

Expression of Ideas

Question 1

- While researching a topic, a student has taken the following notes:
 - In 1965, Yale University historians claimed that a world map called the Vinland Map was drawn in the fifteenth century.
 - Since that time, the map's age has been the subject of debate.
 - In 2021, researchers conducted a study to analyze the elemental composition of the map's ink.
 - Their analysis revealed that the ink contains a titanium compound not used in inks until the 1920s.
 - The researchers concluded that the map was drawn in the twentieth century.

The student wants to present the study and its findings. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Given the debate about the Vinland Map's age, researchers in 2021 conducted a study to analyze the elemental composition of the map's ink.
- B** A 2021 study of the Vinland Map's ink revealed that it contains a titanium compound not used in inks until the 1920s, indicating that the map was drawn in the twentieth century.
- C** The Vinland Map, believed by some to have been drawn in the fifteenth century, was the focus of a 2021 study.
- D** Aware that a certain titanium compound was not used in inks until the 1920s, researchers in 2021 studied the elemental composition of the

Vinland Map's ink.

Question 2

While researching a topic, a student has taken the following notes:

- The *Richat Structure*, or "Eye of the Sahara," is a striking circular geomorphological feature in central Mauritania.
- Once believed to be an impact crater, its distinctive concentric rings perplexed early researchers for decades.
- Scientific consensus now identifies it as a deeply eroded, symmetrical geological dome, or pericline structure.
- This enormous uplifted dome formed through subterranean igneous intrusions deforming overlying sedimentary rock layers.
- Differential erosion of these various rock strata created the visible circular ridges and valleys.
- Exposed layers consist of Proterozoic to Ordovician sedimentary, metamorphic, and igneous rock types.

The student wants to introduce the *Richat Structure* by detailing its unique geological formation. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** The *Richat Structure*, known as the "Eye of the Sahara," is a puzzling circular feature visible from space in Mauritania.
- B** Early theories about the *Richat Structure* proposed it was an impact crater, but scientific consensus proved otherwise.
- C** Consisting of Proterozoic to Ordovician sedimentary, metamorphic, and igneous rocks, the *Richat Structure* is a pericline.
- D** The *Richat Structure* in Mauritania, initially thought to be an impact crater, is a deeply eroded dome formed by igneous intrusions and differential erosion of rock layers.

Question 3

While researching a topic, a student has taken the following notes:

- The 'Ben Franklin effect' describes how asking someone for a favor can increase their positive regard toward the requestor.
- Benjamin Franklin extensively documented employing this psychological tactic to transform political adversaries into personal allies.
- This counterintuitive phenomenon is often explained by cognitive dissonance, as individuals rationalize helping someone by concluding they must like that person.
- The Jecker and Landy study in 1969 compellingly demonstrated this effect with participants who returned money to an experimenter.
- This finding directly challenges the common assumption that receiving help inherently leads to a sense of obligation or resentment.
- Modern psychological theories often integrate self-perception theory, where people infer their own attitudes from observing their behaviors.

The student wants to explain the psychological basis for why the 'Ben Franklin effect' occurs. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** The 'Ben Franklin effect,' which involves asking a favor, can actually make someone like the requestor more, as Benjamin Franklin noted.
- B** In 1969, Jecker and Landy conducted a study illustrating how people who helped an experimenter liked them more, similar to Franklin's observations.
- C** The phenomenon is explained by cognitive dissonance and self-perception theory, as individuals rationalize helping by inferring positive feelings for the person.
- D** The 'Ben Franklin effect' contradicts the common notion that offering assistance often results in resentment or an uncomfortable feeling of

indebtedness.

Question 4

- Ynès Mexía was a Mexican American botanist.
- Between 1917 and 1938, she collected over 150,000 botanical samples throughout the Americas.
- She collected a sample of *Trixis antimenorrheoa* in Minas Gerais, Brazil, on June 26, 1930.
- She collected a sample of *Stephanomeria thurberi* in Chihuahua, Mexico, on May 27, 1929.
- These specimens are members of the Asteraceae family.
- They can now be viewed online at the C.V. Starr Virtual Herbarium.

Which choice most effectively uses information from the given sentences to emphasize when she collected both of the samples?

- A** Thousands of botanical samples collected by Ynès Mexía can now be found in one place: online at the C.V. Starr Virtual Herbarium.
- B** While both specimens collected by Ynès Mexía are members of the same family, *Trixis antimenorrheoa* was found in Minas Gerais and *Stephanomeria thurberi* was found in Chihuahua.
- C** On June 26 in 1930, Ynès Mexía added a new specimen to her growing collection of botanical samples: *Trixis antimenorrheoa* of the Asteraceae family.
- D** Ynès Mexía collected a sample of *Trixis antimenorrheoa* in June of 1930, after collecting *Stephanomeria thurberi* in May of 1929.

Question 5

In hindsight, given the ideas about the natural world circulating among British scientists in the 1800s, the theory of natural selection was an obvious next step. It may not have been a coincidence, _____ that Charles Darwin and Alfred Wallace arrived at the concept independently. Indeed, contrary to the popular myth of the lone genius, theirs is not the first paradigm-shifting theory to have emerged from multiple scholars working in parallel.

Which choice completes the text with the most logical transition?

- ☐ A however,
- ☐ B then,
- ☐ C moreover,
- ☐ D for example,

Question 6

In his essay "Of Coaches," French philosopher Michel de Montaigne explores a relatively light subject, but he expresses heavier fare in "Of the Inconvenience of Greatness." Regardless of subject matter, Montaigne works to question his own perceptive throughout his essay. _____ his personal motto was "What do I know?"

Which choice completes the text with the most logical transition?

- ☐ A Still,
- ☐ B Conversely,
- ☐ C Fittingly,
- ☐ D Nowadays,

Question 7

Blanche K. Bruce was an outspoken abolitionist whose Washington, DC, home was a stop on the underground railroad (the network of people and places that some enslaved people used to escape to freedom). It was relatively rare for supporters of the railroad to be secretive about their antislavery views. _____ they were vocal abolitionist like Bruce.

Which choice completes the text with the most logical transition?

- ☐ A Fittingly,
- ☐ B Granted,
- ☐ C For example,
- ☐ D More often,

Question 8

While researching a topic, a student has taken the following notes:

- The term "kitsch" emerged in 19th-century Munich, describing art perceived as lowbrow or imitating "high art".
- Modernist writer Hermann Broch characterized kitsch as imitation, prioritizing aesthetic effect over ethical substance.
- Abraham Moles (1971) conversely viewed kitsch as "the art of happiness" or "art of the people".
- Walter Benjamin argued kitsch offers instantaneous emotional gratification without requiring intellectual effort.
- Kitsch often employs themes of positive emotional valence, such as childhood or nature, to ensure broad appeal.
- Critics often highlight kitsch's superficiality, formulaic nature, and aesthetic deception, especially within consumer culture.

The student wants to introduce the concept of kitsch to an audience unfamiliar with art theory. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Hermann Broch and Walter Benjamin, prominent art theorists, offered contrasting perspectives on the essence and impact of kitsch.
- B** Kitsch, a term originating in 19th-century Munich, refers to art characterized by sentimental, overly decorative, or imitative qualities.
- C** While Abraham Moles saw kitsch as an "art of happiness," many critics condemn its formulaic nature and aesthetic deception.
- D** Kitsch's pervasive use of emotionally charged, easily identifiable subjects provides widespread, unchallenging gratification for a mass audience.

Question 9

While researching a topic, a student has taken the following notes:

- The prevailing proton-electron atomic nucleus model throughout the 1920s presented various experimental and theoretical contradictions.
- In 1920, Ernest Rutherford theorized a neutral particle, roughly the mass of a proton, potentially comprising a bound proton and electron.
- In 1930, Walter Bothe and Herbert Becker observed a highly penetrating, electrically neutral radiation after alpha particles bombarded beryllium.
- Building on this, in 1932, Irène and Frédéric Joliot-Curie found this penetrating radiation ejected energetic protons from paraffin wax.
- James Chadwick subsequently proved this radiation indeed comprised neutral particles with proton-like mass, which he termed 'neutrons.'
- The identification of this uncharged neutron proved crucial for precisely elucidating atomic nuclear structure.

The student wants to introduce James Chadwick and explain the crucial role of his discovery within nuclear physics. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Despite earlier contradictions with the proton-electron model of the nucleus, Ernest Rutherford had theorized a neutral particle in 1920.
- B** Following observations by Bothe, Becker, and the Joliot-Curies regarding a penetrating neutral radiation, James Chadwick identified this as the neutron in 1932.
- C** Initially observed as a penetrating radiation, the neutron, identified by Chadwick, allowed new avenues for studying nuclear structure.
- D** James Chadwick, who established the neutron's existence in 1932, made a crucial discovery for nuclear physics by identifying this neutral, proton-like particle.

Question 10

While researching a topic, a student has taken the following notes:

- Inattentional blindness describes the perceptual failure to discern an unexpected, yet fully visible, stimulus amidst focused attention.
- Psychologists Arien Mack and Irvin Rock coined this term, publishing extensive findings in their 1998 book, *Inattentional Blindness*.
- The seminal "Invisible Gorilla" study by Daniel Simons and Christopher Chabris demonstrated this phenomenon in 1999.
- Participants, concentrating on a basketball pass-counting task, frequently failed to observe a person in a gorilla suit.
- Research indicates that heightened perceptual and cognitive load exacerbates the incidence of inattentional blindness.
- This cognitive phenomenon highlights the selective nature of human attention and its inherent processing limitations.

The student wants to introduce the concept of inattentional blindness to an audience unfamiliar with cognitive psychology. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** First studied by Mack and Rock, then notably by Simons and Chabris, inattentional blindness demonstrates how our brain limits perception.
- B** Inattentional blindness, a key concept in cognitive psychology, reveals that even fully visible stimuli can go unnoticed under focused attention.
- C** The "Invisible Gorilla" experiment by Simons and Chabris vividly illustrates inattentional blindness, where approximately half of observers missed a gorilla.
- D** Inattentional blindness, a phenomenon coined by Mack and Rock, explains how individuals fail to perceive a fully visible, unexpected stimulus when attention is otherwise engaged, a concept exemplified by the "Invisible Gorilla" study.

Question 11

Physicists have long explored the unusual behavior of heat in certain materials at extremely low temperatures. For decades, it was assumed that heat always diffused through a material from hot to cold. _____ researchers led by a team including Zhang, X. found strong evidence for heat moving as a wave, a phenomenon known as second sound, in graphite.

Which choice completes the text with the most logical transition?

- ☐ A Lastly,
- ☐ B However,
- ☐ C For instance,
- ☐ D Thus,

Question 12

While researching a topic, a student has taken the following notes:

- Rogue planets are interstellar planetary-mass objects untethered from a gravitational orbit around any star.
- Astronomers believe these free-floating objects either form solitarily from collapsing gas clouds or are ejected from forming stellar systems.
- Initial observations by scientists like Philip Lucas in 2001 identified larger, self-luminous bodies using infrared spectroscopy, primarily in active star-forming regions.
- Gravitational microlensing has enabled detecting smaller, cooler Earth-mass rogue planets, significantly expanding our known population.
- Recent studies of objects like *Cha 1107-7626* reveal that young rogue planets can undergo dramatic accretion bursts, feeding from surrounding circumstellar disks.
- This recent evidence indicates magnetic fields play a critical role in channeling immense material onto such isolated planetary-mass objects.

The student wants to introduce the primary formation hypotheses for rogue planets to an audience familiar with stellar and planetary dynamics. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Rogue planets, unlike traditional exoplanets, are gravitationally unbound, sometimes showing growth spurts when young.
- B** Researchers identified rogue planets by studying self-luminous objects and also by gravitational microlensing.
- C** These interstellar planetary-mass objects are thought to originate either from stellar-like gas cloud collapse or by ejection from nascent star systems.
- D** Scientists like Philip Lucas have made early discoveries of these free-floating planetary bodies, estimating billions exist.

Question 13

While researching a topic, a student has taken the following notes:

- Oculistics is a subfield of kinesics that investigates how eye behavior facilitates nonverbal communication.
- Eye contact regulates turn-taking in conversations, indicating attention or signaling readiness to speak or listen.
- Cross-cultural studies, such as by Adam Kendon, reveal that interpretations of eye contact vary significantly, from respect to disrespect.
- Michael Argyle and Mark Cook further examined gaze as an intimacy cue, alongside factors like physical proximity in interactions.
- Eye gaze also functions in expressing emotions like happiness or fear, and signaling trust, attraction, or dominance.
- Researchers note pupillary responses, like dilation or constriction, can unconsciously convey interest or cognitive load.

The student wants to introduce the concept of oculistics to an audience unfamiliar with nonverbal communication studies. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Oculistics, a specialized area within kinesics, studies eye behavior in nonverbal communication, revealing its varied functions across cultures for regulating interactions, expressing emotion, and conveying intimacy.
- B** While Adam Kendon studied how eye contact facilitates turn-taking, Michael Argyle and Mark Cook focused on its role as an intimacy cue and in emotional expression.
- C** Pupillary responses, specifically dilation and constriction, are noted by researchers as a less conscious means through which oculistics signals interest and cognitive load during social interactions.
- D** Eye gaze variations are significant cross-culturally, with some societies viewing direct eye contact as disrespectful, a crucial aspect for avoiding miscommunication in global interactions.

Question 14

In a 2022 analysis of 200 terms, researchers found a broad pattern of valence-dependent mutation in which negative adjectives saw a faster rate of cognate replacement—the rate at which a word will be replaced over time with a noncognate form—than other words. _____ the adjective “illegal” would be expected to mutate faster than the noun “crisis.”

Which choice completes the text with the most logical transition?

- ☐ A Thus,
- ☐ B Moreover,
- ☐ C Meanwhile,
- ☐ D However,

Question 15

The *khar*, which is written as a circular hieroglyph with horizontal lines running across it, and the *heseb*, which is written as a hieroglyph that looks like an X, were ancient Egyptian units of _____ to record volume and area, respectively, the *khar* and *heseb* have since fallen out of use.

Which choice completes the text with the most logical transition?

- A measurement used
- B measurement, used
- C measurement. Used
- D measurement and used

Question 16

In hindsight, given the ideas about the natural world circulating among British scientists in the 1800s, the theory of natural selection was an obvious next step. It may not have been a coincidence, _____ that Charles Darwin and Alfred Wallace arrived at the concept independently. Indeed, contrary to the popular myth of the lone genius, theirs is not the first paradigm-shifting theory to have emerged from multiple scholars working in parallel.

Which choice completes the text with the most logical transition?

- ☐ A however,
- ☐ B then,
- ☐ C moreover,
- ☐ D for example,

Question 17

While researching a topic, a student has taken the following notes:

- Heraldry, originating in the 12th century, constitutes a systematic discipline concerning armorial bearings, encompassing their design, display, and regulation.
- Its initial utilitarian purpose was battlefield identification, distinguishing combatants beneath concealing armor during medieval warfare.
- Armorial achievements typically feature an escutcheon displaying charges and tinctures, complemented by crests, mantling, and sometimes supporters.
- Evolving beyond military necessity, heraldry denoted noble status and lineage, subsequently formalizing a complex visual communication system.
- Modern heraldic scholarship, as noted by researchers like Professor Torsten Hiltmann, analyzes pre-modern practices and digital ontologies for systematic description.

The student wants to introduce the concept of heraldry to an audience unfamiliar with the subject. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** An armorial achievement, fundamental in heraldry, comprises an escutcheon, charges, tinctures, crests, mantling, and often supporters.
- B** Heraldry, initially for identifying medieval combatants, evolved significantly to denote lineage and social status.
- C** Professor Torsten Hiltmann's research on digital ontologies contributes to modern heraldic scholarship and its systematic description.
- D** Heraldry, a systematic discipline from the 12th century, involves the design and regulation of armorial bearings, initially for battlefield identification but later signifying noble status.

Question 18

While researching a topic, a student has taken the following notes:

- The concept of the sociological imagination, articulated by C. Wright Mills in 1959, links individual experiences to broader societal forces.
- This perspective helps individuals distinguish "personal troubles," like unemployment, from widespread "public issues."
- Possessing this imagination entails seeing how biographical circumstances are influenced by the historical trajectory of society.
- It necessitates shifting between macro-level societal structures and micro-level individual interactions to discern underlying patterns.
- Such critical thinking fosters deeper empathy and allows one to challenge assumptions about social norms.
- Ultimately, this intellectual tool encourages active participation in addressing significant societal problems rather than passive acceptance.

The student wants to introduce C. Wright Mills's concept of the sociological imagination to an audience largely unfamiliar with sociological theories. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** C. Wright Mills's sociological imagination, presented in 1959, intricately links personal struggles, such as individual unemployment, with larger, pervasive public issues.
- B** In 1959, C. Wright Mills introduced the sociological imagination, a framework connecting an individual's personal experiences to the wider societal structures and historical context.
- C** The sociological imagination by C. Wright Mills demands an understanding of macro-level structures and micro-level interactions to challenge ingrained societal norms.

D

Individuals equipped with C. Wright Mills's sociological imagination gain the capacity for empathy and active engagement, transforming passive acceptance into informed action.

Question 19

While researching a topic, a student has taken the following notes:

- Epigraphy is the scholarly analysis of inscriptions, known as epigraphs, crafted onto enduring materials.
- Epigraphers painstakingly decipher ancient writings, categorizing them by script, historical context, and linguistic features.
- This field contrasts with paleography, which primarily examines writing on perishable media like papyrus or parchment.
- Challenges include interpreting fragmentary texts or those deliberately obscured by weathering and natural degradation.
- Scholars like Theodor Mommsen contributed significantly to compiling comprehensive corpuses, such as the *Corpus Inscriptionum Latinarum*.
- Ultimately, epigraphic evidence furnishes essential insights into the languages, customs, and daily lives of ancient societies.

The student wants to introduce the field of epigraphy to an audience unfamiliar with the discipline. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Epigraphy, a field distinguishing itself from paleography, involves meticulously cataloging inscriptions by script style.
- B** Theodor Mommsen's foundational work in epigraphy led to the *Corpus Inscriptionum Latinarum*, an extensive compilation of Latin inscriptions.
- C** Epigraphy is the scientific study of ancient inscriptions found on durable materials, providing fundamental insights into past cultures.
- D** Epigraphers face significant challenges deciphering weathered or incomplete ancient texts, which can obstruct the recovery of historical details.

Question 20

While researching a topic, a student has taken the following notes:

- *Jamais vu*, a cognitive phenomenon, manifests as a profound sensation of unfamiliarity with objectively known situations or objects.
- Contrary to *déjà vu*'s illusory familiarity, *jamais vu* involves a temporary loss of recognition for the familiar.
- Chris Moulin's research (2006) on semantic satiation induced *jamais vu* by repeated word exposure.
- This phenomenon implies transient disconnections between recognition memory and conscious familiarity processing.
- Potential etiological factors include neuronal fatigue, heightened stress levels, or certain temporal lobe anomalies.
- Distinguishing *jamais vu* from general memory loss is crucial, as the core knowledge remains accessible.

The student wants to introduce *jamais vu* to an audience already familiar with the general concept of perceptual anomalies. Which choice most effectively uses relevant information from the notes to accomplish this goal?

- A** Chris Moulin conducted a study where participants wrote a word many times until they experienced *jamais vu*, a type of perceptual anomaly.
- B** Unlike *déjà vu*, which makes novel experiences feel familiar, *jamais vu* causes familiar things to feel strange, indicating a temporary cognitive disconnection.
- C** *Jamais vu*, which presents as an unfamiliarity with known stimuli, shares underlying neurological mechanisms with other perceptual anomalies like *déjà vu*.
- D** Although it might feel like memory loss, *jamais vu* is actually a temporary feeling of strangeness regarding something familiar, sometimes caused by stress or fatigue.

Answers

Question 1

Correct Answer: B

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to present the study and its findings.

Looking at the answers:

- (A) mentions the reason for the study and its method but fails to include the actual findings.
- (B) presents the 2021 study, the specific evidence found in the ink, and the resulting conclusion.
- (C) introduces the map and mentions it was the focus of a study without providing any details or findings.
- (D) discusses the researchers' knowledge and the study's method but omits the study's conclusion.

Hence, **(B)** is the correct answer because it is the only choice that identifies both the study itself and its specific findings regarding the map's age.

Question 2

Correct Answer: D

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to both introduce the Richat Structure and detail its unique geological formation.

Looking at the answers:

- (A) introduces the Richat Structure but doesn't explain its formation.
- (B) mentions a previous theory but doesn't fully explain the current scientific consensus on its formation.

- (C) provides a geological detail (rock types) but doesn't give a comprehensive introduction or explanation of the formation process.
- (D) introduces the structure, mentions the old theory for context, and then explains how it was formed through igneous intrusions and erosion, fulfilling both of the student's goals.

Hence, (D) is the correct answer.

Question 3

Correct Answer: C

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to explain the psychological basis for why the 'Ben Franklin effect' occurs.

Looking at the answers:

- (A) explains what the effect is and who noted it, but not the psychological reason behind it.
- (B) provides an example of a study that demonstrated the effect, but it doesn't explain the psychological mechanism.
- (C) directly addresses the psychological basis by mentioning cognitive dissonance and self-perception theory, which are the reasons provided in the notes for why the effect works.
- (D) contrasts the effect with a common assumption, but it does not explain the underlying psychological cause.

Hence, (C) is the correct answer.

Question 4

Correct Answer: D

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to emphasize **when** two specific samples were collected. This means the correct answer needs to mention the

collection times for both *Trixis antimenorrheoa* and *Stephanomeria thurberi*.

Looking at the answers:

- (A) focuses on where the samples can be found now, not when they were collected.
- (B) focuses on the different locations where the samples were found, not the times.
- (C) only mentions the collection date for one of the two samples (*Trixis antimenorrheoa*).
- (D) mentions the collection times for both samples, using the information from the notes (June 1930 and May 1929) to create a timeline.

Hence, (D) is the correct answer.

Question 5

Correct Answer: B

As always, remember to identify the clauses that the transition connects:

- 'In hindsight, given the ideas about the natural world circulating among British scientists in the 1800s, the theory of natural selection was an obvious next step.'
- 'It may not have been a coincidence, _____ that Charles Darwin and Alfred Wallace arrived at the concept independently.'

The first clause states that natural selection was an “obvious next step.” The second clause then introduces the idea that Darwin and Wallace arriving at the concept independently “may not have been a coincidence.” This suggests a cause-and-effect relationship: because it was an obvious next step, it's not a coincidence that two people thought of it. Thus, a causal transition is needed. Therefore, (B) 'then,' is the correct answer.

Question 6

Correct Answer: C

As always, remember to identify the clauses that the transition connects:

Clause 1: 'Regardless of subject matter, Montaigne works to question his own perceptive throughout his essay.'
Clause 2: 'his personal motto was "What do I know?"'

The first clause states that the philosopher Montaigne constantly questions his own perceptions. The second clause reveals his personal motto. The motto 'What do I know?' is a very appropriate or suitable summary of his habit of self-questioning. Therefore, we need a transition that shows this suitability.

The transition '*Fittingly*,' which means 'in a suitable or appropriate way,' perfectly captures this relationship, showing that his motto was appropriate for his philosophical approach. The correct answer is **(C)**.

Question 7

Correct Answer: D

As always, remember to identify the clauses that the transition connects:
'It was relatively rare for supporters of the railroad to be secretive about their antislavery views.'
'they were vocal abolitionist like Bruce.'
The first sentence states what was uncommon for supporters of the Underground Railroad: being secretive. The second sentence then describes what was common instead: being vocal about their abolitionist views. This creates a relationship of contrast, where the second sentence clarifies the first by presenting the more frequent or typical situation.
The transition '**More often**,' (D) perfectly captures this relationship by indicating that being a vocal abolitionist was the more common scenario, directly contrasting with the 'rare' secrecy mentioned in the previous sentence.

Question 8

Correct Answer: B

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce the concept of kitsch to an audience unfamiliar with art theory.

Looking at the answers:

- (A) discusses differing perspectives on kitsch from two theorists, which assumes the audience already knows what kitsch is.
- (B) provides a clear definition of kitsch, including its origin and key characteristics.
- (C) presents a debate between two views on kitsch, which is too specific for an introduction.
- (D) explains the effect and appeal of kitsch without first defining what the term means.

Since the goal is to introduce the concept to an unfamiliar audience, the best approach is to start with a straightforward definition. (B) does this most effectively by defining the term and its key features.

Hence, (B) is the correct answer.

Question 9

Correct Answer: D

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce James Chadwick AND explain the crucial role of his discovery within nuclear physics. This means the correct answer must do both of these things.

Looking at the answers:

- (A) focuses on Ernest Rutherford's theory and doesn't mention Chadwick at all.

- (B) mentions Chadwick's identification of the neutron but doesn't explain the crucial role or importance of this discovery.
- (C) explains the importance of the neutron's discovery but doesn't explicitly introduce James Chadwick as the person who made it.
- (D) both introduces James Chadwick and explains that his discovery of the neutron was crucial for nuclear physics.

Hence, (D) is the correct answer because it is the only option that fulfills both of the student's goals as stated in the prompt.

Question 10

Correct Answer: D

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce the concept of inattentional blindness to an audience unfamiliar with cognitive psychology.

Looking at the answers:

- (A) mentions the researchers and a brief effect, but it doesn't clearly define the concept for an unfamiliar audience.
- (B) provides a good, concise definition but omits key context like the famous example, which would be helpful for a new audience.
- (C) focuses entirely on the "Invisible Gorilla" experiment, presenting it as an example without first defining the concept it illustrates.
- (D) provides a full definition of inattentional blindness, credits the researchers who coined the term, and includes the most famous example (the "Invisible Gorilla" study) to help an unfamiliar audience understand the concept.

Hence, (D) is the correct answer.

Question 11

Correct Answer: B

As always, remember to identify the clauses that the transition connects:

- "For decades, it was assumed that heat always diffused through a material from hot to cold."
- "researchers led by a team including Zhang, X. found strong evidence for heat moving as a wave, a phenomenon known as second sound, in graphite."

These two clauses present **contrasting ideas**. The first clause describes the long-held assumption that heat moves in one specific way (diffusion from hot to cold). The second clause introduces new research findings that demonstrate a *different* behavior of heat—moving as a wave.

Since we need to show this contrast between the old assumption and the new discovery, we require an **adversative transition**. Choice **(B)**

"However" is the correct answer because it effectively signals this shift from the conventional understanding to the unexpected research findings.

Question 12

Correct Answer: C

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce the primary formation hypotheses for rogue planets to an audience already familiar with stellar and planetary dynamics.

Looking at the answers:

- (A) contrasts rogue planets with traditional exoplanets and mentions their growth but doesn't focus on their formation.
- (B) describes the methods used to detect rogue planets, not how they are formed.

- (C) directly presents the two main theories about how rogue planets originate: from gas cloud collapse or from ejection from star systems.
- (D) discusses the discovery of rogue planets and the estimated number, not their formation hypotheses.

Since the goal is to introduce the formation hypotheses, (C) is the correct answer because it is the only choice that directly addresses the two main theories of rogue planet origin mentioned in the notes.

Question 13

Correct Answer: A

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce the concept of oculusics to an audience unfamiliar with the topic.

Looking at the answers:

- (A) provides a broad definition and overview of oculusics, summarizing its various functions mentioned in the notes.
- (B) compares the specific research focuses of different scholars without first defining the main concept.
- (C) focuses on a very specific aspect of oculusics (pupillary responses) without giving a general introduction.
- (D) discusses one specific function of eye contact (cross-cultural differences) without defining the broader field of oculusics.

Hence, (A) is the correct answer because it provides a comprehensive introduction to oculusics, defining the term and summarizing its key roles in communication, which is exactly what's needed for an audience unfamiliar with the subject.

Question 14

Correct Answer: A

As always, remember to identify the clauses that the transition connects:

- 'researchers found a broad pattern of valence-dependent mutation in which negative adjectives saw a faster rate of cognate replacement... than other words.'
- 'the adjective "illegal" would be expected to mutate faster than the noun "crisis."'

These clauses present a causal relationship. The first sentence describes a general scientific finding or rule: negative adjectives undergo mutation faster than other types of words. The second sentence applies this general rule to a specific scenario involving the words "illegal" (a negative adjective) and "crisis" (a noun).

Because the second sentence describes a logical consequence or a prediction based on the evidence provided in the first sentence, we need a causal transition. **(A) Thus**, is the correct answer as it signals that the second statement follows logically from the first.

Question 15

Correct Answer: C

Look at the clauses on both sides of the blank:

- 'The khar, which is written as a circular hieroglyph with horizontal lines running across it, and the heseb, which is written as a hieroglyph that looks like an X, were ancient Egyptian units of measurement'
- 'Used to record volume and area, respectively, the khar and heseb have since fallen out of use.'

The first clause is an independent clause because it has a subject ('The khar... and the heseb') and a verb ('were') and can stand alone as a complete sentence. The second clause is also an independent clause;

although it starts with 'Used', this word acts as a modifier for the main part of the clause, which has its own subject ('the khar and heseb') and verb ('have since fallen').

In the SAT, to separate two independent clauses, we must use a period, a semicolon, or a comma followed by a FANBOYS conjunction. In this case, a period is used. Therefore, (C) is the correct answer.

Question 16

Correct Answer: B

As always, remember to identify the clauses that the transition connects:

- 'In hindsight, given the ideas about the natural world circulating among British scientists in the 1800s, the theory of natural selection was an obvious next step.'
- 'It may not have been a coincidence... that Charles Darwin and Alfred Wallace arrived at the concept independently.'

The first clause establishes a reason or cause: the intellectual climate made the theory of natural selection an inevitable development. The second clause presents the logical consequence or effect of this situation: it's not surprising that two different people came up with the idea at the same time. This is a cause-and-effect relationship.

The transition "then" is used here to signal a logical conclusion or result. Because the theory was an "obvious next step," it follows logically that its independent discovery by two people was not a coincidence. Therefore, (B) is the correct answer.

Question 17

Correct Answer: D

For Students' Notes questions, you should always start by reading the question. Here, the student wants to introduce the concept of heraldry to an

audience unfamiliar with the subject. This means the best answer will provide a broad definition and some key context.

Looking at the answers:

- (A) details the specific components of an armorial achievement, which is too specific for a general introduction.
- (B) explains the evolution of heraldry's purpose but doesn't define what heraldry is.
- (C) focuses on modern scholarship, which is a very narrow aspect of the topic and not suitable for a general introduction.
- (D) provides a complete introduction by defining heraldry, stating its origin, and mentioning both its initial and later purposes.

Hence, (D) is the correct answer because it most effectively accomplishes the student's goal of introducing the concept of heraldry by combining a clear definition with its historical context and purpose.

Question 18

Correct Answer: B

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce C. Wright Mills's concept of the sociological imagination to an audience largely unfamiliar with sociological theories.

Looking at the answers:

- (A) provides a specific example of the concept but doesn't define it broadly for a new audience.
- (B) offers a clear, high-level definition of the concept, explaining its core idea of connecting individual lives to broader society and history, which is perfect for an unfamiliar audience.
- (C) focuses on a more complex aspect of the concept (macro vs. micro levels) without first introducing the basic idea.
- (D) describes the outcomes or benefits of using the concept rather than

explaining what the concept itself is.

Hence, (B) is the correct answer because it provides the best general introduction to the sociological imagination for an audience that is not familiar with the topic.

Question 19

Correct Answer: C

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce the field of epigraphy to an audience unfamiliar with the discipline. This means the best answer will define epigraphy and explain its importance in a clear and concise way.

Looking at the answers:

- (A) focuses on comparing epigraphy to paleography and mentions one specific task, which is not the main goal of introducing the entire field.
- (B) provides a specific example of one scholar's work, which is too detailed for a general introduction.
- (C) gives a broad definition of epigraphy (the study of ancient inscriptions on durable materials) and states its overall purpose (providing insights into past cultures). This is a perfect introduction for an unfamiliar audience.
- (D) discusses the difficulties epigraphers face, which is a specific detail rather than a general introduction to the field.

Hence, (C) is the correct answer.

Question 20

Correct Answer: C

For Students' Notes questions, you should as always start by reading the question. Here, the student wants to introduce *jamais vu* to an audience already familiar with the general concept of perceptual anomalies.

Looking at the answers:

- (A) focuses on a specific study about *jamais vu* by Chris Moulin, which is too specific for an introduction.
- (B) introduces *jamais vu* by contrasting it with *déjà vu*, which is helpful but doesn't connect it to the broader category of perceptual anomalies the audience knows.
- (C) introduces *jamais vu* and directly connects it to other perceptual anomalies, like *déjà vu*, by mentioning shared neurological mechanisms. This is effective because it uses the audience's existing knowledge as a reference point.
- (D) explains what *jamais vu* feels like and distinguishes it from memory loss, but it fails to connect the phenomenon to the audience's familiarity with perceptual anomalies.

Hence, (C) is the correct answer.