

28

As used in line 61, “document” most nearly means

- A) portray.
- B) record.
- C) publish.
- D) process.

29

What can reasonably be inferred about gliding animals from the passage?

- A) Their young tend to hop along beside their parents instead of flying beside them.
- B) Their method of locomotion is similar to that of ground birds.
- C) They use the ground for feeding more often than for perching.
- D) They do not use a flapping stroke to aid in climbing slopes.

30

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

- A) Lines 4-6 (“They jumped . . . air”)
- B) Lines 28-29 (“They really . . . traveling”)
- C) Lines 57-59 (“The birds . . . slopes”)
- D) Lines 72-74 (“something . . . theory”)

Questions 31-41 are based on the following passages.

Passage 1 is adapted from Talleyrand et al., *Report on Public Instruction*. Originally published in 1791. Passage 2 is adapted from Mary Wollstonecraft, *A Vindication of the Rights of Woman*. Originally published in 1792. Talleyrand was a French diplomat; the *Report* was a plan for national education. Wollstonecraft, a British novelist and political writer, wrote *Vindication* in response to Talleyrand.

Passage 1

That half the human race is excluded by the other half from any participation in government; that they are native by birth but foreign by law in the very land where they were born; and that they are

Line 5 property-owners yet have no direct influence or representation: are all political phenomena apparently impossible to explain on abstract principle. But on another level of ideas, the question changes and may be easily resolved. The purpose of

Line 10 all these institutions must be the happiness of the greatest number. Everything that leads us farther from this purpose is in error; everything that brings us closer is truth. If the exclusion from public employments decreed against women leads to a

Line 15 greater sum of mutual happiness for the two sexes, then this becomes a law that all Societies have been compelled to acknowledge and sanction.

Any other ambition would be a reversal of our primary destinies; and it will never be in women’s

Line 20 interest to change the assignment they have received.

It seems to us incontestable that our common happiness, above all that of women, requires that they never aspire to the exercise of political rights and functions. Here we must seek their interests in

Line 25 the wishes of nature. Is it not apparent, that their delicate constitutions, their peaceful inclinations, and the many duties of motherhood, set them apart from strenuous habits and onerous duties, and summon them to gentle occupations and the cares of the

Line 30 home? And is it not evident that the great conserving principle of Societies, which makes the division of powers a source of harmony, has been expressed and revealed by nature itself, when it divided the functions of the two sexes in so obviously distinct a

Line 35 manner? This is sufficient; we need not invoke principles that are inapplicable to the question. Let us not make rivals of life’s companions. You must, you truly must allow the persistence of a union that no interest, no rivalry, can possibly undo. Understand

Line 40 that the good of all demands this of you.

Passage 2

Contending for the rights of woman, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of man, she will stop the progress of
 45 knowledge and virtue; for truth must be common to all, or it will be inefficacious with respect to its influence on general practice. And how can woman be expected to co-operate unless she know why she ought to be virtuous? unless freedom strengthen her
 50 reason till she comprehend her duty, and see in what manner it is connected with her real good? If children are to be educated to understand the true principle of patriotism, their mother must be a patriot; and the love of mankind, from which an
 55 orderly train of virtues spring, can only be produced by considering the moral and civil interest of mankind; but the education and situation of woman, at present, shuts her out from such investigations. . . .

Consider, sir, dispassionately, these
 60 observations—for a glimpse of this truth seemed to open before you when you observed, “that to see one half of the human race excluded by the other from all participation of government, was a political phenomenon that, according to abstract principles, it
 65 was impossible to explain.” If so, on what does your constitution rest? If the abstract rights of man will bear discussion and explanation, those of woman, by a parity of reasoning, will not shrink from the same test: though a different opinion prevails in this
 70 country, built on the very arguments which you use to justify the oppression of woman—prescription.

Consider—I address you as a legislator—whether, when men contend for their freedom, and to be allowed to judge for themselves respecting their
 75 own happiness, it be not inconsistent and unjust to subjugate women, even though you firmly believe that you are acting in the manner best calculated to promote their happiness? Who made man the exclusive judge, if woman partake with him the gift
 80 of reason?

In this style, argue tyrants of every denomination, from the weak king to the weak father of a family; they are all eager to crush reason; yet always assert that they usurp its throne only to be
 85 useful. Do you not act a similar part, when you force all women, by denying them civil and political rights, to remain immured in their families groping in the dark?

31

As used in line 21, “common” most nearly means

- A) average.
- B) shared.
- C) coarse.
- D) similar.

32

It can be inferred that the authors of Passage 1 believe that running a household and raising children

- A) are rewarding for men as well as for women.
- B) yield less value for society than do the roles performed by men.
- C) entail very few activities that are difficult or unpleasant.
- D) require skills similar to those needed to run a country or a business.

33

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

- A) Lines 4-6 (“they are . . . representation”)
- B) Lines 13-17 (“If the . . . sanction”)
- C) Lines 25-30 (“Is it . . . home”)
- D) Lines 30-35 (“And . . . manner”)

34

According to the author of Passage 2, in order for society to progress, women must

- A) enjoy personal happiness and financial security.
- B) follow all currently prescribed social rules.
- C) replace men as figures of power and authority.
- D) receive an education comparable to that of men.

35

As used in line 50, “reason” most nearly means

- A) motive.
- B) sanity.
- C) intellect.
- D) explanation.

36

In Passage 2, the author claims that freedoms granted by society’s leaders have

- A) privileged one gender over the other.
- B) resulted in a general reduction in individual virtue.
- C) caused arguments about the nature of happiness.
- D) ensured equality for all people.

37

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

- A) Lines 41-45 (“Contending . . . virtue”)
- B) Lines 45-47 (“truth . . . practice”)
- C) Lines 65-66 (“If so . . . rest”)
- D) Lines 72-75 (“Consider . . . happiness”)

38

In lines 61-65, the author of Passage 2 refers to a statement made in Passage 1 in order to

- A) call into question the qualifications of the authors of Passage 1 regarding gender issues.
- B) dispute the assertion made about women in the first sentence of Passage 1.
- C) develop her argument by highlighting what she sees as flawed reasoning in Passage 1.
- D) validate the concluding declarations made by the authors of Passage 1 about gender roles.

39

Which best describes the overall relationship between Passage 1 and Passage 2?

- A) Passage 2 strongly challenges the point of view in Passage 1.
- B) Passage 2 draws alternative conclusions from the evidence presented in Passage 1.
- C) Passage 2 elaborates on the proposal presented in Passage 1.
- D) Passage 2 restates in different terms the argument presented in Passage 1.

40

The authors of both passages would most likely agree with which of the following statements about women in the eighteenth century?

- A) Their natural preferences were the same as those of men.
- B) They needed a good education to be successful in society.
- C) They were just as happy in life as men were.
- D) They generally enjoyed fewer rights than men did.

41

How would the authors of Passage 1 most likely respond to the points made in the final paragraph of Passage 2?

- A) Women are not naturally suited for the exercise of civil and political rights.
- B) Men and women possess similar degrees of reasoning ability.
- C) Women do not need to remain confined to their traditional family duties.
- D) The principles of natural law should not be invoked when considering gender roles.

Questions 42-52 are based on the following passage and supplementary material.

This passage is adapted from Richard J. Sharpe and Lisa Heyden, "Honey Bee Colony Collapse Disorder is Possibly Caused by a Dietary Pyrethrum Deficiency." ©2009 by Elsevier Ltd. Colony collapse disorder is characterized by the disappearance of adult worker bees from hives.

Honey bees are hosts to the pathogenic large ectoparasitic mite *Varroa destructor* (Varroa mites).

Line These mites feed on bee hemolymph (blood) and can
kill bees directly or by increasing their susceptibility
5 to secondary infection with fungi, bacteria or viruses.
Little is known about the natural defenses that keep
the mite infections under control.

Pyrethrums are a group of flowering plants which
include *Chrysanthemum coccineum*, *Chrysanthemum*
10 *cinerariifolium*, *Chrysanthemum marschalli*, and
related species. These plants produce potent
insecticides with anti-mite activity. The naturally
occurring insecticides are known as pyrethrums.
A synonym for the naturally occurring pyrethrums is
15 pyrethrin and synthetic analogues of pyrethrums are
known as pyrethroids. In fact, the human mite
infestation known as scabies (*Sarcoptes scabiei*) is
treated with a topical pyrethrum cream.

We suspect that the bees of commercial bee
20 colonies which are fed mono-crops are nutritionally
deficient. In particular, we postulate that the problem
is a diet deficient in anti-mite toxins: pyrethrums,
and possibly other nutrients which are inherent in
such plants. Without, at least, intermittent feeding on
25 the pyrethrum producing plants, bee colonies are
susceptible to mite infestations which can become
fatal either directly or due to a secondary infection of
immunocompromised or nutritionally deficient bees.
This secondary infection can be viral, bacterial or
30 fungal and may be due to one or more pathogens.
In addition, immunocompromised or nutritionally
deficient bees may be further weakened when
commercially produced insecticides are introduced
into their hives by bee keepers in an effort to fight
35 mite infestation. We further postulate that the proper
dosage necessary to prevent mite infestation may be
better left to the bees, who may seek out or avoid
pyrethrum containing plants depending on the
amount necessary to defend against mites and the
40 amount already consumed by the bees, which in
higher doses could be potentially toxic to them.

This hypothesis can best be tested by a trial
wherein a small number of commercial honey bee
colonies are offered a number of pyrethrum
45 producing plants, as well as a typical bee food source
such as clover, while controls are offered only the
clover. Mites could then be introduced to each hive
with note made as to the choice of the bees, and the
effects of the mite parasites on the experimental
50 colonies versus control colonies.

It might be beneficial to test wild-type honey bee
colonies in this manner as well, in case there could be
some genetic difference between them that affects the
bees' preferences for pyrethrum producing flowers.

Pathogen Occurrence in Honey Bee Colonies With and
Without Colony Collapse Disorder

Pathogen	Percent of colonies affected by pathogen	
	Colonies with colony collapse disorder (%)	Colonies without colony collapse disorder (%)
Viruses		
IAPV	83	5
KBV	100	76
Fungi		
<i>Nosema apis</i>	90	48
<i>Nosema ceranae</i>	100	81
All four pathogens	77	0

Adapted from Diana L. Cox-Foster et al., "A Metagenomic Survey of Microbes in Honey Bee Colony Collapse Disorder." ©2007 by American Association for the Advancement of Science.