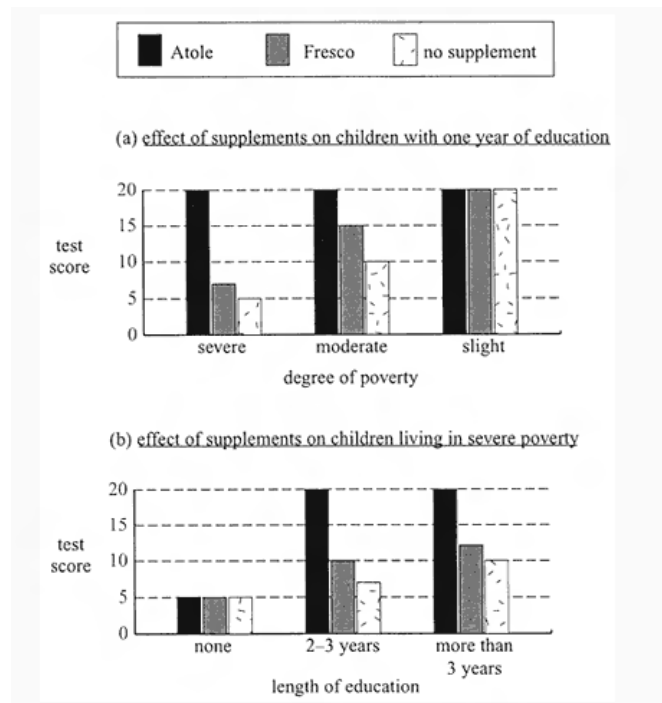


## Exam 10 - Section 1

Random samples of children living in certain Guatemalan villages were given a vocabulary test when they reached the age of ten years. Half the children in the village had been given food supplements from infancy (up to age ten), the others had not. Of the children who had been given food supplements, half were given a supplement called Atole and the other half were given a supplement called Fresco.

Figure 1 summarises the results of the vocabulary test. In each case, the test score is the mean score for a particular group of children given Atole or Fresco or no supplement. A score of 20 is the maximum possible.

Figure 1(a) indicates the scores of children with one year of education, who differed in the degree of poverty under which they had lived. Figure 1(b) indicates the scores of children living in severe poverty, who differed in the length of education they had received.



Assume that:

- a standard amount of each supplement was given daily from infancy;
- test score is affected only by nutrition (eg. food supplements), degree of poverty and length of education; and
- the experiment was properly carried out and the differences shown in Figure 1 are significant

### Question

**Which one of the following is the most likely reason why some children in the study were not given a food supplement?**

Choose one answer.

- ☐ A. There was not enough food supplement available
- ☐ B. The children not given the supplement did not require the supplement
- ☐ C. To better evaluate the effects of Atole and Fresco
- ☐ D. To improve the experiment, because in real life some children would miss out on supplement

**Question**

**In which one of the following situations represented in Figure 1 does it appear that Atole had the most effect in increasing test score?**

Choose one answer.

- ☐ A. No education
- ☐ B. More than 3 years' education
- ☐ C. Slight poverty
- ☐ D. Severe poverty

**Question**

**Which one of the following recommendations is likely to most improve test scores of a group of Guatemalan village children who live in severe poverty?**

Choose one answer.

- ☐ A. Atole to a group of children who will have no education
- ☐ B. Fresco to a group of children who will have no education
- ☐ C. Atole to a group of children who will have more than three years' education
- ☐ D. Fresco to a group of children who will have more than three years' education

**Question**

**For children given Atole, which one of the following appears to be most important in raising test scores?**

Choose one answer.

- ☐ A. Giving Fresco as well
- ☐ B. Giving additional Atole
- ☐ C. Increasing education from none to two years
- ☐ D. Reducing poverty so that it is no more than slight

**Question**

**In which one of the following situations depicted in Figure 1 is the ratio (test score with Atole) / (test score with Fresco) greatest?**

Choose one answer.

- ☐ A. Severe poverty
- ☐ B. Slight poverty

- ☐ C. No education
- ☐ D. 2 to 3 years' education

### **Question**

It has become generally accepted that social institutions influence the formation of character. This doctrine views individuals as nothing but compliant recipients of social influence: personalities are entirely the products of society, and at any point in life an individual's personality can be changed by management of society. Crime is said to exist only because society has in some ways failed in its responsibility to give every person the resources to live a productive life. However, while it is true that extreme poverty forces some people to steal, it is obvious that some people will commit crimes no matter how well society treats them.

**Which of the following is implied by the 'doctrine' (line 2) described by the passage?**

Choose one answer.

- ☐ A. Social institutions may reflect personality as much as they shape it
- ☐ B. Social influence on personality is most strongly felt by the rich
- ☐ C. The concentration of wealth in the hands of a privileged few accounts for the existence of crime
- ☐ D. Bringing about social reform is the most likely means of reducing crime

### **Question**

From a limited sample population it is observed by a certain biologist that all batangos are crentons. She notes that some franterers are volns, and some kijuxes are not batangos.

**If no kijuxes are franterers, which of the following cannot be true, given that each group was observed to only have 2 members?**

Choose one answer.

- ☐ A. All volns are crentons, as are all franterers.
- ☐ B. Those kijuxes that are volns are not crentons.
- ☐ C. All kijuxes are volns and some are batangos.
- ☐ D. Some batangos are franterers and some are kijuxes.

### **Question**

*The following passage is taken from an article from the 1950s:*

When the military forces of the Soviet Union are compared directly with those of the United States, the two superpowers appear to be about equal, with each side leading and trailing in several categories of weapons, equipment and manpower. When the forces of the other Warsaw Pact nations are added to those of the Soviet Union, and the forces of the NATO allies of the United States are added to those of the United States, a substantial advantage for the NATO side in nearly every category is found to exist.

**From the information provided, which of the following can be most reliably inferred?**

Choose one answer.

- ☐ A. In a war between the Warsaw Pact nations and the NATO countries, the NATO countries would prevail

- ☐ B. The military forces of the NATO allies of the United States are greater than those of the Soviet Union's Warsaw Pact allies
- ☐ C. The NATO allies of the United States have combined military forces that are greater than those of the United States itself
- ☐ D. There are more member countries in the NATO alliance than there are in the Warsaw Pact

### **Question**

Three snooker players were presented with an unusual challenge. From a stock of three red and two yellow balls, three balls were chosen at random and each was then concealed in a different box. The challenge was for each player in turn to look inside two of the boxes to see if they could determine the colour of the ball in the other box.

The first player looked inside boxes 1 and 3, but was not able to determine the colour of the ball in box 2. The second player, having watched player one, then looked inside boxes 2 and 3, but could not then determine the colour of the ball in box 1. Having watched players one and two, the third player then stated the colour of the ball in one of the boxes, without even bothering to look inside the other two.

**Which box did she name, and what was the colour of the ball in it?**

Choose one answer.

- ☐ A. Box 1, yellow
- ☐ B. Box 2, red
- ☐ C. Box 2, yellow
- ☐ D. Box 3, red

In a newly developed word game that very few people play, a sentence is formed by six words that are either real or nonsensical but that are in alphabetical order. The rules of the game are as follows:

Each word must have at least three letters.

The words in the sentence cannot all share the same starting letter.

Based on the first word in the sentence, each subsequent word is formed by exactly one of the following transformations:

1. Adding a letter.
2. Deleting a letter.
3. Replacing a letter with another letter.

In a sentence, each kind of transformation is used at least once, and the same kind of transformation is not used twice in a row.

### **Question**

**If the third word in a sentence is zambo, then which of the following could be the first word?**

Choose one answer.

- ☐ A. smambos
- ☐ B. zambo
- ☐ C. zamz
- ☐ D. lamb

**Question**

**If the first word in a sentence is piper, then which of the following could not be the third word in the sentence?**

Choose one answer.

- ☐ A. sbiper
- ☐ B. spiter
- ☐ C. piterr
- ☐ D. wipers

**Question**

**If radio is the first word of the sentence, then which of the following is a complete list of the positions that the word radium could occupy?**

Choose one answer.

- ☐ A. third
- ☐ B. third, fifth, sixth
- ☐ C. third, fourth, fifth
- ☐ D. second, third, fourth, fifth, sixth

**Question**

**If the first word of the sentence is algebra, then which of the following is the earliest possible letter of the alphabet that the sixth word can begin with?**

Choose one answer.

- ☐ A. A
- ☐ B. B
- ☐ C. D
- ☐ D. F

On the planet Quars a visiting spaceman finds many types of plants.

The spaceman inspects samples of the plant life, and notes that all the plants have stems. Some have leaves, others do not; some have thorns, others do not; some have petals, others do not; some have roots, others do not; some have a smell; others do not. He collects some specimens. As the Quartians are intelligent and speak English, he asks what they call the different plant types. He discovers that many apparently different types of plants are given the same name, and that only two names are in use (power-flowers and shower-flowers).

The following table summarises the results of his investigations.

| Specimen | Characteristics |                |                |               |               | Quartian name  |
|----------|-----------------|----------------|----------------|---------------|---------------|----------------|
|          | Leaves present  | Thorns present | Petals present | Roots present | Smell present |                |
| Type 1   | Yes             | Yes            | Yes            | No            | Yes           | power-flowers  |
| Type 2   | Yes             | Yes            | Yes            | Yes           | No            | shower-flowers |
| Type 3   | Yes             | Yes            | Yes            | No            | No            | power-flowers  |
| Type 4   | Yes             | No             | Yes            | Yes           | Yes           | shower-flowers |
| Type 5   | No              | No             | Yes            | No            | No            | shower-flowers |
| Type 6   | No              | Yes            | Yes            | No            | Yes           | power-flowers  |
| Type 7   | Yes             | Yes            | No             | No            | No            | shower-flowers |
| Type 8   | No              | Yes            | Yes            | Yes           | No            | shower-flowers |
| Type 9   | Yes             | Yes            | No             | Yes           | Yes           | shower-flowers |
| Type 10  | Yes             | No             | Yes            | No            | No            | shower-flowers |

### **Question**

**Which of the following generalisations is consistent with the information presented?**

Choose one answer.

- ☐ A. All plants without roots can be classified as power-flowers.
- ☐ B. All plants with roots can be classified as shower-flowers.
- ☐ C. Some, but not all, power-flowers have roots.
- ☐ D. All shower-flowers have roots.

### **Question**

The spaceman classified Quartian plants on five attributes: the presence or absence of leaves, thorns, petals, roots, and smell.

**If such a system is used, what is the largest possible number of classes of plants?**

Choose one answer.

- ☐ A. 2
- ☐ B. 10
- ☐ C. 32
- ☐ D. 45

### **Question**

The Zapotec civilization was an indigenous pre-Columbian civilization that flourished in the Valley of Oaxaca of southern Mesoamerica. Archaeological evidence shows their culture goes back at least 2500 years. They left archaeological evidence at the ancient city of Monte Albán in the form of buildings, ball courts, magnificent tombs and grave goods including

finely worked gold jewelery. Monte Albán was the first major city in the western hemisphere and the center of a Zapotec state that dominated much of what we know of as the current state of Oaxaca.

**What can be deduced from the information?**

Choose one answer.

- ☐ A. Remains from a Zapotec civilization allowed scientists to discover the civilisation flourished 2500 years ago.
- ☐ B. Objects and buildings discovered in Monte Albán proved the Zapotec civilisation dominated the state of Oaxaca.
- ☐ C. The Zapotec civilisation used to play ball games and place objects such as jewelery with the dead.
- ☐ D. Monte Albán was the first major city of the Zapotec empire.

**Question**

The early 1990s saw the introduction of a new type of aircraft in military bases around Australia. Known as ultralight aeroplanes, they had no more than two seats and were designed and manufactured to have a maximum take-off weight of no more than 500 kilograms. Prior to the widespread use of the aircraft, there was significant testing of their safety and ease of handling. During this testing, experienced military pilots were found to have more trouble flying the aircraft than novice pilots. One explanation was that being accustomed to heavier aircraft, experienced pilots, when flying ultralight aircraft, seemed not to be accustomed to the wind as much as they should.

**It may be inferred that the heavier aircraft mentioned above are**

Choose one answer.

- ☐ A. Harder to handle than ultralight aircraft
- ☐ B. More popular with military pilots than ultralight aircraft
- ☐ C. Safer than ultralight aircraft
- ☐ D. Easier to handle in wind than ultralight aircraft

**Question**

Consider the following information:

- I. All wheeled transport devices which travel on the highway are polluters
- II. Bicycles are not polluters
- III. Whenever I drive my car on the highway, it rains
- IV. It is raining
- V. It does not rain all of the time

**If the above statements are true, which of the following statements must also be true?**

Choose one answer.

- ☐ A. Bicycles travel on the highway only if it is raining
- ☐ B. If my car is not polluting, then it is raining
- ☐ C. Bicycles do not travel on the highway
- ☐ D. My car is not a polluter

Homing pigeons received their name because of their ability to find their way home even when they are hundreds of kilometers away. Scientists know that pigeons do not use visible landmarks to navigate because the birds can find their way home even after they have been transported in a covered box and released in an unfamiliar area. Scientists have offered several explanations for this acute navigational ability. Following are two of these hypotheses.

### *Sun Compass*

Pigeons use the sun as a compass to orient themselves. Evidence for this theory comes from an experiment in which pigeons were placed in a circular cage with identical food cups evenly spaced just outside the cage. After being trained to go to the cup due east of the cage's center, pigeons were observed to go to the same cup even after the cage was rotated and the background scenery was changed. Pigeons failed to go to the east cup when the skies were overcast or when the experimenters used mirrors to alter the apparent position of the sun.

The pigeons use their internal clocks in conjunction with the sun to find their way home. For example, if the internal clock of a pigeon indicates noon while the bird observes the sun about to set, the pigeon knows that it is far east of its home and flies west to get there. A northern hemisphere bird that is due south of home at noon sees that the sun is in the correct position as far as east and west are concerned but observes that the sun is higher in the sky than normal and therefore flies north to get home. Support for this mechanism comes from observing birds whose internal clocks have been experimentally shifted. Their orientation, with respect to the sun, is consistent with their internal clock, but because the clock is off, the pigeons fly in the wrong direction.

### *Magnetic Field*

Pigeons do not rely on a sun-internal clock calculation to orient themselves. Clock-shifted birds are just as accurate and fast as normal birds at finding their way home on overcast days.

Disruptions in the magnetic field surrounding the birds, on the other hand, affect the birds' orientation under such conditions. When bar magnets are placed on pigeons, they fly in random directions on overcast days. Similar results were obtained when scientists used electrical wires to induce an electrical field in a particular direction. When the wires induced a magnetic field that pointed up through the birds' heads, the pigeons flew away from home. When the field pointed in the opposite direction, the birds flew toward home. These findings, along with the discovery that pigeons are capable of responding to a magnetic field much weaker than that of earth, indicate that pigeons use the earth's magnetic field for orientation.

### **Question**



**Scientists have found that large disturbances in the earth's magnetic field affect the pigeons' flight direction on sunny days. Which of the following is the most reasonable statement that can be made on the basis of this finding?**

Choose one answer.

- ☐ A. The sun-compass hypothesis is false.
- ☐ B. Pigeons do not use the sun for orientation.
- ☐ C. The Earth's magnetic field is the only factor that affects pigeon navigation.
- ☐ D. The finding supports the magnetic-field hypothesis.

**Question**

**According to the entire passage, which of the following statements are most reasonable to make regarding clock-shifted pigeons that are placed at their home?**

I. They will fly away from their home on a sunny day because the clock-sun calculation will indicate that they are away from home.

II. They will stay home on a sunny day because they will recognize familiar landmarks.

III. They will stay home on an overcast day because the magnetic field will indicate that they are home.

Choose one answer.

- ☐ A. I and II only
- ☐ B. I and III only
- ☐ C. II and III only
- ☐ D. I, II, and III

**Question**

**Some evidence indicates that homing pigeons can use barometric pressure to navigate. How does this evidence relate to the sun-compass and magnetic-field hypotheses?**

Choose one answer.

- ☐ A. This evidence disproves both hypotheses.
- ☐ B. This evidence is inconsistent with both hypotheses.
- ☐ C. This evidence is consistent with the sun-compass hypothesis but inconsistent with the magnetic-field hypothesis.
- ☐ D. This evidence may be consistent with both hypotheses.

**Question**

Research shows that pigeons can orient to light that mimics conditions present on a partially overcast day in which blue sky is present but the sun's disk is blocked.

**If clock-shifted pigeons navigate home on such a day, which hypothesis is supported?**

Choose one answer.

- ☐ A. Sun-compass, because the pigeons responded correctly to the light.

- ☐ B. Sun-compass, because the sun was blocked.
- ☐ C. Magnetic-field, because the pigeons responded correctly to the light.
- ☐ D. Magnetic-field, because the internal clock shift did not throw the birds off.

A fortune teller has three parrots kept in three different cages. Each cage also has three cards with a single digit, non-zero number inscribed on every card. No two cards have the same number and no cage contains two cards with numbers adding up to ten. Further, the total of the three cards in the first cage is greater by two than the second and by four than the third. When a customer orders his or her prognosis, the fortune teller lets out the three parrots which randomly pick one card out of the respective cages. Before the prognosis is made, the fortune teller totals the digits on the three cards picked out and charges the customer the same number of dollars as the total of the cards. One day, a customer paid seven dollars for his prognosis.

**Question**

**What is the lowest payment possible?**

Choose one answer.

- ☐ A. \$1
- ☐ B. \$7
- ☐ C. \$6
- ☐ D. \$8

**Question**

**For the man who paid \$7, which of the following three cards randomly chosen for prognosis is impossible?**

Choose one answer.

- ☐ A. 1, 2, 3
- ☐ B. 5, 8, 9
- ☐ C. 7, 2, 3
- ☐ D. 5, 7, 6

**Question**

**Which of the following payments can never be paid by any customer?**

Choose one answer.

- ☐ A. \$19
- ☐ B. \$17
- ☐ C. \$16
- ☐ D. \$23

### **Question**

Somnambulism (sleepwalking) is a habit that should be discouraged in any way possible. People have been known to get into dangerous situations by opening their doors and leaving their rooms while sleepwalking. To prevent this risk, people who have had previous sleepwalking episodes should make sure to securely fasten and lock their doors at night. Even though people can unlock their doors easily when awake, for some reason people have a hard time doing so while sleepwalking.

**Which of the following can be inferred from the passage?**

Choose one answer.

- ☐ A. Sleepwalkers will be unable to unlock the door of the room they are in.
- ☐ B. Sleepwalkers could endanger themselves if they exit the room.
- ☐ C. Doors that are securely fastened have different properties from doors that are used by sleepwalkers.
- ☐ D. Experts recommend that sleepwalkers sleep in rooms that are locked.

### **Question**

Two Germits will repel each other. Two Fermits will repel each other. A Germit and a Fermit will attract each other.

The following observations were made

- X attracted Y
- X repelled Z

**Which one of the following is true?**

Choose one answer.

- ☐ A. X: Germit | Y: Germit | Z: Germit
- ☐ B. X: Germit | Y: Fermit | Z: Germit
- ☐ C. X: Fermit | Y: Germit | Z: Germit
- ☐ D. X: Germit | Y: Fermit | Z: Fermit

### **Question**

Green and blue Martians are from Jupiter. Green Martians have pointy tails and blue eyes. Blue Martians have round tails and yellow eyes. All Martians on the landing ship do not have tails.

**Which of the following must be assumed to reach the conclusion that the Martians on the ship are from Mars?**

Choose one answer.

- ☐ A. All Martians without tails are from Jupiter or Mars.
- ☐ B. All Martians on the landing ship have pointy tails and blue eyes.
- ☐ C. All Martians that are not green or blue are from Mars.
- ☐ D. All Martians that are not from Jupiter have no tails.

### **Question**

In a survey of political preferences, 78% of those asked were in favour of at least one of the proposals: I, II and III. 50% of those asked favoured proposal I, 30% favoured proposal II and 20% favoured proposal III.

**If 5% of those asked favoured all three of the proposals, what percentage of those asked favoured more than one of the three proposals?**

Choose one answer.

- ☐ A. 5
- ☐ B. 12
- ☐ C. 17
- ☐ D. 22

Angiosperms, or flowering plants, typically produce flowers seasonally. The various angiosperm species produce their flowers at different times of the year. For example, some flowers bloom in early spring, while others bloom in the summer. Research has shown that these flowering plants respond to changes in day length. A cocklebur, for example, does not produce flowers during the time of year that has days longer than 15.5 hours. When the length of day drops below this figure, flowering occurs. This type of flower is known as a short-day (SD) plant. Long-day (LD) plants do the opposite. These plants do not flower until the length of day exceeds a certain critical value. Plants that do not respond to changes in day length are called day-neutral (DN) plants. The following experiments investigate what aspect of changing day length is responsible for the plants' responses.

#### *Experiment 1*

Botanists raise both SD and LD plants in a greenhouse under long-day conditions. As expected, SD plants do not flower, and the LD plants do flower. When a brief period of darkness interrupts a long day, the plants continue to flower.

#### *Experiment 2*

Scientists raise both SD and LD plants in a greenhouse under short-day conditions. The SD plants do flower, and the LD plants do not flower. When a brief flash of light interrupts the long night, the SD plants stop flowering, and the LD plants began to flower.

#### *Experiment 3*

Experimenters perform a yearlong study in which they raise both SD and LD plants in several greenhouses. The light/dark cycle corresponds to the day length changes that occur over the course of a year. Daytime temperatures differ in each greenhouse. All SD plants flower at the same time of year. As expected, all LD plants flower at a different time than the SD plants do, but the LD plants all flower at the same time when compared to one another.

#### *Experiment 4*

Conditions are identical to those of Experiment 3, except that daytime temperatures are the same across greenhouses, while nighttime temperatures vary. SD and LD plants still flower at different times of the year, but the plants vary considerably as far as when each plant begins to flower. For example, SD plants in greenhouses with warmer nighttime temperatures flower at a different time than do SD plants in cooler greenhouses.

**Question**

**Cocklebur, an SD plant, and spinach, an LD plant, are both raised on an 8-hour day, 16-hour night cycle. If a brief flash of light is presented in the middle of the 16-hour night, what is the most likely result?**

Choose one answer.

- ☐ A. Neither plant will flower.
- ☐ B. Cocklebur will flower; spinach will not.
- ☐ C. Spinach will flower; cocklebur will not.
- ☐ D. Both plants will flower.

**Question**

**Are the results of Experiments 3 and 4 consistent with the results of Experiments 1 and 2?**

Choose one answer.

- ☐ A. No, because Experiments 3 and 4 use a wider variety of plants.
- ☐ B. No, because the temperature is not changed in Experiments 1 and 2.
- ☐ C. Yes, because both sets of experiments suggest that the plants respond to a night factor rather than a day factor.
- ☐ D. Yes, because both SD and LD plants are used in all the experiments.

**Question**

Near the equator, day length varies little throughout the year. That is, days and nights are close to 12 hours each during every season. Which of the following plants would most likely flower (assuming proper soil, water, and other essential conditions) if grown near the equator?

- I. an LD plant that flowers only when the day length exceeds 12 hours
- II. an SD plant that flowers only when the day length falls below 12 hours
- III. an SD plant that flowers only when day length falls below 8 hours
- IV. a DN plant

Choose one answer.

- ☐ A. IV only
- ☐ B. I, II and III
- ☐ C. I, II and IV only
- ☐ D. I, II, III and IV

**Question**

A striking aspect of human cerebral hemispheres is the degree to which their surface is folded and convoluted. Each ridge is called a gyrus, and each groove between ridges is called a sulcus; particularly deep sulci are often called fissures. This folding into gyri and sulci is a mechanism for increasing the total cortical area; each of us has about 2.5 ft<sup>2</sup> of cortex, two thirds of which is hidden from view in the walls of sulci. The appearance of various gyri and sulci varies considerably from one brain to the another, to the point that they may not even be continuous structures (eg. a particular gyrus may be transected by one or more sulci).

**Which of the following could be true given the information in the passage?**

Choose one answer.

- ☐ A. Approximately 1.7 ft<sup>2</sup> of cortex is visible from the outside of the brain
- ☐ B. A decrease in the amount of folding would equate to an increase in total surface area of the brain
- ☐ C. The interhemispheric fissure is a shallow groove between the two hemispheres
- ☐ D. It is possible that the superior frontal sulcus exists as a continuous sulcus in some individuals and is divided into two or more parts in others

**Question**

The Bristol Stool Form Scale (BSFS) is a scale upon which stool is measured. It describes 7 types of stool, based on their appearance:

1. Separate hard lumps, like nuts
2. Sausage like but lumpy
3. Like a sausage but with cracks in surface
4. Like a sausage or snake, smooth and soft
5. Soft blobs with clear cut edges
6. Fluffy pieces with ragged edges, a mushy stool
7. Watery, no solid pieces

Number 4 or 5 are often considered normal as no straining is needed, the stool guides comfortably and there is a pleasant feeling of relief afterwards. In number 7 (secretory diarrhoea), excessive salt and water is lost from the body. This is because water follows the direction of salt in the body. This is often the result when an individual is exposed to the V. cholerae organism and develops cholera. Sodium (from the salt) is absorbed into a cell via a symporter (SGLT1) with glucose (sugar). Accompanied by this is K<sup>+</sup> leakage channels and the Cl<sup>-</sup>/HCO<sub>3</sub><sup>-</sup> antiporter system.

\*symporter: A molecule transporter that carries two substances simultaneously across a cell membrane. The transporter requires both substances to be present in order for any transport to occur.

**You are a doctor in a GP practice and a patient comes in with cholera. Their stool is watery, with no solid pieces. What would be the ideal advice you would give to them?**

Choose one answer.

- ☐ A. Take a mixture of water, potassium and salt

- ☐ B. Take a mixture of water, salt and sugar
- ☐ C. Take a mixture containing potassium salts and glucose
- ☐ D. Take a mixture containing sodium and water

### **Question**

A recent study into heart disease found that many cases are undiagnosed. The study involved more than 1 200 elderly (aged 60 to 85 years) Canberra men and women. It found that 6.3% had clinical heart failure, 10% of which were previously undiagnosed. Heart failure is defined as a condition in which the heart is not pumping enough blood to the body's organs. Symptoms can include shortness of breath, fatigue, and fluid retention. Along with cases of overt symptomatic heart failure, they also found 5.9% of the sample had problems with their hearts contracting, almost two thirds of which were yet to develop symptoms of heart failure - what doctors refer to as sub-clinical heart failure. Cardiac structure and function were assessed in the study using echocardiography, an ultrasound of the heart.

**Which of the following can be concluded from the passage?**

Choose one answer.

- ☐ A. 5.9% of participants in the study had sub-clinical heart failure
- ☐ B. The results are likely to be similar for elderly people in cities other than Canberra
- ☐ C. In the study, 0.63% of participants had previously undiagnosed heart failure
- ☐ D. Echocardiography is the most accurate way to judge whether a patient has heart failure

### **Question**

Gremlins are always either white, orange, or brown in colour. Any mating involving an orange gremlin produces only brown gremlins. Any mating involving a white gremlin produces only white gremlins. No mating between two brown gremlins ever produces a brown gremlin. No mating occurs between white and orange gremlins.

**Any of the following could be among four grandparents of a brown gremlin except**

Choose one answer.

- ☐ A. exactly four brown gremlins
- ☐ B. exactly three brown gremlins
- ☐ C. exactly two orange gremlins
- ☐ D. exactly three orange gremlins

### **Question**

The thyroid gland is a gland located in the neck that produces thyroid hormone (TH). TH is a hormone that controls metabolic rate. It helps the body burn fuel from food and increases body temperature, heart rate and oxygen consumption. Iodine plays a crucial role in the production of TH. It is an element that can be found in iodised salt, which is readily available in most developed countries. If a person has iodine deficiency, the production of TH is disrupted. The body sends a signal to the thyroid gland that not enough TH is being produced,

so the gland goes into 'overdrive'. This can result in a swelling of the thyroid gland, called a 'goitre'.

**Which of the following can be concluded?**

Choose one answer.

- ☐ A. If a person does not consume enough iodised salt or seafood, a goitre will form
- ☐ B. Without sufficient iodine, insufficient thyroid hormone may be produced
- ☐ C. People with goitres have elevated metabolic rates
- ☐ D. Iodine deficiency is very common in developing countries

**Question**

Some scientists believe that, in certain species of birds, particles of metal within the brain react to the presence of the Earth's magnetic field in the same way as the needle in a compass. It is this mechanism that is thought to underlie the birds' amazing ability to navigate accurately over distances of thousands of kilometres by day and night during migration. To test this theory, researchers surgically removed the metal particles from the heads of some birds and then released them, along with a number of untreated birds, at the usual time and place of their annual winter migration.

**Which of the following results would most seriously weaken the theory being tested?**

Choose one answer.

- ☐ A. The unaltered birds were irritated by the erratic flight patterns of the altered birds and drove them away from the main flock
- ☐ B. The altered birds formed their own flock and followed the usual migratory path two weeks after the main flock
- ☐ C. The altered birds were able to migrate successfully only when closely following a group of unaltered birds
- ☐ D. The altered birds were not able to maintain a straight course of flight when skies were overcast

**Question**

Paul says, 'The horse is not black.'

Sandy says, 'The horse is either brown or grey.'

Andy says, 'The horse is brown.'

At least one is telling the truth and at least one is lying.

**The colour of the horse must be**

Choose one answer.

- ☐ A. Black
- ☐ B. Brown



- ☐ C. Grey
- ☐ D. Any colour other than black or brown

More than one in seven mentally ill patients discharged from Victorian psychiatric facilities are back in hospital within 28 days. Mental health experts say many patients are given inadequate discharge planning and insufficient support outside hospital.

In the early 1990s, the Victorian government adopted a policy known as deinstitutionalisation, where many psychiatric institutions were closed down and patients were encouraged to live in the community. Experts believe, however, that the push towards deinstitutionalisation had not been properly carried out. It has resulted in unsupported deinstitutionalisation, where there are poor health outcomes and people living in isolation without the care they need.

Geelong Hospital had the state's highest readmission rate, 16 percent. In Melbourne, the highest rates were at the Alfred and Austin hospitals, with 15 percent. Patients might be readmitted because they suffered a relapse or the level of stability they had achieved in hospital was not sustained. A government spokesperson said sometimes people were discharged too early, but other factors, including people refusing treatment, were important. The Austin hospital's director of psychiatry said the hospital had more admissions than any other and shorter stays because the hospital more efficiently used community services.

### **Question**

**Which of the following can be concluded from the passage?**

Choose one answer.

- ☐ A. Deinstitutionalisation has resulted in poorer health outcomes compared to the situation before deinstitutionalisation
- ☐ B. Mental health experts now believe that patients should be re-institutionalised
- ☐ C. Deinstitutionalisation has resulted in some people living in isolation within the community
- ☐ D. Deinstitutionalisation would have been successful if there were sufficient beds in hospitals

### **Question**

**Which of the following can be concluded from the passage?**

Choose one answer.

- ☐ A. The demand for psychiatric services in Victoria has risen dramatically since the early 1990s
- ☐ B. On average, about 1 in 7 mentally ill patients admitted to the Alfred hospital were re-admitted within 28 days
- ☐ C. In the majority of cases, patients admitted to hospital with mental illness will be re-admitted
- ☐ D. The government and hospital directors agree on the causes of early discharge for psychiatric patients

### **Question**

Four men – Abraham, Barrett, Clinton and Douglas – are standing in a line up. One man is young, handsome and tall. Two men who are old are each standing next to Abraham. Barrett is the only man standing next to exactly one handsome man. Clinton is the only man not standing next to exactly one short man.

**Which of the four men is young, handsome and tall?**

Choose one answer.

- ☐ A. Abraham
- ☐ B. Barrett
- ☐ C. Clinton
- ☐ D. Douglas

Your house is designed so that switches downstairs control light bulbs upstairs. You are downstairs and there are three identical switches in front of you. Two of the switches work clear light bulbs upstairs, and the third works a green bulb upstairs. All of the switches are in the ‘off’ position.

After you have turned on whichever switches you decide to turn on, you will have to go upstairs to check which lights are on. Once you have gone upstairs, you are not allowed to go back downstairs. If you leave a switch on for at least one minute, the bulb will be warm when you go upstairs.

It takes you at least one minute to walk up the stairs. Once a bulb has been switched off, it takes two minutes to cool down.

You wish to find out which switch controls the green bulb.

**Question**

**How many switches should you turn on for at least one minute before leaving the booth?**

Choose one answer.

- ☐ A. None
- ☐ B. One
- ☐ C. Two
- ☐ D. Three

**Question**

**How many switches should remain on when you leave the booth?**

Choose one answer.

- ☐ A. None
- ☐ B. One
- ☐ C. Two
- ☐ D. Three

## Exam 10 - Section 2

When I got back home I dumped the sapling on the drive near the front gate and went though to the kitchen, and Helen said, 'David, where have you been? You didn't say you were going somewhere. I thought you were still working up on the roof and when I went to call you for a cup of tea –'

'I went and bought a tree,' I said.

'A tree?'

'A tree for the garden. I drove down to the nursery. Only ten dollars,' I added proudly.

'David, how marvellous!' she cried. 'Where is it?'

'Out the front. Come and see.'

Her expression changed when she did see it, and admittedly it did look a bit scruffy and limp and drab with its roots packed up into a big shapeless pudding of wet Hessian.

'Yes, but what is it?' she asked. 'It – it looks like a gum-tree.'

'It is a gum-tree. It's a sugar-gum.'

'Oh,' she said, and for a moment or two she looked blank, and then, 'Where are you going to put it?' she said. 'I mean, where do you want it to grow?'

'There.' I pointed. 'Right there, smack bang in the middle of the lawn!'

'Oh!'

'Why do you just keep saying "Oh"?'

'No reason... I mean, if it's going to be there, right in the middle of everything, I would have thought something smaller, or even –'

'What's wrong with a gum-tree?'

'Well, if you want to know, darling, I personally think they're a bit ordinary. They're so drab, David. I'd honestly prefer something decorative, especially for there, right in the front of the house, some nice flowering shrub, or camellia, or mock-orange. What would look lovely would be one of those Japanese dwarf-marples.'

'No way, my dear! No dwarf anything! I want a tree. A proper bloody tree! Do you realise,' I said, 'there's not one tree growing in this whole damned street... in the whole suburb if it comes to that?'

### **Question**

#### **David has bought the tree**

Choose one answer.

- ☐ A. As a form of rebellion
- ☐ B. To be like the next-door neighbours
- ☐ C. In a misguided attempt to please Helen
- ☐ D. On a foolish impulse that he later regrets

### **Question**

#### **When David admits that the tree ‘did look a bit scruffy’, he is**

Choose one answer.

- ☐ A. Surprised that Helen does not like it
- ☐ B. Annoyed that the tree is not looking its best
- ☐ C. Seeing the situation from Helen’s point of view
- ☐ D. Realising that his choice of tree was inappropriate

### **Question**

#### **Through the passage, the argument**

Choose one answer.

- ☐ A. Is gradually resolved
- ☐ B. Becomes more intense
- ☐ C. Changes from serious to light-hearted
- ☐ D. Changes from emotional accusation to calmer logic

### **Question**

#### **When Helen is arguing with David, she**

Choose one answer.

- ☐ A. Asserts her own views
- ☐ B. Is submissive and gives in easily
- ☐ C. Concentrates on finding a compromise
- ☐ D. Turns the discussion into a personal attack

*The following passage is an excerpt from a novel. Dawn is babysitting for Lou, a foster child in the Papadakis family. Jay is Lou's brother.*

Lou hunched forward again. "I hate you," she whispered. "I hate everybody."  
 Then she started to cry again.  
 She cried as angrily and intensely as she had done everything else since she'd come to live with the Papadakises. But along with the flood of tears came a flood of words.  
 "He left me. I want my father. He left me!"  
 "Oh, Lou," said Dawn again. "He wouldn't have if he could have helped it. You know he loved you very, very much."  
 "And Jay's gone and my mother doesn't want me. *She* left. She didn't have to leave."  
 "Maybe she did. You don't know what happened."  
 "I want my mother. I want my *mother*. I want to go home..." Lou began to cry even harder.  
 "Shhh," whispered Dawn. "It's okay, Lou. It'll be okay. You have friends here. We'll take care of you. And things will work out."  
 Lou shook her head, but gradually her crying became less anguished. "I want my mother," she whispered very, very softly.  
 Dawn leaned over and tried to put her arm around Lou. Lou jerked back like she'd been burned.  
 "Don't do that," she cried. "You can't do that to me."  
 "Lou, what's the matter?" asked Dawn, pulling back.  
 "Don't *touch* me," Lou gasped. "You'll just be nice to me and pretend you like me and then you'll leave me. That's what everyone always does. Even m-my doggg..."  
 Lou almost started crying again, but she dug her fist in her eyes and kept herself from it.  
 "You had a dog?" asked Dawn.  
 "He was a *good* dog. He was smart. His name was Jingles." For a moment Lou's face brightened. "He knew all kinds of tricks and everything. He understood what you said to him." Then her face closed up again. "But he left. He got out and ran away and never came back. And then our father..." She took a deep breath and almost shouted "... died."

### **Question**

**Lou jerks away from Dawn because**

Choose one answer.

- ☐ A. She's mad at Dawn
- ☐ B. She thinks Dawn is the kind of person that would be nice to her and pretend to like her before leaving her, and she hates people like that
- ☐ C. She hates Dawn
- ☐ D. She wants to prevent herself from forming an emotional attachment to Dawn, so she won't be hurt if Dawn leaves her

### **Question**

**In this passage, Lou can best be described as**

Choose one answer.

- ☐ A. Angry and afraid
- ☐ B. Sad and guarded
- ☐ C. Abandoned and depressed
- ☐ D. Upset and in shock

### **Question**

**In this passage, Dawn is**

Choose one answer.

- ☐ A. Trying to comfort Lou
- ☐ B. Lying about Lou's parents to make her feel better
- ☐ C. Being insensitive
- ☐ D. Only pretending to like Lou

*The following passage is an excerpt from a novel.*

Mum and Dad's bedroom door was shut, but I could hear them both in there. I got a glass in case I had to put it to the door to hear. That's what spies do. But then they started talking so loud I didn't need it.

'How much more do you expect me to take, Angela? I've just about had it!'

'I'm sorry,' Mum was crying again. 'I'm really sorry. I don't know what it is – this house, living in the sticks, you and your go-nowhere job. I want my old self back, something, anything. I'm so *miserable*.'

'Then do something about it, and stop dragging us into it.'

Mum just cried louder.

'Well, tell me what you want then. In *practical* terms. Tell me what you want, and I'll do it. Just cut this out, Angela – it's wearing me down.'

'I don't know what I want!' Mum burst out. 'That's the problem.'

'I don't *believe* you.' Dad snapped. 'What do you expect, that I'm just going to hang around until you finally decide to get your act together? What about me, Angela? You're not the only one in this marriage, you know. Or had you forgotten that?'

### **Question**

**Mum is upset because**

Choose one answer.

- ☐ A. She is dissatisfied with her life as it is
- ☐ B. She hates having a husband with a go-nowhere job
- ☐ C. She doesn't know what she wants
- ☐ D. Her husband doesn't understand her

### **Question**

**Dad is upset because**

Choose one answer.

- ☐ A. He cannot help being stuck in a go-nowhere job
- ☐ B. Mum is not taking his feelings into account
- ☐ C. Mum does not know what she wants
- ☐ D. Mum is not communicating well with him

### **Question**

**In this passage, Mum can best be described as**

Choose one answer.

- ☐ A. Selfish
- ☐ B. Irrational
- ☐ C. Sad
- ☐ D. Angry

**Question**

**In this passage, Dad can best be described as**

Choose one answer.

- ☐ A. Frustrated
- ☐ B. Unreasonable
- ☐ C. Helpless
- ☐ D. Resentful

*Mrs. Hamilton is a 73 years old widow who has a daughter and a son but lives alone. She made an appointment with her GP to talk about her problems.*

1. Doctor: "Good morning Mrs. Hamilton, how are you feeling today?"
2. Mrs. Hamilton: "Oh, not well doctor, otherwise I wouldn't be here."
3. Doctor: "Well, would you like to tell me what you think is wrong so we can have it fixed and get you healthy and happy back at home."
4. Mrs. Hamilton: "Oh I wouldn't be happy at home, no, doctor. You see, it's my daughter. She lost her husband and children – so my son-in-law and grandchildren – in a car crash last year. It's been a year already and she still cries everyday. I worry about her so much it is giving me headaches. She just couldn't get it out of her mind, doctor, even though the accident was a year ago and..."
5. Doctor: "Hold on one second there, did you just mention that you have headaches?"
6. Mrs. Hamilton: "Yes doctor, it bothers me every time I hear her sob. And does she sob often! She cries from morning to afternoon, from afternoon to evening, and from evening to night. But when I tell her this makes me worried, she doesn't even visit me anymore. If she doesn't come and see me, then..."
7. Doctor: "Sorry to interrupt Mrs. Hamilton, but could we focus a little more on your problems instead of your daughter's please?"
8. Mrs. Hamilton: "My problems?"
9. Doctor: "Yes, what has made you unwell? What brought you here today?"
10. Mrs. Hamilton: "My headaches, of course."

11. Doctor: "Yes! Could you please tell me about those?"

12. Mrs. Hamilton: "Oh well... my son! He is the reason why I get those headaches all the time. I know he has fights with his wife about things, I know it, even though he never talks to me. But HE doesn't want to listen to me either."

13. Doctor: "Look Mrs. Hamilton, I am really concerned about the headaches, and that is what I can help you with. If you want to talk about your family issues, I think a psychologist would be what you are looking for."

14. Mrs. Hamilton: "But I AM telling you about my headaches!"

15. Doctor: (deep breath) "No, you have been telling me about your family issue, but I was asking for..."

16. Mrs. Hamilton: "Doctor, I came here to talk to you about my problems. I trusted you and I have answered all your questions honestly. But even you don't even want to listen and blame me for it. I really don't know what it is that you want."

17. Doctor: "Please calm down Mrs. Hamilton, I am going to refer you to an excellent counsellor. I think he will be able to help your situation more than I can."

18. Mrs. Hamilton: "That's just an excuse to dump me into someone else's care, isn't it? You are no different to them! You don't care about what I have to say, do you?"

### **Question**

**What is the doctor's main concern in this excerpt?**

Choose one answer.

- ☐ A. His main concern is that the appointment is running overtime.
- ☐ B. His main concern is that the patient has mental illness instead of physical illness.
- ☐ C. His main concern is that he cannot cure the patient's illness.
- ☐ D. His main concern is to get to the medical aspect of the patient's problem.

### **Question**

**What does Mrs. Hamilton expect of the doctor that the doctor fails to address?**

Choose one answer.

- ☐ A. She needs the doctor to listen to the causes of her headaches before diagnosing her.
- ☐ B. She needs the doctor to reassure her that she is just worrying too much and is physically fine.
- ☐ C. She needs the doctor to address her physical illness and stop suspecting mental diseases.
- ☐ D. She needs the doctor to listen to her problems patiently so she could talk about her worries.

### **Question**



**Which of the following best describes Mrs. Hamilton's manner at the beginning of the appointment?**

Choose one answer.

- ☐ A. Calm and composed
- ☐ B. Trusting and direct
- ☐ C. Rude yet helpless
- ☐ D. Upset yet talkative

**Question**

**Which of the following best describes the doctor in comment 15?**

Choose one answer.

- ☐ A. Calm
- ☐ B. Impatient
- ☐ C. Strained
- ☐ D. Stubborn

**Question**

**Why is the doctor referring Mrs. Hamilton to a psychologist?**

Choose one answer.

- ☐ A. He is tired of sifting through Mrs. Hamilton's information to find what he needs.
- ☐ B. He finds it impossible to cooperate with Mrs. Hamilton.
- ☐ C. He does not believe that Mrs. Hamilton has any physical problems.
- ☐ D. He believes that Mrs. Hamilton's psychological need is more urgent at the moment.

**Question**

**Which of the following best describes Mrs. Hamilton's tone in comment 18?**

Choose one answer.

- ☐ A. Accusing
- ☐ B. Annoyed
- ☐ C. Disappointed
- ☐ D. Hurt

**Question**

**What would the doctor's dominant emotion most likely be by the end of the appointment?**

Choose one answer.

- ☐ A. Wronged
- ☐ B. Tired
- ☐ C. Stressed
- ☐ D. Exasperated

*The following is excerpted from a novel.*

“You know, I wasn't scared of fighting him,” Indian said

“You don't have to explain.”

He seemed not to hear me. “When I was seven my mother left me to look after my little sister Jenny. She was five. I was watching her play on some swings when these older kids came up and started calling me names.”

Indian's face, reflected in the bus window, was bleak and stony. “I could have just ignored them, but I didn't. I got mad and I started fighting. I was a lot bigger than they were, so it was no contest. I won.”

He stopped abruptly, a pulse above his collarbone hammering madly. Beyond him, the streets flicked by and people got on and off at stops, but it felt as if all of that was happening in another dimension.

“I was so busy fighting, I didn't see my little sister had climbed to the top of the slide. The next thing I heard was someone screaming.”

Indian was silent for a long time.

“Did she fall?” I prompted at last.

“She slipped and hit her head.” Indian looked up, straight at me and I was shocked to see tears in his eyes.

“Did she ... die?”

He shook his head. “She was in a coma for a week, and when she woke up, she wasn't the same. She used to smile and laugh all the time, but now she doesn't smile or look at you. She just stares. It's as if I did kill her, but the body was left behind.”

### **Question**

**How has Indian's state of mind changed from the beginning to the end of the excerpt?**

Choose one answer.

- ☐ A. From arrogant to thoughtful
- ☐ B. From reminiscent to regretful
- ☐ C. From indifferent to sad
- ☐ D. From angry to terrified

### **Question**

**What impact has the change in Indian's sister had on Indian, shown in this excerpt?**

Choose one answer.

- ☐ A. He now restrains himself from acting irrationally.
- ☐ B. He blames himself about his sister and is willing to do anything to make up for it.

- ☐ C. He has become less social and usually reveals little emotion
- ☐ D. He is no longer scared of fighting other people and uses violence as a way of venting his guilt.

**Question**

**In this excerpt, the protagonist is mainly being**

Choose one answer.

- ☐ A. Surprised yet comforting
- ☐ B. Understanding yet alarmed
- ☐ C. Shocked and appalled
- ☐ D. Attentive and concerned

**Question**

**In comparison to her falling to her death, how does Indian view his sister's change?**

Choose one answer.

- ☐ A. No comparison, Indian has never thought of comparing the two
- ☐ B. Anything is better than death
- ☐ C. It is better than if she had died, but not by much at all
- ☐ D. It is just as devastating as if she had died, if not worse

**Question**

**Why does the protagonist have to prompt Indian with "did she fall?"**

Choose one answer.

- ☐ A. The protagonist is curious and wanted to break the suspense
- ☐ B. The protagonist is impatient for Indian to finish the story
- ☐ C. Indian is too overwhelmed with emotions to bring himself to speak without prompting
- ☐ D. Indian is waiting to see if the protagonist is concerned enough to ask

*The following is a discussion between Mark and Jane, who are married. They have a daughter Casey who they take turns looking after. Mark normally looks after Casey on Wednesdays, and Jane (a stay at home mum) takes the day off, playing tennis with her friends. Mark now wants to work Wednesdays, and wants Jane to look after Casey.*

1 M: Jane, I wanted to talk to you about our arrangements with looking after Casey. You see the company wants me to start working Wednesdays too, because it's really getting busy at the moment.

2 J: I thought we'd been through all these arrangements, and you promised me that you would look after Casey on Wednesdays. Just tell them you can't do it.

3 M: Jane I really would appreciate it if you'd support me in this, I'd honestly prefer to spend the day with Casey, but I really have to do this.

4 J: It's always me supporting you isn't it. What about me? I want my own life too.

5 M: Your own life? I'm the one who spends everyday working so you can sit round doing nothing all day.

6 J: That's not fair Mark. You know I've made lots of sacrifices for our family. You know I'd be working if I wasn't looking after Casey.

7 M: I know, I'm sorry. But come on Jane, I need to do this, and its only your tennis.

**Question**

**In comment 1, Mark is trying to approach the issue**

Choose one answer.

- ☐ A. in an aggressive and provocative way
- ☐ B. in an open and honest way
- ☐ C. in a timid and uncertain way
- ☐ D. in a determined and reasoned way

**Question**

**Overall, Jane's main concern is**

Choose one answer.

- ☐ A. That she will not be able to play tennis with her friends
- ☐ B. That Mark keeps adjusting their arrangements to suit him
- ☐ C. That Mark doesn't respect her as a person
- ☐ D. That her life revolves around Mark, and she has no life of her own

**Question**

**In comment 5, Mark**

Choose one answer.

- ☐ A. purposefully attempts to provoke Jane
- ☐ B. angrily attacks Jane as she won't agree with him
- ☐ C. honestly criticises her for her mistake
- ☐ D. exaggerates to get her attention

**Question**

**For Jane and Mark, the issue of looking after Casey appears to be**

Choose one answer.

- ☐ A. A trigger for arguments about other issues.
- ☐ B. A point of ongoing tension.
- ☐ C. An occasional point of tension that has occurred before.
- ☐ D. A division in their relationship that may eventually cause their separation.

### **Question**

**How would Jane most likely react to Mark's final comment?**

Choose one answer.

- ☐ A. Apologise to Mark and agree to look after Casey
- ☐ B. Grudgingly agree but demand that this cannot keep reoccurring
- ☐ C. Politely disagree with him and then ignore him
- ☐ D. Disagree and become angry that he said it is "only" her tennis

*The following takes place at a fast-food restaurant where the narrator, Alex, confronts two tradesmen who have damaged his car in the carpark.*

Everything becomes so apparent when you're bored stupid waiting in a line to be served: the pattern on the dress worn by the lady in front of you, the indifferent expression worn by the cashier as she takes another order, the various faces outside walking towards the door. It was on that note that I spotted two characters who certainly didn't belong in a place like this. Two heavy-set tradesmen made their way in, covered in semi-dry paint and saw dust. I guessed this was the only place around here for them to eat, but that didn't change how uncomfortable they made me feel by upsetting the 'family dining atmosphere'. Finally, it was my turn to order and I approached the counter only to realise I'd left my wallet in the car. Ugh. I apologised to the cashier and started walking quickly towards my car. I swear I could feel the tradesmen's eyes on my back. I felt another wave of disappointment as I realised that they had parked next to me – a worn Ute laden with various tools. What I saw next stopped me dead in my tracks: a giant white scratch on my car door, undoubtedly, left by the careless tradesmen. My legs carried me back to the restaurant as I tried to work out what I would say to the two burly men. The last thing I wanted was a confrontation.

"Excuse me fellas," I managed to croak out, "But I think you may have scratched my car door out there". I watched in horror as the expression on the older tradesman's face grew red with fury, then he exploded. "YOU TOLD ME YOU DIDN'T TOUCH THE DOOR, THIS IS COMING FROM YOUR PAY!" To my utter astonishment, he had turned to his partner and abused him instead. I felt better instantly as I let out the breath I'd been holding.

### **Question**

**Alex's first impression of the tradesmen is best described as**

Choose one answer.

- ☐ A. fearful.
- ☐ B. curious.
- ☐ C. unnerving.
- ☐ D. suspicious.

### **Question**

**Alex's 'second wave of disappointment' was brought about by**

Choose one answer.

- ☐ A. frustration that they chose to park next to him.

- ☐ B. intimidation by the unkempt appearance of the tradesmen's Ute.
- ☐ C. concern that the tradesmen were intentionally trying to upset him.
- ☐ D. unease brought about by the tradesmen's close proximity to him.

**Question**

**Which of the following best describes Alex's feelings at the end of passage?**

Choose one answer.

- ☐ A. Smug
- ☐ B. Relieved
- ☐ C. Grateful
- ☐ D. Anxious

*The following dialogue is an extract from the play Death of a Salesman.*

BIFF: I tell ya, Hap, I don't know what the future is. I don't know – what I'm supposed to want.

HAPPY: What do you mean?

BIFF: Well, I spent six or seven years after high school trying to work myself up. Shipping clerk, salesman, business of one kind or another. And it's a measly manner of existence. To get on that subway on the hot mornings in summer. To devote your whole life to keeping stock, or making phone calls, or selling or buying. To suffer fifty weeks of the year for the sake of a two-week vacation, when all you really desire is to be outdoors, with your shirt off. And always to have to get ahead of the next fella. And still – that's how you build a future.

HAPPY: Well, you really enjoy it on a farm? Are you content out there?

BIFF [with rising agitation]: Hap, I've had twenty or thirty different kinds of jobs since I left home before the war, and it always turns out the same. I just realized it lately. In Nebraska when I herded cattle, and the Dakotas, and Arizona, and now in Texas. It's why I came home now, I guess, because I realized it. This farm I work on, it's spring there now, see? And they've got about fifteen new colts. There's nothing more inspiring or – beautiful than the sight of a mare and a new colt. And it's cool there now, see? Texas is cool now, and it's spring. And whenever spring comes to where I am, I suddenly get the feeling, my God, I'm not gettin' anywhere! What the hell am I doing, playing around with horses, twenty-eight dollars a week! I'm thirty-four years old, I oughta be makin' my future. That's when I come running home. And now, I get here, and I don't know what to do with myself. [After a pause] I've always made a point of not wasting my life, and every time I come back here I know that all I've done is to waste my life.

HAPPY: You're a poet, you know that, Biff? You're a – you're an idealist!

BIFF: No, I'm mixed up very bad. Maybe I oughta get married. Maybe I oughta get stuck into something. Maybe that's my trouble. I'm like a boy, I'm not married, I'm not in business, I just – I'm like a boy. Are you content, Hap? You're a success, aren't you? Are

you content?

HAPPY: Hell, no!

BIFF: Why? You're making money, aren't you?

HAPPY: [moving about with energy, expressiveness]: All I can do now is wait for the merchandise manager to die. And suppose I get to be merchandise manager? He's a good friend of mine, and he just built a terrific estate on Long Island. And he lived there about two months and sold it, and now he's building another one. He can't enjoy it once it's finished. And I know that's just what I would do. I don't know what the hell I'm workin' for. Sometimes I sit in my apartment – all alone. And I think of the rent I'm paying. And it's crazy. But then, it's what I always wanted. My own apartment, a car, and plenty of women. And still, goddamit, I'm lonely.

BIFF [with enthusiasm]: Listen, why don't you come out West with me?

HAPPY: You and I, heh?

BIFF: Sure, maybe we could buy a ranch. Raise cattle, use our muscles. Men built like we are should be out in the open.

HAPPY [avidly]: The Loman Brothers, heh?

BIFF [with vast affection]: Sure, we'd be known all over the counties!

HAPPY [enthralled]: That's just what I dream about, Biff. Sometimes I just want to rip my clothes off in the middle of the store and outbox that goddamn merchandise manager. I mean I can outbox, outrun and outlift anybody in that store, and I have to take orders from those common, petty sons-of-bitches till I can't stand it any more.

### **Question**

**Biff thinks he's "like a boy" because**

Choose one answer.

- ☐ A. "All [he's] done is to waste [his] life"
- ☐ B. He isn't "stuck into something"
- ☐ C. He has "come running [back] home"
- ☐ D. He isn't "makin' [his] future"

### **Question**

**Biff isn't "content" because**

Choose one answer.

- ☐ A. He feels he isn't "gettin' anywhere"
- ☐ B. He doesn't know what he's "supposed to want"
- ☐ C. He doesn't like Texas
- ☐ D. Spring makes him feel discontented

### **Question**

**Happy isn't "content" because**

Choose one answer.

- ☐ A. He is paying a crazy amount of rent
- ☐ B. He wants to be merchandise manager
- ☐ C. "[He's] lonely"
- ☐ D. "[He] doesn't know what the hell [he's] workin' for"

### **Question**

**On the whole, Biff feels**

Choose one answer.

- ☐ A. Optimistic about the future
- ☐ B. Pessimistic about the future
- ☐ C. Unconcerned about the future
- ☐ D. Scared about the future

### **Question**

**Happy**

Choose one answer.

- ☐ A. Looks up to the merchandise manager
- ☐ B. Is afraid of the merchandise manager
- ☐ C. Feels he is physically stronger than the merchandise manager
- ☐ D. Wants the merchandise manager to die

*The following passage is an extract from a novel. Claire is the counsellor the narrator started seeing after her dad died of leukaemia.*

Claire can't say the word 'dead'.

She keeps saying we *lost* Dad, which is stupid because, if you lose something, you can usually find it if you make enough effort and phone up all the lost property offices and taxi companies. Unless maybe someone stole it, in which case it isn't really lost.

Sometimes when Claire uses the word 'lost' I think she's trying to point out that we didn't put in nearly as much effort as we should have. Like, if we'd just tried another herbal remedy or started eating zucchini all the time, then we might have found a cure for Dad.

I don't really think that.

Just like I don't really think that I'm crazy. I know that it's common to forget stuff and be absent-minded, and it's just called SADNESS.



I know for a fact that it's not our fault that Dad died and I know Claire is not trying to say that.

But it's a lot easier to be crazy or mad than to just get on with living.

**Question**

**The narrator thinks Claire**

Choose one answer.

- ☐ A. is stupid
- ☐ B. believes the narrator should have tried harder to prevent her Dad's death
- ☐ C. wants to help the narrator find her Dad
- ☐ D. says things that could be taken the wrong way

**Question**

**The phrase "it's a lot easier to be crazy or mad than to just get on with living" implies that**

Choose one answer.

- ☐ A. The narrator is feeling suicidal
- ☐ B. The narrator thinks living as though her Dad didn't just die is harder than being mad
- ☐ C. The narrator understands how patients in psychiatric hospitals must feel
- ☐ D. The narrator's crazy outlook on life helps her cope with her Dad's death

**Question**

**The narrator's overall manner in this passage can best be described as**

Choose one answer.

- ☐ A. Indignant
- ☐ B. Sad
- ☐ C. Pensive
- ☐ D. Apathetic

**Question**

**In this passage, the narrator is mainly concerned about**

Choose one answer.

- ☐ A. Claire's incompetency as a counsellor.
- ☐ B. The cause of her Dad's death.
- ☐ C. Losing things.
- ☐ D. Her behaviour and actions before and after her Dad's death.

## Exam 10 - Section 3

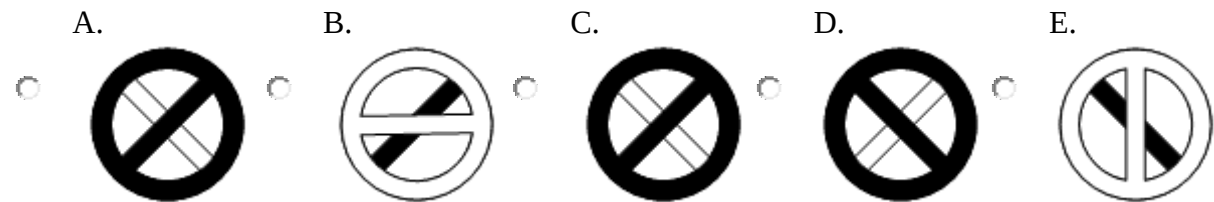
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.



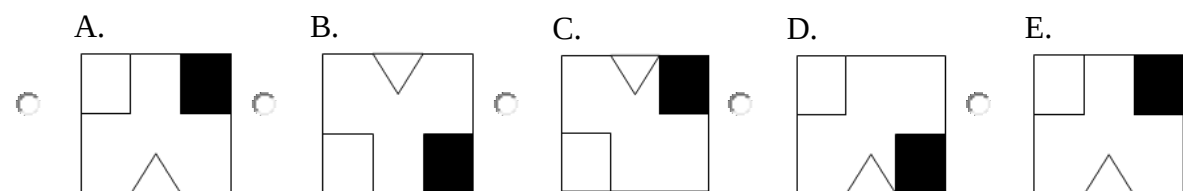
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.



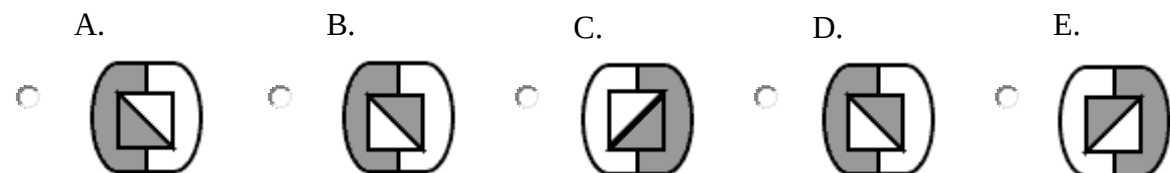
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.



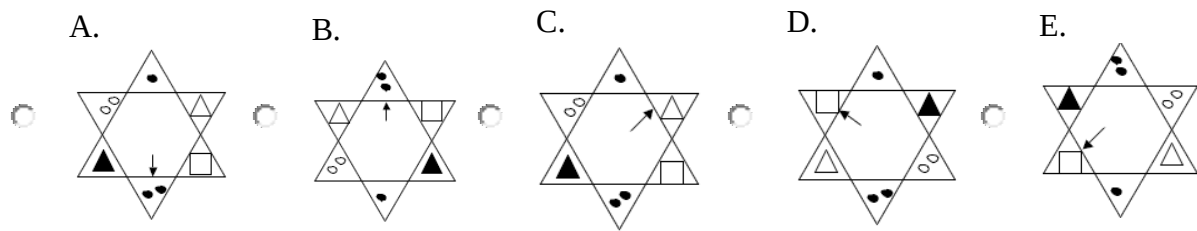
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.

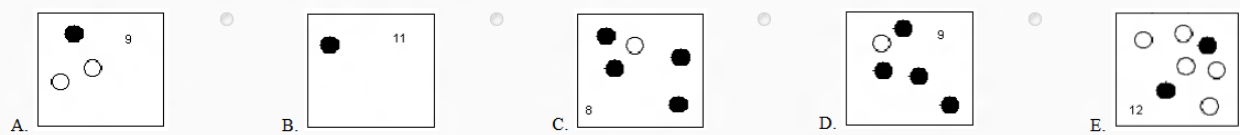


### Question

#### Middle of the Sequence

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

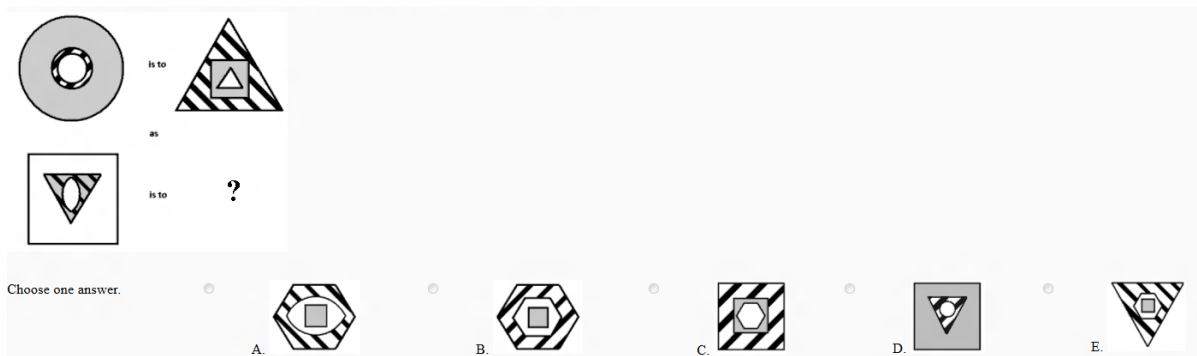
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



### Question

#### This is to That

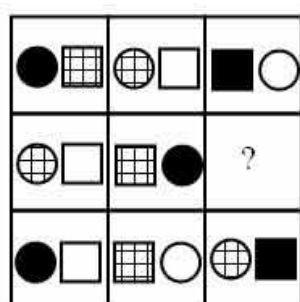
Select the figure that would make a second pair of figures with the same relationship as the first pair.



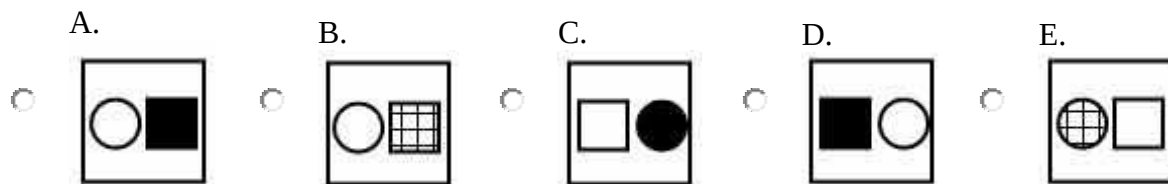
### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



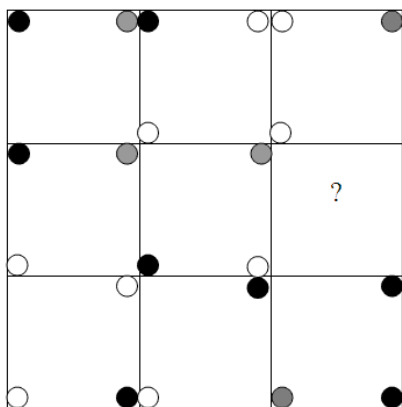
Choose one answer.



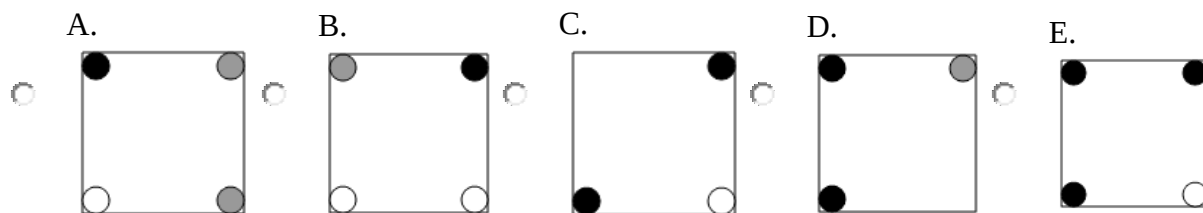
### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



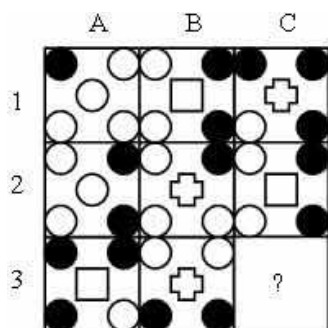
Choose one answer.



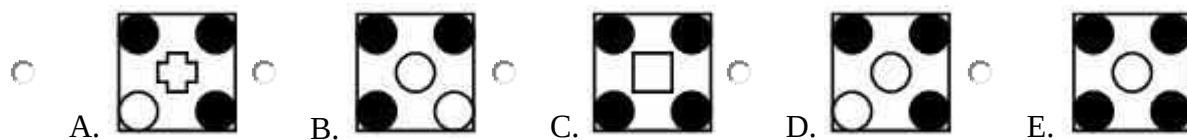
### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



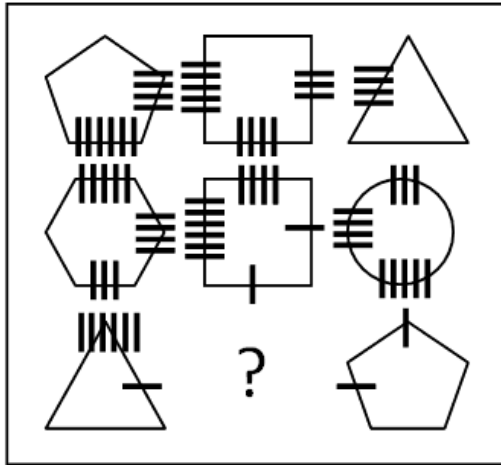
Choose one answer.



### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



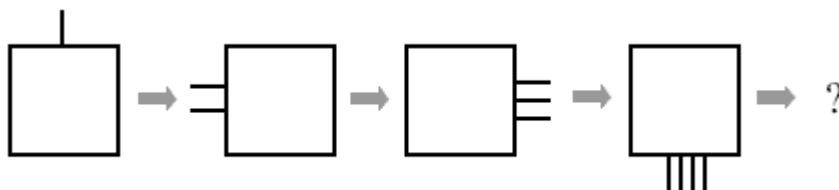
Choose one answer.

- A. ☐ ☐
- B. ☐ ☐
- C. ☐ ☐
- D. ☐ ☐
- E. ☐ ☐

### Question

#### Fifth in the Series

Select the picture that would most logically and simply be the fifth in the series.



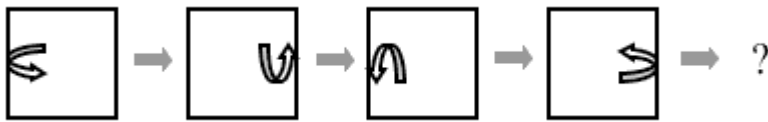
Choose one answer.

- A. ☐ ☐
- B. ☐ ☐
- C. ☐ ☐
- D. ☐ ☐
- E. ☐ ☐

### Question

#### Fifth in the Series

Select the picture that would most logically and simply be the fifth in the series.



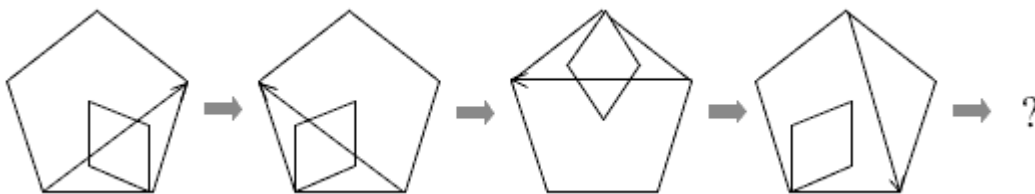
Choose one answer.

- A. ☐ B. ☐ C. ☐ D. ☐ E. ☐

### Question

#### **Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



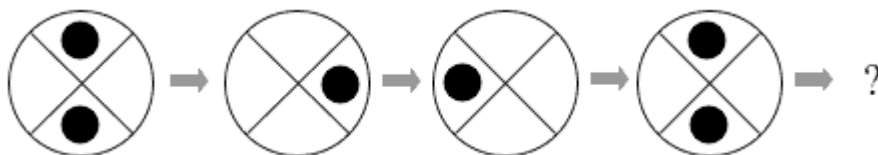
Choose one answer.

- A. ☐ B. ☐ C. ☐ D. ☐ E. ☐

### Question

#### **Fifth in the Series**

Select the picture that would most logically and simply be the fifth in the series.



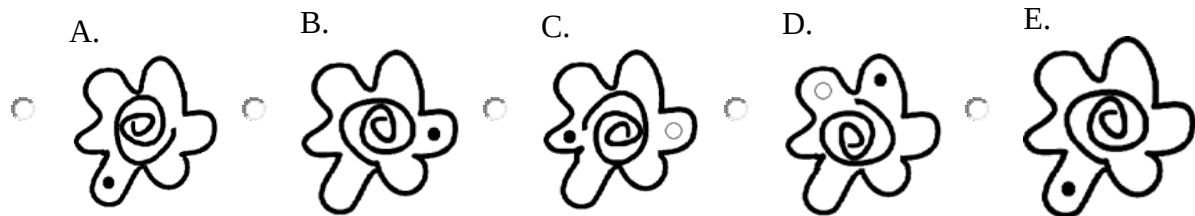
Choose one answer.

- A. ☐ B. ☐ C. ☐ D. ☐ E. ☐

### Question

### Middle of the Sequence

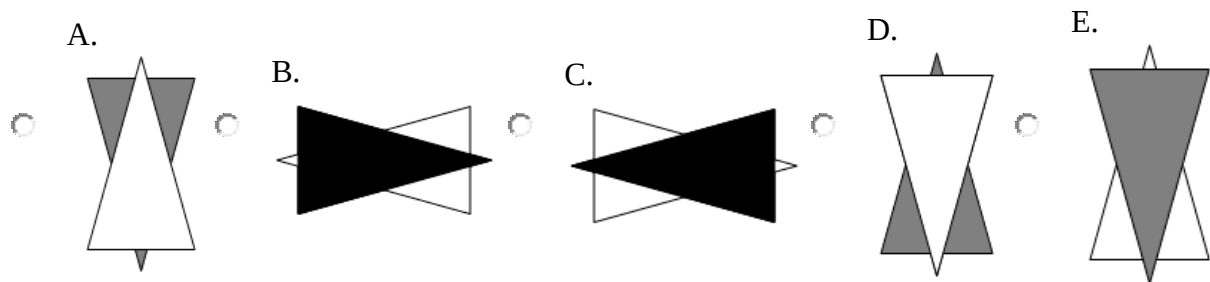
The following five figures can be rearranged to form a logical sequence.  
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



### Question

### Middle of the Sequence

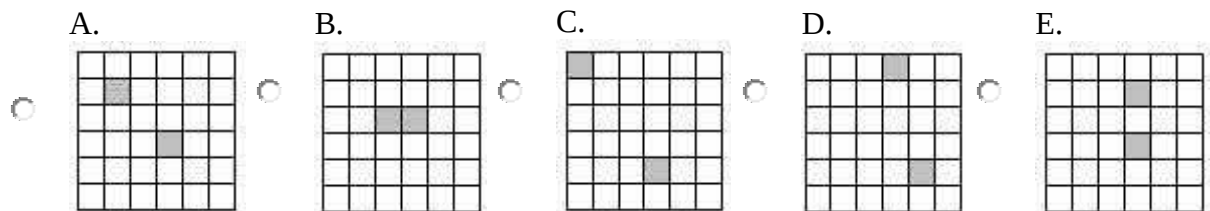
The following five figures can be rearranged to form a logical sequence.  
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



### Question

### Middle of the Sequence

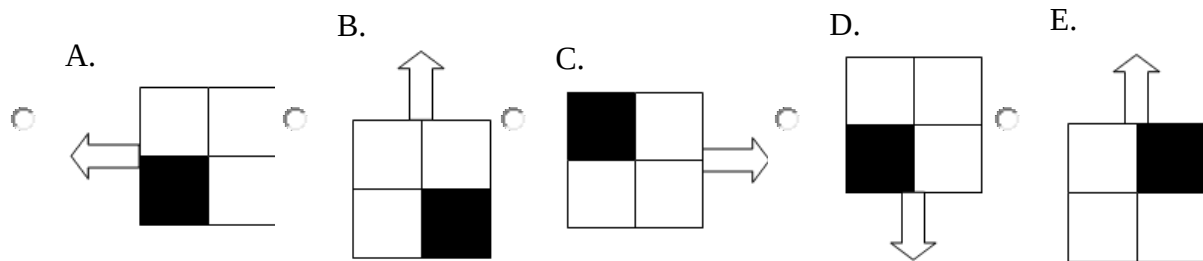
The following five figures can be rearranged to form a logical sequence.  
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



### Question

### Middle of the Sequence

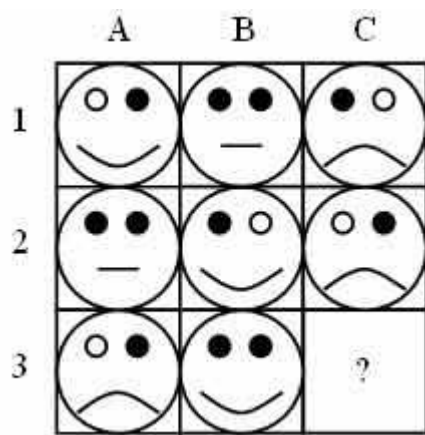
The following five figures can be rearranged to form a logical sequence.  
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



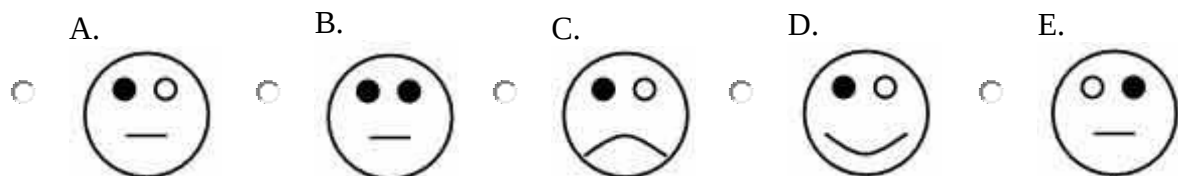
### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



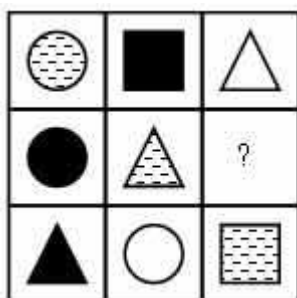
Choose one answer.



### Question

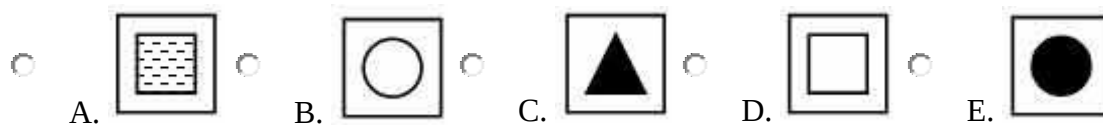
#### Missing Segment

Select the segment that would most logically and simply complete the picture.



Choose one answer.

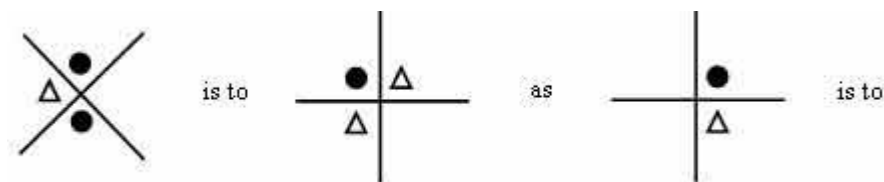




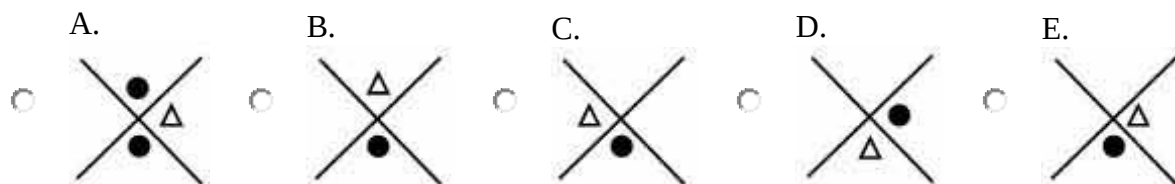
### Question

#### **This is to That**

Select the figure that would make a second pair of figures with the same relationship as the first pair.



Choose one answer.

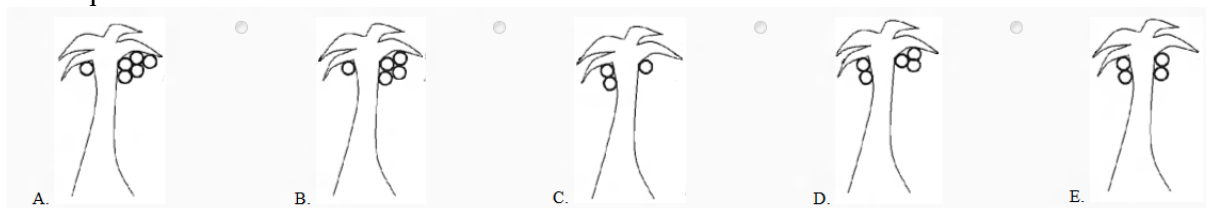


### Question

#### **Middle of the Sequence**

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

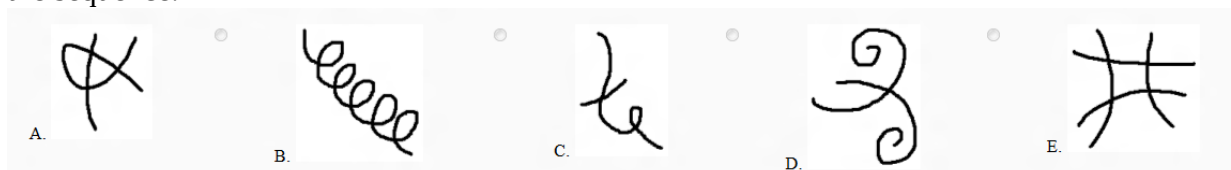


### Question

#### **Middle of the Sequence**

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

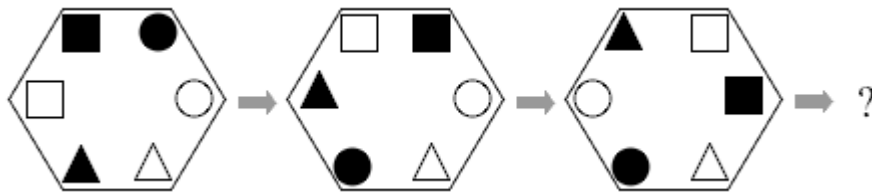
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



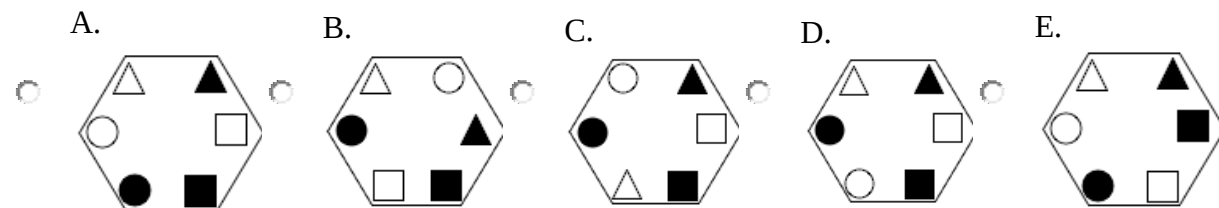
### Question

#### Fourth in the Series

Select the picture that would most logically and simply be the fourth in the series.



Choose one answer.



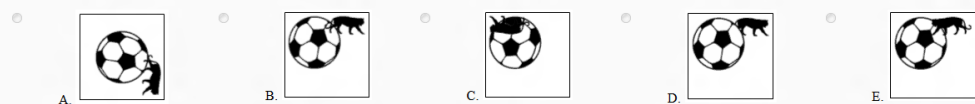
### Question

#### Fifth in the Series

Select the picture that would most logically and simply be the fifth in the series.



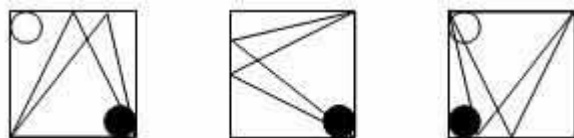
Choose one answer.



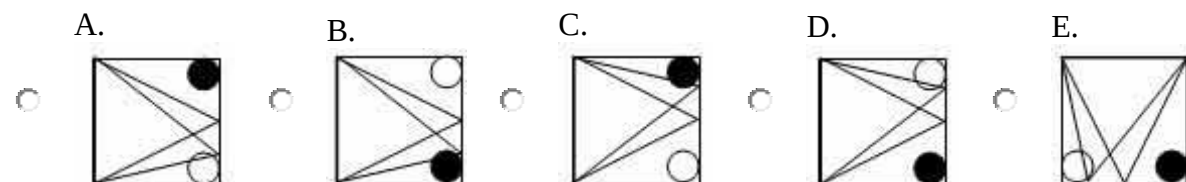
### Question

#### Fourth in the Series

Select the picture that would most logically and simply be the fourth in the series.



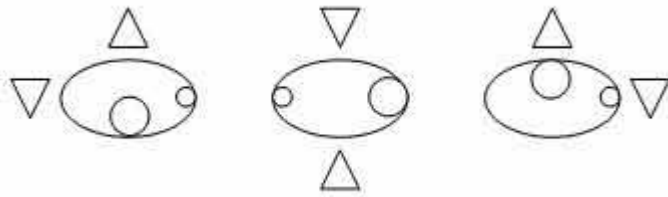
Choose one answer.



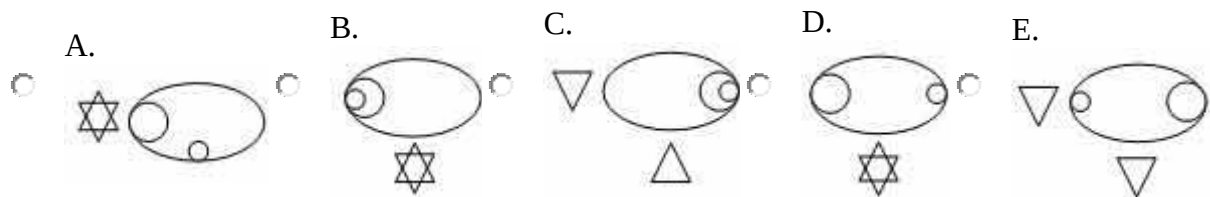
### Question

### Fourth in the Series

Select the picture that would most logically and simply be the fourth in the series.



Choose one answer.



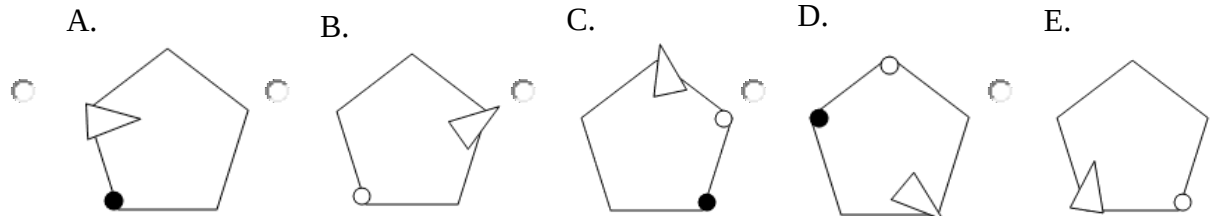
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

Choose one answer.

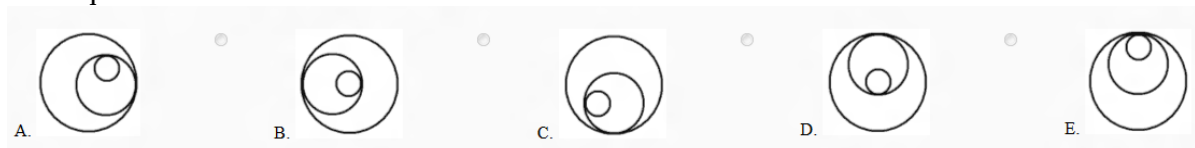


### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



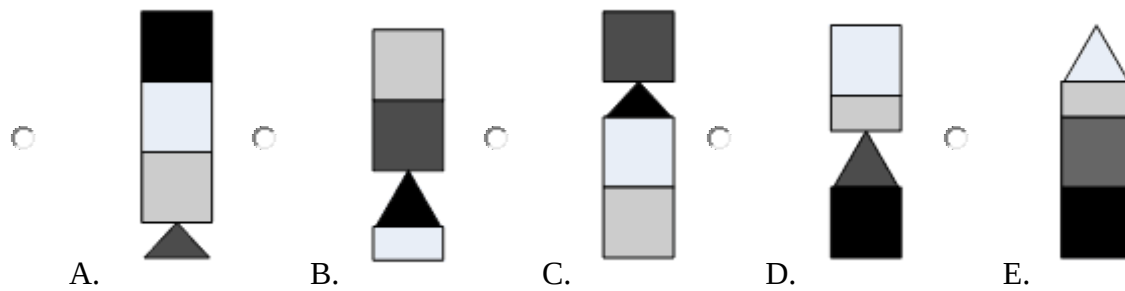
### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

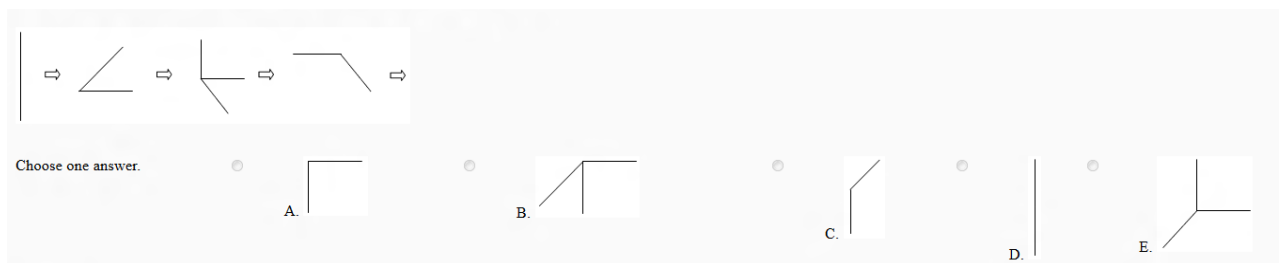
Choose one answer.



### Question

#### Next in the Sequence

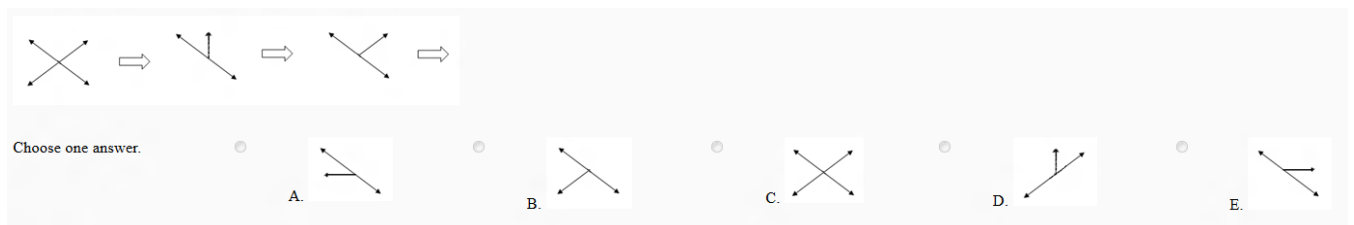
Select the picture that would most logically and simply be the next in the sequence.



### Question

#### Next in the Sequence

Select the picture that would most logically and simply be the next in the sequence.

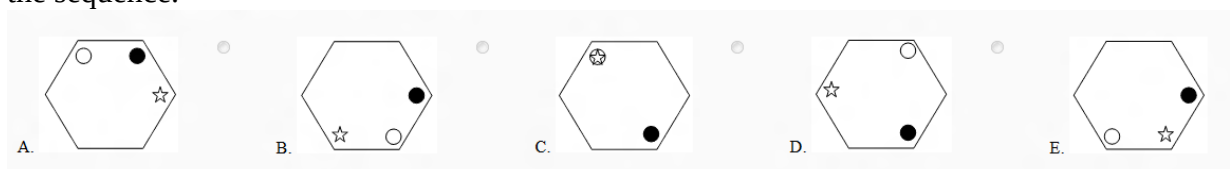


### Question

#### Middle of the Sequence

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

Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.

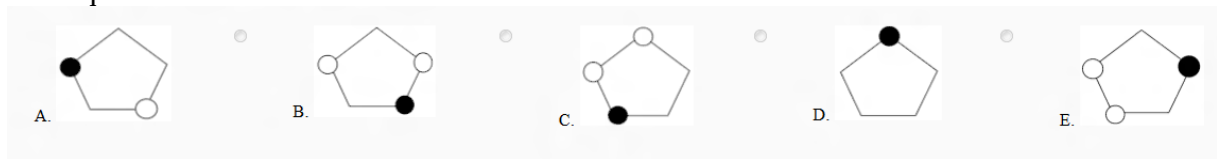


### Question

#### Middle of the Sequence

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

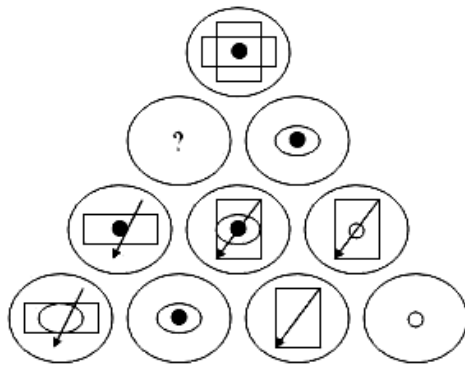
Select the alternative (A, B, C, D or E) that most logically and simply fits in the **middle** of the sequence.



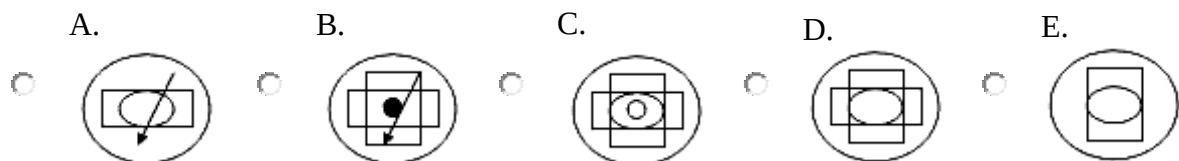
### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



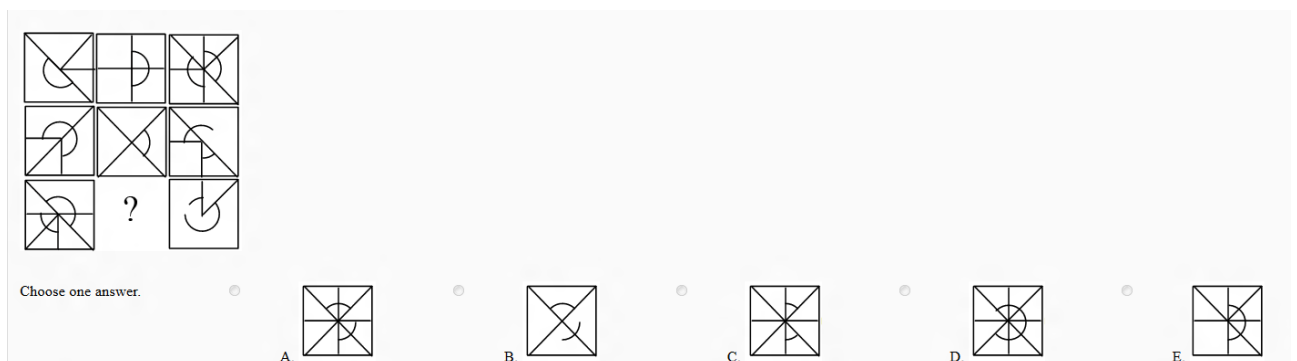
Choose one answer.



### Question

#### Missing Segment

Select the segment that would most logically and simply complete the picture.



### Question

#### Middle of the Sequence

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

Select the alternative (**A**, **B**, **C**, **D** or **E**) that most logically and simply fits in the **middle** of the sequence.  
Choose one answer.



### Question

#### Middle of the Sequence

The following five figures can be rearranged to form a logical sequence.  
Select the alternative (**A**, **B**, **C**, **D** or **E**) that most logically and simply fits in the **middle** of the sequence.

