



Adapted from the Fair Trade Vancouver website.

11

The main purpose of the passage is to

- A) consider an ethical dilemma posed by cost-benefit analysis.
- B) describe a psychology study of ethical economic behavior.
- C) argue that the free market prohibits ethical economics.
- D) examine ways of evaluating the ethics of economics.

12

In the passage, the author anticipates which of the following objections to criticizing the ethics of free markets?

- A) Smith's association of free markets with ethical behavior still applies today.
- B) Free markets are the best way to generate high profits, so ethics are a secondary consideration.
- C) Free markets are ethical because they are made possible by devalued currency.
- D) Free markets are ethical because they enable individuals to make choices.

13

Which choice provides the best evidence for the answer to the previous question?

- A) Lines 4-5 ("Some . . . ethical")
- B) Lines 7-10 ("But . . . about")
- C) Lines 21-22 ("Smith . . . outcome")
- D) Lines 52-54 ("When . . . way")

14

As used in line 6, “embraced” most nearly means

- A) lovingly held.
- B) readily adopted.
- C) eagerly hugged.
- D) reluctantly used.

15

The main purpose of the fifth paragraph (lines 45-56) is to

- A) develop a counterargument to the claim that greed is good.
- B) provide support for the idea that ethics is about character.
- C) describe a third approach to defining ethical economics.
- D) illustrate that one’s actions are a result of one’s character.

16

As used in line 58, “clashes” most nearly means

- A) conflicts.
- B) mismatches.
- C) collisions.
- D) brawls.

17

Which choice best supports the author’s claim that there is common ground shared by the different approaches to ethics described in the passage?

- A) Lines 11-12 (“There . . . decision”)
- B) Lines 47-50 (“From . . . advertisements”)
- C) Lines 59-64 (“Take . . . market”)
- D) Lines 75-77 (“We . . . facts”)

18

The main idea of the final paragraph is that

- A) human quirks make it difficult to predict people’s ethical decisions accurately.
- B) people universally react with disgust when faced with economic injustice.
- C) understanding human psychology may help to define ethics in economics.
- D) economists themselves will be responsible for reforming the free market.

19

Data in the graph about per-pound coffee profits in Tanzania most strongly support which of the following statements?

- A) Fair trade coffee consistently earned greater profits than regular coffee earned.
- B) The profits earned from regular coffee did not fluctuate.
- C) Fair trade coffee profits increased between 2004 and 2006.
- D) Fair trade and regular coffee were earning equal profits by 2008.

20

Data in the graph indicate that the greatest difference between per-pound profits from fair trade coffee and those from regular coffee occurred during which period?

- A) 2000 to 2002
- B) 2002 to 2004
- C) 2004 to 2005
- D) 2006 to 2008

21

Data in the graph provide most direct support for which idea in the passage?

- A) Acting on empathy can be counterproductive.
- B) Ethical economics is defined by character.
- C) Ethical economics is still possible.
- D) People fear losses more than they hope for gains.

**Questions 22-32 are based on the following passages.**

Passage 1 is adapted from Nicholas Carr, "Author Nicholas Carr: The Web Shatters Focus, Rewires Brains." ©2010 by Condé Nast. Passage 2 is from Steven Pinker, "Mind over Mass Media." ©2010 by The New York Times Company.

**Passage 1**

The mental consequences of our online info-crunching are not universally bad.

Certain cognitive skills are strengthened by our use of computers and the Net. These tend to involve  
 5 more primitive mental functions, such as hand-eye coordination, reflex response, and the processing of visual cues. One much-cited study of video gaming revealed that after just 10 days of playing action games on computers, a group of young people had  
 10 significantly boosted the speed with which they could shift their visual focus between various images and tasks.

It's likely that Web browsing also strengthens brain functions related to fast-paced problem  
 15 solving, particularly when it requires spotting patterns in a welter of data. A British study of the way women search for medical information online indicated that an experienced Internet user can, at least in some cases, assess the trustworthiness and  
 20 probable value of a Web page in a matter of seconds. The more we practice surfing and scanning, the more adept our brain becomes at those tasks.

But it would be a serious mistake to look narrowly at such benefits and conclude that the Web is making  
 25 us smarter. In a *Science* article published in early 2009, prominent developmental psychologist Patricia Greenfield reviewed more than 40 studies of the effects of various types of media on intelligence and learning ability. She concluded that "every medium  
 30 develops some cognitive skills at the expense of others." Our growing use of the Net and other screen-based technologies, she wrote, has led to the "widespread and sophisticated development of visual-spatial skills." But those gains go hand in hand  
 35 with a weakening of our capacity for the kind of "deep processing" that underpins "mindful knowledge acquisition, inductive analysis, critical thinking, imagination, and reflection."

We know that the human brain is highly  
 40 plastic; neurons and synapses change as circumstances change. When we adapt to a new cultural phenomenon, including the use of a new