

TEST 17

SECTION I

Time — 30 minutes

38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Created to serve as perfectly as possible their workaday ———, the wooden storage boxes made in America's Shaker communities are now ——— for their beauty.
(A) environment. .accepted
(B) owners. .employed
(C) function. .valued
(D) reality. .transformed
(E) image. .seen
2. In order to ——— her theory that the reactions are ———, the scientist conducted many experiments, all of which showed that the heat of the first reaction is more than twice that of the second.
(A) support. .different
(B) comprehend. .constant
(C) evaluate. .concentrated
(D) capture. .valuable
(E) demonstrate. .problematic
3. The sheer bulk of data from the mass media seems to overpower us and drive us to ——— accounts for an easily and readily digestible portion of news.
(A) insular (B) investigative (C) synoptic
(D) subjective (E) sensational
4. William James lacked the usual ——— death; writing to his dying father, he spoke without ——— about the old man's impending death.
(A) longing for. .regret
(B) awe of. .inhibition
(C) curiosity about. .rancor
(D) apprehension of. .eloquence
(E) anticipation of. .commiseration
5. Current data suggest that, although ——— states between fear and aggression exist, fear and aggression are as distinct physiologically as they are psychologically.
(A) simultaneous
(B) serious
(C) exceptional
(D) partial
(E) transitional
6. It is ironic that a critic of such overwhelming vanity now suffers from a measure of the oblivion to which he was forever ——— others; in the end, all his ——— has only worked against him.
(A) dedicating. .self-possession
(B) leading. .self-righteousness
(C) consigning. .self-adulation
(D) relegating. .self-sacrifice
(E) condemning. .self-analysis
7. Famous among job seekers for its ———, the company, quite apart from generous salaries, bestowed on its executives annual bonuses and such ——— as low-interest home mortgages and company cars.
(A) magnanimity. .reparations
(B) inventiveness. .benefits
(C) largesse. .perquisites
(D) discernment. .prerogatives
(E) altruism. .credits

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. WEB : SPIDER :: (A) flower : bee
(B) canal : otter (C) nest : bird
(D) acorn : squirrel (E) bait : fish
9. FOUR-POSTER : BED ::
(A) convertible : automobile
(B) soldier : army
(C) student : school
(D) chlorine : water
(E) paper : wood
10. BONE : BODY :: (A) scaffold : hinge
(B) brace : corner (C) strut : buttress
(D) lattice : division (E) girder : skyscraper
11. SCOOP : CONCAVE :: (A) tongs : hollow
(B) spatula : flat (C) beater : tined
(D) cleaver : indented (E) skewer : rounded
12. SYMBOLS : REBUS ::
(A) notes : score
(B) military : insignia
(C) proportions : recipe
(D) program : computer
(E) silversmith : hallmark
13. GUSH : EFFUSIVE ::
(A) exult : honest
(B) deliberate : secretive
(C) giggle : innocent
(D) rage : irate
(E) whisper : confidential
14. PERORATION : SPEECH ::
(A) tempo : movement (B) figure : portrait
(C) light : shadow (D) verse : stanza
(E) coda : sonata
15. INTERREGNUM : GOVERNMENT ::
(A) splice : rope (B) cleavage : crystal
(C) infraction : law (D) frequency : wave
(E) hibernation : activity
16. EMBROIDER : CLOTH ::
(A) chase : metal
(B) patch : quilt
(C) gild : gold
(D) carve : knife
(E) stain : glass

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Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Visual recognition involves storing and retrieving memories. Neural activity, triggered by the eye, forms an image in the brain's memory system that constitutes an internal representation of the viewed object. When an object is encountered again, it is matched with its internal representation and thereby recognized. Controversy surrounds the question of whether recognition is a parallel, one-step process or a serial, step-by-step one. Psychologists of the Gestalt school maintain that objects are recognized as wholes in a parallel procedure: the internal representation is matched with the retinal image in a single operation. Other psychologists have proposed that internal representation features are matched serially with an object's features. Although some experiments show that, as an object becomes familiar, its internal representation becomes more holistic and the recognition process correspondingly more parallel, the weight of evidence seems to support the serial hypothesis, at least for objects that are not notably simple and familiar.

17. The author is primarily concerned with
- (A) explaining how the brain receives images
 - (B) synthesizing hypotheses of visual recognition
 - (C) examining the evidence supporting the serial-recognition hypothesis
 - (D) discussing visual recognition and some hypotheses proposed to explain it
 - (E) reporting on recent experiments dealing with memory systems and their relationship to neural activity
18. According to the passage, Gestalt psychologists make which of the following suppositions about visual recognition?
- I. A retinal image is in exactly the same form as its internal representation.
 - II. An object is recognized as a whole without any need for analysis into component parts.
 - III. The matching of an object with its internal representation occurs in only one step.
- (A) II only
 - (B) III only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III
19. It can be inferred from the passage that the matching process in visual recognition is
- (A) not a neural activity
 - (B) not possible when an object is viewed for the very first time
 - (C) not possible if a feature of a familiar object is changed in some way
 - (D) only possible when a retinal image is received in the brain as a unitary whole
 - (E) now fully understood as a combination of the serial and parallel processes
20. In terms of its tone and form, the passage can best be characterized as
- (A) a biased exposition
 - (B) a speculative study
 - (C) a dispassionate presentation
 - (D) an indignant denial
 - (E) a dogmatic explanation

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In large part as a consequence of the feminist movement, historians have focused a great deal of attention in recent years on determining more accurately the status of women in various periods. Although much has been accomplished for the modern period, premodern cultures have proved more difficult: sources are restricted in number, fragmentary, difficult to interpret, and often contradictory. Thus it is not particularly surprising that some earlier scholarship concerning such cultures has so far gone unchallenged. An example is Johann Bachofen's 1861 treatise on Amazons, women-ruled societies of questionable existence contemporary with ancient Greece.

Starting from the premise that mythology and legend preserve at least a nucleus of historical fact, Bachofen argued that women were dominant in many ancient societies. His work was based on a comprehensive survey of references in the ancient sources to Amazonian and other societies with matrilineal customs—societies in which descent and property rights are traced through the female line. Some support for his theory can be found in evidence such as that drawn from Herodotus, the Greek "historian" of the fifth century B.C., who speaks of an Amazonian society, the Sauromatae, where the women hunted and fought in wars. A woman in this society was not allowed to marry until she had killed a person in battle.

Nonetheless, this assumption that the first recorders of ancient myths have preserved facts is problematic. If one begins by examining why ancients refer to Amazons, it becomes clear that ancient Greek descriptions of such societies were meant not so much to represent observed historical fact—real Amazonian societies—but rather to offer "moral lessons" on the supposed outcome of women's rule in their own society. The Amazons were often characterized, for example, as the equivalents of giants and centaurs, enemies to be slain by Greek heroes. Their customs were presented not as those of a respectable society, but as the very antitheses of ordinary Greek practices.

Thus, I would argue, the purpose of accounts of the Amazons for their male Greek recorders was didactic, to teach both male and female Greeks that all-female groups, formed by withdrawal from traditional society, are destructive and dangerous. Myths about the Amazons were used as arguments for the male-dominated status quo, in which groups composed exclusively of either sex were not permitted to segregate themselves permanently from society. Bachofen was thus misled in his reliance on myths for information about the status of women. The sources that will probably tell contemporary historians most about women in the ancient world are such social documents as gravestones, wills, and marriage contracts. Studies of such documents have already begun to show how mistaken we are when we try to derive our picture of the ancient world exclusively from literary sources, especially myths.

21. The primary purpose of the passage is to
 - (A) compare competing new approaches to understanding the role of women in ancient societies
 - (B) investigate the ramifications of Bachofen's theory about the dominance of women in ancient societies
 - (C) explain the burgeoning interest among historians in determining the actual status of women in various societies
 - (D) analyze the nature of Amazonian society and uncover similarities between it and the Greek world
 - (E) criticize the value of ancient myths in determining the status of women in ancient societies
22. All of the following are stated by the author as problems connected with the sources for knowledge of premodern cultures EXCEPT
 - (A) partial completeness
 - (B) restricted accessibility
 - (C) difficulty of interpretation
 - (D) limited quantity
 - (E) tendency toward contradiction
23. Which of the following can be inferred from the passage about the myths recorded by the ancient Greeks?
 - I. They sometimes included portrayals of women holding positions of power.
 - II. They sometimes contained elaborate explanations of inheritance customs.
 - III. They comprise almost all of the material available to historians about ancient Greece.

(A) I only (B) III only (C) I and III only
(D) II and III only (E) I, II, and III

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24. Which of the following is presented in the passage as evidence supporting the author's view of the ancient Greeks' descriptions of the Amazons?
- (A) The requirement that Sauromatae women kill in battle before marrying
 - (B) The failure of historians to verify that women were ever governors of ancient societies
 - (C) The classing of Amazons with giants and centaurs
 - (D) The well-established unreliability of Herodotus as a source of information about ancient societies
 - (E) The recent discovery of ancient societies with matrilineal customs
25. It can be inferred from the passage that the probable reactions of many males in ancient Greece to the idea of a society ruled by women could best be characterized as
- (A) confused and dismayed
 - (B) wary and hostile
 - (C) cynical and disinterested
 - (D) curious but fearful
 - (E) excited but anxious
26. The author suggests that the main reason for the persisting influence of Bachofen's work is that
- (A) feminists have shown little interest in ancient societies
 - (B) Bachofen's knowledge of Amazonian culture is unparalleled
 - (C) reliable information about the ancient world is difficult to acquire
 - (D) ancient societies show the best evidence of women in positions of power
 - (E) historians have been primarily interested in the modern period
27. The author's attitude toward Bachofen's treatise is best described as one of
- (A) qualified approval
 - (B) profound ambivalence
 - (C) studied neutrality
 - (D) pointed disagreement
 - (E) unmitigated hostility

GO ON TO THE NEXT PAGE.

Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. COLLECT : (A) scatter (B) avoid
(C) hide (D) search (E) create
29. SERRATED : (A) without joints
(B) without folds (C) without notches
(D) variegated (E) mutated
30. FLEDGLING :
(A) experienced practitioner
(B) successful competitor
(C) reluctant volunteer
(D) recent convert
(E) attentive listener
31. SUPPOSITION :
(A) certainty
(B) inferiority
(C) irrelevance
(D) unexpected occurrence
(E) clear position
32. ABERRANT : (A) attractive (B) predictive
(C) blissful (D) normal (E) precise
33. OBDURATE : (A) flexible
(B) timid (C) retrospective
(D) whimsical (E) alienated
34. LIST : (A) be upside down
(B) be upright (C) slide backward
(D) sway to and fro (E) lie flat
35. FORESTALL : (A) announce
(B) equivocate (C) prolong
(D) precipitate (E) steady
36. TENDENTIOUS : (A) unbiased
(B) severely hampered (C) inapplicable
(D) highly productive (E) curved
37. REDUNDANT : (A) consistent
(B) complex (C) diffuse
(D) insightful (E) economical
38. RUE : (A) tenderness (B) sincerity
(C) heartiness (D) spite (E) satisfaction

SECTION 2

Time — 30 minutes

38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. There are no solitary, free-living creatures; every form of life is ----- other forms.
(A) segregated from (B) parallel to
(C) dependent on (D) overshadowed by
(E) mimicked by
2. The sale of Alaska was not so much an American coup as a matter of ----- for an imperial Russia that was short of cash and unable to ----- its own continental coastline.
(A) negligence. fortify
(B) custom. maintain
(C) convenience. stabilize
(D) expediency. defend
(E) exigency. reinforce
3. Despite assorted effusions to the contrary, there is no necessary link between scientific skill and humanism, and, quite possibly, there may be something of a ----- between them.
(A) generality (B) fusion (C) congruity
(D) dichotomy (E) reciprocity
4. A common argument claims that in folk art, the artist's subordination of technical mastery to intense feeling ----- the direct communication of emotion to the viewer.
(A) facilitates (B) averts (C) neutralizes
(D) implies (E) represses
5. While not completely nonplussed by the unusually caustic responses from members of the audience, the speaker was nonetheless visibly ----- by their lively criticism.
(A) humiliated
(B) discomfited
(C) deluded
(D) disgraced
(E) tantalized
6. In eighth-century Japan, people who ----- wasteland were rewarded with official ranks as part of an effort to overcome the shortage of ----- fields.
(A) conserved. forested
(B) reclaimed. arable
(C) cultivated. domestic
(D) irrigated. accessible
(E) located. desirable
7. If duty is the natural ----- of one's ----- the course of future events, then people who are powerful have duty placed on them whether they like it or not.
(A) correlate. understanding of
(B) outgrowth. control over
(C) determinant. involvement in
(D) mitigant. preoccupation with
(E) arbiter. responsibility for

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. COMA : UNCONSCIOUSNESS ::
(A) amnesia : effort
(B) delirium : confusion
(C) paralysis : pain
(D) hallucination : numbness
(E) fever : calm
9. TOURNIQUET : BLOOD :: (A) bridge : river
(B) antiseptic : surgery (C) dam : water
(D) pressure : air (E) bucket : well
10. FOUNDATION : HOUSE ::
(A) mountain : tunnel
(B) ground : sky
(C) net : trapeze
(D) pedestal : statue
(E) pole : banner
11. PHILATELIST : STAMPS ::
(A) numismatist : coins
(B) astrologer : predictions
(C) geneticist : chromosomes
(D) cartographer : maps
(E) pawnbroker : jewelry
12. INSECT : BUTTERFLY ::
(A) perfume : essence
(B) botany : chrysanthemum
(C) philosophy : metaphysics
(D) pitch : black
(E) color : brightness
13. PERNICIOUS : INJURE ::
(A) officious : deny
(B) propitious : conjure
(C) audacious : allude
(D) avaricious : dispel
(E) disingenuous : mislead
14. FLAG : VIGOR :: (A) endure : courage
(B) tire : monotony (C) question : perception
(D) waver : resolution (E) flatter : charm
15. EMBARRASS : MORTIFY ::
(A) adumbrate : insinuate
(B) indulge : mollify
(C) aggrandize : venerate
(D) relent : deflate
(E) upstage : demoralize
16. DISTILL : PURITY ::
(A) leaven : volume
(B) pulverize : fragility
(C) absorb : brilliance
(D) homogenize : fluidity
(E) conduct : charge

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Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Initially the Vinaver theory that Malory's eight romances, once thought to be fundamentally unified, were in fact eight independent works produced both a sense of relief and an unpleasant shock. Vinaver's theory comfortably explained away the apparent contradictions of chronology and made each romance independently satisfying. It was, however, disagreeable to find that what had been thought of as one book was now eight books. Part of this response was the natural reaction to the disturbance of set ideas. Nevertheless, even now, after lengthy consideration of the theory's refined but legitimate observations, one cannot avoid the conclusion that the eight romances are only one work. It is not quite a matter of disagreeing with the theory of independence, but of rejecting its implications: that the romances may be taken in any or no particular order, that they have no cumulative effect, and that they are as separate as the works of a modern novelist.

17. The primary purpose of the passage is to
- (A) discuss the validity of a hypothesis
 - (B) summarize a system of general principles
 - (C) propose guidelines for future argument
 - (D) stipulate conditions for acceptance of an interpretation
 - (E) deny accusations about an apparent contradiction
18. It can be inferred from the passage that the author believes which of the following about Malory's works?
- I. There are meaningful links between and among the romances.
 - II. The subtleties of the romances are obscured when they are taken as one work.
 - III. Any contradictions in chronology among the romances are less important than their overall unity.
- (A) I only
 - (B) III only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III
19. The author of the passage concedes which of the following about the Vinaver theory?
- (A) It gives a clearer understanding of the unity of Malory's romances.
 - (B) It demonstrates the irrationality of considering Malory's romances to be unified.
 - (C) It establishes acceptable links between Malory's romances and modern novels.
 - (D) It unifies earlier and later theories concerning the chronology of Malory's romances.
 - (E) It makes valid and subtle comments about Malory's romances.
20. It can be inferred from the passage that, in evaluating the Vinaver theory, some critics were
- (A) frequently misled by the inconsistencies in Malory's work
 - (B) initially biased by previous interpretations of Malory's work
 - (C) conceptually displeased by the general interpretation that Vinaver rejected
 - (D) generally in agreement with Vinaver's comparisons between Malory and modern novelists
 - (E) originally skeptical about Vinaver's early conclusions with respect to modern novels

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We can distinguish three different realms of matter, three levels on the quantum ladder. The first is the atomic realm, which includes the world of atoms, their interactions, and the structures that are formed by them, such as molecules, liquids and solids, and gases and plasmas. This realm includes all the phenomena of atomic physics, chemistry, and, in a certain sense, biology. The energy exchanges taking place in this realm are of a relatively low order. If these exchanges are below one electron volt, such as in the collisions between molecules of the air in a room, then atoms and molecules can be regarded as elementary particles. That is, they have "conditional elementarity" because they keep their identity and do not change in any collisions or in other processes at these low energy exchanges. If one goes to higher energy exchanges, say 10^4 electron volts, then atoms and molecules will decompose into nuclei and electrons; at this level, the latter particles must be considered as elementary. We find examples of structures and processes of this first rung of the quantum ladder on Earth, on planets, and on the surfaces of stars.

The next rung is the nuclear realm. Here the energy exchanges are much higher, on the order of millions of electron volts. As long as we are dealing with phenomena in the atomic realm, such amounts of energy are unavailable, and most nuclei are inert: they do not change. However, if one applies energies of millions of electron volts, nuclear reactions, fission and fusion, and the processes of radioactivity occur; our elementary particles then are protons, neutrons, and electrons. In addition, nuclear processes produce neutrinos, particles that have no detectable mass or charge. In the universe, energies at this level are available in the centers of stars and in star explosions. Indeed, the energy radiated by the stars is produced by nuclear reactions. The natural

radioactivity we find on Earth is the long-lived remnant of the time when now-earthly matter was expelled into space by a major stellar explosion.

The third rung of the quantum ladder is the subnuclear realm. Here we are dealing with energy exchanges of many billions of electron volts. We encounter excited nucleons, new types of particles such as mesons, heavy electrons, quarks, and gluons, and also antimatter in large quantities. The gluons are the quanta, or smallest units, of the force (the strong force) that keeps the quarks together. As long as we are dealing with the atomic or nuclear realm, these new types of particles do not occur and the nucleons remain inert. But at subnuclear energy levels, the nucleons and mesons appear to be composed of quarks, so that the quarks and gluons figure as elementary particles.

21. The primary topic of the passage is which of the following?
- (A) The interaction of the realms on the quantum ladder
 - (B) Atomic structures found on Earth, on other planets, and on the surfaces of stars
 - (C) Levels of energy that are released in nuclear reactions on Earth and in stars
 - (D) Particles and processes found in the atomic, nuclear, and subnuclear realms
 - (E) New types of particles occurring in the atomic realm

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22. According to the passage, radioactivity that occurs naturally on Earth is the result of
- (A) the production of particles that have no detectable mass or electric charge
 - (B) high energy exchanges on the nuclear level that occurred in an ancient explosion in a star
 - (C) processes that occur in the center of the Sun, which emits radiation to the Earth
 - (D) phenomena in the atomic realm that cause atoms and molecules to decompose into nuclei and electrons
 - (E) high-voltage discharges of electricity that took place in the atmosphere of the Earth shortly after the Earth was formed
23. The author organizes the passage by
- (A) making distinctions between two groups of particles, those that are elementary and those that are composite
 - (B) explaining three methods of transferring energy to atoms and to the smaller particles that constitute atoms
 - (C) describing several levels of processes, increasing in energy, and corresponding sets of particles, generally decreasing in size
 - (D) putting forth an argument concerning energy levels and then conceding that several qualifications of that argument are necessary
 - (E) making several successive refinements of a definition of elementarity on the basis of several groups of experimental results
24. According to the passage, which of the following can be found in the atomic realm?
- (A) More than one level of energy exchange
 - (B) Exactly one elementary particle
 - (C) Exactly three kinds of atomic structures
 - (D) Three levels on the quantum ladder
 - (E) No particles smaller than atoms
25. According to the author, gluons are not
- (A) considered to be detectable
 - (B) produced in nuclear reactions
 - (C) encountered in subnuclear energy exchanges
 - (D) related to the strong force
 - (E) found to be conditionally elementary
26. At a higher energy level than the subnuclear level described, if such a higher level exists, it can be expected on the basis of the information in the passage that there would probably be
- (A) excited nucleons
 - (B) elementary mesons
 - (C) a kind of particle without detectable mass or charge
 - (D) exchanges of energy on the order of millions of electron volts
 - (E) another set of elementary particles
27. The passage speaks of particles as having conditional elementarity if they
- (A) remain unchanged at a given level of energy exchange
 - (B) cannot be decomposed into smaller constituents
 - (C) are mathematically simpler than some other set of particles
 - (D) release energy at a low level in collisions
 - (E) belong to the nuclear level on the quantum ladder
- GO ON TO THE NEXT PAGE.

Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. PARTITION: (A) unify (B) mollify
(C) nullify (D) indemnify (E) fortify
29. ABHOR: (A) greatly admire
(B) promise absolutely (C) inspire
(D) credit (E) improve
30. TAINTED: (A) available (B) strident
(C) conspicuous (D) wholesome
(E) insensible
31. CARDINAL: (A) abstract (B) elusive
(C) subtle (D) minor (E) miniature
32. ESTRANGEMENT:
(A) reconciliation (B) dissemblance
(C) consolation (D) chaotic situation
(E) continuous negotiation
33. ABATE: (A) attach (B) alter
(C) absent (D) assist (E) augment
34. DOFF: (A) raze (B) don (C) ply
(D) clasp tightly (E) hide carefully
35. ERUDITE: (A) unsettled
(B) unfettered (C) untalented
(D) untitled (E) unlettered
36. GARRULITY: (A) servility
(B) forbearance (C) peacefulness
(D) constancy (E) taciturnity
37. SCOTCH: (A) entrust (B) emphasize
(C) encourage (D) renovate
(E) unfasten
38. LIBERTINE: (A) serf (B) miser
(C) prisoner (D) ascetic
(E) authoritarian

FOR GENERAL TEST 17 ONLY

Answer Key and Percentages* of Examinees Answering Each Question Correctly

VERBAL ABILITY					
Section 1			Section 2		
Number	Answer	P +	Number	Answer	P +
1	C	83	1	C	91
2	A	80	2	D	56
3	C	57	3	D	66
4	B	59	4	A	72
5	E	51	5	B	63
6	C	47	6	B	46
7	C	21	7	B	48
8	C	92	8	B	88
9	A	86	9	C	89
10	E	82	10	D	88
11	B	77	11	A	58
12	A	45	12	C	55
13	D	55	13	E	39
14	E	21	14	D	37
15	E	17	15	B	22
16	A	9	16	A	27
17	D	79	17	A	44
18	D	43	18	C	51
19	B	58	19	E	25
20	C	36	20	B	38
21	E	64	21	D	64
22	B	53	22	B	69
23	A	59	23	C	72
24	C	58	24	A	40
25	B	70	25	B	42
26	C	63	26	E	49
27	D	76	27	A	58
28	A	94	28	A	91
29	C	71	29	A	86
30	A	66	30	D	83
31	A	60	31	D	73
32	D	43	32	A	73
33	A	45	33	E	46
34	B	45	34	B	50
35	D	39	35	E	25
36	A	37	36	E	31
37	E	38	37	C	25
38	E	27	38	D	20

QUANTITATIVE ABILITY					
Section 3			Section 4		
Number	Answer	P +	Number	Answer	P +
1	A	95	1	B	90
2	C	92	2	C	89
3	B	84	3	C	89
4	B	83	4	D	85
5	D	81	5	A	82
6	A	76	6	B	82
7	A	74	7	C	82
8	A	81	8	B	80
9	B	69	9	C	69
10	D	59	10	A	58
11	C	60	11	A	58
12	A	49	12	B	65
13	C	49	13	D	59
14	C	41	14	A	42
15	D	31	15	D	49
16	A	95	16	A	95
17	D	90	17	E	77
18	D	80	18	B	74
19	E	81	19	D	72
20	E	53	20	C	59
21	B	83	21	B	91
22	A	76	22	B	81
23	E	49	23	D	55
24	D	47	24	C	58
25	D	48	25	C	46
26	C	45	26	B	61
27	B	51	27	C	57
28	C	47	28	D	29
29	A	36	29	A	34
30	A	25	30	E	36

ANALYTICAL ABILITY					
Section 5			Section 6		
Number	Answer	P +	Number	Answer	P +
1	A	71	1	E	87
2	A	64	2	A	91
3	B	53	3	B	94
4	C	71	4	A	70
5	A	69	5	D	70
6	C	66	6	A	81
7	E	91	7	E	51
8	D	63	8	C	69
9	B	74	9	B	67
10	D	50	10	E	38
11	E	35	11	D	30
12	B	56	12	A	33
13	E	41	13	E	32
14	A	46	14	D	70
15	C	37	15	B	46
16	D	53	16	C	41
17	A	40	17	E	36
18	C	33	18	A	42
19	D	21	19	D	27
20	E	27	20	D	39
21	B	33	21	D	26
22	D	19	22	C	37
23	B	51	23	C	55
24	C	49	24	B	41
25	E	44	25	C	50

*Estimated P+ for the group of examinees who took the GRE General Test in a recent three-year period.