



Scholarship Test - English

2023

A. Reading Comprehension

Read the text below and respond to the questions that follow

[.... / 18p]

Does Altruism Actually Exist?

Some have argued that all acts of kindness are made with an ulterior motive, but new research suggests that there is a link between fairness and altruism, and it develops very early.

By Alice G. Walton | 2011

- §1 The concept of altruism has been around for a long time, and for almost as long researchers have argued over the meaning of it. Some have suggested that true altruism doesn't even exist. After all, helping out someone else generally involves some cost or risk to you: either you're expending valuable energy or you're putting yourself in danger, all for the wellbeing of another. Evolutionarily, this doesn't make a whole lot of sense, since we're all out to preserve ourselves — and our genes. There must be something else going on.
- §2 Some have suggested that acts of kindness may have an ulterior motive, as in "I'll help you out now, but you'd better do the same for me later." If that's the case, then altruism wouldn't be all that altruistic. One instance where it might make sense is among relatives. Even here, though, since you're technically helping out your own genes, this too could have a slightly selfish angle.
- §3 The relationship between altruism and equity has interested the scientific community. Would we be altruistic if we didn't have a sense of fairness? Is the one a prerequisite for the other? And when do these traits develop in a youngster? Researchers have begun exploring the relationship, and have recently demonstrated that altruism and fairness appear to develop, perhaps simultaneously, from an incredibly early age. Whether they're innate or learned is still up for debate.
- §4 In a new study, researchers had 15-month old babies watch movies of a person distributing crackers or milk to two others, either evenly or unevenly. Babies look at things longer when they're surprised, so measuring looking time can be used to gain insight into what babies expect to happen. In the study, the infants looked longer when the person in the video distributed the foods unevenly, suggesting surprise, and perhaps even an early perception of fairness.
- §5 But the team also say they established a link between fairness and altruism. In a second part of the experiment, the babies chose between two toys, and were then asked to share one of the toys with an experimenter. About a third of the babies were "selfish sharers": they shared the toy they hadn't chosen. Another third were "altruistic sharers": they shared their chosen toy. (The rest chose not to share. They may have been inhibited by the unfamiliarity of the experimenter, or maybe they just weren't that into sharing.)
- §6 What's interesting about the second half of the study was that by and large it was the babies who had previously been surprised by the unfair cracker and milk distribution who tended to share the

preferred toy with the experimenter (the altruistic sharers). The babies who shared the rejected toy hadn't expressed much surprise over unequal distribution. This led the researchers to suggest that there's a fundamental link between altruism and a sense of equity.

- §7 An alternative interpretation for babies' perception of fairness could be that babies merely show surprise when physical things are divided unevenly, the authors suggest. For example, that they could just be taken aback by "violations of non-moral conventions," naturally assuming "that goods are usually divided into equal amounts." But, the authors argue, the fact that the second part of the study connected the "altruistic" behaviors to the perception of unevenness speaks to the fact that babies "evaluate events along morally relevant dimensions." This led the researchers to conclude that social and moral development occur in tandem.
- §8 While it's interesting that altruism and fairness appear to be interconnected traits, particularly at such an early age, the research doesn't completely get to the bottom of the nature of altruism. One could argue that perceiving fairness is simply a prerequisite for helpful acts, even ulteriorly motivated ones: after all, there's something "fair" about the notion of a later payoff.
- §9 Still, the research suggests that, whatever the motive, infants have an early sense of both traits, which are preverbal. They appear to develop their social behaviors just by watching others, which the authors suggest could help adults understand more about how to foster that development in kids from a young age.
- §10 In fact, argue the authors, it's even possible that babies are more likely to be altruistic than older people, because they think less about it. Study author Jessica Sommerville says that "some researchers have suggested that young children and infants may be more blindly altruistic than older children and adults, because they don't yet possess the ability to be discerning."
- §11 So maybe we should take a lesson from the youngsters who share their toys with random people without a second thought. Maybe thinking about it less is the key to kindness.

Comprehension Questions

Q1. According to the 1st paragraph of the text, what is one reason for controversy relating to altruism? [2p]

- | | |
|--|-------------------------------------|
| a. How long it has existed as a concept. | c. What word to use to describe it. |
| b. Whether it actually exists. | d. What its purpose is. |

Q2. Why are some people skeptical of true altruism? [2p]

- a. True altruism doesn't contribute to human survival.
- b. True altruism negatively impacts human ability to succeed.
- c. True altruism encourages people to develop close relationships with others.
- d. True altruism goes against humans' competitive nature.

Q3. How does the author introduce the idea of true altruism in paragraphs 1-2? [2p]

- a. as a concept that confuses many people because of its apparent selfless nature
- b. as something very few people are capable of because it requires true selflessness
- c. as actions that appear selfless but actually benefit the individual in the end
- d. as something only babies and young children are capable of because of their innocence

Q4. What was the objective of the study? [2p]

- a. how babies divided treats and toys among the experimenters
- b. how babies reacted when treated unfairly and how they shared with others
- c. how babies perceived if something was unfair and which toys they liked most
- d. how babies perceived if something was unfair and how they shared with others

Q5. Which statement identifies the central idea of the text? [2p]

- a. Babies are more likely to act fairly and altruistically to other people because they have yet to be socially influenced by those around them.
- b. While babies appear to recognize fairness and exhibit altruism, it's impossible to determine their true motivations for kindness due to their inability to communicate.
- c. Babies who are able to recognize examples of unfairness are more likely to act altruistically, proving that there's a connection between the development of the two.
- d. Babies that are unable to recognize something as being unfair or show altruism are behind in their social and moral development.

Q6. Which of the following describes the connection between fairness and altruism? [2p]

- a. Researchers have determined that an understanding of altruism develops in children before an understanding of fairness.
- b. The more upset a person becomes in the face of unfairness, the more likely they are to act fairly and altruistically themselves.
- c. An understanding of fairness isn't clearly connected to someone's ability to understand altruism or act selflessly.
- d. An understanding of fairness and altruism are connected, but researchers are uncertain to the full extent of their connection.

Q7. Which of the following best describes the writer's tone? [1p]

- | | |
|--------------|-----------------|
| a. Skeptical | c. Enthusiastic |
| b. Neutral | d. Critical |

Provide a brief justification for your choice. [2p]

Alright son... Today I'm going to teach you how to be a real man.

See those girls over there?

Treat them with mad respect!

got it,

My work here is done.

You're awesome at building!

You did it!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

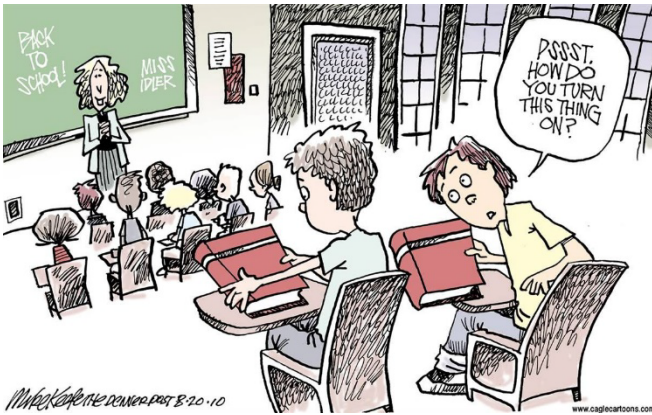
B. Visual Literacy

Look at the following visuals. For each one, you should write a paragraph in which you:

- Present the message the creator intends to convey
- Comment on it by presenting your own perspective based on your experience and knowledge

Write 50-80 words for each visual.

[.... / 18p]



1.



2.

"Once we wean them off their obsession with looking at their phones, we'll release them back into the wild."

CartoonStock.com

C. Use of English

For the following questions, think of ONE word which can be used appropriately in all three sentences.

[.... / 8p]

Sentences	Word
1. The employment crisis is that it is affecting one in four people.	
2. torrential rain is rare in this part of the world.	
3. I didn't have a problem with the new manager's ideas as , but I disliked some of his mannerisms.	a.
1. Tom is bound to get a real wake up when he enters the world of work after being closeted in the university for the last seven years.	
2. Many young men answered the to arms and signed up as soon as war was declared.	b.
3. That car nearly drove into us, it was a really close	
1. It isn't why she changed her mind at the last minute.	
2. The intravenous solution was a , blue liquid.	d.
3. Sheila decided to out the drawers of her desk.	
1. The president promised to take no measures in order to improve the company's productivity.	
2. The forest looked eerie in the light.	e.
3. The top of the statue was knocked down, while the base remains.	

Read the text below carefully and think of a word which best fits each space. Use only **ONE** word in each space. There is an example at the beginning (0).

[.... / 8p]

Stress

Stress (0) **IS** often called a 21st century illness but it has always (1) with us if perhaps with different names. These days we regard stress (2) a necessary evil of modern living. Yet stress is not negative and without (3) we would not enjoy some of the highpoints in life (4) as the anticipation before a date or the tension leading up to an important match. All these situations produce stress but if you can control it and not the other way around, you will feel stimulated, (5) worn out. However, unlike these situations, (6) are generally positive and easier to deal with, sitting in a train that is running late, (7) stuck in a traffic jam or working to a tight deadline are (8) harder to manage and control and can be a significant cause of stress.

- | | | | |
|---------|---------|---------|---------|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

D. Lexical Analogies

Analogy: Comparison of two things to show their similarities. For example,

Tree : leaf :: flower : petal

Tree is to leaf as flower is to petal

Below, you will find 8 multiple-choice word analogies.

The **IF** pair shows you the connection between the two words. You need to circle the option (A, B, C or D) which best completes the **THEN** pair to form the analogy.

The first one has been done for you.

[.... / 8p]

<p>0. IF segregate: unify THEN repair: _____ a. approach b. push c. damage d. outwit</p>	<p>3. IF pharaoh: dynasty THEN _____ : democracy a. government b. election c. president d. Canada</p>	<p>6. IF belt: waist THEN _____ : wrist a. arm b. hand c. bend d. bracelet</p>
<p>1. IF cushion: sofa THEN shelf: _____ a. ledge b. bookcase c. storage d. frame</p>	<p>4. IF soldier: army THEN kitten: _____ a. cat b. litter c. puppy d. meow</p>	<p>7. IF scientist: experiment THEN _____ : play a. beaker b. rehearsal c. actor d. lab</p>
<p>2. IF doze: sleep THEN tiptoe: _____ a. walk b. flat c. shelf d. swim</p>	<p>5. IF rein: horse THEN control panel: _____ a. pilot b. bit c. plane d. rider</p>	<p>8. IF stars: astronomy THEN _____ : history a. battles b. eclipse c. horse d. autumn</p>