



## Kaplan MCAT Complete 7-Book Subject Review: Created for MCAT 2015 (Kaplan Test Prep)

By Kaplan

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The seven-book MCAT set emulates Kaplan's tried and true classroom experience. With its easy-to-follow format and helpful teacher commentaries and advice, students can be completely prepared for Test Day success.

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**UNPARALLELED MCAT 2015 KNOWLEDGE:** The Kaplan MCAT team has spent years studying every document related to MCAT 2015 available. In conjunction with our expert psychometricians, the Kaplan team is able to ensure the accuracy and realism of our practice materials.

**THOROUGH SUBJECT REVIEW:** Written by top-rated, award-winning Kaplan instructors. All material has been vetted by editors with advanced science degrees and by a medical doctor.

**NEW PRACTICE QUESTIONS THROUGHOUT:** Brand-new end-of-chapter questions and the introduction of Interactive Concept Checks, which allow students to identify their strengths and areas of opportunity in real time.

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**ONLINE COMPANION:** Access to online resources for all seven books to augment content studying, including three full-length practice tests. The MCAT is a computer-based test, so practicing in the same format as Test Day is key.

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**KAPLAN'S MCAT REPUTATION:** Kaplan gets more people into medical school than all other courses, combined.

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## Editorial Review

Amazon.com Review

## More to Explore

**The MCAT is being overhauled in 2015, and if you are looking for an advantage for Test Day, Kaplan's *MCAT Complete 7-Book Subject Review* is it. You'll need to know more content for the new exam and you'll want the best, most comprehensive prep to be successful and gain the edge over your competition.**

**MCAT Behavioral Sciences**

Levels of emotion. Schacter and Singer explained this by stating that a subject experiencing physiological arousal only in explanation or with a misleading explanation will attribute that arousal to the surrounding circumstances, and label himself or herself in ways based on the behavior of the actor. In other words, the presence of unexplained arousal plus an environment that encourages a particular emotion is sufficient to cause that emotion in the subject. Essentially, the informed group tends to enjoy physiological arousal from the drug, and this attributed their feelings to being side effects rather than emotions.

The three theories of emotion discussed in this section are summarized in Table 5.2.

Theory	Physiological Response	Subject Response
<b>James-Lange</b>	Physiology precedes emotion	Emotion results
<b>Cannon-Bard</b>	Physiology, emotion, and conscious awareness are simultaneous	Action
<b>Schachter-Singer</b>	Physiology and conscious awareness precede emotion	Emotion results

**Table 5.2. Theories of Emotion**

**THE LIMBIC SYSTEM**

Experiencing emotion is a complex process involving many parts of the brain. The most notable of these centers in the limbic system is a complex set of structures that work below the cerebral cortex on either side of the thalamus, as shown in Figure 5.7. The system is made up of the amygdala, thalamus, hypothalamus, hippocampus and dentate gyrus, cingulate cortex, and parts of the cerebral cortex; it plays a large role in both motivation and emotion.

**Figure 5.7 The Limbic System**

**MCAT Expertise**  
The MCAT will expect that you have a solid understanding of the differences in emotional processing that underlie the work of the three theories of emotion, as listed in roughly similar structure to the "three response" and "three arousal" in the stimulus.

**Real World**  
When specific areas of the limbic system are stimulated during brain surgery, patients have described emotions such as happiness, contentment, and pleasure. In other areas, they report fear and anxiety.

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**Sidebars highlight expert tips for success on Test Day.**

Kaplan's *MCAT Complete 7-Book Subject Review* was written by a team with decades of experience preparing students to succeed on the MCAT. You can study with confidence knowing these books were written by top-scoring MCAT teachers and reviewed by a team of editors with advanced degrees in the natural sciences, behavioral sciences, and medicine. No content errors will be found in this material. Plus, the books are easy to navigate and chock-full of expert tips, summaries, strategies, and self-assessment so you can ensure what you've learned as you study.

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**MCAT Biochemistry**

**CHEMOSMOTIC COUPLING**

The proton-motive force interacts with the portion of ATP synthase that spans the membrane, which is called the  $F_0$  portion.  $F_0$  functions as an ion channel, so protons travel through  $F_0$  along their gradient back into the matrix. As this happens, a process called **chemiosmotic coupling** allows the chemical energy of the gradient to be harnessed as a source of phosphorylating ADP, thus forming ATP. In other words, the ETC generates a high concentration of protons in the intermembrane space, which then flows through the  $F_0$  ion channel of ATP synthase back into the matrix. As this happens, the other portion of ATP synthase, which is called the  $F_1$  portion, utilizes the energy released from this electrochemical gradient to phosphorylate ADP to ATP as demonstrated in Figure 19.16. The specific mechanism by which ADP is actually phosphorylated is still a matter of debate.

**Figure 19.16. ATP Synthase Reaction**

ATP synthase generates ATP from ADP and inorganic phosphate by allowing high-energy protons to move down the concentration gradient created by the electron transport chain.

**Chemiosmotic coupling** describes a direct relationship between the proton gradient and ATP synthesis. It is the predominant mechanism accepted in the scientific community when describing oxidative phosphorylation. However, another mechanism called **conformational coupling** suggests that the relationship between the proton gradient and ATP synthesis is indirect. Instead, ATP is released by the synthase as a result of conformational change caused by the gradient. In this mechanism, the  $F_1$  portion of ATP synthase is movement of a c-stalk, giving it a rotational component to facilitate the harnessing of gradient energy for chemical bonding.

**MCAT Expertise**

When writing complex mechanisms such as chemiosmotic coupling or the flow of electrons in oxidative phosphorylation, it is important to note that the electron transport chain is a series of redox reactions that transfer electrons from one molecule to another. This process is essential for the generation of the proton-motive force, which drives the synthesis of ATP.

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Illustrations help visualize and simplify even the most complex scientific concepts.

**MCAT Biology**

The immune system consists of immune cells, which form when the immune system undergoes a series of steps in the thymus and spleen, which are larger structures with greater complexity.

**IMMUNE CELLS**

**MACROPHAGES**  
These cells engulf and destroy pathogens and other cells that are harmful to the body.

**NEUTROPHILS**  
These cells engulf and destroy pathogens and other cells that are harmful to the body.

**LYMPHOCYTES**  
These cells are involved in the adaptive immune response.

**PLASMA CELLS**  
These cells produce and secrete antibodies that bind to and neutralize pathogens.

**T CELLS**  
These cells are involved in the adaptive immune response.

**REGULATORY T CELLS**  
These cells suppress the immune response to prevent overactivity.

**Figure 8.6. Cells of the Immune System**

granules and exist in the blood, tissues, and epithelium. Both lymphoid and stem cells release large amounts of histamine in response to allergens, leading to inflammatory responses.

The functions of many cell types of both the innate and adaptive immune systems are highlighted in Figure 8.6.

**MCAT Concept Check 8.2**

Before you start to answer your understanding of the material with these questions:

- For each of the immunologic responses discussed below, provide a brief description of its immunologic function.
  - Skin
  - Dehydration
  - Pyrexia
  - Mucus
  - Stomach acid
  - Natural killer cells
  - Complement
- Which cells in the innate immune response are professional antigen-presenting cells?
- What are the differences between MHC I and MHC II?
  - MHC I
  - MHC II

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**Integrating self-assessment and practice questions throughout the book ensure you've mastered the content you need.**

7 Waves and Sound

displacement and the amplitude of the resultant is equal to the sum of the amplitudes of the two waves. This is called **constructive interference**. If two waves are perfectly out of phase, the displacements always cancel each other out and the amplitude of the resultant wave is the difference between the amplitudes of the interacting waves. This is called **destructive interference**.

If two waves are perfectly in phase or out of phase with each other, **perfectly constructive** or **perfectly destructive** interference can occur. As shown in Figure 7.3, two waves that are nearly in phase will mostly add together. While the displacement of the resultant is simply the sum of the displacements of the two waves, the waves do not perfectly add together because they are not quite in phase. Therefore, the amplitude of the resultant wave is not quite the sum of the two waves' amplitudes. In contrast, Figure 7.3b shows two waves that are almost perfectly out of phase. The two waves do not quite cancel, but the resultant wave's amplitude is clearly much smaller than that of either of the other waves.

**Key Concept**  
If two waves are perfectly in phase, the resultant wave has an amplitude equal to the sum of the amplitudes of the two waves. If two equal waves are exactly 180 degrees out of phase, then the resultant wave has zero amplitude.

**Real World**  
In noise-canceling headphones, speakers emit sound waves that cancel out unwanted noise. The speakers emit sound waves that are nearly out of phase with the unwanted noise. The speakers' sound waves are nearly out of phase with the unwanted noise, so it is difficult to get perfect noise cancellation.

**Figure 7.3. Phase Difference**  
(a) In phase with a difference of zero degrees. (b) Out of phase with a difference of about 180 degrees.

Noise-canceling headphones operate on the principle of superposition. They do not simply multiply sound, but actively capture the environmental noise and, using some fancy technology, produce a sound wave that is almost perfectly out of phase. The combination of the two waves inside the headset results in destructive interference, thereby canceling—or nearly canceling—the ambient noise.

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**Key Concepts provide a snapshot of the most important content for quick mastery.**

### About the Author

For almost 80 years, Kaplan Test Prep ([www.kaptest.com](http://www.kaptest.com)) has been helping students grow their knowledge, skills and confidence so they can be their best on Test Day. Our prep books and online resources provide the expert guidance that students need at every step of their educational journey – incorporating years of test-specific data and strategies tested by Kaplan students and our own expert psychometricians.

After helping millions of students, we know what works. Our guides deliver knowledge with clarity and simplicity while focusing on the specialized strategies that keep test-takers ahead of the clock and at the top of their game.

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