ANSWER KEY — 15 NOVEMBER 2026

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B	D	A	C	A	C	A	D	B	D
Q11	**Q12**	**Q13**	**Q14**	**Q15**	**Q16**	**Q17**	**Q18**	**Q19**	**Q20**
A	C	B	D	B	D	B	C	A	C

READING COMPREHENSION

Q1 **B** *Central claim* MED

The thesis arrives in the final paragraph: the difficulty 'lies not in the amount the label says but in its grammar', and 'the test of a good label is not how much the visitor learns from reading it, but how long she looks after she has read it.' The third paragraph sets up the problem, that a label written as an answer 'also tells her when she has finished seeing'. The keyed option joins both halves: labels should send the visitor back to the object rather than close the looking. The option recommending the removal of labels is rejected in so many words, 'Removing labels is no remedy', since bare walls serve only 'the visitors who need no help'. The option about educated visitors describes the old name-and-date card, not the explanatory label, which the author grants 'opens the door'. The option that visitors learn little reverses the passage: they leave 'knowing a good deal' about pictures they have barely looked at; the loss is in looking, not in learning.

> **Examiner's note — the trap:** The removal option is attractive because the passage criticises labels; but the fourth paragraph opens by rejecting exactly that remedy.

Q2 **D** *Meaning of a phrase in context* HARD

The sentence follows the observation that a label 'tells the visitor what to see', which sets her a task. Once the hidden figure is found and the politics noted, 'the painting appears to have been answered, and the eye, released from its task, moves to the next card.' 'Finished seeing' therefore means that the label marks a point of completion: the visitor stops attending to the work once the label's items have been ticked off, which is the keyed option. The option about stating how long to spend reads 'when' literally; nothing in the passage suggests that labels state durations. The option that labels discourage reading after looking reverses the order the passage describes, in which visitors read first and then glance back. The option about suspicion of the curator's emphasis imports an attitude the passage never attributes to visitors; if anything they accept the label's emphasis too readily, which is the whole difficulty the author identifies.

> **Examiner's note — the trap:** The 'how long to spend' option borrows the passage's concern with time; but the phrase is figurative and describes the end of attention, not a printed duration.

Q3 **A** *Inference: author's view* HARD

The fourth paragraph says a gallery of bare walls 'returns the museum to the visitors who need no help, and calls that purity'. Those who need no help are the visitors who arrive already informed, so the author plainly holds that removing labels favours them, the keyed option. The second paragraph makes the same point about the old name-and-date card, which 'served those who arrived educated'. The option that the explanatory label has done more harm than good to newcomers is too strong: the author concedes 'All of this is true' about the democratic case, and keeps the label because it gives the newcomer 'somewhere to begin'. The option that careful readers look longer contradicts the third paragraph, where reading the label tends to end the looking and visitors leave knowing much about pictures 'they have barely looked at'. The option about the patron's politics is unsupported; the passage lists politics as one thing labels point out, without judging its relevance.

> **Examiner's note — the trap:** The 'more harm than good' option tempts readers who take the third paragraph as a verdict; but the author explicitly accepts the democratic case before qualifying it.

Q4 **C** *Structure / paragraph function* MED

The fourth paragraph opens 'Removing labels is no remedy', dismissing the obvious response to the problem set out in the third paragraph, and explains why: bare walls favour only the visitors 'who need no help'. It then relocates the difficulty to the label's 'grammar' and proposes labels written as questions that send the visitor 'back to the object'. Rejecting one remedy and offering another in its place is the keyed description. The option that it concedes failure and recommends bare walls inverts the paragraph, which rejects bare walls in its first sentence. The option about fresh evidence of viewing times is wrong because the paragraph offers no evidence at all; it argues and proposes. The option that it summarises the curators' case before rebutting it describes the second paragraph, where the curators' defence of the explanatory label is set out; by the fourth paragraph the author is offering a solution, not restating the opposing case.

> **Examiner's note — the trap:** The 'summarises the curators' case' option describes a real move in the passage, but it belongs to the second paragraph, not the fourth.

Q5 **A** *Application of the author's principle (Stretch)* ELITE

The author's test is 'how long she looks after she has read it', and the model label is 'written as a question that sends the visitor back to the object', giving the newcomer 'somewhere to begin without telling anyone where to stop'. The keyed version directs attention to a detail

and then asks open questions that can be answered only by looking again at the sculpture. The version giving the age and the goddess's aspect is a conventional answer-label in 'the confident present tense of the textbook'; once read, the sculpture appears answered. The version naming material and region and declaring what the raised foot marks also closes the question it raises. The trap is the version beginning 'Look closely': it uses the vocabulary of looking but at once supplies the conclusion, 'mastery of balance and movement', so it tells the visitor when she has finished seeing, the very fault the third paragraph names.

> **Examiner's note — the trap:** 'Look closely' sounds like the author's own advice; but that label answers its own invitation, which is the grammar of the answer that the passage rejects.

Q6 **C** *Primary purpose* MED

The passage moves from the war on lantana to its central claim in the final paragraph: 'The better question is not what should be killed but what the land should become.' The author argues that clearance measured only by 'what has been removed' leaves 'bare, disturbed ground' that lantana reinvades, and that a clearance 'without a plan for what should grow in its place' may impoverish the forest. The keyed option captures this. The option that lantana is harmless and should be accepted is rejected explicitly: 'None of this makes lantana harmless, and none of it argues for leaving it alone.' The option about the plant's history takes the opening sentence, which is background, for the purpose of the whole passage. The option that departments exaggerate the damage misreads the criticism; the author accepts the damage, the shading out of seedlings and the fire carried into the canopy, and faults the method of response, not the diagnosis.

> **Examiner's note — the trap:** The 'harmless' option draws on the third paragraph's list of creatures that use lantana; but the author immediately denies that this makes the plant harmless.

Q7 **A** *Inference* HARD

In the second paragraph the war metaphor means that 'success is measured by what has been removed, and a hillside stripped of lantana is recorded as restored'. The author answers at once: 'Yet a cleared hillside is not a forest. It is bare, disturbed ground', the condition in which invaders 'establish themselves most easily'. Recording such a hillside as restored treats the removal of the problem as though it achieved the goal actually sought, a recovered forest, which is the keyed option. The option alleging deliberate falsification attributes a dishonesty the passage never alleges; the fault lies in the logic of the metaphor, so the record is sincere but mistaken. The option that the record is accurate if grazing is prevented introduces a condition the passage does not mention and ignores that the ground is bare whatever happens next. The option calling it a minor clerical habit contradicts the opening of the paragraph, which says the vocabulary 'shapes the work'.

> **Examiner's note — the trap:** The falsification option attracts readers who sense the author's irony; but the passage blames the metaphor's logic, not the honesty of officials.

Q8 **D** *Meaning of a figurative expression* HARD

The final paragraph contrasts two kinds of work: the 'war', measured in cleared hectares, and the slow method in which foresters 'clear lantana in small patches and plant native grasses and shrubs in the same season, so that the ground is never left open'. 'The garden' that is harder 'to grow' is this replanting, and the last sentence, 'only the garden, in the end, keeps the enemy out', says that closed native cover is what prevents reinvasion. The keyed option states exactly that. The option about colonial ornamental gardens is the trap: the first paragraph does say lantana came as 'a garden ornamental', but those gardens are the source of the problem and cannot keep it out. The option about a forest left wholly undisturbed ignores that the garden is actively planted. The option about lantana thickets that shelter wildlife confuses the habitat point of the third paragraph with the remedy proposed in the fourth.

> **Examiner's note — the trap:** The colonial-garden option echoes the word 'garden' from the first paragraph; but in the last paragraph the garden is the remedy, not the origin of the invader.

Q9 **B** *Attitude / tone* HARD

The author's view of the plant is balanced. The first paragraph lists real harms: lantana is 'shading out native seedlings, crowding the paths of grazing animals and carrying fire into the canopy'. The third paragraph adds that birds feed on its berries, butterflies visit its flowers and small animals shelter in its thickets, yet insists: 'None of this makes lantana harmless, and none of it argues for leaving it alone.' Critical of its harm while acknowledging the life it now supports is the keyed option. The admiring option has no basis; the passage never praises the plant's hardiness. The option of unreserved hostility describes the attitude the author attributes to forest departments and questions, since a clearance without replanting 'may impoverish the very forest it set out to rescue'. The option of indifference is wrong because the author cares about lantana's ecological effects, not only about how departments keep their records of hectares cleared.

> **Examiner's note — the trap:** The 'hostile without reservation' option fits the departments' war vocabulary; the question asks for the author's attitude, which is qualified.

Q10 **D** *Weaken the author's proposal (Stretch)* ELITE

The proposal in the final paragraph is to clear in small patches and plant native grasses and shrubs 'in the same season, so that the ground is never left open', on the claim that 'only the garden, in the end, keeps the enemy out'. The proposal assumes that young native plants, once put in, can hold the ground against lantana. If lantana seedlings quickly overtop native shrubs planted beside them, the replanted patch will be reinvaded just as a bare one is, and the slow method gains nothing over the drive: the keyed option. The option that replanted plots photograph poorly is already conceded by the author and explains why departments prefer the war; it does not show that

the method fails. The option about birds feeding on native fruit, if anything, eases the habitat loss and helps the proposal. The fire option repeats a harm the author accepts; it supports removing lantana, not the rival method of removal without replanting.

> **Examiner's note — the trap:** The photograph option is attractive because it states a drawback of the proposal; but it is a drawback of reporting, not of the method's effectiveness.

CRITICAL REASONING

Q11 **A** ***Main conclusion*** MED

The final paragraph states the conclusion: 'The remedy is not to stop selling ... The remedy is to stop pretending that sale proceeds are income. They should be reported separately from the deficit and committed by law to purposes that leave the state with something lasting', namely debt repayment or infrastructure. The keyed option captures both halves. The option that governments should stop selling shares is rejected in terms, 'The remedy is not to stop selling', and the author adds that there are 'good reasons for a state to leave businesses it runs badly'. The option that tax is more reliable than sale proceeds states a premise from the second paragraph, 'Tax is income ... The proceeds of a sale come once', not the point the premise supports. The option that rating agencies are mistaken to judge by the deficit overreaches: the author wants the deficit figure made truthful, so that it tells the public 'whether the state is living within its means', not discarded.

> **Examiner's note — the trap:** The 'stop selling' option matches the argument's sceptical tone; but the final paragraph opens by denying that selling is the problem.

Q12 **C** ***Necessary assumption*** HARD

The second paragraph argues that selling shares converts 'a permanent asset into a single year's consumption' because 'the shares, once sold, are gone, and so are the dividends they would have paid in every later year'. This works only if the holdings would in fact have gone on yielding the state a return. Negate the keyed option, so that the holdings would have yielded nothing, and the sale gives up no future income; it simply turns an unproductive asset into cash, and the contrast with the family's irreplaceable jewellery weakens. The option that public companies are always less efficient is not needed; the author mentions businesses the state 'runs badly' only as one reason for selling. The option about selling below value is irrelevant to whether the proceeds are income or a one-off receipt. The option ranking debt repayment above infrastructure contradicts the passage, which offers the two as equally acceptable lasting uses of the money.

> **Examiner's note — the trap:** The efficiency option sounds like a natural premise of disinvestment debates; but this argument concerns how proceeds are counted, and needs no claim about efficiency.

Q13 **B** ***Weaken*** HARD

The argument's core is that spending sale proceeds on current needs 'is not reducing its deficit', because the state gives up the dividends the shares 'would have paid in every later year'. If the companies sold paid no dividends for years and needed regular capital from the budget, the sale ends a recurring drain: future deficits fall, and the transaction is not merely a permanent asset turned into a year's consumption. That cuts against the very reason the author gives for refusing to treat proceeds as real deficit relief, the keyed option. The option about households selling jewellery for education stays within the analogy and actually matches the author's remedy of lasting uses. The option about tax shortfalls does not show that tax is not recurring income; a slowdown reduces it, but the economy remains to be taxed again. The option that agencies watch debt more than the deficit touches only a side remark and leaves the reporting argument intact.

> **Examiner's note — the trap:** The education option seems to break the household analogy; but it agrees with the author, who also approves of proceeds spent on lasting returns.

Q14 **D** ***Role of an analogy*** ELITE

The third paragraph begins 'Households understand this without needing an economist to explain it', and the family that sells jewellery to pay 'the monthly grocery bill' restates in everyday terms the distinction drawn in the second paragraph between recurring income and proceeds that 'come once'. The jewellery 'cannot be sold twice', just as shares once sold are gone. The analogy illustrates the distinction, the keyed option. It is not evidence of what has actually happened to the state's finances; no figures or history are offered. The option that governments, like households, should never sell inherited assets is the trap: it reads the analogy as a ban on selling, but the next paragraph opens 'The remedy is not to stop selling'; the family's error is spending the proceeds on groceries, not selling the jewellery. The option that it answers an objection fails because no objection is raised before the analogy; it extends the author's own point.

> **Examiner's note — the trap:** The 'never sell' option is the natural moral of the jewellery story; but the author expressly separates selling from spending the proceeds on current needs.

Q15 **B** ***Strengthen*** HARD

The author claims that a family using one-off proceeds for current spending 'has postponed the moment at which it must face the fact that its spending exceeds its income, and it has made that moment worse'. Evidence that, in years of large sale proceeds, current spending rose and proved hard to cut once the sales ended shows exactly that harm at the level of the state, the keyed option. It supports the case for reporting proceeds separately and committing them to lasting purposes. The option that targets are often missed is irrelevant: whether governments raise as much as they plan says nothing about how the money should be counted. The option that infrastructure sometimes yields less than promised weakens one of the author's proposed uses of the proceeds. The option that some agencies already publish the deficit with and without sale proceeds suggests the problem is partly solved, which weakens rather than strengthens the call for reform.

Examiner's note — the trap: The 'agencies already publish both figures' option looks like support for separate reporting; but it shows the reform is less needed, so it cuts the other way.

Q16 **D** *Main conclusion* MED

The conclusion appears at the end of the first paragraph, 'The policy is likely to make the country's science poorer, not richer', and is completed by the recommendation in the last: the country should keep funding its strongest institutions 'but it should reserve a substantial share of competitive money for scientists outside them'. The keyed option combines the prediction and the remedy. The option that the centres produce cited papers 'only because' they get the largest grants overstates the third paragraph, which says 'in part because'; it is in any case a premise. The option that outsiders are more creative is not claimed; the author says outsiders are free of pressures that push towards safe projects, not that they are better scientists. The option that citation counts should no longer be used goes beyond the passage, which says only that the record 'cannot be treated as independent proof' of where further money is best used.

Examiner's note — the trap: The 'only because' option looks like the third paragraph's point; but it exaggerates 'in part because', and a supporting premise is not the main conclusion.

Q17 **B** *Flaw: unrepresentative examples* HARD

The second paragraph supports the claim that consequential ideas come from the edges with three memorable cases: a patent clerk, a hospital far from any research centre and an obscure university department. It says 'a good number' of ideas emerged this way, but gives no sense of how often outsiders succeed compared with the far larger number of established laboratories, or how many outside efforts produced nothing. Cases chosen because they are remembered cannot establish a general pattern, the keyed flaw. The option about the patent clerk misreads the paragraph, which makes no claim about what he could have done in a laboratory. The option that the centres also train scientists who later work elsewhere raises a consideration, but the paragraph's claim about where ideas arise is not undermined by it. The option about treating citation records as proof describes the reasoning of the policy's authors, which the third paragraph criticises, not an error in the author's own second paragraph.

Examiner's note — the trap: The citation option names a genuine flaw in the passage, but it is the flaw the author attributes to the policy's authors, not one in the second paragraph.

Q18 **C** *Weaken a sub-argument (Stretch)* ELITE

The third paragraph argues that the centres' citation record is 'built partly on past funding' and so 'cannot be treated as independent proof' that more money is best spent there. The implicit claim is that much of the gap would narrow if outsiders received comparable resources. A trial in which outside researchers given equal grants produced far less cited work than the centres suggests that the record reflects more than funding, and so weakens the paragraph, the keyed option. The option that the centres received larger grants for twenty years supports the author by confirming the funding advantage on which the paragraph relies. The option that centre scientists cite one another more than outsiders adds another reason for their citations that has nothing to do with quality, again strengthening the paragraph. The option that students choosing the centres hold several offers confirms the author's own point that the centres 'attract the students with the best options'.

Examiner's note — the trap: The twenty-years option sounds like a damaging fact about the centres; but it confirms the funding advantage the author relies on, so it strengthens the paragraph.

Q19 **A** *Assumption behind a recommendation* HARD

The recommendation is that outside scientists should be 'judged on the promise of their questions rather than on the prestige of their addresses'. That remedy works only if grant panels can in fact assess a question's promise without leaning on the institution behind it. Negate the keyed option, so that panels cannot help favouring prestigious addresses, and the reserved share would drift back to the centres or to the best-known outsiders, defeating its purpose. The option that centre scientists would produce more with smaller grants is not required; the author wants the strongest institutions funded 'generously'. The option that every revolutionary idea came from outside is far stronger than the passage, which claims only that 'a good number' did. The option that the total budget must rise is unnecessary, since the author speaks of reserving 'a substantial share' of competitive money, a reallocation of existing funds rather than an increase in them.

Examiner's note — the trap: The budget option feels necessary because the author wants both groups funded; but reserving a share of existing money needs no increase in the total.

Q20 **C** *Strengthen* MED

The author's case rests on the claim that work at the edges, free of the pressure towards 'projects certain to yield publishable results', is where many of 'the most consequential ideas' arise, because the safe project 'is rarely the revolutionary one'. Studies finding that small, lightly funded teams are more likely to open up new fields supply the systematic evidence that the anecdotes of the second paragraph lack, the keyed option. The option that large teams publish more papers per scientist, if it bears on anything, supports the policy's preference for the centres on a measure of output. The option that earlier outside grants were spent on routine, low-risk projects weakens the argument, suggesting outsiders do not take the bold risks the author expects of them. The option about centres spending more on equipment is irrelevant to whether funding outsiders produces more consequential science; it neither confirms nor challenges the portfolio argument.

Examiner's note — the trap: The 'routine, low-risk projects' option mentions outsiders and so looks relevant; but it shows outsiders behaving like the centres, which hurts the argument.

RAPID FIRE — ANSWERS

1. What do museum visitors lean towards after glancing at a painting? — **The small card on the wall beside it**

2. What do curators call the small card beside an exhibit? — **The label**

3. The label is described as the 'hinge' of what? — **The visit**

4. Name the three basic facts a label tells visitors. — **The artist, the date and the material**

5. Which colour does the passage give as an example of what labels point out? — **The unusual blue**

6. Where is the hidden figure that labels point to? — **In the corner**

7. How do curators defend the longer, explanatory label? — **As a democratic advance**

8. What did the old card contain? — **Only a name and a date**

9. Whom did the old name-and-date card serve? — **Those who arrived educated**

10. In what state were other visitors left by the old card? — **Polite bewilderment**

11. What does an explanatory label do, according to its defenders? — **It opens the door**

12. Which kind of painting has the schoolchild never heard of? — **A miniature painting**

13. Besides what to look for, what is the schoolchild told? — **Why the court that commissioned it cared**

14. A label that tells the visitor what to see also tells her what? — **When she has finished seeing**

15. Once the label's points are found, how does the painting appear? — **As though it has been answered**

16. Where does the eye move once it is 'released from its task'? — **To the next card**

17. The label was meant to be a way into the object; what does it become? — **A substitute for it**

18. Visitors leave knowing a good deal about what kind of pictures? — **Pictures they have barely looked at**

19. Is removing labels a remedy, according to the author? — **No**

20. What does a gallery of bare walls call its exclusion of newcomers? — **Purity**

21. The difficulty lies not in the amount a label says but in what? — **Its grammar**

22. In what tense are most labels written? — **The confident present tense of the textbook**

23. Instead of answers, how could labels be written? — **As questions that send the visitor back to the object**

24. Which sample question concerns a river? — **Why is the river painted higher than the hills?**

25. What is the author's test of a good label? — **How long the visitor looks after reading it**

26. Few plants in Indian forests have been denounced as often as which plant? — **Lantana**

27. From where was lantana brought to India? — **The Americas**

28. As what was lantana originally brought in? — **A garden ornamental**

29. In which period did lantana arrive? — **The colonial period**

30. What does lantana shade out? — **Native seedlings**

31. Whose paths does lantana crowd? — **Those of grazing animals**

32. Where does lantana carry fire? — **Into the canopy**

33. In what vocabulary do forest departments speak of lantana? — **The vocabulary of war**

34. What do departments report after a drive? — **The hectares cleared**

35. How is each uprooting counted? — **As a victory**

36. What two things does a war have, says the passage? — **An enemy and an end**

37. Under war logic, how is success measured? — **By what has been removed**

38. How is a hillside stripped of lantana recorded? — **As restored**

39. What is a cleared hillside, if not a forest? — **Bare, disturbed ground**

40. Besides lantana, what else establishes itself on cleared ground? — **Other invaders less familiar to the department**

41. How soon are many cleared patches green with lantana again? — **Within a few seasons**

42. For how long has lantana lived in these forests? — **For generations**

43. What do birds feed on? — **Lantana berries**

44. Which insects visit lantana's flowers? — **Butterflies**

45. What do small animals do in lantana thickets? — **Shelter in them**

46. Does the author say the creatures it supports make lantana harmless? — **No**

47. For some creatures, a lantana thicket has become what? — **A habitat**

48. A clearance without a plan may impoverish what? — **The very forest it set out to rescue**

49. What is 'the better question', per the author? — **What the land should become**

50. In what size of patches have some foresters begun clearing? — **Small patches**

51. What do they plant in the same season? — **Native grasses and shrubs**

52. Why plant in the same season? — **So the ground is never left open**

53. What does not photograph as dramatically as a cleared slope? — **A plot of young native shrubs**

54. A department counting hectares finds which easier: the war or the garden? — **The war**

55. What, in the end, keeps the enemy out? — **Only the garden**

56. What is disinvestment? — **Sale of part of the government's holdings in public sector companies**

57. Who announces a disinvestment target every year? — **The finance ministry**

58. Alongside what are sale proceeds counted? — **Taxes**

59. Which deficit do the proceeds help close? — **The fiscal deficit**

60. Which two companies are given as examples of shares sold? — **A bank or an oil company**

61. Who watch the deficit and are expected to be reassured? — **The markets and rating agencies**

62. Should the markets be reassured, says the author? — **No**

63. Why is tax called income? — **The state can expect to collect it again next year**

64. How often do the proceeds of a sale come? — **Once**

65. What else is gone once the shares are sold? — **The dividends they would have paid**

66. Name the three current uses of sale proceeds the author criticises. — **Salaries, interest and subsidies**

67. Selling shares for current needs converts what into what? — **A permanent asset into a single year's consumption**

68. What does such a government call the result? — **Prudence**

69. Who understand this without needing an economist? — **Households**

70. What does the family in the analogy sell? — **Its grandmother's jewellery**

71. What bill does the family use the money to pay? — **The monthly grocery bill**

72. Has the family balanced its budget? — **No**

73. The family has postponed facing what fact? — **That its spending exceeds its income**

74. Why does selling the jewellery make matters worse? — **It cannot be sold twice**

75. Is the author's remedy to stop selling? — **No**

76. From what kind of businesses may a state have good reason to exit? — **Businesses it runs badly**

77. What must the state stop pretending about sale proceeds? — **That they are income**

78. How should proceeds be reported? — **Separately from the deficit**

79. By what should the proceeds be committed to lasting purposes? — **By law**

80. Which lasting use lowers future interest bills? — **Repayment of debt**

81. Name the three kinds of infrastructure the author lists. — **Roads, ports and power lines**

82. What should the deficit figure tell the public? — **Whether the state is living within its means**

83. Where will the new policy channel most competitive grants? — **To a few designated centres of excellence**

84. What do these centres already produce? — **The majority of the most cited papers**

85. What should money follow, say the policy's authors? — **Proven quality**

86. Will the policy make science richer, per the author? — **No; poorer**

87. Where did many consequential ideas emerge, says the author? — **At the edge of the establishment**

88. Which outsider worked on physics in his spare hours? — **A patent clerk**

89. What did doctors at a remote hospital notice? — **Something odd in a handful of patients**

90. Which department was too obscure to be told its question was not worth asking? — **A small university department**

91. Name the three pressures at the centre. — **Large teams, expensive equipment and funders' expectations**

92. Towards what kind of projects do these pressures push scientists? — **Projects certain to yield publishable results**

93. What is rarely the revolutionary project? — **The safe project**

94. Do the centres produce the most cited work wholly or partly because of big grants? — **Partly**

95. Which students do the centres attract? — **Those with the best options**

96. A citation record built on past funding is not what kind of proof? — **Independent proof**

97. A national research system is a portfolio, not what? — **A single bet**

98. What happens to the investor who backs only last year's best shares? — **Praised for a while, ruined eventually**

99. Past performance is a weak guide to what? — **The next surprise**

100. Outsiders should be judged on what rather than the prestige of their addresses? — **The promise of their questions**

101. Which sample label question concerns a woman? — **What is the woman at the window looking at?**

102. What does a question-label give the newcomer? — **Somewhere to begin**

103. What does a question-label not tell anyone? — **Where to stop**

104. Whose politics might a label ask visitors to note? — **The patron's**

105. Who commissioned the miniature painting the schoolchild learns about? — **A court**

106. What does a gallery of bare walls return the museum to? — **Visitors who need no help**

107. In whose 'confident present tense' are labels written? — **The textbook's**

108. How long does it take lantana to return after clearance? — **A few seasons**

109. Besides grazing animals' paths, what does lantana carry into the canopy? — **Fire**