# The S A T®

Assistive Technology Compatible Test Form

## Practice Test 3

#### Answers and explanations for section 1, Reading Test

##### Explanation for question 1.

**Correct answer**

Choice B is the best answer. In the passage Lady Carlotta is approached by the “imposingly attired lady” Mrs. Quabarl while standing at a train station (sentence 10 of paragraph 1). Mrs. Quabarl assumes Lady Carlotta is her new nanny, Miss Hope: “You must be Miss Hope, the governess I’ve come to meet” (sentence 1 of paragraph 2). Lady Carlotta does not correct Mrs. Quabarl’s mistake and replies, “Very well, if I must I must” (sentence 1 of paragraph 3).

**Incorrect answer**

Choices A, C, and D are incorrect because the passage is not about a woman weighing a job choice, seeking revenge on an acquaintance, or disliking her new employer.

##### Explanation for question 2.

**Correct answer**

Choice C is the best answer. In sentence 1 of paragraph 1, the narrator states that Lady Carlotta “stepped out on to the platform of the small wayside station and took a turn or two up and down its uninteresting length” in order to “kill time.” In this context, Lady Carlotta was taking a “turn,” or a short walk, along the platform while waiting for the train to leave the station.

**Incorrect answer**

Choices A, B, and D are incorrect because in this context “turn” does not mean slight movement, change in rotation, or course correction. While Lady Carlotta may have had to rotate her body while moving across the station, “took a turn” implies that Lady Carlotta took a short walk along the platform’s length.

##### Explanation for question 3.

**Correct answer**

Choice A is the best answer. In sentence 4 of paragraph 1, the narrator states that some of Lady Carlotta’s acquaintances would often admonish, or criticize, Lady Carlotta for meddling in or openly expressing her opinion on other people’s affairs.

**Incorrect answer**

Choices B, C, and D are incorrect because the narrator does not suggest that other people viewed Lady Carlotta as tactful, ambitious, or unfriendly.

##### Explanation for question 4.

**Correct answer**

Choice A is the best answer. In sentence 4 of paragraph 1, the narrator states that people often criticized Lady Carlotta and suggested that she not interfere in other people’s affairs, which were “none of her business.” The fact that people often were critical of Lady Carlotta’s behavior provides evidence that Lady Carlotta was outspoken.

**Incorrect answer**

Choices B, C, and D do not provide the best evidence that Lady Carlotta was outspoken. Choices B, C, and D mention Lady Carlotta, but do not specify how others view her.

##### Explanation for question 5.

**Correct answer**

Choice C is the best answer. Sentences 2 and 3 of paragraph 1 establish that Lady Carlotta intervened on the part of a struggling horse, the kind of behavior for which, sentence 4 of paragraph 1 indicates, she received “plentiful admonition” from “certain of her acquaintances,” who believed that she should mind her own business. Sentence 5 of paragraph 1 indicates that Lady Carlotta had “only once . . . put the doctrine of non-interference into practice,” and that was when “one of its most eloquent exponents” had been “besieged for nearly three hours in a small and extremely uncomfortable may-tree by an angry boar-pig” while Lady Carlotta blithely ignored the other woman’s hypocritical pleas for interference. This incident provides insight into Lady Carlotta’s character and also evokes humor through language choice (for example, the droll understatement of “it is to be feared that [Lady Carlotta] lost the friendship of the ultimately rescued lady”; sentence 6 of paragraph 1) and the sense that, narratively speaking, justice has been served.

**Incorrect answer**

Choice A is incorrect because nothing about the incident suggests deception on Lady Carlotta’s part. Choice B is incorrect because there is nothing subtle about Lady Carlotta leaving another woman stuck in a tree for nearly three hours. Moreover, the passage does not suggest that this was an act of cruelty on Lady Carlotta’s part; rather, the passage suggests that Lady Carlotta was justified in giving the woman stuck in a tree exactly what the woman had so often asked for: noninterference. Choice D is incorrect because the passage indicates that Lady Carlotta was acting consistently with her beliefs and only invoked the doctrine to teach a hypocritical person a lesson.

##### Explanation for question 6.

**Correct answer**

Choice A is the best answer. The narrator explains that Mrs. Quabarl told Lady Carlotta about the “nature of the charge” when she gave Lady Carlotta details about the Quabarl children (sentence 1 of paragraph 7). Since Lady Carlotta is pretending to be a governess, the term “charge” refers to her responsibilities, or job duties, when caring for the Quabarl children.

**Incorrect answer**

Choices B, C, and D are incorrect because in this context “charge” does not mean attack, fee, or expense.

##### Explanation for question 7.

**Correct answer**

Choice A is the best answer. Lady Carlotta learns about Mrs. Quabarl’s children Claude, Wilfrid, and Irene (sentence 1 of paragraph 7). The narrator then describes Mrs. Quabarl’s child Viola as “something or other else of a mould equally commonplace among children of that class and type in the twentieth century” (sentence 1 of paragraph 7). This statement about Viola implies that all of the Quabarl children have skills typical, or “of a mould equally commonplace,” to other peers in their social class.

**Incorrect answer**

Choices B, C, and D are incorrect because the narrator does not indicate that all of the Quabarl children are unusually creative and intelligent, hostile to the idea of having a governess, or more educated than their peers.

##### Explanation for question 8.

**Correct answer**

Choice B is the best answer. In paragraph 8, Mrs. Quabarl explains to Lady Carlotta that she wants her children to actively participate in their education, and that Lady Carlotta should not create lessons that require her children to simply memorize historical figures and dates. Mrs. Quabarl emphasizes an education centered on active engagement when she states that her children should “not only be TAUGHT . . . but INTERESTED in what they learn.”

**Incorrect answer**

Choices A, C, and D are incorrect because the narrator does not suggest that Mrs. Quabarl favors an education that emphasizes traditional values, artistic experimentation, or factual retention.

##### Explanation for question 9.

**Correct answer**

Choice B is the best answer. In sentences 2 and 3 of paragraph 12, the narrator describes Mrs. Quabarl as appearing “magnificent and autocratic,” or outwardly domineering, but easily “cowed and apologetic” when someone challenges, or defies, her authority.

**Incorrect answer**

Choices A, C, and D are incorrect because the narrator does not describe Mrs. Quabarl as selfish, bitter, or frequently imprudent.

##### Explanation for question 10.

**Correct answer**

Choice D is the best answer. In sentences 2 and 3 of paragraph 12, the narrator provides evidence that Mrs. Quabarl appears imposing, or autocratic, but is easily defied, or opposed: “She was one of those imperfectly self‑assured individuals who are magnificent and autocratic as long as they are not seriously opposed. The least show of unexpected resistance goes a long way towards rendering them cowed and apologetic.”

**Incorrect answer**

Choices A, B, and C do not provide the best evidence that Mrs. Quabarl appears imposing but is easily defied. Choices A and B are incorrect because they present Mrs. Quabarl’s opinions on railway companies and education, and choice C is incorrect because it focuses on Lady Carlotta, not Mrs. Quabarl.

##### Explanation for question 11.

**Correct answer**

Choice A is the best answer. While the author predominantly supports the use of public transportation, in paragraph 3 he recognizes some limitations to the public transportation system: it is a “depressing experience” (sentence 2) and “underfunded, ill‑maintained, and ill‑planned” (sentence 3).

**Incorrect answer**

Choices B, C, and D are incorrect because paragraph 3 does not expand upon an argument made in the first two paragraphs, provide an overview of a problem, or advocate ending the use of public transportation.

##### Explanation for question 12.

**Correct answer**

Choice C is the best answer. The author notes that in North America “hopping in a car almost always gets you to your destination more quickly” (sentence 5 of paragraph 3). This statement suggests that speed is one advantage to driving in North America.

**Incorrect answer**

Choices A, B, and D are incorrect because the author does not cite environmental impact, convenience, or cost as advantages of driving in North America.

##### Explanation for question 13.

**Correct answer**

Choice D is the best answer. In sentence 5 of paragraph 3, the author provides evidence that speed is one advantage to driving in North America, because driving “almost always gets you to your destination more quickly.”

**Incorrect answer**

Choices A, B, and C do not provide the best evidence that speed is one advantage to driving in North America. Choices A and B are incorrect because they offer general information about using public transportation. Choice C is incorrect because although these lines mention North America, they focus on the disadvantages of public transportation.

##### Explanation for question 14.

**Correct answer**

Choice B is the best answer. The author argues in paragraph 4 that public transportation “can be faster, more comfortable, and cheaper than the private automobile” (sentence 2 of paragraph 4) and provides examples of fast and convenient public transportation systems.

**Incorrect answer**

Choices A, C, and D are incorrect because they focus on points made in paragraph 4 rather than the paragraph’s central idea.

##### Explanation for question 15.

**Correct answer**

Choice B is the best answer. In sentence 2 of paragraph 4, the author provides evidence that some public transportation systems are superior to driving, because public transportation “can be faster, more comfortable, and cheaper than the private automobile.”

**Incorrect answer**

Choices A, C, and D do not provide the best evidence that some public transportation systems are superior to driving, as they highlight points made in paragraph 4 rather than the paragraph’s central idea.

##### Explanation for question 16.

**Correct answer**

Choice C is the best answer. In paragraph 5, the author explains the trend that people who became adults around the end of the twentieth century are more willing to use public transportation than people from older generations. The author notes, “If you credit the demographers, this transit trend has legs” (sentence 1 of paragraph 5). In this context, “credit” means to believe the demographers’ claims about the trend.

**Incorrect answer**

Choices A, B, and D are incorrect because in this context, “credit” does not mean endow, attribute, or honor.

##### Explanation for question 17.

**Correct answer**

Choice B is the best answer. In sentence 2 of paragraph 5, the author explains the trend of people who became adults around the end of the twentieth century “tend[ing] to favor cities over suburbs.” In this context, these adults “favor,” or prefer, cities over suburbs.

**Incorrect answer**

Choices A, C, and D are incorrect because in this context “favor” does not mean indulge, resemble, or serve.

##### Explanation for question 18.

**Correct answer**

Choice B is the best answer. In sentence 3 of paragraph 5, the author explains that while riding on public transportation, people can use personal electronic devices, such as “i Pads, M P 3 players, Kindles, and smartphones.”

**Incorrect answer**

Choices A, C, and D are incorrect because they do not show that public transportation is compatible with the use of personal electronic devices.

##### Explanation for question 19.

**Correct answer**

Choice A is the best answer. Figure 1 shows that 10.7% of public transportation passengers are students and 6.7% of public transportation passengers are retirees. Thus, more students than retirees use public transportation.

**Incorrect answer**

Choices B and C are incorrect because figure 1 shows that more employed than unemployed people use public transportation and that more employed people than homemakers use public transportation. Choice D is incorrect because figure 1 does not explain how frequently passengers use public transportation; it only identifies public transportation passengers by their primary occupation.

##### Explanation for question 20.

**Correct answer**

Choice A is the best answer. Figure 1 shows that 72% of public transportation passengers are “employed outside the home,” and figure 2 indicates that 59.1% of public transportation trips are for “work.” It can be inferred from these figures that many public transportation passengers take public transportation to their place of employment.

**Incorrect answer**

Choices B, C, and D are incorrect because figure 1 and figure 2 do not indicate that public transportation passengers primarily use the system to run errands, use their own car on weekends, or are planning to purchase a car.

##### Explanation for question 21.

**Correct answer**

Choice D is the best answer. The author explains that Ken Dial created an experiment to study the evolution of flight by observing how baby Chukars learn to fly. During the experiment, Dial noticed the unusual way Chukars use their “‘wings and legs cooperatively’” to scale hay bales (sentences 4 and 6 of paragraph 3), and he created “a series of ingenious experiments” (sentence 1 of paragraph 4) to study this observation. After his additional experiments, Dial determined that these baby birds angle “their wings differently from birds in flight” (sentence 2 of paragraph 4).

**Incorrect answer**

Choices A, B, and C are incorrect because they do not accurately reflect the sequence of events in the passage.

##### Explanation for question 22.

**Correct answer**

Choice A is the best answer. In sentence 3 of paragraph 1, the author explains that Dial was “challenged,” or dared, by graduate students to develop “new data” on the long‑standing ground‑up‑tree‑down debate.

**Incorrect answer**

Choices B, C, and D are incorrect because in this context “challenged” does not mean required, disputed with, or competed with.

##### Explanation for question 23.

**Correct answer**

Choice A is the best answer. The author explains that Dial created his initial experiment to try and create “new data on the age‑old ground‑up‑tree‑down debate,” and that he looked for “clues” in “how baby game birds learned to fly” (sentence 3 of paragraph 1). The note at the beginning of the passage explains the “age‑old ground‑up‑tree‑down debate” and offers two different theories on how birds evolved to fly. Finally, paragraph 6 of the passage discusses W A I R in an evolutionary context.

**Incorrect answer**

Choices B, C, and D are incorrect because they do not identify Dial’s central assumption in setting up his research.

##### Explanation for question 24.

**Correct answer**

Choice B is the best answer. In sentence 3 of paragraph 1, the author provides evidence that Dial’s central assumption in setting up his research is that the acquisition of flight in young birds is linked to the acquisition of flight in their ancestors. The author notes that Dial created a project to “come up with new data on the age‑old ground‑up‑tree‑down debate.”

**Incorrect answer**

Choices A, C, and D do not provide the best evidence that Dial’s central assumption in setting up his research is that the acquisition of flight in young birds is linked to the acquisition of flight in their ancestors. Choices A, C, and D are incorrect because they focus on Dial’s experiment and his observations on ground birds.

##### Explanation for question 25.

**Correct answer**

Choice C is the best answer. When a rancher observed Dial’s laboratory setup, he was “incredulous” that the Chukars were living on the ground, and he advised Dial to give the birds “something to climb on” (sentences 2 through 5 of paragraph 2). This “key piece of advice” (sentence 1 of paragraph 2) led Dial to add hay bales to his laboratory. Dial later noticed that the Chukars were using their legs and wings to scale the hay bales, and this observation became the focal point of his research.

**Incorrect answer**

Choices A, B, and D are incorrect because the incident with the local rancher did not serve to reveal Dial’s motivation for creating the project, emphasize differences in laboratory and field research, or introduce a contributor to a scientific theory.

##### Explanation for question 26.

**Correct answer**

Choice C is the best answer. The author explains that Dial’s “‘aha’ moment” came when he determined the Chukars used “their wings and legs cooperatively” to scale the hay bales (sentences 5 and 6 of paragraph 3). Dial then created additional experiments to study how the birds dealt with gradually steeper inclines: “[he filmed] the birds as they raced up textured ramps tilted at increasing angles” (sentence 1 of paragraph 4).

**Incorrect answer**

Choices A, B, and D are incorrect because Dial’s “‘aha moment’” was not followed by Dial teaching the birds to fly, studying videos to find out why the birds no longer hopped, or consulting with other researchers.

##### Explanation for question 27.

**Correct answer**

Choice B is the best answer. Dial observed that as the Chukars raced up steep ramps, they “began to flap” and “aimed their flapping down and backward, using the force . . . to keep their feet firmly pressed against the ramp” (sentences 2 and 3 of paragraph 4). Dial determined that the position of their flapping wings facilitated the baby Chukars’ traction on the steep ramps.

**Incorrect answer**

Choices A, C, and D are incorrect because the passage does not indicate that the Chukars’ speed, alternation of wing and foot movement, or continual hopping movements facilitated their traction on steep ramps.

##### Explanation for question 28.

**Correct answer**

Choice B is the best answer. In sentence 1 of paragraph 5, the author explains that Dial named his scientific finding “W A I R, for wing assisted incline running, and went on to document it in a wide range of species.” In this context, Dial “documented,” or recorded, the existence of W A I R in numerous bird species.

**Incorrect answer**

Choices A, C, and D are incorrect because in this context, “document” does not mean to portray, publish, or process.

##### Explanation for question 29.

**Correct answer**

Choice D is the best answer. In sentence 2 of paragraph 6, the author explains that gliding animals do not use a “flapping flight stroke,” or W A I R, wing‑assisted incline running. Since the Chukar, a ground bird, uses W A I R to help scale steep inclines, it can be reasonably inferred that gliding animals do not use W A I R to aid in climbing slopes.

**Incorrect answer**

Choices A, B, and C are incorrect because the passage does not include information on gliding animals’ offspring, method of locomotion, or feeding habits.

##### Explanation for question 30.

**Correct answer**

Choice D is the best answer. In sentence 2 of paragraph 6, the author provides evidence that “the flapping flight stroke” is “something gliding animals don’t do.”

**Incorrect answer**

Choices A, B, and C do not provide the best evidence that gliding animals do not use a flapping stroke to aid in climbing slopes. These choices do not contain information about gliding animals.

##### Explanation for question 31.

**Correct answer**

Choice B is the best answer. In sentence 1 of paragraph 3, the authors of Passage 1 state society’s “common happiness” is dependent on women never becoming involved in politics. In this context, the authors of Passage 1 are suggesting that all members of society can have a “common,” or shared, happiness.

**Incorrect answer**

Choices A, C, and D are incorrect because in this context, “common” does not mean average, coarse, or similar.

##### Explanation for question 32.

**Correct answer**

Choice C is the best answer. In sentence 3 of paragraph 3, the authors of Passage 1 state that women should seek “gentle occupations and the cares of the home” so they can avoid performing difficult, or “strenuous,” and unpleasant, or “onerous,” tasks.

**Incorrect answer**

Choices A, B, and D are incorrect because the authors of Passage 1 do not suggest that running a household and raising children are rewarding for both sexes, yield less value for society, or require professional or political skills.

##### Explanation for question 33.

**Correct answer**

Choice C is the best answer. In sentence 3 of paragraph 3, the authors of Passage 1 provide evidence that women should run households and raise children because these roles do not require “strenuous habits and onerous duties.”

**Incorrect answer**

Choices A, B, and D do not provide the best evidence that running a household and raising children entail very few activities that are difficult or unpleasant; rather, these lines offer general information about the differences between the sexes.

##### Explanation for question 34.

**Correct answer**

Choice D is the best answer. In sentence 1, paragraph 1 of passage 2, Wollstonecraft argues that if women do not receive an education “to become the companion of man,” or one that is comparable to men’s education, then society will not progress in “knowledge and virtue.”

**Incorrect answer**

Choices A, B, and C are incorrect because Wollstonecraft does not suggest that society can progress only if women have happiness and financial security, follow societal rules, or replace men as figures of power.

##### Explanation for question 35.

**Correct answer**

Choice C is the best answer. Wollstonecraft argues that women should be granted an education comparable to men’s so that truth is “common to all” (sentence 1, paragraph 1 of passage 2). Wollstonecraft states that education will “strengthen [women’s] reason till she comprehend her duty” (sentence 2 of paragraph 1). In this context, Wollstonecraft is arguing that education will improve women’s “reason,” or intellect, and allow women to consider their role in society.

**Incorrect answer**

Choices A, B, and D are incorrect because in this context “reason” does not mean motive, sanity, or explanation.

##### Explanation for question 36.

**Correct answer**

Choice A is the best answer. In sentence 1, paragraph 3 of passage 2, Wollstonecraft argues that the laws passed by society’s leaders allow men to “contend for their freedom” but serve to “subjugate women.” In this context, “subjugate” means to control. Wollstonecraft is arguing that society’s leaders grant men freedoms that are denied to women.

**Incorrect answer**

Choices B, C, and D are incorrect because Wollstonecraft does not claim that society’s leaders have granted freedoms that created a general reduction in individual virtue, caused arguments about happiness, or ensured equality for all people.

##### Explanation for question 37.

**Correct answer**

Choice D is the best answer. In sentence 1, paragraph 3 of passage 2, Wollstonecraft provides evidence that society’s leaders grant freedoms that privilege men. She argues that while society’s leaders believe they “are acting in the manner best calculated to promote [women’s] happiness,” their decisions don’t allow women to “contend for their freedom.”

**Incorrect answer**

Choices A, B, and C do not provide the best evidence that society’s leaders grant freedoms that privilege men over women.

##### Explanation for question 38.

**Correct answer**

Choice C is the best answer. Wollstonecraft cites the statement made by the authors of Passage 1 that excluding women from political participation is “according to abstract principles . . . impossible to explain” (sentence 1, paragraph 2 of passage 2). Wollstonecraft then states that if the authors of Passage 1 can discuss “the abstract rights of man” they should be able to discuss the abstract rights of women (sentence 3 of paragraph 2). In these sentences, Wollstonecraft is developing her argument by highlighting a flaw in the reasoning presented by the authors of Passage 1.

**Incorrect answer**

Choices A, B, and D are incorrect because Wollstonecraft does not refer to the statement made in Passage 1 to call into question the authors’ qualifications, dispute the assertion that women are excluded by their own government (sentence 1, paragraph 1 of Passage 1), or validate the authors’ conclusions on gender roles.

##### Explanation for question 39.

**Correct answer**

Choice A is the best answer. The authors of Passage 1 argue that while restricting women’s freedoms may be “impossible to explain” (sentence 1, paragraph 1 of passage 1), this restriction is necessary for society’s overall happiness (sentence 5 of paragraph 1). Wollstonecraft, however, strongly challenges this argument, asking the authors of Passage 1, “Who made man the exclusive judge” of which freedoms are granted to women, and likening society’s male leaders to tyrants as they deny women their “civil and political rights” and leave them “groping in the dark” (sentence 2, paragraph 3 through sentence 2, paragraph 4 of passage 2).

**Incorrect answer**

Choices B, C, and D are incorrect because they do not characterize the overall relationship between Passage 1 and Passage 2.

##### Explanation for question 40.

**Correct answer**

Choice D is the best answer. The authors of Passage 1 admit that women are “excluded by the other half [men] from any participation in government” (sentence 1, paragraph 1 of passage 1), and Wollstonecraft states that society’s male leaders create laws that deny women “civil and political rights” (sentence 2, paragraph 4 of passage 2).

**Incorrect answer**

Choices A, B, and C are incorrect because the authors of both passages would not agree that women had the same preferences as men, required a good education, or were as happy as men.

##### Explanation for question 41.

**Correct answer**

Choice A is the best answer. Wollstonecraft argues in the final paragraph of Passage 2 that society’s male leaders are like “tyrants” that deny women “civil and political rights” (sentences 1 and 2 of paragraph 4). The authors of Passage 1 would most likely argue that allowing women these rights would be “a reversal of [society’s] primary destinies” as society’s leaders should only seek women’s interests as they pertain to the “wishes of nature,” such as women’s role as mothers (sentence 1, paragraph 2 through sentence 3, paragraph 3 of passage 1). The authors of Passage 1 clarify that “nature” created two sexes for a particular reason, so while men can exercise civil and political rights, women are not naturally suited to these activities (sentences 4 and 5 of paragraph 3).

**Incorrect answer**

Choices B and C are incorrect because they are not supported by information in Passage 1. Choice D is incorrect because the authors of Passage 1 do not mention “natural law,” only the “wishes of nature.”

##### Explanation for question 42.

**Correct answer**

Choice C is the best answer. When discussing problems with bee colonies, the authors use phrases like “we suspect” (sentence 1 of paragraph 3) and “we postulate” (sentence 2 of paragraph 3) to show they are hypothesizing reasons for bee colonies’ susceptibility to mite infestations. The use of “can,” “may,” and “could” creates a tentative tone and provides further evidence that the authors believe, but are not certain, that their hypothesis is correct.

**Incorrect answer**

Choices A, B, and D are incorrect because the authors’ use of “can,” “may,” and “could” does not create an optimistic, dubious, or critical tone.

##### Explanation for question 43.

**Correct answer**

Choice C is the best answer. In sentence 3 of paragraph 3, the authors hypothesize that bee colonies will be susceptible to mite infestations if they do not occasionally feed on pyrethrum producing plants. In sentence 1 of paragraph 4, they suggest creating a trial where a “small number of commercial honey bee colonies are offered a number of pyrethrum producing plants” to test their hypothesis.

**Incorrect answer**

Choices A, B, and D are incorrect because the authors do not hypothesize that honeybees’ exposure to both pyrethrums and mites will cause the honeybees to develop secondary infections, that beekeepers should increase their use of insecticides, or that humans are more susceptible to varroa mites.

##### Explanation for question 44.

**Correct answer**

Choice D is the best answer. In sentence 3 of paragraph 3, the authors provide evidence that a bee colony may be more resistant to mite infections if the bees eat pyrethrums because this diet may help prevent bees from becoming “immunocompromised or nutritionally deficient.” In sentence 1 of paragraph 4, the authors suggest testing this hypothesis in a trial on honeybees.

**Incorrect answer**

Choices A, B, and C do not describe any of the authors’ hypotheses.

##### Explanation for question 45.

**Correct answer**

Choice D is the best answer. The authors explain that when beekeepers use commercially produced insecticides to fight mite infections, they may “further weaken” bees that are “immunocompromised or nutritionally deficient” (sentence 5 of paragraph 3).

**Incorrect answer**

Choices A, B, and C are incorrect because the authors do not suggest that beekeepers’ use of commercially produced insecticides increases mite populations, kills bacteria, or destroys bees’ primary food source.

##### Explanation for question 46.

**Correct answer**

Choice C is the best answer. In sentence 5 of paragraph 3, the authors provide evidence that beekeepers’ use of commercially produced insecticides may cause further harm to “immunocompromised or nutritionally deficient bees.”

**Incorrect answer**

Choices A, B, and D are incorrect because they do not provide the best evidence that beekeepers’ use of commercially produced insecticides may be harmful to bees; choices A, B, and D focus on mite infestations’ impact on honeybees.

##### Explanation for question 47.

**Correct answer**

Choice B is the best answer. In sentence 5 of paragraph 3, the authors argue that beekeepers’ use of insecticides to control mite infestations may be harmful to some bees. The authors then state, “We further postulate that the proper dosage necessary to prevent mite infestation may be better left to the bees” (sentence 6 of paragraph 3). In this context, the authors “postulate,” or put forth the idea that the bees may naturally control mite infestations better than insecticides.

**Incorrect answer**

Choices A, C, and D are incorrect because in this context, “postulate” does not mean to make an unfounded assumption, question a belief or theory, or conclude based on firm evidence.

##### Explanation for question 48.

**Correct answer**

Choice B is the best answer. In paragraph 4 the authors propose a trial to study if honeybees’ consumption of pyrethrum producing plants helps the honeybees defend against mite infestations. In the experiment, the authors plan to offer honey bee colonies both pyrethrum producing plants and “a typical bee food source such as clover” to determine if these different diets affect the bees’ susceptibility to mite infestations.

**Incorrect answer**

Choices A, C, and D are incorrect because the main purpose of paragraph 4 is not to summarize the results of an experiment, provide a comparative nutritional analysis, or predict an outcome of an unfinished experiment.

##### Explanation for question 49.

**Correct answer**

Choice A is the best answer. In sentence 1 of paragraph 4, the authors propose a scientific trial in which honeybees are “offered a number of pyrethrum producing plants, as well as a typical bee food source such as clover.” Since the authors contrast the “pyrethrum producing plants” with clover, a “typical bee food source,” it can be assumed that clover does not produce pyrethrums.

**Incorrect answer**

Choices B, C, and D are incorrect because they are not assumptions made by the authors.

##### Explanation for question 50.

**Correct answer**

Choice B is the best answer. The table shows that 77 percent of the honeybee colonies with colony collapse disorder were infected by all four pathogens.

**Incorrect answer**

Choices A, C, and D are incorrect because they do not identify the percent of honeybee colonies with colony collapse disorder that were infected by all four pathogens as based on data in the table.

##### Explanation for question 51.

**Correct answer**

Choice D is the best answer. The table shows that 81 percent of colonies without colony collapse disorder were affected by the pathogen *Nosema ceranae*.

**Incorrect answer**

Choices A, B, and C are incorrect because they do not identify the pathogen that infected the highest percentage of honeybee colonies without colony collapse disorder as based on data in the table.

##### Explanation for question 52.

**Correct answer**

Choice D is the best answer. The table discusses pathogen occurrence in honeybee colonies, but it includes no information as to whether these honeybees were infected with mites. Because the table does not suggest mites infested the honeybee colonies, no conclusions can be made as to whether mites increased the honeybees’ “susceptibility to secondary infection with fungi, bacteria or viruses” (sentence 2 of paragraph 1).

**Incorrect answer**

Choices A, B, and C are incorrect because the table provides no information about whether these honeybees were infected with mites.