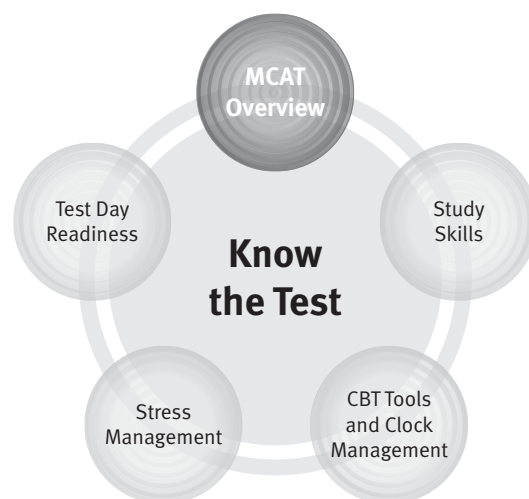


LESSON 8.1

MCAT Overview and Section Basics

In this lesson, you'll learn to:

- Describe the MCAT, its test sections, and the Kaplan MCAT course

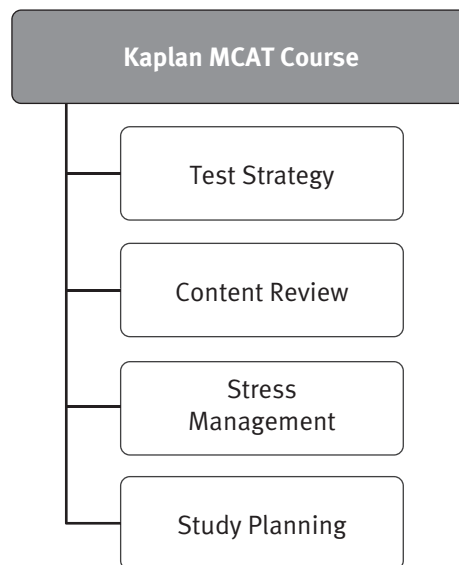




LESSON 8.1, LEARNING GOAL 1:

- Describe the MCAT, its test sections, and the Kaplan MCAT course

The Kaplan MCAT Course



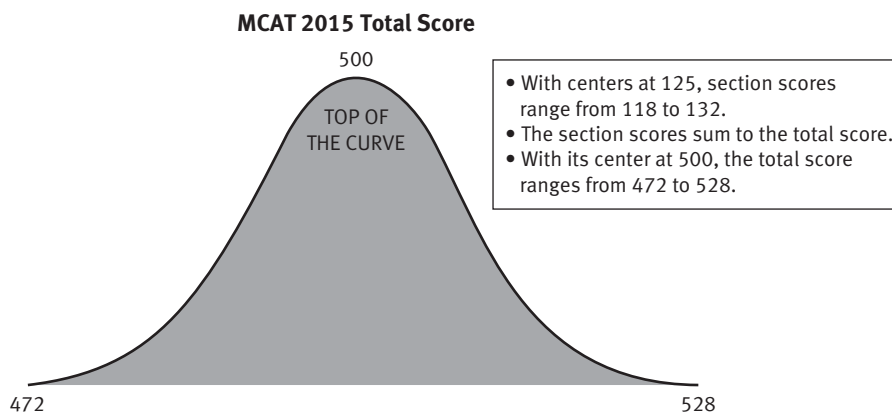
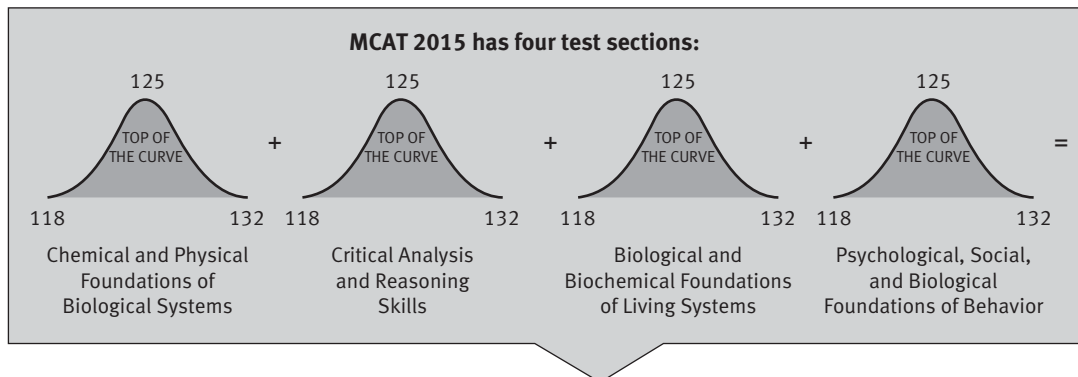
KAPLAN TIP

There is a Kaplan Method for each of the major tasks you must accomplish on Test Day. These will be covered, in depth, in your sessions.



The MCAT

Scoring on a Curve



Your Goal Score

My Target Score:

The three biggest obstacles to me achieving this score are:

I can overcome these obstacles by:

How your MCAT score can help you:



An Outline of Test Day

Sections	Questions	Length, minutes
Jumpstart with Flashcard app until you check in	—	—
Tutorial (Optional)	—	5
Chemical and Physical Foundations of Biological Systems	59	95
Optional Break	—	10
Critical Analysis and Reasoning Skills	53	90
Lunch Break	—	30
Biological and Biochemical Foundations of Living Systems	59	95
Optional Break	—	10
Psychological, Social, and Biological Foundations of Behavior	59	95
Survey (Optional)	—	5

Total Time: 7+ hours

KAPLAN TIP

Given that the exam lasts over seven hours, you will need strategies to keep you on time and focused. The Kaplan Triaging Strategy will help you achieve this.





Science Content on the MCAT

Section	Content	Percentage*
Chemical and Physical Foundations of Biological Systems	Biochemistry	25%
	Biology	5%
	General Chem	30%
	Organic Chem	15%
	Physics	25%
Biological and Biochemical Foundations of Living Systems	Biochemistry	25%
	Biology	65%
	General Chem	5%
	Organic Chem	5%
Psychological, Social, and Biological Foundations of Behavior	Psychology	65%
	Sociology	30%
	Biology	5%

*According to the AAMC, these percentages are approximate and rounded to the nearest 5%. Exact content percentages will vary somewhat between test forms.

Science Skills on the MCAT

1. Knowledge of Scientific Concepts and Principles
 - Demonstrate understanding of scientific concepts and principles
 - Identify the relationships between closely related concepts
2. Scientific Reasoning and Problem Solving
 - Reason about scientific principles, theories, and models
 - Analyze and evaluate scientific explanations and predictions
3. Reasoning about the Design and Execution of Research
 - Demonstrate understanding of important components of scientific research
 - Reason about ethical issues in research
4. Data-Based and Statistical Reasoning
 - Interpret patterns in data presented in tables, figures, and graphs
 - Reason about data and draw conclusions from them
5. MCAT Expertise
 - Use strategies and thinking you need to score higher on your test



CARS Skills on the MCAT

1. Foundations of Comprehension
 - Demonstrate understanding of passage structure
 - Identify main ideas and themes in a passage
2. Reasoning Within the Text
 - Reason about arguments within a passage
 - Interpret connections between ideas and author meanings
3. Reasoning Beyond the Text
 - Apply logic from MCAT passages to novel situations
 - Determine the effect of new evidence on an author's argument
4. MCAT Expertise
 - Use strategies and thinking you need to score higher on your test

KAPLAN TIP

Each of the lessons in this course is organized around these Science and CARS skills. You will learn how to perform all these skills as you prepare for Test Day.



LESSON 6.1

CARS Passage Structure and Strategy



In this lesson, you'll learn to:

- Utilize the Kaplan Passage Strategy, given a CARS passage



LESSON 6.1, LEARNING GOAL

- Utilize the Kaplan Passage Strategy, given a CARS passage

The Kaplan Method for CARS Passages

SCAN FOR STRUCTURE

Decide whether to read the passage now or later

READ STRATEGICALLY

Quickly read the passage, looking for keywords and connections

LABEL EACH COMPONENT

Write a brief description of each paragraph

REFLECT ON YOUR OUTLINE

Include the goal of the passage in your outline

The SCAN Step: Passage Types

HUMANITIES

Architecture

Art

Dance

Ethics

Literature

Music

Philosophy

Popular Culture

Religion

Theater

SOCIAL SCIENCES

Anthropology

Archaeology

Cultural Studies

Economics

Education

Geography

History

Linguistics

Political Science

Population Health

Psychology

Sociology



The SCAN Step: Triage

Read this passage excerpt:

W.H. Auden’s reputation, already declining by the 1950s, reached its nadir with the publication of his posthumous collection *Thank You, Fog* (1974). Critics almost unanimously found his last work trite and garrulous. Indeed, the assessment has served as a retrospective judgment on the poet’s final three decades.

Now try this one:

The simple notion that the president proposes and Congress disposes is greatly complicated by the fragmentation of power within each branch. Moreover, efforts to make fiscal policy more coherent have added new power centers without consolidating old ones. Presidents have tried various coordination mechanisms including “troika” arrangements and an almost infinite variety of committees...

Now try this one:

The notion of realism in literature is based largely on the implicit belief that writers can accurately transform common objects or ideas from life into words on a page while maintaining an accurate representation of the object or idea. If an author writes a novel which seems believable, meaning that a reader can imagine events in the novel actually happening, then that book is often considered a “realistic” work of literature.

Would you read this passage now or later?

Would you read this passage now or later?

Would you read this passage now or later?

KAPLAN TIP

Don’t forget to triage on Test Day! This will increase your efficiency while taking the test.





The READ Step: Keywords

After the outbreak of World War II and his emigration to the United States, Auden, while not entirely rejecting the theme of political insecurity, manifested decidedly different concerns. Although he maintained his interest in technique by experimenting with meter and form, he increasingly felt that the lyricism that came so naturally to him gave rise to dishonest sentiment and didacticism.

Gradually, Auden developed a middle manner which was less grand and more discursive. This manner could also accommodate his new thematic interests.

Often called dry and prosaic, Auden's mature style was as an appropriate vehicle for his later concerns.

Critics should view Auden's later style as the best way to support his shift in interests.

Thematically, some say the shift might be viewed as one from society to the self.

Relation Keywords

Difference

Similarity

Author Keywords

Positive vs. Negative

Extreme

Moderating



The READ Step: Keywords

Because they were unwilling to come to terms with the change in Auden's intellectual concerns, and since they were misinterpreting his rejection of lyric excitement, critics therefore wrongly dismissed the later works as productions of a worn-out talent.

Much of the criticism of his tampering calls into question this wrong-headed idea that an artist must not disappoint an audience prepared to accept one point of view by evolving as a thinker.

Logic Keywords

Evidence and Conclusion

Refutation

KAPLAN TIP

The keywords are the places from which the testmaker derives the questions.



The LABEL and REFLECT Steps

Those who consider the Devil to be a partisan of Evil and angels to be warriors for Good accept the demagoguery of the angels. Things are clearly more complicated. Angels are partisans not of Good, but of Divine creation. The Devil, on the other hand, denies all rational meaning to God's world.

World domination, as everyone knows, is divided between demons and angels. But the good of the world does not require the latter to gain precedence over the former (as I thought when I was young); all it needs is a certain equilibrium of power. If there is too much uncontested meaning on Earth (the reign of the angels), man collapses under the burden; if the world loses all its meaning (the reign of the demons), life is every bit as impossible.

Things deprived suddenly of their putative meaning, the place assigned to them in the ostensible order of things, make us laugh. Initially, therefore, laughter is the province of the Devil, who knows what it means to be abruptly stripped of rank—he could not help but guffaw after being cast from the Heavens and plunging into the bowels of the Earth. This laughter has a certain malice to it (things have turned out differently from the way they tried to seem), but a certain beneficent relief as well (things are looser than they seemed, we have greater latitude in living with them, their gravity does not oppress us).

The first time an angel heard the Devil's laughter he was horrified. It was in the middle of a feast with a lot of people around, and one after the other they joined the Devil's laughter. It was terribly contagious. The angel was all too aware that the laughter was aimed against God and the wonder of His works. He knew he had to act fast, but felt weak and defenseless. And unable to fabricate anything of his own, he simply turned his enemy's tactics against him. He opened his mouth and let out a wobbly, breathy sound in the upper reaches of his vocal register and endowed it with the opposite meaning. Whereas the Devil's laughter pointed up the meaninglessness of things, the angel's shout rejoiced in how rationally organized, well-conceived, beautiful, good, and sensible everything on Earth was.

There they stood, Devil and angel, face to face, mouths open, both making more or less the same sound, but each expressing himself in a unique timbre—absolute opposites. And seeing the laughing angel, the Devil laughed all the harder, all the louder, and all the more openly, because the laughing angel was infinitely laughable.

Laughable laughter is cataclysmic. And even so, the angels have gained something by it. They have tricked us all with their semantic hoax. Their imitation laughter and its original (the Devil's) have the same name. People nowadays do not even realize that one and the same external phenomenon embraces two completely contradictory internal attitudes. There are two kinds of laughter, and we lack the words to distinguish them.



Framework for Passage Outline

- P1.** (A summary or label of paragraph 1)
- P2.** (A summary or label of paragraph 2)
- P3.** (A summary or label of paragraph 3)
- P4.** (A summary or label of paragraph 4)
- P5.** (A summary or label of paragraph 5)
- P6.** (A summary or label of paragraph 6)
- Goal:** (The main point and purpose of the passage)

Create your own Outline

P1.

P2.

P3.

P4.

P5.

P6.

Goal:

Example Passage Outlines

Sample Outline 1

- P1.** Angels aren't good; they represent creation; the Devil is anti-rational.
- P2.** The world needs balance between angels and demons.
- P3.** Devil's laughter (the initial kind) is caused by loss of meaning and has some benefit.
- P4.** Angel fought Devil's laughter with his own, celebrating rational order.
- P5.** Angels and the Devil compete.
- P6.** Two laughs treated alike due to ambiguity of language.
- Goal:** To argue that the meaning of the word "laughter" is ambiguous

Sample Outline 2

- P1.** Ang not good, creat; Dev anti-rat
- P2.** need balance ang/dev
- P3.** Dev laugh 1st = loss of meaning
- P4.** Ang laugh, celeb order
- P5.** Ang/Dev compete
- P6.** 2 laughs = ambiguity
- Goal:** Argue word "laughter" ambiguous

Sample Outline 3

- P1.** Difference between Devil and Angels complicated
- P2.** Equilibrium of power necessary
- P3.** Laughter = loss of meaning = Devil
- P4.** Story of Angel's competing laugh
- P5.** "Laugh off"
- P6.** Angel wins by laughter semantics
- Goal:** Assert the word "laughter" is vague in meaning



LESSON 6.1 REVIEW

The Kaplan Method for CARS Passages

SCAN FOR STRUCTURE

Decide whether to read the passage now or later

- Look for passage type (humanities or social science)
- Determine the difficulty of the passage

READ STRATEGICALLY

Quickly read the passage, looking for keywords and connections

- Remember your keywords
- Find each paragraph's relation to the passage as a whole

LABEL EACH COMPONENT

Write a brief description of each paragraph

REFLECT ON YOUR OUTLINE

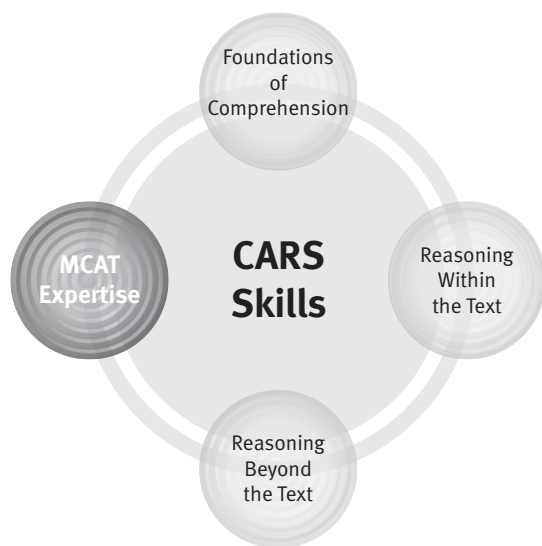
Include the goal of the passage in your outline

LESSON 7.1

Argument Structure

In this lesson, you'll learn to:

- Recognize concepts, conceptual relationships, and claims in passages
- Identify the components of an argument



LESSON 7.1, LEARNING GOAL 1:

- Recognize concepts, conceptual relationships, and claims in passages

The social novel has always presupposed a substantial amount of social stability. The ideal social novel had been written by Jane Austen, a great artist who enjoyed the luxury of being able to take society for granted; it was there, and seemed steady beneath her glass, Napoleon or no Napoleon. But soon it would not be steady beneath anyone's glass, and the novelist's attention had necessarily to shift from the gradations within society to the fate of society itself. It is at this point that the political novel comes to be written—the kind in which the idea of society, as distinct from the mere unquestioned workings of society, has penetrated the consciousness of the characters in all of its profoundly problematic aspects.

The political novel—I have in mind its ideal form—is peculiarly a work of internal tensions. To be a novel at all, it must contain the usual representation of human behavior and feeling; yet it must also absorb into its stream of movement the hard and perhaps insoluble pellets of modern ideology. The conflict is inescapable: the novel tries to confront experience in its immediacy and closeness, while ideology is by its nature general and inclusive. Yet it is precisely from this conflict that the political novel gains its interest and takes on the aura of high drama: the timelessness of abstraction is confronted with the flux of life, the monolith of program with the diversity of motive, the purity of ideal with the contamination of action.

What is the defining characteristic of the author's concept of the *social novel*?

What example of the *social novel* is given?

What new concept is introduced and how does it relate to the *social novel*?

What is the defining characteristic of the author's concept of the *political novel*?

What terms are associated with the two sides of the *tension or conflict*?

KAPLAN TIP

Many authors of CARS passages use parallel structures in their writing to create stark contrasts between two concepts, known as *dualisms* or *dichotomies*.





Because it exposes the impersonal claims of ideology to the pressures of private emotion, the political novel must always be in a state of internal warfare, always on the verge of becoming something other than itself. The political novelist establishes a complex system of intellectual movements, in which his own opinion is one of the most active yet not entirely dominating movers. Are we not close here to one of the secrets of the novel in general? I mean the vast respect that the great novelist is ready to offer the whole idea of opposition, the opposition he needs to allow for in his book against his own predispositions and yearnings and fantasies.

This is not to say that the political novelist's desires—both acknowledged and repressed—fail to play a pivotal role in the novel's dialectic. Indeed, the political novel turns characteristically to an apolitical temptation: in *The Possessed*, to the notion that redemption is possible only to sinners who have suffered greatly; in Conrad's *Nostromo* and *Under Western Eyes*, to the resources of private affection and gentleness; in *Man's Fate*, to the metaphysical allurements of heroism as they reveal themselves in a martyr's death; in Silone's *Bread and Wine*, to the discovery of peasant simplicity as a foil to urban corruption; and in *Darkness at Noon*, to the abandoned uses of the personal will. This, so to say, is the pastoral element that is indispensable to the political novel, indispensable for providing it with polarity and tension.

What new information is introduced in the first sentence of this paragraph?

What claim does the author make about the *political novelist's* opinion?

How could the claim in the first sentence be phrased without the double negative?

What follows the colon in the long sentence in the middle of this paragraph?

What is the author doing in the final sentence?



LESSON 7.1, LEARNING GOAL 2:

- Identify the components of an argument

Basic Arguments

A basic argument consists of:

1. Conclusion: a supported claim
2. Evidence: a supporting claim or claims

Examples

All men are mortal. Socrates is a man. Therefore, Socrates is mortal.

Conclusion:

Evidence:

That politician is lying. After all, his lips are moving.

Conclusion:

Evidence:

KAPLAN TIP

Logic keywords are a crucial tool for identifying the parts of arguments.





Inferences

Inferences are implicit parts of arguments and come in two types:

1. Assumptions: unstated evidence
2. Implications: unstated conclusions

Example

It's dangerous to drive on Main Street because Main Street is icy.

Conclusion: It's dangerous to drive on Main Street.

Evidence: Main Street is icy.

Assumption:

Implication:

Refutations

A *refutation* or *objection* is a claim that weakens an argument, making its conclusion *less likely* to be true. If backed by its own evidence, a refutation is called a *counterargument*.

Example

You can reach happiness by satisfying your desires. Thus, you should only desire what you already have.

Conclusion: You should only desire what you already have.

Evidence: You can reach happiness by satisfying your desires.

Refutation:

KAPLAN TIP

Inferences are *not* simply statements which *might* be true, but are claims which *must* be true (if not quite always, then *almost* always), given the truth of the other claims made in the argument.



Identifying Arguments in Passages

Sensing that government defined by the Articles of Confederation did not meet the needs of the newly born United States, the Congress of the Articles of Confederation authorized commissioners to “devise such further provisions as shall appear to them necessary to render the Constitution of the federal government adequate to the exigencies of the Union.” These provisions were to be reported to Congress and confirmed by every state. The recommendatory acts also state that this change, to be done through alterations of the Articles of Confederation, is the most probable means of establishing a strong national government. Having given these instructions, Congress was quite surprised by the radically new terms of the Constitution submitted. In fact, some Congressmen claimed that the commissioners did not have the legal authority to submit such a revolutionary document.

In *The Federalist Papers*, James Madison defends the commissioners by returning to the terms of their mandate. Given the goals expressed in the recommendatory acts, and the principle that conflicts ought to be resolved in favor of more important goals, Madison argued that the degree to which the Constitution departs from the Articles couldn’t make the Constitution illegal. Where the goal of amending the Articles conflicts with the goal of creating good government, the Articles must yield, since the goal of “good government” is an overriding consideration.

Although Madison argued fairly convincingly that the degree of change present in the Constitution cannot be grounds for declaring it illegal, this same argument does not apply to the commissioners’ decision to allow the Constitution to be ratified by only three-quarters of the states. Even though unanimous approval appears last in Madison’s list of the goals of the convention, it was a fundamental aspect of national government under the Articles. Requiring non-ratifying states to be bound by the new Constitution was thus a powerful diminishment of their sovereignty.

Why did the Articles of Confederation (AC) Congress request a new Constitution?

What conclusion did some members of the AC Congress reach about the legality of the Constitution submitted?

What reason is given for this conclusion?

What conclusion does James Madison reach about the legality of the new Constitution?

What is Madison’s reasoning?

What conclusion does the passage author seem to hold about the Constitution’s legality?

What is the piece of evidence discussed here?



The new Constitution, once adopted, changed the national government from a weak union of independent states to a strong union in which the interests of the many states could outweigh the protests of the few. Although history has validated the wisdom of the change, the question of whether the change was legal is another matter. In authorizing the commissioners, the individual states requested a proposal for the alteration of the national government in order. They did not intend to waive their veto power. So even if Madison is correct, and the commissioners could have proposed anything they deemed likely to fulfill the goal of good government, it does not follow that their proclamations should affect the legal rights of the several states.

Does this imply that the Constitution ratified by the states has no moral authority? Not necessarily. No government ought to have the power to entrench itself against amendment, and so the fact that the government under the Articles of Confederation did not consent to the alteration of the ratification process does not establish the moral illegitimacy of the Constitution.

The ethical case for rebelling against the government under the Articles is further strengthened by the fact that the government itself admitted its unfitness for the exigencies of the Union. Indeed, the ratification process altered by the new Constitution is representative of the procedures that initially led Congress to seek reform. In addressing the relevance of opposing the government of the Articles of Confederation, we should also consider the position of the framers. They had already rebelled against England, one of the great powers of the time, and thus had demonstrated an unwillingness to tolerate bad government. Defying the government of the Articles must have seemed easy by comparison.

What is the author's counterargument against Madison's position on the Constitution's legality?

What is the author's conclusion about the moral or ethical standing of the Constitution?

What evidence does the author provide in the last two paragraphs for this conclusion?

How can you use the answers to these questions to construct a passage outline?

P1.

P2.

P3.

P4.

P5.

P6.

Goal:



LESSON 7.1 REVIEW

Know the following about *concepts*:

- Concepts are characterized by their meanings or definitions.
- Concepts can exist in a variety of relationships with other concepts.
- Terms are words or phrases that refer to concepts.
- Real-world instances of concepts are called examples.
- Claims say things about concepts and their relations.

Recognize the different parts of an *argument*:

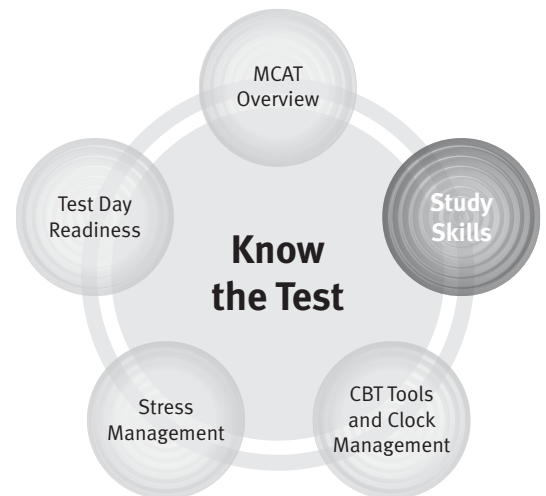
- Conclusion: a stated supported claim
- Evidence: a stated supporting claim
- Assumption: an unstated supporting claim
- Implication: an unstated supported claim
- Refutation: a challenging claim

LESSON 8.2

MCAT Study Skills

In this lesson, you'll learn to:

- Plan your personal course of action to raise your MCAT score





LESSON 8.2, LEARNING GOAL 1:

- Plan your personal course of action to raise your MCAT score

Register for Your MCAT

Make a Study Calendar

What to include in your calendar:

- Time for obligations
- Time for family and friends
- One day off each week
- Study time:
 - How long?
 - How often?
 - What to study?
 - Breaks

Example study day:

7 a.m.	Gym
8 a.m.	Class
9 a.m.	
10 a.m.	
11 a.m.	Lunch with Mom
12 p.m.	Volunteer at clinic
1 p.m.	
2 p.m.	
3 p.m.	Review from last MCAT class
4 p.m.	Read MCAT chapters for next class
5 p.m.	Dinner with Roommate
6 p.m.	
7 p.m.	Take a section of a practice MCAT
8 p.m.	Review MCAT practice test
9 p.m.	
10 p.m.	

KAPLAN TIP

Plan out exact details for each scheduled block of studying so you make sure to stay focused and productive during your study time.





The MCAT Lucky 7:

Study Habits for Success

1. Utilize all your resources to ensure the full study experience
2. Commit to your study and homework schedule; don't just "listen now, study later"
3. Don't just take test after test after test
4. Practice in the most test-like environment possible
5. Analyze and learn from each question you complete
6. Focus on your progress over time, not just individual scores
7. Don't let stress paralyze you—focus on success

KAPLAN TIP

Use these study habits to make the experience of studying for the MCAT useful and productive! Make sure you make every study session count!





LESSON 8.2 REVIEW

To Do List:

- Make a Study Plan

- Detailed

- Takes personal commitments into account

- Is realistic

Your Kaplan Resources

- Explore your syllabus

- Continue to complete your homework

CARS 1: Introduction to CARS Passages

PASSAGE I (QUESTIONS 1–7)

Those who consider the Devil to be a partisan of Evil and angels to be warriors for Good accept the demagoguery of the angels. Things are clearly more complicated. Angels are partisans not of Good, but of Divine creation. The Devil, on the other hand, denies all rational meaning to God's world.

World domination, as everyone knows, is divided between demons and angels. But the good of the world does not require the latter to gain precedence over the former (as I thought when I was young); all it needs is a certain equilibrium of power. If there is too much uncontested meaning on Earth (the reign of the angels), man collapses under the burden; if the world loses all its meaning (the reign of the demons), life is every bit as impossible.

Things deprived suddenly of their putative meaning, the place assigned to them in the ostensible order of things, make us laugh. Initially, therefore, laughter is the province of the Devil, who knows what it means to be abruptly stripped of rank—he could not help but guffaw after being cast from the Heavens and plunging into the bowels of the Earth. This laughter has a certain malice to it (things have turned out differently from the way they tried to seem), but a certain beneficent relief as well (things are looser than they seemed, we have greater latitude in living with them, their gravity does not oppress us).

The first time an angel heard the Devil's laughter he was horrified. It was in the middle of a feast with a lot of people around, and one after the other they joined the Devil's laughter. It was terribly contagious. The angel was all too aware that the laughter was aimed against God and the wonder of His works. He knew he had to act fast, but felt weak and defenseless. And unable to fabricate anything of his own, he simply turned his enemy's tactics against him. He opened his mouth and let out a wobbly, breathy sound in the upper reaches of his vocal register and endowed it with the opposite meaning. Whereas the Devil's laughter pointed up the meaninglessness of things, the angel's shout rejoiced in how rationally organized, well-conceived, beautiful, good, and sensible everything on Earth was.

There they stood, Devil and angel, face to face, mouths open, both making more or less the same sound, but each expressing himself in a unique timbre—absolute opposites. And seeing the laughing angel, the Devil laughed all the harder, all the louder, and all the more openly, because the laughing angel was infinitely laughable.

Laughable laughter is cataclysmic. And even so, the angels have gained something by it. They have tricked us all with their semantic hoax. Their imitation laughter and its original (the Devil's) have the same name. People nowadays do not even realize that one and the same external phenomenon embraces two completely contradictory internal attitudes. There are two kinds of laughter, and we lack the words to distinguish them.

1. The primary function of the author's discussion in paragraph 3 is to:
 - A. explain the character of the Devil's laughter.
 - B. suggest that the Devil was justly punished for his sins.
 - C. argue that the meaning of laughter is ambiguous.
 - D. describe the Devil's descent from the Heavens.
2. Which of the following best characterizes the main idea of the passage?
 - A. Angels learned to laugh only after observing the Devil first.
 - B. Most people misunderstand the true purpose of laughter.
 - C. The word "laughter" actually has two opposite senses.
 - D. Human laughter is an intermediate between angelic and demonic laughter.
3. In the first two paragraphs, the author is predominantly concerned with:
 - A. reflecting on the errors of his youth.
 - B. advocating for the superiority of the angels.
 - C. finding equilibrium between two kinds of laughter.
 - D. clarifying the roles of angels and demons.
4. The author's conception of laughter implies that language:
 - A. is capable of concealing distinct meanings.
 - B. cannot be suddenly deprived of all meaning.
 - C. is always precise and unambiguous.
 - D. is unnecessary for spiritual beings.
5. In the context of the passage, which of the following forms of laughter is most similar to the Devil's laughter?
 - A. Laughing nervously in a tense situation
 - B. Laughing at a joke in which the meaning of a word is twisted
 - C. Laughing in satisfaction when a complicated task is completed
 - D. Laughing to conceal one's true intentions
6. Based on information in the passage, with which of the following statements would the author most likely NOT agree?
 - A. A balance must be struck in the world between rationality and irrationality.
 - B. The Devil serves an important function for the good of the world.
 - C. Laughter is the simultaneous expression of two contradictory attitudes.
 - D. It is possible to laugh without having seen something deprived of meaning.
7. According to the passage, which of the following is true about the relationship between laughter and meaning?
 - A. Laughter would not have come about if the meaning of everything was immutable.
 - B. Without laughter, there would be no way to contest the meaning of things.
 - C. The word used to denote laughter itself has no meaning.
 - D. There are only two possible types of laughter that have meaning.



PASSAGE II (QUESTIONS 1–6)

The social novel has always presupposed a substantial amount of social stability. The ideal social novel had been written by Jane Austen, a great artist who enjoyed the luxury of being able to take society for granted; it was there, and seemed steady beneath her glass, Napoleon or no Napoleon. But soon it would not be steady beneath anyone's glass, and the novelist's attention had necessarily to shift from the gradations within society to the fate of society itself. It is at this point that the political novel comes to be written—the kind in which the idea of society, as distinct from the mere unquestioned workings of society, has penetrated the consciousness of the characters in all of its profoundly problematic aspects.

The political novel—I have in mind its ideal form—is peculiarly a work of internal tensions. To be a novel at all, it must contain the usual representation of human behavior and feeling; yet it must also absorb into its stream of movement the hard and perhaps insoluble pellets of modern ideology. The conflict is inescapable: the novel tries to confront experience in its immediacy and closeness, while ideology is by its nature general and inclusive. Yet it is precisely from this conflict that the political novel gains its interest and takes on the aura of high drama: the timelessness of abstraction is confronted with the flux of life, the monolith of program with the diversity of motive, the purity of ideal with the contamination of action.

Because it exposes the impersonal claims of ideology to the pressures of private emotion, the political novel must always be in a state of internal warfare, always on the verge of becoming something other than itself. The political novelist establishes a complex system of intellectual movements, in which his own opinion is one of the most active yet not entirely dominating movers. Are we not close here to one of the secrets of the novel in general? I mean the vast respect which the great novelist is ready to offer the whole idea of opposition, the opposition he needs to allow for in his book against his own predispositions and yearnings and fantasies.

This is not to say that the political novelist's desires—both acknowledged and repressed—fail to play a pivotal role in the novel's dialectic. Indeed, the political novel turns characteristically to an apolitical temptation: in *The Possessed*, to the notion that redemption is possible only to sinners who have suffered greatly; in Conrad's *Nostromo* and *Under Western Eyes*, to the resources of private affection and gentleness; in *Man's Fate*, to the metaphysical allurements of heroism as they reveal themselves in a martyr's death; in Silone's *Bread and Wine*, to the discovery of peasant simplicity as a foil to urban corruption; and in *Darkness at Noon*, to the abandoned uses of the personal will. This, so to say, is the pastoral element that is indispensable to the political novel, indispensable for providing it with polarity and tension.



1. The author's attitude toward literary works that focus on ideological issues can best be described as:
 - A. appreciative of their ability to subordinate dramatic appeal to an exposition of serious themes.
 - B. puzzled over their lack of acceptance by the general public.
 - C. confident that their inherent tensions can be a source of strength.
 - D. disappointed by their confusion of personal experiences with ideological arguments.
2. The author includes a discussion of Jane Austen primarily in order to:
 - A. cite an example of a novelist who successfully combines elements of ideology and human experience.
 - B. show the roots of the political novel in relation to earlier fiction traditions.
 - C. criticize the social novel for presenting only stable social structures.
 - D. argue that great novelists are not limited by their social backgrounds.
3. According to the passage, which of the following was an important factor in the emergence of the political novel?
 - A. The critical success of novelists like Jane Austen
 - B. The development of the "pastoral" element in novels like *Darkness at Noon*
 - C. Increased awareness of the concept of societal change
 - D. Agreement among critics that every great novel involves some kind of conflict
4. By "the monolith of program," the author is specifically referring to:
 - A. a writing method employed by political novelists.
 - B. the unity inherent in a work of high drama.
 - C. the conflict that characterizes political novels.
 - D. the ideological aspect of a political novel.
5. Which of the following best categorizes the author's primary concern in the final paragraph?
 - A. Comparing the political novel to the social novel
 - B. Providing examples of conflicts in political novels
 - C. Showing how all political novels are in reality apolitical
 - D. Uncovering the repressed desires of political novelists
6. Adopting the author's views as presented in the passage would most likely require endorsing which of the following positions?
 - A. Human emotions and ideology are distinct categories that can conflict.
 - B. Consciousness of societal conditions is necessary for the development of any new form of literature.
 - C. The social novel owes much of its dramatic power to the conflict between rationality and human experience.
 - D. Before the invention of the political novel, most novelists could not overcome their own prejudices.



PASSAGE III (QUESTIONS 1–5)

Sensing that government defined by the Articles of Confederation did not meet the needs of the newly born United States, the Congress of the Articles of Confederation authorized commissioners to “devise such further provisions as shall appear to them necessary to render the Constitution of the federal government adequate to the exigencies of the Union.” These provisions were to be reported to Congress and confirmed by every state. The recommendatory acts also state that this change, to be done through alterations of the Articles of Confederation, is the most probable means of establishing a strong national government. Having given these instructions, Congress was quite surprised by the radically new terms of the Constitution submitted. In fact, some Congressmen claimed that the commissioners did not have the legal authority to submit such a revolutionary document.

In *The Federalist Papers*, James Madison defends the commissioners by returning to the terms of their mandate. Given the goals expressed in the recommendatory acts, and the principle that conflicts ought to be resolved in favor of more important goals, Madison argued that the degree to which the Constitution departs from the Articles couldn’t make the Constitution illegal. Where the goal of amending the Articles conflicts with the goal of creating good government, the Articles must yield, since the goal of “good government” is an overriding consideration.

Although Madison argued fairly convincingly that the degree of change present in the Constitution cannot be grounds for declaring it illegal, this same argument does not apply to the commissioners’ decision to allow the Constitution to be ratified by only three-quarters of the states. Even though unanimous approval appears last in Madison’s list of the goals of the convention, it was a fundamental aspect of national government under the Articles. Requiring non-ratifying states to be bound by the new Constitution was thus a powerful diminishment of their sovereignty.

The new Constitution, once adopted, changed the national government from a weak union of independent states to a strong union in which the interests of the many states could outweigh the protests of the few. Although history has validated the wisdom of the change, the question of whether the change was legal is another matter. In authorizing the commissioners, the individual states requested a proposal for the alteration of the national government in order. They did not intend to waive their veto power. So even if Madison is correct, and the commissioners could have proposed anything they deemed likely to fulfill the goal of good government, it does not follow that their proclamations should affect the legal rights of the several states.

Does this imply that the Constitution ratified by the states has no moral authority? Not necessarily. No government ought to have the power to entrench itself against amendment, and so the fact that the government under the Articles of Confederation did not consent to the alteration of the ratification process does not establish the moral illegitimacy of the Constitution.

The ethical case for rebelling against the government under the Articles is further strengthened by the fact that the government itself admitted its unfitness for the exigencies of the Union. Indeed, the ratification process altered by the new Constitution is representative of the procedures that initially led Congress to seek reform. In addressing the relevance of opposing the government of the Articles of Confederation, we should also consider the position of the framers. They had already rebelled against England, one of the great powers of the time, and thus had demonstrated an unwillingness to tolerate bad government. Defying the government of the Articles must have seemed easy by comparison.



1. According to the passage, which of the following provided justification for the revolutionary nature of the new constitution?
 - A. The current government's admission of its inadequacy in national affairs
 - B. The right of any given state to refuse to ratify the new constitution
 - C. The moral right of a new government to entrench itself against amendment
 - D. The recommendation that the new constitution be created from alterations of the current Articles of Confederation
2. Which of the following assumptions can most reasonably be attributed to Madison?
 - A. In the case of conflicting interests, priority should be given to the course of action that best promotes peace in the nation.
 - B. Applications of conflict resolution principles can be used to determine the legality of an action.
 - C. Unanimous approval is the most important objective in drafting a new constitution.
 - D. The Constitution drafted by the commissioners corresponded precisely to the expectations of the Congress of the Articles of Confederation.
3. The author implies which of the following relationships between legal and moral authority?
 - A. The morality of a constitution is the primary determinant of its legality.
 - B. A principle lacking moral authority can still be legally binding.
 - C. The morality of an action can never be determined irrespective of the legality of that action.
 - D. A document lacking legal authority can still carry moral weight.
4. It can be inferred that Congress's surprise over the radical nature of the Constitution submitted by the commissioners could be attributed in part to the fact that its members did NOT foresee:
 - A. the eventuality that the Constitution it requested would be adopted without the unanimous ratification of the states.
 - B. the possibility that the Constitution it requested would contain provisions that jeopardized the government's moral authority.
 - C. a conflict between the modification of the Articles of Confederation and the creation of a Constitution adequate to the needs of the nation.
 - D. the possibility that the Constitution it requested would differ from the Articles of Confederation.
5. Which of the following, if true, would most seriously WEAKEN the argument put forth in defense of the legality of the constitution submitted by the commissioners?
 - A. Non-unanimous ratification of such a new constitution is incompatible with the goal of creating a good government.
 - B. Extensive debate among statesmen is necessary in order to create a fair and legal constitution.
 - C. It is nearly impossible to create an effective constitution out of the pieces of a previous constitution.
 - D. No legal constitution can include provisions to safeguard the power of the ruling elite that commissioned the document.



PASSAGE IV (QUESTIONS 1–6)

Divided power creates a built-in hurdle to making and carrying out fiscal policy. The hurdle is low when the president is articulating a policy that has broad support. It can lead to erratic shifts of policy when the president is leading in a direction in which the public and its representatives do not want to go. Deadlocks are rare, but can be serious. The failure to reduce the huge structural deficit of the mid-1980s largely reflects the fact that the president's solution—drastic reduction of the federal role in the domestic economy—did not command broad support. Prolonged government shutdowns in 1995–1996 and 2013 offer additional examples.

The simple notion that the president proposes and Congress disposes is greatly complicated by the fragmentation of power within each branch. Moreover, efforts to make fiscal policy more coherent have added new power centers without consolidating old ones. Presidents have tried various coordination mechanisms including “troika” arrangements and an almost infinite variety of committees with varying responsibilities. The system works tolerably well or exceedingly creakily, depending on the president's personal style and the personalities involved. But it encourages battling over turf as well as substance. One wonders whether it is not time to give our president the equivalent of a finance minister charged with functions now diffused to our budget director, Council of Economic Advisers, and Treasury Secretary.

The fragmentation of power and responsibility is, of course, even more extreme in the Congress. In addition to the central divide between Democrats and Republicans, a number of “parties,” “caucuses,” “gangs,” and other voting blocs have emerged, some of which tend toward economic oversimplification and inflexible stands on the budget. The legislative branch also has a long history of attempts to make taxing and spending policy more coherent by adding new coordinating institutions—appropriations committees, budget committees, a congressional budget office—without eliminating or consolidating any old ones.

Concern that the economic policy process is not working has spawned proposals for drastic change that move in two quite different directions: one toward circumscribing the discretion of elected officials by putting economic policy on automatic pilot and the other toward making elected officials more directly responsible to voters. The automatic-pilot approach flows from the perspective that the decisions of elected officials cannot be counted on to produce economic policy in the social interest, but are likely to be biased toward excessive spending, growing deficits, special interest tax and spending programs, and easier money. A way to overcome these biases is to agree in advance on strict rules, such as a fixed monetary growth path, or constitutionally required budget balance. The other direction of reform reflects the contrasting view that the diffusion of responsibility in our government makes it too difficult for the electorate to enforce its will by holding elected officials responsible for their policies. The potential for deadlock would be reduced if the country moved toward a parliamentary system, or found a way to hold political parties more strictly accountable for proposing or carrying out policies.



1. The author's primary purpose is to:
 - A. promote the automatic-pilot approach to managing fiscal policy.
 - B. explain the problem that division of power poses for fiscal policy and consider solutions.
 - C. describe divisions of power that occur within and between the branches of U.S. government.
 - D. argue that divided power makes it impossible to execute fiscal policy effectively.
2. In paragraph 3, the author is mainly interested in:
 - A. discussing how the diffusion of power in the legislative branch affects fiscal policy.
 - B. advocating for the consolidation of congressional coordinating institutions.
 - C. criticizing the Congress for being even worse than the Presidency.
 - D. showing how congressional in-fighting makes solving fiscal problems hopeless.
3. Which of the following is a claim made in the passage but NOT supported by evidence, explanation, or example?
 - A. Putting the economy on automatic pilot may circumvent the problems caused by elected officials.
 - B. The proposals to revamp the economic policy process are based on very different assumptions.
 - C. A president can have difficulty pushing through a fiscal policy when the public is opposed to it.
 - D. There would be less deadlock if a parliamentary system were adopted.
4. Which of the following, if true, would most strengthen the author's argument about fiscal policy making?
 - A. Countries that lack coherent and efficient procedures for determining fiscal policy also tend to have unjust electoral systems.
 - B. Presidents have only been successful in making new policies when their own party controls Congress.
 - C. Members of Congress whose votes do not reflect the will of the people are typically not reelected.
 - D. Public opinion is often sharply divided with regard to a president's policy proposals.
5. Suppose that during the mid-1980s, Congress sought to lessen the extent of governmental influence in the domestic economy. What relevance would this have to the passage?
 - A. It supports the author's claim that presidents are largely responsible for the system's inefficiency.
 - B. It supports the author's claim that the system has worked tolerably well at times.
 - C. It weakens the author's claim that the failure to reduce the deficit in the 1980s was the result of governmental deadlock.
 - D. It weakens the author's claim that power is more fragmented in the legislative branch than in the executive branch.
6. An advocate of the "automatic-pilot approach" to fiscal reform would probably support which of the following proposals?
 - A. Legislating a limit on the size of the federal budget deficit
 - B. Placing all power over economic policy in the hands of an official selected by the president
 - C. Publicizing the voting records of those elected officials who are involved in making fiscal policy
 - D. Relying on Supreme Court rulings to determine the constitutionality of new fiscal regulations