination of gender discrimination would magnify income inequality among assortatively mated heterosexual couples.

**B**

As women’s average wages rise, the earnings advantage of assortatively mated heterosexual couples over randomly mated heterosexual ones will grow.

**C**

Randomly mated heterosexual couples suffer disproportionately from the low average wages of women.

**D**

Gender discrimination has contributed to income inequality among two-income heterosexual couples.

**The solution is A**: The elimination of gender discrimination would magnify income inequality among assortatively mated heterosexual couples.

**Item Rationale:**

This is a Reasoning within the Text question because it asks you to consider the logical implications or consequences of the author’s argument.

**Option Rationale:**

Option A: The elimination of gender discrimination would magnify income inequality among assortatively mated couples.

Correct. The passage defines assortative mating as “marrying someone in your own income class” (paragraph 6), presumably with a similar level of education. Without gender discrimination, which the passage indicates lowers “the average wages of women” (paragraph 6), the combined income of an assortatively mated, heterosexual, high-earning couple would be higher than it would be if the income of the high-earning woman was artificially depressed by gender discrimination.

Option B: As women’s average wages rise, the earnings advantage of assortatively mated couples over randomly mated ones will grow.

Incorrect. We cannot know that this happens with randomly mated couples; it would depend on who mates with who. The assortatively mated couple could both be lower earners and be earning $20,000 plus $20,000 (instead of $20,000 plus $15,000, with gender discrimination), but the randomly mated couple could be one lower earner and one higher earner and be earning $20,000 plus $60,000 (instead of $20,000 plus $40,000, with discrimination. This would not show an earnings advantage for the assortatively mated over the randomly mated couple.

Option C: Randomly mated couples suffer disproportionately from the low average wages of women.

Incorrect. This would not necessarily happen; it would depend on who mates with who. The randomly mated couples would disproportionately suffer only if they were disproportionately populated with women and lower-earning people.

Option D: Gender discrimination has contributed to income inequality among two-income couples.

Incorrect. The example given in the passage is of a higher-income lawyer and a lower-income clerk, but there could be as many female lawyers as female clerks; that is, gender discrimination occurs for both high-income and low-income earners, so it hasn't necessarily contributed to inequality among two-income heterosexual couples.

Some critics contend that American education has not adapted rapidly enough to changes in the world economy over the last few decades and has been preparing students for a diminishing pool of jobs. What evidence cited in the passage provides the strongest support for this thesis?

**A**

The earnings disadvantage suffered by non-college-educated 30-year-old males in 1973

**B**

The earnings advantage enjoyed by college-educated 30-year-old males in 1986

**C**

The shrinking of the middle class relative to the lower class during the 1970s and 1980s

**D**

The shrinking of the real incomes of young workers during the 1970s and 1980s

**The solution is D**: The shrinking of the real incomes of young workers during the 1970s and 1980s

**Item Rationale:**

This is a Reasoning Beyond the Text question because it presents information that is not included in the passage and asks you which option contains evidence that would provide the strongest support for that new information. In asking you which evidence most strongly supports the claim in the stem, the question also gives you practice in skills that are tested in Reasoning Within the Text questions.

**Option Rationale:**

Option A: The earnings disadvantage suffered by non-college-educated 30-year-old males in 1973

Incorrect. Paragraph 2 describes a relatively small earning disadvantage for non-college-educated males in 1973, certainly smaller than in later years. Further, any earnings disadvantage for those *without* a college degree would *weaken*, rather than support, the claim in the stem that schools were failing to prepare students for available jobs.

Option B: The earnings advantage enjoyed by college-educated 30-year-old males in 1986

Incorrect. Since the earnings advantage enjoyed by college-educated 30-year-old males in 1986 over those without a college degree was substantial (49 percent, according to paragraph 2), this suggests that the American education system *has* adapted to prepare students for the right kind of jobs—jobs that still exist, in other words.

Option C: The shrinking of the middle class relative to the lower class during the 1970s and 1980s

Incorrect. This option is not clearly connected to the education system at all.

Option D: The shrinking of the real incomes of young workers during the 1970s and 1980s

Correct. In the passage discussion of inequality, the author writes: "Between 1973 and 1987, the real (adjusted for inflation) incomes of full-time younger workers fell, while the incomes of older workers rose" (paragraph 3). If younger workers were doing relatively poorly in the labor market when compared to older workers, this certainly provides potential support for the argument that schools in “recent decades” were preparing students for a diminishing pool of jobs. (The passage has a publication date of 1992, so the reference to “recent decades” would mean recent relative to 1992). Older workers were presumably educated years before this and may have been trained more appropriately for the workforce when they encountered it.

The author’s attitude toward physicians who fail to inform patients that their illness is terminal is best described as a combination of:

**A**

indignation and contempt.

**B**

disapproval and comprehension.

**C**

perplexity and tolerance.

**D**

regret and justification.

**The solution is B**: disapproval and comprehension.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to assess the author’s attitude towards her topic by integrating explicit and implicit rhetorical statements and cues across the passage.

**Option Rationale:**

Option A: indignation and contempt.

Incorrect. Both words in this option are too strong and too exclusively negative to accurately describe the author's attitude toward such physicians.

Option B: disapproval and comprehension.

Correct. The author does express disapproval: "Not only do lies not provide the 'help' hoped for by advocates of benevolent deception; they invade the autonomy of patients…" (paragraph 5). The author again expresses disapproval in the final paragraph. However, the author also expresses understanding of the motives of doctors who do deceive their patients, in paragraph 3. For instance, “Studies show that most doctors sincerely believe that the seriously ill do not want to know the truth about their condition, and that informing them risks destroying their hope, so that they may recover more slowly, or deteriorate faster, perhaps even commit suicide” (paragraph 3). This and the rest of the paragraph makes clear that the author does not simply condemn doctors who fail to tell their patients the truth.

Option C: perplexity and tolerance.

Incorrect. The third paragraph challenges "perplexity," because the author describes an understanding of the reasons that some doctors believe they are helping their patients by ‘protecting’ them from the truth of their conditions. Paragraphs 4 and the final paragraph challenge "tolerance,” however, as the author takes a strong position against the deceptive approach.

Option D: regret and justification.

Incorrect. Paragraphs 4 through the end of the passage challenge the behavior of physicians who deceive patients; the author offers no justification for their failure to inform patients of the truth, only some understanding of why they do this (paragraph 3).

Which of the following arguments is NOT made by the author?

**A**

Physicians may knowingly prescribe medically unjustified treatments.

**B**

Knowledge about their condition can help patients in many ways.

**C**

Patients may deteriorate if they have no reason to hope.

**D**

Doctors are often wrong about patients’ wishes.

**The solution is C**: Patients may deteriorate if they have no reason to hope.

**Item Rationale:**

This is a Reasoning Within the Text question because it requires you to determine from passage context which statements the author does and does NOT endorse.

**Option Rationale:**

Option A: Physicians may knowingly prescribe medically unjustified treatments.

Incorrect. This claim is made in the passage: "They may prescribe innumerable placebos" (paragraph 3).

Option B: Knowledge about their condition can help patients in many ways.

Incorrect. This claim is made in the passage: "We are also learning that truthful information…helps patients cope with illness…" (paragraph 4).

Option C: Patients may deteriorate if they have no reason to hope.

Correct. This claim is *not*made in the passage. The author says that studies show that doctors may believe this to be true (paragraph 3), but there is no indication that the author agrees.

Option D: Doctors are often wrong about patients’ wishes.

Incorrect. This claim is made in the passage: "…an overwhelming majority of patients *do*want to be told the truth…" (paragraph 4), in contrast to, "…most doctors sincerely believe that the seriously ill do *not* want to know the truth about their condition…" (paragraph 3).

Which of the following findings about gravely ill patients would most *weaken* the author’s position?

**A**

Those who deny that their condition is serious usually have milder symptoms.

**B**

Those who are denied the truth seldom realize that they have been deceived.

**C**

Those who guess the truth usually encourage false hopes in their families.

**D**

Those who are told the truth usually become less cheerful.

**The solution is A**: Those who deny that their condition is serious usually have milder symptoms.

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to consider situations that are not discussed in the passage, in order to assess how these situations would affect—and in this case, *weaken*--the author’s argument.

**Option Rationale:**

Option A: Those who deny that their condition is serious usually have milder symptoms.

Correct. This option suggests that when patients don’t know or internalize the truth about their condition, it can benefit their health. It therefore challenges the author’s claim: "But the illusory nature of the benefits such deception is meant to bestow is now coming to be documented" (paragraph 4).

Option B: Those who are denied the truth seldom realize that they have been deceived.

Incorrect. This is irrelevant to the author's position; the author does not argue otherwise.

Option C: Those who guess the truth usually encourage false hopes in their families.

Incorrect. This is irrelevant to the author's position; the author does not argue otherwise.

Option D: Those who are told the truth usually become less cheerful.

Incorrect. The author makes no claim one way or another about the relationship of truth and cheer.

In what way is an increase in the number of medical malpractice suits most directly relevant to the argument presented?

**A**

It is inconsistent with the theme that doctors are deeply concerned about the welfare of their patients.

**B**

It weakens the premise that knowledge is the determinant of the ability of patients to cope with hospitalization.

**C**

It confirms the suggestion that doctors are violating the precept to do no harm.

**D**

It supports the idea that current medical attitudes promote mistrust of the judgment of doctors.

**The solution is D**: It supports the idea that current medical attitudes promote mistrust of the judgment of doctors.

**Item Rationale:**

This is a Reasoning Within the Text question because it asks you to evaluate the effect on the logic of the argument of a circumstance (an increase in medical malpractice litigation) mentioned in the passage.

**Option Rationale:**

Option A: It is inconsistent with the theme that doctors are deeply concerned about the welfare of their patients.

Incorrect. The increase in medical malpractice suits is not inconsistent with that theme of the argument, because patients can sue even when the doctor is deeply concerned about their welfare; deep concern does not guarantee good results, and people may sue based on results.

Option B: It weakens the premise that knowledge is the determinant of the ability of patients to cope with hospitalization.

Incorrect. The passage does not say that knowledge determines patients’ ability to cope with hospitalization; it says that it helps them cope with illness (paragraph 4). In any case, the number of lawsuits is not necessarily related to patients’ knowledge of their conditions.

Option C: It confirms the suggestion that doctors are violating the precept to do no harm.

Incorrect. Lawsuits are not necessarily related to whether or not doctors are violating the precept to do no harm.

Option D: It supports the idea that current medical attitudes promote mistrust of the judgment of doctors.

Correct. The passage clearly says that "The suspicion of deceit…contributes to the spiral of litigation" (final paragraph), so an increase in malpractice litigation would support the idea that current medical attitudes increase suspicion (that is, promote mistrust of the judgment of doctors).

Assume that a march was held to demonstrate support for the author’s ideas. Which of the following slogans would be most appropriate for the placards?

**A**

“Don’t trust MDs!”

**B**

“My body belongs to me!”

**C**

“Help those who can’t help themselves!”

**D**

“I have the right to die with dignity!”

**The solution is B**: “My body belongs to me!”

**Item Rationale:**

This is a Reasoning Beyond the Text question because it asks you to apply the information and arguments in the passage to a novel scenario, which is not discussed in the passage.

**Option Rationale:**

Option A: “Don’t trust MDs!”

Incorrect. This slogan is too broad; the trust discussed is limited to full disclosure of a person's condition (and does not, for example, encompass the adequacy of the recommended treatment).

Option B: “My body belongs to me!”

Correct. The author identifies invasion of patient autonomy as a significant consequence of doctors lying ; it "renders [patients] unable to make informed choices concerning their own health…" (paragraph 5)—or, in other words, concerning their own bodies. So, this slogan is appropriate because it claims ownership and, hence, the right to be informed in order to make decisions about one's body.

Option C: “Help those who can’t help themselves!”

Incorrect. This slogan is too narrow; the passage is not limited to those who can't help themselves.

Option D: “I have the right to die with dignity!”

Incorrect. This slogan is too narrow; the passage is not limited to issues of imminent death or the patient’s rights in that circumstance.

Great question — let’s break it down carefully.

The passage’s *hypothetical commodity market in books* (paragraph 2) is not literally about books, but an **analogy** used to make a point about art. In this example, books are treated purely as commodities—traded like pork bellies or coffee beans—where only a few buyers would have access, and most of the public would be excluded from reading them.

The **purpose of this analogy** is to highlight the negative effect of treating art as a commodity: when art is commercialized in this way, it restricts broad access and diminishes its cultural role.

Now let’s look at the answer options:

* **A. we have come to assume that art is prohibitively expensive.**  
  ✗ Too narrow. The analogy isn’t about price assumption, but about access.
* **B. society’s notion of the value of art has changed in the past few decades.**  
  ✗ Too vague and temporal. The example isn’t about changing values over decades, but about what happens when art is commodified.
* **C. New York has become the world center of cultural commercialization.**  
  ✗ Too specific and unrelated. The example doesn’t mention New York.
* **D. the commercialization of art limits the public’s access to culture.**  
  ✓ Correct. The “commodity market in books” example illustrates how turning art into a commodity (like books treated as tradable goods) would **limit access for the public**, which parallels what happens in the art market.

✅ **Answer: D. The commercialization of art limits the public’s access to culture.**

**Justification:** The hypothetical example works as an analogy showing that when cultural goods like books (or art) are treated purely as commodities, access shrinks and society as a whole loses. It clarifies Watt’s position that art’s commercialization restricts cultural participation.

The stem: **If gifts to art museums from wealthy donors increased, this would most weaken the author’s assertion that…**

That means we’re looking for an assertion in the passage that would be **undermined** if private philanthropy went up.

**Step 1: Recall the author’s claims**

From the context of the passage:

* The author argues that U.S. government actions (like tax laws, budget priorities, or reduced support) have harmed museums.
* They also note that a “credit economy” and commercialization reshaped the art world.
* They suggest that decreased buying power of museums leads to reduced public access and appreciation of art.

**Step 2: Test each answer choice**

**A. actions of the U.S. government have harmed museums.**  
✓ If wealthy donors increased their gifts, museums would regain resources. That would offset the harm the author attributes to government policy, thereby weakening the claim that government actions left museums worse off.

**B. a credit economy has transformed the art world.**  
✗ Donor contributions don’t affect whether the art world runs on credit systems (auction houses, collectors, speculation).

**C. the public’s reaction to modern art has been distorted.**  
✗ Nothing about donor gifts alters how the public perceives modern art.

**D. as a museum’s buying power decreases, public appreciation of art also decreases.**  
✗ More donor money might restore buying power, but that doesn’t directly weaken the logical link between museum resources and public appreciation. It just reduces the problem.

**Step 3: Correct answer**

✅ **Answer: A. actions of the U.S. government have harmed museums.**

**Justification:** If wealthy donors stepped in with significant gifts, the impact of reduced government funding would be blunted. This weakens the author’s assertion that government actions harmed museums, since museums would still have access to resources via private support.

**CARS-style justification (use the author’s claims, not outside facts):**

* The passage’s point about **moral instruction in the traditional Akan context** is that **stories and proverbs model consequences** to **shape conduct**—virtue is taught by showing what to imitate/avoid. A tale in which a character is **punished for a vicious act** and the child learns **not to copy it** matches that instructional function exactly.
* Importantly, the author treats virtue as **cultivated through action**, not as a fixed, inborn essence. So instruction aims at **guiding behavior**, not sorting “born good” vs “born bad.”

**Why the other choices are wrong (CARS logic):**

* **A.** “born morally neutral … can never become virtuous”
  + **Red flags:** absolutist **“never”** and an **innate moral status** claim.
  + **Contradiction:** The passage frames virtue as **acquired** through instruction/practice; saying neutrality **precludes** becoming virtuous undercuts the very idea of **moral education**.
* **B.** “only people who are born virtuous can perform virtuous acts”
  + **Red flags:** scope-creep **“only”** and again **innateness**.
  + **Contradiction:** The point of telling tales about **virtuous acts** is to **teach** anyone to act well; the option reverses that—making acts evidence of birth-essence and making **instruction pointless**.
* **C.** “weak sunsum … can never become virtuous”
  + **Red flags:** absolutist **“never.”**
  + **Contradiction:** Even if the passage contrasts **weak vs strong sunsum**, the instructional aim is to **strengthen character**; declaring weak sunsum **incurable** again denies the role of **moral cultivation** the passage emphasizes.
* **D.** “punished for a vicious act … learn not to follow the example”
  + **Direct match:** Consequence-based storytelling used to **deter vice** and **promote virtue**—precisely the function of Akan moral tales described by the author.

**Test-taking tip:** In CARS, watch for **extreme language (“only,” “never”)** and claims that **freeze moral traits at birth** when the author is arguing for **development through instruction**. Those are easy eliminations here.

**Correct answer: C — “the Akans cannot explain how people can make an effort to be virtuous without already being virtuous.”**

**Why C is right (CARS-style):**  
The passage’s critique targets an **explanatory/motivational gap** in Akan moral theory. If virtue is **acquired through practice and instruction**, how does a person who isn’t yet virtuous **get started**—i.e., choose to strive for virtue—without already having the very trait that motivates such striving? The author flags this as a problem the theory does not fully account for. Choice **C** paraphrases that gap exactly.

**Why the other options are wrong**

* **A.** *“makes character too dependent on exposure to ethical proverbs and folktales.”*
  + **Mismatch:** The passage presents proverbs/folktales as the **intended vehicles** of moral instruction, not as a flaw. “Too dependent” is an **unsupported value judgment** introduced by the answer, not the author.
* **B.** *“ignores the fact that if people can receive moral instruction, then they are not morally neutral.”*
  + **Straw man:** The text does not argue that the capacity to receive instruction contradicts initial neutrality. Akan thought can treat people as **initially neutral** and **formed** by instruction; the author’s critique isn’t about neutrality but about **how effort begins**.
* **D.** *“the Akans believe that people can change their character.”*
  + **Opposite of a problem:** That belief is **central** to the system and is presented descriptively/positively. Calling it a “problem” flips the author’s stance.

**CARS tip:** When a question asks for “a problem with X,” look for the **internal tension** the author explicitly highlights. Be wary of choices that add **new criticisms**, use **subjective language** (“too dependent”), or **invert** something the author affirms.

**Correct answer: C — “character is directly related to action.”**

**Why C is right (CARS-style):**  
The question asks what the author **uses** the discussion of the Akan words for “goodness” (para. 2) to show. When an author zooms in on **terminology**, they’re typically revealing the **conceptual linkage** encoded in the language. Here, the word analysis supports the thesis that, in Akan thought, **goodness/character is defined through conduct**—what one **does**. That’s exactly what **C** states: a **direct character–action link**.

**Why the other choices are wrong**

* **A.** *“one cannot perform virtuous acts unless one is already virtuous.”*
  + **Overreach + extreme precondition.** The passage emphasizes **moral cultivation through practice**; the word analysis shows a connection between **acts** and **character**, not a prohibition that you must **already** be virtuous to act virtuously.
* **B.** *“morality is generally concerned with good or bad character.”*
  + **Too vague/generic.** Many moral traditions care about character. The author didn’t cite the words to make this banal point, but to show that **Akan language ties character to action** specifically.
* **D.** *“humans are born morally neutral.”*
  + **Wrong evidence source.** Even if neutrality is mentioned elsewhere, the **word study** in paragraph 2 isn’t used to argue about **birth status**; it’s used to argue about the **action-based** conception of character.

**CARS tip:** Match the **function** of the cited paragraph to the answer. Avoid choices that add **extreme claims** (A), are **overly broad** (B), or **shift to a different point** not supported by the referenced evidence (D).

**Answer: A**

**Why A best resolves the author’s difficulty (CARS-style):**  
The author’s problem (final paragraph) is the **“start-up” gap**: if virtue is **acquired** through effort and instruction, **how can someone not yet virtuous begin to make the needed effort** without already having virtue? Statement **A** says the **capacity to make effort is universally present and independent of prior virtue**. That gives a non-circular starting point: people can initiate effort *before* they are virtuous, so the Akan account no longer faces a bootstrapping problem.

**Why the others don’t resolve it**

* **B.** *“By making an effort… one can obey moral rules.”*  
  This is **tautological** (effort → obedience) and **re-describes** the process the author already accepts. It **doesn’t explain how effort begins** in someone not yet virtuous.
* **C.** *“Making an effort requires strengthening of the sunsum.”*  
  This **worsens** the circularity: if effort requires a stronger character (**sunsum**), then one must already have what effort is supposed to produce.
* **D.** *“The ability to make an effort can be instilled only through moral education.”*  
  This creates a **regress**: you need effort to benefit from education, but you only get effort *from* education. It **doesn’t break the circle**; it tightens it.

**CARS tip:** When an author flags a **bootstrapping/motivation gap**, look for an answer that supplies an **independent, preexisting capacity** to initiate the process (A), and reject options that are tautologies (B) or **make the circle tighter** (C, D).

**Correct answer: B — “born morally neutral.”**

**Why B is right (CARS-style):**  
The question asks what the Akans *hold* that allows adults later to be judged moral or immoral. In the passage, the author explains that, for the Akans, **character is acquired through conduct and instruction**, not fixed at birth. That logic presupposes a **neutral starting point**—i.e., people aren’t born already good or bad—so they can become either through their actions. That’s exactly what **B** states.

**Why the others are wrong**

* **A. “born with different degrees of sunsum.”**  
  This **contradicts** the neutrality premise the passage attributes to Akan thought. If people start with unequal built-in moral stuff (sunsum), then later morality is partly predetermined, undercutting the passage’s emphasis on **formation through action**.
* **C. “equally susceptible to moral education.”**  
  The passage does say moral education shapes character, but it **never claims “equal” susceptibility**. “Equally” is an **unsupported quantitative claim**—classic CARS trap.
* **D. “equally capable of making an effort.”**  
  This was mentioned as a **possible resolution** to a problem (the “start-up” gap), not as something the Akans themselves **hold**. The question asks “According to the passage, the Akans hold…,” so importing this proposed fix misreads the author’s stance.

**CARS tip:** Watch for qualifiers like **“only because”** (signals a necessary premise), and beware answers with **unsupported universals** (“equally”) or that **introduce solutions** the author floats but does **not** attribute to the group in question.

**Correct answer: D — “something must cause people to make an effort.”**

**Why D is right (CARS-style):**  
In the final paragraph the author raises the **bootstrapping problem** for the Akan view: if virtue is acquired through **effort** and instruction, how does a non-virtuous person **begin** to make that effort? That critique presupposes that **effort needs an antecedent cause or motivator**. If effort didn’t need a cause, there would be no explanatory gap to point out. Hence the author is operating with the assumption that **something must cause people to make an effort**.

**Why the other choices are wrong**

* **A. “no ethical system is final and unassailable.”**  
  Too broad and not text-based. The author doesn’t make a global claim about all ethical systems; they target a **specific explanatory gap** in the Akan account.
* **B. “Akan ethical thought is superior to Western ethical thought.”**  
  Opposite of the author’s move in the final paragraph, which **criticizes** the Akan position for an unaddressed difficulty. No superiority claim is made.
* **C. “the act of making an effort is self-motivating.”**  
  This **contradicts** the author’s assumption. If effort were self-motivating, there’d be **no problem to explain**; the author wouldn’t press for a cause of effort.

**CARS tip:** When an author poses a “how can X even get started?” challenge, they’re **assuming X requires a prior cause/motive**. Eliminate answers that universalize beyond the text (A), assert unsupported value judgments (B), or directly negate the identified gap (C).

**Correct answer: B — “a person’s *sunsum* can be developed.”**

**Why B is right (CARS-style):**  
The scenario says someone who committed violent crimes **later became gentle and loving *after receiving moral instruction***. That is direct evidence for the Akan claim that **character (*sunsum*) is malleable and can be cultivated through instruction/practice**. The key link is **instruction → change in character**.

**Why the others are wrong**

* **A. “human beings are born morally neutral.”**  
  This requires **birth information**. The vignette gives none about the person’s **starting state at birth**, only that they changed later. So it **doesn’t support** neutrality at birth.
* **C. “a person becomes virtuous by performing virtuous acts.”**  
  The scenario highlights **receiving moral instruction**, not the person’s **subsequent acts**. You can’t infer that performing virtuous acts was the causal mechanism; the evidence is about **instruction → character change**, not **acts → virtue**.
* **D. “good or bad character is dependent on a person’s conduct.”**  
  The vignette does not specify conduct after instruction, only that the person **became gentle and loving**. That’s a **trait** report, not a record of **behavior**. Thus it doesn’t isolate **conduct** as the determinant; the most supported claim is simply that **character can be developed** (B).

**CARS tip:** Choose the option **most tightly entailed** by the given evidence. Here, the only guaranteed link is **moral instruction → developed character** (B). The others either add **missing premises** (A, D) or **shift the mechanism** from instruction to **acts** (C).

**Correct answer: A — “have the capacity to change their behavior.”**

**Why A is right (CARS-style):**  
The passage’s core about Akan ethics is that **character is formed by conduct and instruction**; people are **not fixed at birth** and can **make an effort** to cultivate virtue. That framework grounds **moral responsibility**: we can blame poor character **because the person could have acted otherwise**—they **had the capacity to change/try**. Choice **A** states that agency-based rationale directly.

**Why the others are wrong**

* **B. “did not receive traditional moral instruction.”**  
  The passage never says **lack of instruction** is why blame is appropriate. That would actually **mitigate** blame (if anything), not justify it. It’s also an **unsupported assumption**—some wrongdoers may have received instruction and still acted badly.
* **C. “have weak *sunsum*.”**  
  This leans on a quasi-inborn/essentialist explanation. The text emphasizes that traits like *sunsum* are **developable**; blaming someone **because** of a weak essence would **undercut agency** and clash with the passage’s focus on **effort and formation**.
* **D. “have weak *suban*.”**  
  *Suban* means character; saying they’re blameworthy **because they have weak character** is **circular** (we blame them for bad actions because they’re bad?). The passage’s rationale for blame is **capacity to act/effort**, not simply the description of their current state.

**CARS tip:** For questions about **moral blame**, prefer answers that point to **agency/capacity to choose** (supported by the author’s argument) and avoid **unsupported causes** (B) or **essentialist/circular** explanations (C, D).

Thought for 5s

**Correct answer: A — “literature changed in response to a complex combination of social and technological factors.”**

**Why A is right (CARS-style):**  
The author frames the initial boom as **multicausal** and **interactive**—e.g., new technologies (printing, cheaper paper, distribution) **together with** social shifts (rising literacy, urban audiences, markets, patronage/public sphere). The key signal is that the author resists **single-factor** stories and instead emphasizes how **social and technological drivers worked in concert**.

**Why the others are wrong**

* **B.** *“some changes … from social, others from technological factors.”*  
  This slices causes into **separate lanes**, missing the author’s emphasis on their **interdependence** (feedback loops between tech and social demand). The passage favors **interaction**, not mere partition.
* **C.** *“experts disagree, so the issue is open.”*  
  That would be an **agnostic** stance. The author doesn’t throw up their hands; they **synthesize**—arguing for a **both/and** account rather than declaring the matter undecidable.
* **D.** *“focus on social/tech has made us overlook developments within literature.”*  
  This is an **internalist** critique. The passage you’re asked about does **not** pivot to say “look inside the texts instead”; it argues the **external constellation** (social + tech) explains the surge.

**Tip for CARS:** Watch for phrases that signal **synthesis** (e.g., “in tandem,” “mutually reinforcing,” “in concert”)—they almost always point to an answer like **A** over either/or or “still uncertain” choices.

**Correct answer: C — “The expansion of industry and commerce produced a new class with education and leisure.”**  
This **directly supports** Watt’s claim that the rise of the novel tracks **social–economic change** that created a **new reading public** (literate, leisured, with disposable income).

**Why the other choices are wrong (and what *type* of wrong answer they are)**

**A) “The novel explored increasing class conflict.”**

* **Type:** *Theme/content trap* (scope shift).
* **Why wrong:** Speaks to **what novels were about**, not to the **social/economic preconditions** (audience/market) that Watt cites as the cause of the novel’s rise. At best weakly related; it doesn’t **support the causal link** Watt emphasizes.

**B) “Decline of patronage gave writers more freedom.”**

* **Type:** *Producer-centered / insufficient support* (proximate but incomplete cause).
* **Why wrong:** Concerns **authors’ autonomy**, not the **demand side** (a new class of readers). Greater freedom doesn’t establish that a **new market** emerged—the key mechanism in Watt’s argument.

**D) “Arts flourished seemingly independent of social changes.”**

* **Type:** *Contradiction / negation of premise*.
* **Why wrong:** Explicitly **undercuts** Watt’s position by denying the tie between artistic development and **social–economic transformation**.

**CARS tip**

When an author advances an **externalist causal claim** (social/economic shifts → literary form), prefer answers that **instantiate that causal chain** (new educated, leisured audience). Down-rank:

* **Theme/content** answers (scope shift),
* **Creator-freedom** answers (producer-side only, no audience/market),
* **Negations** that reject the passage’s core linkage.

**CARS-style core of the passage**

The author pushes **against technological determinism** (tech → social/cultural change) and instead favors **demand-pull / coevolution**: expanding **social demand** (a new reading public, urban wealth, literacy) and **literary production** interact with technology (printing), rather than technology unilaterally driving society.

**Evaluate each statement**

**I.** *“The public appetite for fiction motivated mechanical engineers as well as writers to apply their skills to the mass production of reading material.”*

* **Consistent.** This is **demand-pull**: **public appetite** (social demand) spurs both writers and engineers. That matches the passage’s emphasis on social/economic forces **shaping** technological application.

**II.** *“The development of high-speed printing presses encouraged both the educational reforms that increased literacy and the writing of books intended for a general readership.”*

* **Inconsistent.** This is **technological determinism**: **press technology causes** social reform (education/literacy) and cultural output. The author argues **against** tech-→-society causation as the primary driver.

**III.** *“The wealth concentrated in urban centers fueled an unprecedented demand for new forms of literature and more efficient printing methods.”*

* **Consistent.** Urban **wealth/demand** → both **new literature** and **improved printing**. Again **social/economic forces** driving both cultural and technical developments—exactly the author’s line.

**Why the answer choices**

* **A (II only):** Correct—only **II** contradicts the passage’s anti-determinist stance.
* **B (III only):** Wrong—III aligns with demand-pull.
* **C (I and II only):** Wrong—**I** is consistent, not inconsistent.
* **D (I and III only):** Wrong—both I and III are consistent; **II** is the outlier.

**CARS tip:** When the passage critiques **tech-drives-society** stories, eliminate options that make **technology the prime mover** and keep those where **social/economic demand** drives both literary and technological change.

**Correct answer: D — “The access of the public to new technologies determines the direction of social change.”**

**Why D is right (CARS-style):**  
From the context in paragraphs 4–5, the author uses *technological determinism* to mean a **tech-drives-society** model: once people have access to a new technology, that access **sets or steers** social outcomes (institutions, literacy, cultural forms). That aligns with D’s “access → direction of social change.”

**Why the others are wrong**

* **A. “Technological sophistication … determines their reception of revolutionary inventions.”**  
  *Type of wrong:* scope shift to **reception/attitudes**.  
  *Why wrong:* The author’s term concerns **technology causing social change**, not how sophisticated audiences **receive** inventions.
* **B. “Social structure … determines the technological advances …”**  
  *Type of wrong:* **Reverse causality** (society → tech).  
  *Why wrong:* That’s the opposite of technological determinism; it’s a **social determinist** or demand-pull view the author contrasts with tech-first accounts.
* **C. “Demand for technological innovations determines the type of research …”**  
  *Type of wrong:* **Market/demand-pull** account.  
  *Why wrong:* Again flips the arrow to **social demand shaping tech**, not tech shaping society.

**CARS tip:** When a passage labels something “technological determinism,” translate it to **technology → social change**. Eliminate options that (i) talk about **reception** rather than **direction of change**, or (ii) reverse the arrow to **society → technology**.

**Correct answer: B — “Social changes established a need for TV, and its development has contributed to further changes.”**

**Why B is right (CARS-style)**

The author pushes back on **technological determinism** (tech → social change) and favors a **reciprocal/demand-pull** model: **social/economic changes create the need for a technology**, which—once adopted—**feeds back** and contributes to further social change. Choice **B** mirrors that two-way story exactly: *society → TV (need), then TV → society (contributes to change).*

**Why the others are wrong (and what *type* of wrong they are)**

* **A. “Changes in society’s values led to technical refinement of TV and ensured its rapid acceptance.”**
  + **Type:** *Half-story / one-way demand-pull.*
  + **Why wrong:** It has the first half (society → tech) but **omits the feedback** (tech → further social change) that the author also stresses.
* **C. “TV created a demand for information and for new technologies that have accelerated social changes.”**
  + **Type:** *Technological determinism.*
  + **Why wrong:** Makes TV the **prime mover** causing social change, the stance the author argues **against**.
* **D. “Later advances … reduced the relative social significance of TV.”**
  + **Type:** *Irrelevant drift / historical aside.*
  + **Why wrong:** Doesn’t address **how culture arises** relative to TV; it just ranks TV’s later importance, which isn’t the author’s argumentative point.

**CARS tip:** When a passage argues against “tech causes society,” look for answers that show **society shaping tech needs** **and** acknowledge **feedback effects** from tech back to society. Avoid pure tech-drives-society claims (determinism) and one-sided or off-scope statements.

**Correct answer: B — “It supports the idea that technology does not determine the form taken by literature.”**

**Why B is right (CARS-style):**  
The scenario says that once recording/printing became possible for Native American languages, **new written stories still kept the style of the traditional oral tales**. If technology determined literary form, you’d expect the *form* to shift toward the technology’s norms (e.g., Western print conventions). It didn’t. That directly **supports the passage’s anti–technological determinism**: **tech enables transmission but does not dictate form**.

**Why the others are wrong (and what *type* of wrong they are)**

* **A. “Economic factors are irrelevant to technological developments.”**
  + **Type:** Off-scope generalization.
  + **Why wrong:** The scenario speaks to **literary form vs technology**, not whether **economic forces matter** for tech development. No evidence provided about economics.
* **C. “It weakens the idea that literacy is necessary for a market for literature.”**
  + **Type:** Scope shift to market/literacy.
  + **Why wrong:** The example is about **style persistence** after transcription, not whether a **market** exists or if **literacy** is required. It says nothing about demand or sales.
* **D. “It weakens the idea that new technologies are responses to public demands.”**
  + **Type:** Causal-direction red herring.
  + **Why wrong:** The vignette doesn’t address **why** the technology arose (public demand vs other causes). It only shows that **form didn’t change** once the tech was used.

**CARS tip:** When you see a passage arguing against **technological determinism**, favor answers showing **cultural/literary forms persisting despite new tech**; reject options that drag in **economics, markets, or causation of tech development** unless the scenario actually speaks to those.

**Correct answer: D — “No; the results mentioned have no clear correspondence to specific historical events.”**

**Why D is right (CARS-style):**  
The question asks whether Eisenstein’s conclusion about printing (para. 6) is supported by **verifiable evidence** *in the passage*. The author summarizes broad claims (e.g., printing’s far-reaching social/occupational/intellectual effects) but **does not tie those outcomes to dated, specific historical events or datasets** in the text. Without concrete correspondences—names, places, dates, traceable causal chains—the evidence isn’t **verifiable** as presented. Hence **D**.

**Why the others are wrong (and what type of wrong they are)**

* **A. “Yes; printing presses were clearly catalysts for further technological and literary developments.”**
  + **Type:** **Assertion echo / overread.**
  + **Why wrong:** Repeats the *claim* but doesn’t identify **verifiable** support *in the passage* (no concrete events or data). Saying “clearly” doesn’t supply evidence.
* **B. “Yes; the advent of the novel was clearly a direct result of the capabilities of printing.”**
  + **Type:** **Causal exaggeration / determinism trap.**
  + **Why wrong:** The passage resists **technological determinism** and, in any case, does not supply **specific, verifiable** proof that printing **directly caused** the novel’s rise.
* **C. “No; the output of printing shops clearly did not have major occupational and intellectual effects.”**
  + **Type:** **Contradiction of the text.**
  + **Why wrong:** The passage does not assert “clearly did not”; it questions **evidentiary grounding**, not the possibility of effects. This option rejects the effects outright, which the author does not do.

**CARS tip:** When asked about **verifiable evidence**, scan for **specific, checkable links** (dates, cases, events). If the passage only offers **broad generalizations** without such anchors, favor “not supported with verifiable evidence” over options that **restate conclusions** or **inflate causality**.

**Correct answer: D — genetic changes**

**Why D is right (CARS-style):**  
Allen’s and Bergmann’s rules describe **systematic differences in body shape/size across climates** (shorter limbs and larger bodies in colder climates; longer limbs and smaller bodies in warmer ones). In the passage’s terms, those **climatic adaptations** are framed as **evolved, heritable patterns across populations**—i.e., **genetic adaptations** shaped by natural selection over generations, not moment-to-moment or within-lifetime adjustments.

**Why the others are wrong**

* **A. Behavioral changes**  
  These are **actions** an individual chooses (seek shade, add clothing, migration). Allen/Bergmann concern **morphology**, not behavior.
* **B. Physiological changes**  
  These are **short-term/reversible** acclimations within an individual (vasodilation, sweating rate, acute metabolic shifts). The rules address **population-level body form**, not temporary physiology.
* **C. Growth changes**  
  Ontogenetic/developmental plasticity (e.g., stature differences from nutrition) happens **within a lifetime**. The rules, as used in the passage, point to **consistent clines across generations**, best explained as **heritable (genetic) adaptations**, not just developmental variation.

**Bottom line:** The passage treats Allen’s/Bergmann’s patterns as **evolutionary, heritable differences** among populations—hence **genetic changes**.

**Correct answer: D — generationally transmitted behavior patterns.**  
The passage’s main claim is that humans can live almost anywhere **primarily because culture (learned, transmitted behaviors)**—clothing, shelter, fire, tools, agriculture—lets us adapt quickly without waiting for biology to change.

**Why the other choices are wrong (with *type* of wrong answer)**

* **A) Intergenerational genetic changes**
  + **Type:** *Time-scale mismatch / biological determinism trap*
  + **Why wrong:** Genetic evolution is **slow** and real, but the passage says it is **not the primary** reason for rapid human spread across environments; culture does that job.
* **B) Reversible physiological changes**
  + **Type:** *Insufficient cause / level-of-analysis error*
  + **Why wrong:** Acclimatizations (sweating, vasodilation, shivering) are **short-term and limited**. They help tolerate conditions but don’t, by themselves, enable **stable, long-term habitation** of extreme environments.
* **C) Ontogenetic growth changes**
  + **Type:** *Within-lifetime plasticity distractor*
  + **Why wrong:** Developmental adjustments (e.g., stature/shape from early life conditions) exist, but the passage does **not** present them as the **primary** driver of broad human environmental range; they’re **secondary** to culturally transmitted solutions.

**CARS tip:** When you see “**primarily**,” pick the author’s **main mechanism** (here, culture/behavior), and down-rank answers that are **too slow** (A), **too short-term/insufficient** (B), or **secondary within-lifetime** (C).

**Correct answer: A — “Allen’s rule does not hold true uniformly.”**

**Why A is right (CARS-style):**  
Allen’s rule predicts that **warmer-climate** populations tend to have **longer extremities** (to increase surface area for heat loss). The evidence given is **mixed**—**long upper** but **short lower** extremities in the **same warm-climate population**. That doesn’t nuke the rule; it shows the pattern is **not uniform** and can be **modulated** by other factors (e.g., locomotion, ecology, culture). So the best inference is **limited/general-not-universal applicability**, i.e., **A**.

**Why the others are wrong (and what *type* of wrong they are)**

* **B) “Bergmann’s rule is correct.”**
  + **Type:** *Irrelevant rule / scope error.*
  + **Why wrong:** Bergmann’s rule concerns **overall body size/mass vs. climate**, not **relative limb segment lengths**. The data are about **upper vs lower extremities**, so this choice doesn’t address the evidence.
* **C) “Allen’s rule is incorrect.”**
  + **Type:** *Overgeneralization / absolutist trap.*
  + **Why wrong:** A **single counterpattern** in one population doesn’t **invalidate** the rule everywhere; it supports a **non-uniform** application (A), not outright falsity.
* **D) “Bergmann’s rule requires modification.”**
  + **Type:** *Scope shift.*
  + **Why wrong:** The observation is about **limb proportions** (Allen), not **body mass/size** (Bergmann). There’s no basis here to modify Bergmann’s rule.

**CARS tip:** Prefer the answer that **matches the scope of the evidence** and avoids **absolute claims**. A mixed anatomical pattern in one group weakens **uniformity**, not the entire principle.

**Correct answer: B — “cannot be applied in all cases.”**

**Why B is right (CARS-style):**  
The passage explicitly notes that Allen’s and Bergmann’s rules are **general clines with exceptions**; they’re useful tendencies, **not universal laws**. The author flags the drawback as **limited applicability**—they **don’t fit every population or body proportion**.

**Why the others are wrong (and what *type* of wrong answer they are)**

* **A) “were formulated in the nineteenth century.”**
  + **Type:** *Irrelevant historical fact.*
  + **Why wrong:** Age isn’t cited as a drawback; the critique is about **scope/coverage**, not when they were proposed.
* **C) “were little known before 1950.”**
  + **Type:** *Popularity/awareness distractor.*
  + **Why wrong:** The passage doesn’t tie their **drawback** to how widely known they were. Fame ≠ validity/applicability.
* **D) “have little explanatory power.”**
  + **Type:** *Overstatement/absolutist trap.*
  + **Why wrong:** The author treats them as **informative generalizations** that explain broad patterns; the issue is that they **don’t cover all cases**, not that they explain **little**.

**CARS tip:** When a passage calls something a “rule of thumb,” expect the correct answer to emphasize **useful but non-universal**—avoid answers that pivot to **history, popularity,** or **blanket dismissal**.

**Correct answer: C — a physiological response.**  
Perspiration is a **short-term, reversible, autonomic adjustment** to heat stress—classic **physiological acclimatization**.

**Why the others are wrong (with *type* of wrong answer)**

* **A) Genetic response**
  + **Type:** *Time-scale mismatch (evolutionary vs acute).*
  + **Why wrong:** Genetic adaptations occur **across generations** (heritable population changes like Allen’s/Bergmann’s rules). Sweating happens **within minutes** in an individual.
* **B) Growth response**
  + **Type:** *Ontogeny distractor (development vs acute).*
  + **Why wrong:** Growth/ontogenetic changes unfold **over years** during development (e.g., stature, limb proportions). Perspiration is **immediate and reversible**, not a developmental trajectory.
* **D) Behavioral response**
  + **Type:** *Category error (volitional behavior vs autonomic physiology).*
  + **Why wrong:** Behavioral responses involve **choices** (seek shade, change clothing). Sweating is **autonomic**, not a deliberate action.

**CARS tip:** Match the **time scale** and **mechanism** in the stem to the category:

* Seconds–hours & automatic → **physiological**
* Years in one lifetime → **growth/ontogenetic**
* Across generations → **genetic**
* Volitional actions → **behavioral**.

**Correct answer: C — inconsistencies in the viewpoint presented.**  
The passage explicitly ties Manet’s late physical frailty to **formal perspective/viewpoint contradictions** in the painting (e.g., mismatched sightlines/reflections). That’s the stated vehicle for conveying bodily weakness.

**Why the others are wrong (with *type* of wrong answer)**

* **A) “his failure to carry the project to completion.”**
  + **Type:** *Completion-status trap*
  + **Why wrong:** The author doesn’t ground meaning in whether the work was finished; the causal link is to **viewpoint inconsistencies**, not completion.
* **B) “his adoption of a loose painting technique.”**
  + **Type:** *Technique distractor*
  + **Why wrong:** Brushwork looseness isn’t cited as the sign of weakness in the passage. The argument centers on **pictorial viewpoint**, not handling/impasto.
* **D) “the representation of a squalid bar scene.”**
  + **Type:** *Content/setting distractor + value-judgment insertion*
  + **Why wrong:** The passage doesn’t hinge the effect on a “squalid” subject; it emphasizes **formal inconsistencies** rather than the **depicted scene** or mood.

**CARS tip:** When an author highlights a **specific formal device** (here, viewpoint/perspective) as the vehicle of meaning, down-rank answers that swap in **completion status**, **brushwork**, or **subject matter**.