

PA-CAT™

Physician Assistant  College Admissions Test

Mastering the PA-CAT

Understanding the PA-CAT Exam Structure

- 240 Multiple-Choice Questions: The exam comprises 240 questions, testing a wide range of scientific knowledge essential for Physician Assistant programs.
- 4-Hour Duration: Candidates are allotted 4 hours, emphasizing the need for time management skills.
- Electronic Delivery: Administered through PearsonVUE, familiarizing yourself with the computer-based format is crucial.
- Key Science Subjects: Questions cover Anatomy, Physiology, Biology, Biochemistry, Chemistry, Microbiology, Behavioral Sciences, Genetics, and Statistics.

Areas Assessed on the PA-CAT Exam:

The PA-CAT exam comprehensively covers a variety of subjects, each contributing to the overall assessment of a candidate's readiness for Physician Assistant programs. The subjects covered include:

1. Anatomy
2. Physiology
3. General Biology
4. Biochemistry
5. General and Organic Chemistry
6. Microbiology
7. Behavioral Sciences
8. Genetics
9. Statistics

Each of these subjects is crucial for building a strong foundation in the necessary scientific knowledge and skills. The assessment of these subjects is categorized into five cognitive areas:

1. Knowledge (16%)
 - a. Core Concept Mastery: This involves focusing on fundamental concepts across all the covered subjects, utilizing resources like basic science videos to build a robust foundation.
 - b. Active Recall: Engage in active recall techniques, such as flashcards and self-quizzing, across all subjects. This method moves beyond rote memorization, embedding core concepts deeply into memory.
2. Comprehension (32%)
 - c. Deep Understanding: Aim to understand underlying principles and mechanisms in subjects like Biochemistry and Physiology, not just memorizing facts.
 - d. Resource Utilization: Leverage available resources to gain a comprehensive understanding and context, fostering a holistic understanding of each subject, from Anatomy to Statistics.
3. Application (44%)

- e. Real-world Application: Utilize case studies and practical examples in subjects like Microbiology and Behavioral Sciences to bridge theoretical knowledge with practical application.
 - f. Practice Exams: Regular practice exams are crucial in applying knowledge from all subjects under timed conditions, simulating the actual test environment.
4. Analysis (9%)
- g. Critical Evaluation: Develop the skill to analyze and interpret data across subjects like Genetics and Organic Chemistry, solving complex problems.
 - h. Breaking Down Complexities: Learn to dissect and understand intricate scenarios in subjects like Anatomy and Physiology, enhancing analytical and problem-solving abilities.
5. Synthesis (1%)
- i. Creative Solutions: Develop the ability to combine different pieces of knowledge, for instance, integrating concepts from Biochemistry and Genetics to form new ideas, crucial for clinical problem-solving.
 - j. Integrative Learning: Use diverse resources to understand how concepts in subjects like General Biology and Statistics interlink, fostering comprehensive learning and synthesis.

Understanding and excelling in these areas will not only prepare candidates for the PA-CAT exam but also lay a strong foundation for their future studies and career in the medical field.

Establishing Your Baseline

- PA-CAT Practice Exam: Take the official practice exam to gauge your initial knowledge level and identify areas of improvement.
- Review Past Materials: Scrutinize previous course syllabi, exams, and quizzes to recall past learning and identify forgotten areas.
- Strengths and Weaknesses Assessment: Conduct a thorough self-assessment to map out areas requiring more focus.
- Consultation with Educators: Engage with professors and teaching assistants for a deeper understanding of your academic standing and advice on improvement.

Effective Study Techniques for Mastering the PA-CAT

Diverse Learning Styles:

Incorporating various learning styles is crucial for an effective study strategy, especially when preparing for a comprehensive exam like the PA-CAT.

1. Visual Learning: This involves the use of images, charts, diagrams, and color-coding to organize and remember information. For instance, use anatomical diagrams for biology, flowcharts for biochemistry pathways, or color-coded notes to differentiate concepts. Tools like mind maps can also be helpful to visualize relationships between different topics.

2. **Auditory Learning:** Auditory learners benefit from listening and speaking as primary methods of learning. This can include participating in group discussions, listening to recorded lectures, or even teaching concepts to others. Utilizing mnemonic devices through songs or rhymes can also be effective. Consider recording your own summaries of study materials and listen back to them, especially for subjects like physiology or microbiology.

3. **Kinesthetic Learning:** Kinesthetic learners grasp concepts best through hands-on activities and experiences. This could involve conducting experiments, building models (such as molecular structures in organic chemistry), or even creating physical flashcards. When studying subjects like anatomy, try to engage with 3D models or participate in lab sessions where possible.

Pomodoro Technique:

The Pomodoro Technique is designed to improve focus and productivity while preventing burnout, which is particularly useful during intensive exam preparation.

1. **Focused Study Sessions:** The technique involves breaking down work into intervals, traditionally 25 minutes in length, known as "Pomodoros." During each Pomodoro, you focus solely on studying without any distractions. This means turning off phone notifications, staying off social media, and dedicating your attention entirely to the task at hand.

2. **Short Breaks:** After each Pomodoro, take a short break of about 5 minutes. This allows your brain to rest, process information, and prepare for the next focused study session. During these breaks, it's important to step away from your study area; try stretching, a brief walk, or a healthy snack.

3. **Longer Breaks:** After completing four Pomodoros, it is recommended to take a longer break of 15-30 minutes. These longer breaks are vital for mental recovery, reducing stress, and maintaining high levels of cognitive function throughout longer study periods.

4. **Adaptability:** You can adapt the length of both the Pomodoros and the breaks to suit your concentration span and study needs. Some may find longer Pomodoros (like 50 minutes) with longer breaks (10 minutes) more effective.

Incorporating these techniques into your study regimen for the PA-CAT can greatly enhance your ability to absorb and retain information, leading to a more productive and less stressful exam preparation experience. Remember, the key to effective studying is not just the duration but the quality of your study sessions.

Planning Your Study Schedule

- **Tailored Study Outline:** Craft a personalized study plan that addresses your specific areas of improvement. The PA-CAT Practice Exam can help with assessing areas of weakness.

- **Regular Study Sessions:** Establish a routine for consistent study, ensuring gradual and steady progress.

- **Focus on Understanding:** Prioritize grasping concepts over mere memorization to build lasting knowledge.

- Scheduled Breaks: Integrate short, frequent breaks into your study sessions to maintain mental sharpness and avoid fatigue.

Staying Motivated and Confident

- Achievable Goals: Set realistic, incremental goals and celebrate each achievement to maintain motivation.
- Positive Mindset: Cultivate a positive attitude and self-belief, visualizing success in the exam and beyond.
- Success Visualization: Regularly envision yourself succeeding in the exam to build confidence and focus.

Balancing Study and Well-being

- Physical and Mental Health: Engage in physical activities and relaxation techniques to support cognitive function.
- Social Support Network: Maintain connections with your support system for emotional balance and encouragement.

Final Preparations and Exam Day Strategy

- Light Review and Practice: In the days leading up to the exam, focus on light reviewing and taking practice tests to stay sharp.
- Ensure that you are familiar with PearsonVUE's procedures and requirements.
- Confident and Calm Approach: Enter the exam with a clear mind, strategically managing your time and maintaining composure throughout.

Embrace this journey as a vital step towards your career as a Physician Assistant. With diligent preparation, strategic studying, and a positive mindset, you're well on your way to success. Remember, you're preparing not just for an exam, but for a fulfilling career in healthcare. Let each study session bring you closer to your goal.

Good luck from the Exam Master Team with your studies and on your PA-CAT exam! For more information on the PA-CAT, visit our [Resources](#) page.

PA-CAT Sample Test Items

Anatomy

Question 1 of 2

What is the likely diagnosis for a child who reports increased back pain, an uneven gait, and favoritism to the left side?

Answer Choices:

- A. Kyphosis
- B. Lordosis
- C. **Scoliosis**
- D. Spina bifida

Explanation:

Scoliosis is the lateral bending of the vertebral column, often in the thoracic area.

Kyphosis is a curvature of the spine that produces a "humpback."

Lordosis is having a "hollow back," or being "bent backward." Some describe it as a sway back. It may be caused by poor posture.

Spina bifida is a defect of the vertebral column where L5 or S1 fails to develop normally, leaving a hole or dimple.

References:

1. Tortora, GJ, Derrickson BH. *Principles of Anatomy & Physiology*. 15th ed. Hoboken, NJ: Wiley: 2017:255-9.

Question 2 of 2

A 42-year-old man with a history of anxiety and peptic ulcer disease develops severe back pain. An analysis reveals the presence of amylase, lipase, and peptidase in his stomach. This patient's condition is caused by erosion of a peptic ulcer in what structure?

Answer Choices:

- A. Left gastric artery
- B. Pancreas**
- C. Peritoneal cavity
- D. Pleural cavity
- E. Splenic artery

Explanation:

This patient's sudden onset severe back pain suggests perforation of a peptic ulcer. The location of his pain along with the presence of pancreatic enzymes in the stomach suggest that the ulcer eroded into the **pancreas**. Since the pancreas is located directly posterior to the stomach, the ulcer would be located on the posterior wall of the stomach.

If the ulcer had eroded into the **peritoneal cavity**, the leakage of stomach contents into the peritoneal cavity would result in a generalized peritonitis, causing generalized severe abdominal pain and rebound tenderness, not focal back pain. If the ulcer had somehow eroded into the **pleural cavity**, we would expect to see pleuritic chest pain. If the ulcer had eroded into a blood vessel, we might see blood in the stomach or peritoneum instead of pancreatic enzymes, resulting in a much more serious clinical presentation. Two common blood vessels that a peptic ulcer can erode into are the **splenic artery**, which carries blood to the spleen, or the **left gastric artery**, which supplies blood to the lesser curvature of the stomach.

References:

1. Moore KL, Dalley AF, Agur AMR. *Clinically Oriented Anatomy*. 7th ed. Philadelphia, PA: Lippincott Williams & Wilkins; 2014:255-7.

Physiology

Question 1 of 2

A patient sustains a myocardial infarction (heart attack) that damages the ventricular septum of the heart. What effect on the heart is most likely to be seen immediately after the heart attack?

Answer Choices:

- A. Blood flowing from the left side of the heart to the right
- B. Changes in the electrical conduction of the heart**

- C. Damage to the valves of the heart
- D. Reduction in blood pressure

Explanation:

The septum contains fibers that coordinate the beating of the ventricles. These are sensitive and are damaged almost instantly in myocardial infarction. This damage can be seen via changes in the **conduction** of electricity through the heart.

Damage to valves, left to right **blood flow**, and dramatic **hypotension** are common late complications of myocardial infarction, generally occurring days to weeks following the initial event. This is in contrast to electrical changes, which present near instantly.

References:

1. OpenStax, Anatomy & Physiology. OpenStax CNX. Jul 31, 2018.
https://cnx.org/contents/FPtK1z mh@11.1:Y5T_wVSC@5/Heart-Anatomy. Accessed September 5, 2018.

Question 2 of 2

If a patient ingests a poison that inhibits protein synthesis, what cellular organelle(s) is/are being targeted?

Answer Choices:

- A. Lysosomes
- B. Golgi apparatus
- C. Plasma membrane
- D. Mitochondria
- E. **Ribosomes**

Explanation:

Ribosomes are responsible for the production of cellular proteins through the process of translation.

Lysosomes contain digestive enzymes and are involved in the breakdown of molecules and cellular maintenance.

The **Golgi apparatus** is responsible for sorting, packaging, and sending proteins throughout the cell.

The **plasma membrane** is a semi permeable boundary surrounding the cell.

Mitochondria are the energy-producing organelles within the cell. Mitochondria produce energy in the form of ATP via aerobic respiration in humans.

References:

1. Tortora GJ, Derrickson B, & Tortora GJ. *Principles of anatomy & physiology*. Hoboken, NJ: Wiley; 2014.

General Biology

Question 1 of 2

Case:

Trace evidence retrieved in a crime scene revealed 2 distinct monosaccharides upon infrared spectroscopic analysis. The victim was a scientist who was working with an enzyme that cleaves disaccharides. The spectroscopic analysis from the crime lab exactly matched the last entry on the victim's electronic notebook. During their investigation, the forensics team analyzed carbohydrate samples from 4 suspects who had entered the crime scene in the past 24 hours. Each of the suspects had a unique carbohydrate sample that they needed to analyze.

Stem:

Based on this evidence, which of the following carbohydrates did the most likely suspect possess?

Answer Choices:

- A. Fructose
- B. Maltose
- C. Starch
- D. Sucrose**

Explanation:

The victim was working with an enzyme that cleaves disaccharides into its constituent monosaccharides. The spectroscopic analysis revealed the presence of 2 different

monosaccharides. The most likely suspect must have been the person who possessed a disaccharide made of 2 different monomers.

The suspect who possessed **sucrose** (glucose + fructose), is most likely to have seen the victim the last.

Maltose is a disaccharide made of 2 glucose monomers and could not have been the relevant disaccharide.

Fructose (a monosaccharide) and **starch** (a polysaccharide) cannot be cleaved by the enzyme in question.

References:

1. Simon EJ, Dickey JL, Hogan KA, Reece JB. Essential Chemistry for Biology. In: *Campbell Essential Biology with Physiology*. 5th ed. Harlow, UK: Pearson; 2016:22-35.

Question 2 of 2

Case:

A graduate student received organellar fractions from 4 different sources. The student was asked to extract DNA from each and was surprised to find 1 sample devoid of any genetic material.

Stem:

Given that the student was careful and there were no mistakes in the extraction procedure, what source would be devoid of genetic material?

Answer Choices:

- A. Beetle leaf extract
- B. Onion peel
- C. Red blood cells**
- D. Semen sample

Explanation:

Red blood cells (RBCs) extracted from blood would be devoid of any genetic material. Typically, a blood sample would contain all cellular components (lymphocytes, RBCs, and platelets) from which DNA can be extracted, but RBCs specifically do not contain nuclei or any organelles (to make room for packaging hemoglobin).

Beetle leaf extract and **onion peel**, both plant sources, and **semen sample** (human source) would all contain DNA, as they contain nuclei and organelles (mitochondria and chloroplasts), which house various amounts of DNA.

References:

1. The Princeton Review: Molecular Biology. In: *Cracking the AP Biology Exam*. New York, NY: Penguin Random House; 2018:161-81.
2. The Princeton Review: Cells. In: *Cracking the AP Biology Exam*. New York, NY: Penguin Random House; 2018:111-8.

General and Organic Chemistry

Question 1 of 2

What process occurs during the increase in water solubility of a compound containing functional groups with carboxylic acids as they undergo ionization?

Answer Choices:

- A. Elongation of hydrocarbons
- B. Formation of salts**
- C. Grouping of aromatic rings
- D. Standardization of charge

Explanation:

One way in which carboxylic acids increase the water solubility of a compound is through reaction with a strong base to **form salts** (carboxylate anion salts). Salt formation can increase the water solubility of a compound due to the attraction of the area of the partial positive charge within the compound to the partial negative of water (area surrounding oxygen).

Elongation of hydrocarbons, grouping of aromatic rings, and standardization of charge (reduction of polarity) serve to reduce water solubility.

References:

1. Jonsson AL, Roberts MAJ, Kiappes JL, Scott KA. Essential chemistry for biochemists. *Essays Biochem.* 2017;61(4):401-27. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5869253/>.

Question 2 of 2

The acetylation of 0.205 mol of p-aminophenol by acetic anhydride produced acetaminophen and acetic acid. A side reaction resulting from moisture in the reaction vessel hydrolyzed an unknown amount of acetic anhydride before the reaction was complete. After purification, only 29.47 g of acetaminophen was isolated. If 13.35 g of acetic acid was recovered from the products, how much acetic anhydride was consumed in the acetylation reaction and how much underwent hydrolysis?

Answer Choices:

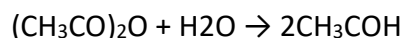
- A. Acetylation – 11.71 g and Hydrolysis – 1.39 g
- B. Acetylation – 19.91 g and Hydrolysis – 1.39 g**
- C. Acetylation – 19.91 g and Hydrolysis – 1.64 g
- D. Acetylation – 20.93 g and Hydrolysis – unknown
- E. Acetylation – 19.91 g and Hydrolysis – unknown

Explanation:

The correct answer is **Acetylation – 19.91 g and Hydrolysis – 1.39 g**.

Since acetaminophen is the product of the acetylation reaction, the amount of acetaminophen produced from the reaction is used to determine how much of the acetic anhydride was consumed by the acetylation reaction. Using the molecular mass, we can determine that 0.195 mol of acetaminophen was produced through acetylation. This would require 19.91 g of acetic anhydride.

Calculate the amount of acetic acid produced as a side product of the acetylation reaction: $0.195 \text{ mol} \times 60.05 \text{ g} = 11.71 \text{ g}$. Now, subtract the mass of acetic acid produced as a result of acetylation from the mass recovered after reaction to get the mass of acetic acid produced through hydrolysis: $13.35 \text{ g} - 11.71 \text{ g} = 1.64 \text{ g}$ acetic acid. The hydrolysis reaction proceeds as follows:



Therefore, 1.64 g of acetic acid is produced by 1.39 g of acetic anhydride.

References:

1. Zumdahl SS, Zumdahl SA. *Chemistry: An Atoms First Approach*. 2nd ed. Belmont, CA: Cengage Learning; 2015:236.

Biochemistry

Question 1 of 2

What generally results from a point mutation, deletion, or insertion in the promoter region of a proto-oncogene?

Answer Choices:

- A. **Increased transcription of protein product**
- B. Stimulation of cell mitosis
- C. Transduction of continuous cell growth signals
- D. Uncontrolled stimulation of kinase signaling pathway

Explanation:

A point mutation, deletion, or insertion in the promoter region of a proto-oncogene is an activation mechanism that generally causes **increased transcription**.

Stimulation of cell mitosis is an example of a general process involving proteins encoded by proto-oncogenes.

Transduction of continuous cell growth signals relates to a mutation within an oncogene rather than a mutation to the promoter region; specifically, this refers to the mutated *ras* oncogene, which causes a protein to remain in an active state and transduces continuous cell growth signals.

Uncontrolled stimulation of kinase signaling pathway similarly relates to a mutation within an oncogene rather than a mutation to the promoter region; specifically, this refers to the mutated *braf* oncogene, which encodes for a protein with a modified kinase domain.

References:

1. Lowdon R, Wang T. Epigenomic annotation of noncoding mutations identifies mutated pathways in primary liver cancer. *PLoS One*. 2017;12(3):e0174032. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5363827/>.

Question 2 of 2

Which hormone produced by the hypothalamus and secreted by the pituitary gland would you expect to be effective in improving social interactions in children with autism?

Answer Choices:

- A. Human growth hormone
- B. Oxytocin**
- C. Thyroid-stimulating hormone
- D. Vasopressin

Explanation:

Oxytocin is involved in bonding and trust; low levels of this hormone are correlated with autism in children. **Human growth hormone** is involved with physical development of children. **Thyroid-stimulating hormone** activates production of thyroid hormones. **Vasopressin** helps regulate water and electrolyte homeostasis.

References:

1. Higashida H, Munesue T, Kosaka H, Yamasue H, Yokoyama S, Kikuchi M. Social Interaction Improved by Oxytocin in the Subclass of Autism with Comorbid Intellectual Disabilities. *Diseases*. 2019;7(1):24. doi:10.3390/diseases7010024.

Microbiology

Question 1 of 2

An 8-month-old boy who has never been vaccinated presents with a 3-day history of fever and watery non-bloody diarrhea. On physical examination, he appears dehydrated. What is the genome of the most likely infecting organism?

Answer Choices:

- A. Double-stranded DNA
- B. Non-segmented single-stranded positive-sense RNA
- C. Segmented double-stranded RNA**
- D. Single-stranded DNA

Explanation:

Rotaviruses cause most of the watery diarrheal illness in infants and children worldwide. They are non-enveloped RNA viruses containing 11 segments of **double-stranded RNA genome** within a double-shelled capsid.

Rotaviruses, like the influenza viruses that have a segmented genome, can undergo genetic reassortment. Other viruses that cause gastroenteritis are Adenovirus, a **double-stranded DNA** virus, and Norovirus, a **non-segmented single-stranded positive-sense RNA**. **Single-stranded DNA** viruses do not cause gastroenteritis.

References:

1. Murray PR, Rosenthal KS, Pfaller MA. *Medical Microbiology*. 8th ed. Elsevier; 2016. pg. 505-508.
2. Johnson AG, Hawley L, Johnson AG, Ziegler RJ. *Microbiology and Immunology*: Wolters Kluwer/Lippincott Williams & Wilkins; 2010. pg.207

Question 2 of 2

Case:

A 13-year-old boy presents in the ED with fever, tender joints, and rapid heartbeat. His mother says he has been sick with a sore throat, which she thought was a cold; now she is concerned it may actually be the flu. Rapid strep test and flu test in the ED are both negative. The physician assistant finds a rash with pink rings and a clear center, orders an Antistreptolysin O antibody test and EKG, and gives the patient penicillin and a round of steroids. The lab test shows a high level of antibodies against *Streptococcus*.

Stem:

What organism is the most likely pathogen?

Answer Choices:

- A. *Escherichia coli*
- B. *Staphylococcus aureus*
- C. ***Streptococcus pyogenes***
- D. *Streptococcus viridans*

Explanation:

Streptococcus pyogenes typically causes "strep throat" and would cause a positive rapid strep test. A rapid strep test looks for Group A strep, which causes beta-hemolysis or full hemolysis

on blood agar after culture. Untreated strep throat can lead to rheumatic fever in children and adolescents, caused by the immune system's response from an earlier strep throat or scarlet fever infection; it is thought to be caused by a generalized inflammatory response.

Escherichia coli is a Gram-negative rod that does not typically cause pharyngitis. *E. coli* can grow on blood agar as a smooth round gray-white colony. Some strains are beta-hemolytic, or they show no hemolysis at all.

Staphylococcus aureus is a Gram-positive coccus seen in clusters that does not typically cause pharyngitis. On a culture, this organism grows as a medium-sized round creamy yellow colony and shows beta-hemolysis.

Streptococcus viridans is an alpha-hemolytic (green incomplete hemolysis) Gram-positive coccus seen in chains. *Streptococcus viridans* is part of the normal flora of a human mouth. On blood agar, it grows in small grayish alpha-hemolytic colonies.

References:

1. Group A Strep. CDC. <https://www.cdc.gov/groupastrep/diseases-public/rheumatic-fever.html>. Reviewed November 1, 2018. Accessed August 4, 2019.
 2. Parker N, Schneegurt M, Tu A-HT, Forster BM, Lister P. *Microbiology*. Houston, TX: OpenStaxcity; 2017:177.
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Behavioral Sciences

Question 1 of 2

Case:

A young boy being observed at his daycare. The observer noted that he was quite relaxed and not very interested in his surroundings.

Stem:

According to the EAS Temperament Model, how would the child have scored?

Answer Choices:

A. Low on emotionality

- B. Low on sociability
- C. Low on activity
- D. Low on affection

Explanation:

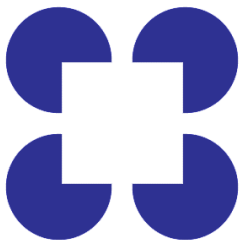
The **EAS Temperament Model** uses 3 dimensions of temperament: emotionality, activity, and sociability. Affection is not one of the 3 dimensions. The boy's relaxed and non-interested demeanor is part of the **emotionality** dimension, which measures the intensity of emotional reactions. **Activity** measures a person's energy level and **sociability** measures a person's ability to affiliate and interact with others.

References:

1. Chapter 3: Section 3: Temperament and Personality. AllPsych. Available at: <https://allpsych.com/personalitysynopsis/temperament/>. Accessed July 14, 2017.

Question 2 of 2

Which Gestalt principle describes the following example? **Refer to the image.**



Answer Choices:

- A. Similarity
- B. Camouflage
- C. Continuity
- D. Closure**

Explanation:

Closure is when we tend to see complete figures even when part of the information is missing. In this case, the square image in white is not really there, but rather, formed by the missing pieces of the surrounding circles.

Similarity is when things that share visual characteristics—such as shape, size, color, texture, or value—are seen as belonging together.

Continuity is when the edge of one shape continues into space and meets with other shapes or the edges of the picture plane; the viewer will follow the established pattern.

Camouflage is when the figure blends into the background, making the image visually disruptive.

References:

1. Gestalt Principles. Gestalt Principles. Available at: http://facweb.cs.depaul.edu/sgrais/gestalt_principles.htm. Accessed June 23, 2017.

Genetics

Question 1 of 2

Which statement applies to the elongation stage of transcription?

Answer Choices:

- A. RNA polymerase binds to a sequence of DNA known as a promoter.
- B. RNA polymerase builds an RNA molecule, making a chain.**
- C. RNA polymerase separates the DNA strands, creating a single-strand template.
- D. Sequences send signals that release the transcript from the RNA polymerase.

Explanation:

During the elongation stage of transcription, the RNA polymerase decodes the template strand, **building an RNA molecule, creating a chain**. In the initiation stage of transcription RNA polymerase is bound to a sequence of DNA referred to as the **promoter**. Once bound, the polymerase separates the DNA strands, creating the **template** strand. In the termination stage, sequences called terminators signal completion of the RNA transcript. This causes the transcript to be **released** from the RNA.

References:

1. Griffiths A, Wessler S, Carol S, Doebley J. *An Introduction to Genetic Analysis*. 11th ed. New York, NY: WH Freeman & Company; 2015:356-9.

Question 2 of 2

A couple expecting a child have different blood types; the mother is AO and the father is BO. Which blood type in the infant would be an example of codominance?

Answer Choices:

- A. **AB**
- B. AO
- C. BO
- D. O

Explanation:

The blood type **AB is an example of codominance**. The A and B allele are both fully dominant, and the phenotype has both traits expressed equally. AO and BO blood types are examples of simple dominance, where either the A or B allele is the dominant trait and the O allele is a recessive trait. With type O blood, the offspring has received 2 copies of the recessive trait, one from each parent.

References:

1. Lashley F, Casper C, Schneidereith T. *Lashley's Essentials of Clinical Genetics*. 2nd ed. New York, NY: Springer; 2016:43-4.
2. Klug W, Cummings M, Spencer C, Palladino M. *Concepts of Genetics*. 11th ed. Edinburgh Gate, Harlow, Essex CM20 21E, England: Pearson; 2015:107-8.

Statistics

Question 1 of 2

What is the standard deviation calculated for the following 10 fasting blood sugar levels of patients with diabetes?

84, 87, 93, 99, 103, 116, 126, 129, 130, 133

Answer Choices:

- A. 0
- B. 2.86
- C. 18.02**
- D. 18.99

Explanation:

A standard deviation is the square root of a variance, so the variance must be calculated first.

Variance is the squared difference from the mean (average).

First, calculate the mean of the values.

$$84 + 87 + 93 + 99 + 103 + 116 + 126 + 129 + 130 + 133 = 1100$$

$$1100 \div 10 = 110$$

For each value, subtract the mean and square the result (the squared difference).

For example,

$$84 - 110 = -26$$

$$-26^2 = 676$$

After completing all the calculations, take the average of the squared difference to find the variance.

$$3246/10 = 324.6 \text{ Therefore, the variance is } 324.6.$$

The standard deviation (the square root of the variance) is $\sqrt{324.6} = 18.02$

2.86 would result from squaring the negative numbers and getting negative numbers instead of positive numbers. **0** would result from forgetting to square the differences. **18.99** would result from dividing the squared difference sum by 9 instead of by 10.

References:

1. OpenStax, Introductory Statistics. OpenStax CNX. Jun 17, 2019.
<https://cnx.org/contents/MBiUQmmY@23.31:gp5Hz9v3@17/2-7-Measures-of-the-Spread-of-the-Data>.

Question 2 of 2

Researchers often wish to reduce their sample size to save money in conducting studies.

What factor might make a study's sample size smaller?

Answer Choices:

- A. Measure central tendency and dispersion.
- B. Reduce statistical power and use chi-squared models for analysis.
- C. Reduce the nonresponse rate and stratify the population.**
- D. Use inferential statistics rather than descriptive statistics.

Explanation:

A study that has a nonresponse bias of 50% will need a large sample size in comparison to one with a nonresponse rate of 1%. Putting resources into follow-up can **reduce the nonresponse rate** and reduce sample size. **Stratifying** the population reduces variation within groups, allowing a smaller sample size to adequately represent a population.

Measuring central tendency and dispersion would not affect the sample size. This is synonymous with analyzing mean and standard deviation, so these calculations would not affect the experimental setup. Similar to the case of central tendency and dispersion, our method of analysis would not affect our experimental design.

Reducing statistical power would allow us to reduce our sample size, but using **chi-squared models** for analysis would not.

Using **inferential statistics** rather than **descriptive statistics** is another mode of analysis, and would not achieve the desired reduction in sample size.

References:

1. Amatya A, Bhaumik DK. Sample size determination for multilevel hierarchical designs using generalized linear mixed models. *Biom.* 2018;74:673-84. doi:<https://doi.org/10.1111/biom.12764>.