SECTION IV

Time—35 minutes

27 Questions

Directions: Each set of questions in this section is based on a single passage or a pair of passages. The questions are to be answered on the basis of what is stated or implied in the passage or pair of passages. For some of the questions, more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question, and blacken the corresponding space on your answer sheet.

Passage A

Recent studies have shown that sophisticated computer models of the oceans and atmosphere are capable of simulating large-scale climate trends with remarkable accuracy. But these models make use of large numbers of variables, many of which have wide ranges of possible values. Because even small differences in those values can have a significant impact on what the simulations predict, it is important to determine the impact when values differ even slightly.

Since the interactions between the many variables in climate simulations are highly complex, there is no alternative to a "brute force" exploration of all possible combinations of their values if predictions are to be reliable. This method requires very large numbers of calculations and simulation runs. For example, exhaustive examination of five values for each of only nine variables would require 2 million calculation-intensive simulation runs. Currently available individual computers are completely inadequate for such a task.

However, the continuing increase in computing capacity of the average desktop computer means that climate simulations can now be run on privately owned desktop machines connected to one another via the Internet. The calculations are divided among the individual desktop computers, which work simultaneously on their share of the overall problem. Some public resource computing projects of this kind have already been successful, although only when they captured the public's interest sufficiently to secure widespread participation.

Passage B

Researchers are now learning that many problems in nature, human society, science, and engineering are naturally "parallel"; that is, that they can be effectively solved by using methods that work simultaneously in parallel. These problems share the common characteristic of involving a large number of similar elements such as molecules, animals, even people, whose individual actions are governed by simple rules but, taken collectively, function as a highly complex system.

An example is the method used by ants to forage for food. As Lewis Thomas observed, a solitary ant is little more than a few neurons strung together by fibers. Its behavior follows a few simple rules. But when one sees a dense mass of thousands of ants, crowded together around their anthill retrieving food or repelling an intruder, a more complex picture emerges; it is as if the whole is thinking, planning, calculating. It is an intelligence, a kind of live computer, with crawling bits for wits.

We are now living through a great paradigm shift in the field of computing, a shift from sequential computing (performing one calculation at a time) to massive parallel computing, which employs thousands of computers working simultaneously to solve one computation-intensive problem. Since many computation-intensive problems are inherently parallel, it only makes sense to use a computing model that exploits that parallelism. A computing model that resembles the inherently parallel problem it is trying to solve will perform best. The old paradigm, in contrast, is subject to the speed limits imposed by purely sequential computing.

1. Which one of the following most accurately expresses the main point of passage B?

   (A) Many difficult problems in computing are naturally parallel.
   (B) Sequential computing is no longer useful because of the speed limits it imposes.
   (C) There is currently a paradigm shift occurring in the field of computing toward parallel computing.
   (D) Complex biological and social systems are the next frontier in the field of computer simulation.
   (E) Inherently parallel computing problems are best solved by means of computers modeled on the human mind.

2. The large-scale climate trends discussed in passage A are most analogous to which one of the following elements in passage B?

   (A) the thousands of computers working simultaneously to solve a calculation-intensive problem
   (B) the simple rules that shape the behavior of a single ant
   (C) the highly complex behavior of a dense mass of thousands of ants
   (D) the paradigm shift from sequential to parallel computing
   (E) the speed limits imposed by computing purely sequentially

3. It can be inferred that the authors of the two passages would be most likely to agree on which one of the following statements concerning computing systems?

   (A) Massive, parallel computing systems are able to solve complex computation-intensive problems without having to resort to "brute force."
   (B) Computer models are not capable of simulating the behavior of very large biological populations such as insect colonies.
   (C) Parallel computing systems that link privately owned desktop computers via the Internet are not feasible because they rely too heavily on public participation.
   (D) Currently available computers are not well-suited to running simulations, even if the simulated problems are relatively simple.
   (E) Parallel computing systems employing multiple computers are the best means for simulating large-scale climate trends.

4. The author of passage A mentions public participation (lines 30–32) primarily in order to

   (A) encourage public engagement in the sort of computing model discussed in the passage
   (B) identify a factor affecting the feasibility of the computing model advocated in the passage
   (C) indicate that government support of large-scale computing efforts is needed
   (D) demonstrate that adequate support for the type of approach described in the passage already exists
   (E) suggest that a computing model like that proposed in the passage is infeasible because of forces beyond the designers' control

5. Passage B relates to passage A in which one of the following ways?

   (A) The argument in passage B has little bearing on the issues discussed in passage A.
   (B) The explanation offered in passage B shows why the plan proposed in passage A is unlikely to be implemented.
   (C) The ideas advanced in passage B provide a rationale for the solution proposed in passage A.
   (D) The example given in passage B illustrates the need for the "brute force" exploration mentioned in passage A.
   (E) The discussion in passage B conflicts with the assumptions about individual computers made in passage A.

6. The passages share which one of the following as their primary purpose?

   (A) to show that the traditional paradigm in computing is ineffective for many common computing tasks
   (B) to argue that a new approach to computing is an effective way to solve a difficult type of problem
   (C) to convince skeptics of the usefulness of desktop computers for calculation-intensive problems
   (D) to demonstrate that a new computing paradigm has supplanted the traditional paradigm for most large-scale computing problems
   (E) to describe complex and as yet unsolved problems that have recently arisen in computing

7. In calling a population of ants "an intelligence, a kind of live computer" (lines 51–52) the author of passage B most likely means that

   (A) the behavior of the colony of ants functions as a complex, organized whole
   (B) the paradigm shift taking place in computing was inspired by observations of living systems
   (C) computers are agglomerations of elements that can be viewed as being alive in a metaphorical sense
   (D) computer simulations can simulate the behavior of large biological populations with great accuracy
   (E) the simple rules that govern the behavior of individual ants have been adapted for use in computer simulations

8. The author of passage B would be most likely to agree with which one of the following statements regarding the computing system proposed in the last paragraph of passage A?

   (A) It would be a kind of live computer.
   (B) It would be completely inadequate for simulating large-scale climate trends.
   (C) It would impose strict limitations on the number of variables that could be used in any simulation it runs.
   (D) It would be likely to secure widespread public participation.
   (E) It would solve calculation-intensive problems faster than a traditional sequential computer would.

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A proficiency in understanding, applying, and even formulating statutes—the actual texts of laws enacted by legislative bodies—is a vital aspect of the practice of law, but statutory law is often given too little attention by law schools. Much of legal education, with its focus on judicial decisions and analysis of cases, can give a law student the impression that the practice of law consists mainly in analyzing past cases to determine their relevance to a client's situation and arriving at a speculative interpretation of the law relevant to the client's legal problem.

Lawyers discover fairly soon, however, that much of their practice does not depend on the kind of painstaking analysis of cases that is performed in law school. For example, a lawyer representing the owner of a business can often find an explicit answer as to what the client should do about a certain tax-related issue by consulting the relevant statutes. In such a case the facts are clear and the statutes' relation to them transparent, so that the client's question can be answered by direct reference to the wording of the statutes. But statutes' meanings and their applicability to relevant situations are not always so obvious, and that is one reason that the ability to interpret them accurately is an essential skill for law students to learn.

Another skill that teaching statutory law would improve is synthesis. Law professors work hard at developing their students' ability to analyze individual cases, but in so doing they favor the ability to apply the law in particular cases over the ability to understand the interrelations among laws. In contrast, the study of all the statutes of a legal system in a certain small area of the law would enable the student to see how these laws form a coherent whole. Students would then be able to apply this ability to synthesize in other areas of statutory law that they encounter in their study or practice. This is especially important because most students intend to specialize in a chosen area, or areas, of the law.

One possible argument against including training in statutory law as a standard part of law school curricula is that many statutes vary from region to region within a nation, so that the mastery of a set of statutes would usually not be generally applicable. There is some truth to this objection; law schools that currently provide some training in statutes generally intend it as a preparation for practice in their particular region, but for schools that are nationally oriented, this could seem to be an inappropriate investment of time and resources. But while the knowledge of a particular region's statutory law is not generally transferable to other regions, the skills acquired in mastering a particular set of statutes are, making the study of statutory law an important undertaking even for law schools with a national orientation.

9. Which one of the following most accurately expresses the main point of the passage?

(A) In spite of the reservations that nationally oriented law schools can be expected to have, law schools can serve the overall needs of law students better by implementing a standard national curriculum in statutory law.

(B) Since the skills promoted by the study of statutory law are ultimately more important than those promoted by case analysis, the relative emphasis that law schools place on these two areas should be reversed.

(C) Although statutes typically vary from region to region, law schools should provide training in statutory law in order to develop students' ability to synthesize legal information and interpret individual statutes.

(D) In the theoretical world of law school training, as opposed to the actual practice of law, a proficiency in case law is often one of the most important assets that students can have.

(E) Law schools generally are deficient in their attention to statutory law training and therefore fail to impart the skills necessary for the analysis of legal information.

10. Which one of the following is cited in the passage as a reason that might be given for not including statutory law training in law school curricula?

(A) Such training would divert resources away from the far more important development of the ability to analyze cases.

(B) Such training is not essentially different from what is already provided in the core areas of law school education.

(C) The goals of such training can better be achieved by other means, most of which are more directly related to the actual practice of law.

(D) Such training would be irrelevant for those students who do not plan to specialize.

(E) The lack of geographic uniformity among statutory laws makes expertise in the statutes of any particular region generally nontransferable.

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11. Which one of the following would, if true, most weaken the author's argument as expressed in the passage?

(A) Many law school administrators recommend the inclusion of statutory law training in the curricula of their schools.
(B) Most lawyers easily and quickly develop proficiency in statutory law through their work experiences after law school.
(C) Most lawyers do not practice law in the same geographic area in which they attended law school.
(D) The curricula of many regionally oriented law schools rely primarily on analysis of cases.
(E) Most lawyers who have undergone training in statutory law are thoroughly familiar with only a narrow range of statutes.

12. The author discusses the skill of synthesis in the third paragraph primarily in order to

(A) identify and describe one of the benefits that the author says would result from the change that is advocated in the passage
(B) indicate that law schools currently value certain other skills over this skill and explain why this is so
(C) argue for the greater importance of this skill as compared with certain others that are discussed earlier in the passage
(D) explain why this skill is necessary for the study of statutory law
(E) provide an example of the type of problem typically encountered in the practice of law

13. Which one of the following questions can be most clearly and directly answered by reference to information in the passage?

(A) What are some ways in which synthetic skills are strengthened or encouraged through the analysis of cases and judicial decisions?
(B) In which areas of legal practice is a proficiency in case analysis more valuable than a proficiency in statutory law?
(C) What skills are common to the study of both statutory law and judicial decisions?
(D) What are some objections that have been raised against including the study of statutes in regionally oriented law schools?
(E) What is the primary focus of the curriculum currently offered in most law schools?

14. The information in the passage suggests that the author would most likely agree with which one of the following statements regarding training in statutory law?

(A) While nationally oriented law schools have been deficient in statutory law training, most regionally oriented law schools have been equally deficient in the teaching of case law.
(B) Training in statutory law would help lawyers resolve legal questions for which the answers are not immediately apparent in the relevant statutes.
(C) Lawyers who are trained in statutory law typically also develop a higher level of efficiency in manipulating details of past cases as compared with lawyers who are not trained in this way.
(D) Courses in statutory law are less effective if they focus specifically on the statutes of a particular region or in a particular area of the law.
(E) Lawyers who do not specialize probably have little need for training in statutory law beyond a brief introduction to the subject.

15. Each of the following conforms to the kinds of educational results that the author would expect from the course of action proposed in the passage EXCEPT:

(A) skill in locating references to court decisions on an issue involving a particular statute regarding taxation
(B) an understanding of the ways in which certain underlying purposes are served by an interrelated group of environmental laws
(C) a knowledge of how maritime statutes are formulated
(D) familiarity with the specific wordings of a group of laws applying to businesses in a particular region or locality
(E) an appreciation of the problems of wording involved in drafting antiterrorism laws

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The Japanese American sculptor Isamu Noguchi (1904–1988) was an artist who intuitively asked—and responded to—deeply original questions. He might well have become a scientist within a standard scientific discipline, but he instead became an artist who repeatedly veered off at wide angles from the well-known courses followed by conventionally talented artists of both the traditional and modern schools. The story behind one particular sculpture typifies this aspect of his creativeness.

By his early twenties, Noguchi's sculptures showed such exquisite comprehension of human anatomy and deft conceptual realization that he won a Guggenheim Fellowship for travel in Europe. After arriving in Paris in 1927, Noguchi asked the Romanian-born sculptor Constantin Brancusi if he might become his student. When Brancusi said no, that he never took students, Noguchi asked if he needed a stonecutter. Brancusi did. Noguchi cut and polished stone for Brancusi in his studio, frequently also polishing Brancusi's brass and bronze sculptures. Noguchi, with his scientist's mind, pondered the fact that sculptors through the ages had relied exclusively upon negative light—that is, shadows—for their conceptual communication, precisely because no metals, other than the expensive, nonoxidizing gold, could be relied upon to give off positive-light reflections.

Noguchi wanted to create a sculpture that was purely reflective. In 1929, after returning to the United States, he met the architect and philosopher R. Buckminster Fuller, offering to sculpt a portrait of him. When Fuller heard of Noguchi's ideas regarding positive-light sculpture, he suggested using chrome-nickel steel, which Henry Ford, through automotive research and development, had just made commercially available for the first time in history. Here, finally, was a permanently reflective surface, economically available in massive quantities.

In sculpting his portrait of Fuller, Noguchi did not think of it as merely a shiny alternate model of traditional, negative-light sculptures. What he saw was that completely reflective surfaces provided a fundamental invisibility of surface like that of utterly still waters, whose presence can be apprehended only when objects—a ship's mast, a tree, or sky—are reflected in them. Seaplane pilots making offshore landings in dead calm cannot tell where the water is and must glide in, waiting for the unpredictable touchdown. Noguchi conceived a similarly invisible sculpture, hidden in and communicating through the reflections of images surrounding it. Then only the distortion of familiar shapes in the surrounding environment could be seen by the viewer. The viewer's awareness of the "invisible" sculpture's presence and dimensional relationships would be derived only secondarily.

Even after this stunning discovery, Noguchi remained faithful to his inquisitive nature. At the moment when his explorations had won critical recognition of the genius of his original and fundamental conception, Noguchi proceeded to the next phase of his evolution.

16. In saying that "no metals, other than the expensive, nonoxidizing gold, could be relied upon to give off positive-light reflections" (lines 25–27), the author draws a distinction between

(A) a metal that can be made moderately reflective in any sculptural application and metals that can be made highly reflective but only in certain applications
(B) a naturally highly reflective metal that was technically suited for sculpture and other highly reflective metals that were not so suited
(C) metals that can be made highly reflective but lose their reflective properties over time and a metal that does not similarly lose its reflective properties
(D) a highly reflective sculptural material that, because it is a metal, is long lasting and nonmetallic materials that are highly reflective but impermanent
(E) a highly reflective metal that was acceptable to both traditional and modern sculptors and highly reflective metals whose use in sculpture was purely experimental

17. The passage provides information sufficient to answer which one of the following questions?

(A) In what way did Noguchi first begin to acquire experience in the cutting and polishing of stone for use in sculpture?
(B) In the course of his career, did Noguchi ever work in any art form other than sculpture?
(C) What are some materials other than metal that Noguchi used in his sculptures after ending his association with Brancusi?
(D) During Noguchi's lifetime, was there any favorable critical response to his creation of a positive-light sculpture?
(E) Did Noguchi at any time in his career consider creating a transparent or translucent sculpture lighted from within?

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18. The passage offers the strongest evidence that the author would agree with which one of the following statements?

(A) Noguchi's work in Paris contributed significantly to the art of sculpture in that it embodied solutions to problems that other sculptors, including Brancusi, had sought unsuccessfully to overcome.
(B) Noguchi's scientific approach to designing sculptures and to selecting materials for sculptures is especially remarkable in that he had no formal scientific training.
(C) Despite the fact that Brancusi was a sculptor and Fuller was not, Fuller played a more pivotal role than did Brancusi in Noguchi's realization of the importance of negative light to the work of previous sculptors.
(D) Noguchi was more interested in addressing fundamental aesthetic questions than in maintaining a consistent artistic style.
(E) Noguchi's work is of special interest for what it reveals not only about the value of scientific thinking in the arts but also about the value of aesthetic approaches to scientific inquiry.

19. In which one of the following is the relation between the two people most analogous to the relation between Ford and Noguchi as indicated by the passage?

(A) A building-materials dealer decides to market a new type of especially durable simulated-wood flooring material after learning that a famous architect has praised the material.
(B) An expert skier begins experimenting with the use of a new type of material in the soles of ski boots after a shoe manufacturer suggests that that material might be appropriate for that use.
(C) A producer of shipping containers begins using a new type of strapping material, which a rock-climbing expert soon finds useful as an especially strong and reliable component of safety ropes for climbing.
(D) A consultant to a book editor suggests the use of a new type of software for typesetting, and after researching the software the editor decides not to adopt it but finds a better alternative as a result of the research.
(E) A friend of a landscaping expert advises the use of a certain material for the creation of retaining walls and, as a result, the landscaper explores the use of several similar materials.

20. The passage most strongly supports which one of the following inferences?

(A) Prior to suggesting the sculptural use of chrome-nickel steel to Noguchi, Fuller himself had made architectural designs that called for the use of this material.
(B) Noguchi believed that the use of industrial materials to create sculptures would make the sculptures more commercially viable.
(C) Noguchi's "invisible" sculpture appears to have no shape or dimensions of its own, but rather those of surrounding objects.
(D) If a positive-light sculpture depicting a person in a realistic manner were coated with a metal subject to oxidation, it would eventually cease to be recognizable as a realistic likeness.
(E) The perception of the shape and dimensions of a negative-light sculpture does not depend on its reflection of objects from the environment around it.

21. Which one of the following inferences about the portrait of Fuller does the passage most strongly support?

(A) The material that Noguchi used in it had been tentatively investigated by other sculptors but not in direct connection with its reflective properties.
(B) It was similar to at least some of the sculptures that Noguchi produced prior to 1927 in that it represented a human form.
(C) Noguchi did not initially think of it as especially innovative or revolutionary and thus was surprised by Fuller's reaction to it.
(D) It was produced as a personal favor to Fuller and thus was not initially intended to be noticed and commented on by art critics.
(E) It was unlike the sculptures that Noguchi had helped Brancusi to produce in that the latter's aesthetic effects did not depend on contrasts of light and shadow.

22. Which one of the following would, if true, most weaken the author's position in the passage?

(A) Between 1927 and 1929, Brancusi experimented with the use of highly reflective material for the creation of positive-light sculptures.
(B) After completing the portrait of Fuller, Noguchi produced only a few positive-light sculptures and in fact changed his style of sculpture repeatedly throughout his career.
(C) When Noguchi arrived in Paris, he was already well aware of the international acclaim that Brancusi's sculptures were receiving at the time.
(D) Many of Noguchi's sculptures were, unlike the portrait of Fuller, entirely abstract.
(E) Despite his inquisitive and scientific approach to the art of sculpture, Noguchi neither thought of himself as a scientist nor had extensive scientific training.

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In an experiment, two strangers are given the opportunity to share $100, subject to the following constraints: One person—the "proposer"—is to suggest how to divide the money and can make only one such proposal. The other person—the "responder"— must either accept or reject the offer without qualification. Both parties know that if the offer is accepted, the money will be split as agreed, but if the offer is rejected, neither will receive anything.

This scenario is called the Ultimatum Game. Researchers have conducted it numerous times with a wide variety of volunteers. Many participants in the role of the proposer seem instinctively to feel that they should offer 50 percent to the responder, because such a division is "fair" and therefore likely to be accepted. Two-thirds of proposers offer responders between 40 and 50 percent. Only 4 in 100 offer less than 20 percent. Offering such a small amount is quite risky; most responders reject such offers. This is a puzzle: Why would anyone reject an offer as too small? Responders who reject an offer receive nothing, so if one assumes—as theoretical economics traditionally has—that people make economic decisions primarily out of rational self-interest, one would expect that an individual would accept any offer.

Some theorists explain the insistence on fair divisions in the Ultimatum Game by citing our prehistoric ancestors' need for the support of a strong group. Small groups of hunter-gatherers depended for survival on their members' strengths. It is counterproductive to outcompete rivals within one's group to the point where one can no longer depend on them in contests with other groups. But this hypothesis at best explains why proposers offer large amounts, not why responders reject low offers.

A more compelling explanation is that our emotional apparatus has been shaped by millions of years of living in small groups, where it is hard to keep secrets. Our emotions are therefore not finely tuned to one-time, strictly anonymous interactions. In real life we expect our friends and neighbors to notice our decisions. If people know that someone is content with a small share, they are likely to make that person low offers. But if someone is known to angrily reject low offers, others have an incentive to make that person high offers. Consequently, evolution should have favored angry responses to low offers; if one regularly receives fair offers when food is divided, one is more likely to survive. Because one-shot interactions were rare during human evolution, our emotions do not discriminate between one-shot and repeated interactions. Therefore, we respond emotionally to low offers in the Ultimatum Game because we instinctively feel the need to reject dismal offers in order to keep our self-esteem. This self-esteem helps us to acquire a reputation that is beneficial in future encounters.

23. Which one of the following most accurately summarizes the main idea of the passage?

(A) Contrary to a traditional assumption of theoretical economics, the behavior of participants in the Ultimatum Game demonstrates that people do not make economic decisions out of rational self-interest.
(B) Although the reactions most commonly displayed by participants in the Ultimatum Game appear to conflict with rational self-interest, they probably result from a predisposition that had evolutionary value.
(C) Because our emotional apparatus has been shaped by millions of years of living in small groups in which it is hard to keep secrets, our emotions are not finely tuned to one-shot, anonymous interactions.
(D) People respond emotionally to low offers in the Ultimatum Game because they instinctively feel the need to maintain the strength of the social group to which they belong.
(E) When certain social and evolutionary factors are taken into account, it can be seen that the behavior of participants in the Ultimatum Game is motivated primarily by the need to outcompete rivals.

24. The passage implies that the Ultimatum Game is

(A) one that requires two strangers to develop trust in each other
(B) responsible for overturning a basic assumption of theoretical economics
(C) a situation that elicits unpredictable results
(D) a type of one-shot, anonymous interaction
(E) proof that our emotional apparatus has been shaped by millions of years of living in small groups

25. The author's primary purpose in the passage is to

(A) survey existing interpretations of the puzzling results of an experiment
(B) show how two theories that attempt to explain the puzzling results of an experiment complement each other
(C) argue that the results of an experiment, while puzzling, are valid
(D) offer a plausible explanation for the puzzling results of an experiment
(E) defend an experiment against criticism that methodological flaws caused its puzzling results

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26. Which one of the following sentences would most logically conclude the final paragraph of the passage?

(A) Contrary to the assumptions of theoretical economics, human beings do not act primarily out of self-interest.
(B) Unfortunately, one-time, anonymous interactions are becoming increasingly common in contemporary society.
(C) The instinctive urge to acquire a favorable reputation may also help to explain the desire of many proposers in the Ultimatum Game to make "fair" offers.
(D) High self-esteem and a positive reputation offer individuals living in small groups many other benefits as well.
(E) The behavior of participants in the Ultimatum Game sheds light on the question of what constitutes a "fair" division.

27. In the context of the passage, the author would be most likely to consider the explanation in the third paragraph more favorably if it were shown that

(A) our prehistoric ancestors often belonged to large groups of more than a hundred people
(B) in many prehistoric cultures, there were hierarchies within groups that dictated which allocations of goods were to be considered fair and which were not
(C) it is just as difficult to keep secrets in relatively large social groups as it is in small social groups
(D) it is just as counterproductive to a small social group to allow oneself to be outcompeted by one's rivals within the group as it is to outcompete those rivals
(E) in many social groups, there is a mutual understanding among the group's members that allocations of goods will be based on individual needs as opposed to equal shares

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION IN THE TEST.

Acknowledgment is made to the following sources from which material has been adapted for use in this test booklet:

Philip Emeagwali, "The Ways of Counting." ©1991 by the Regents of the University of Michigan.

R. Buckminster Fuller, Foreword to *Isamu Noguchi: A Sculptor's World*. ©1968 by Harper & Row, Publishers, Inc.

Judith C. May, "Letters to the Editor."©1997 by The New York Times.

Karl Sigmund, Ernst Fehr, and Martin A. Nowak, "The Economics of Fair Play." ©2001 by Scientific American, Inc.

David Stainforth, et al., "Climateprediction.net: Design Principles for Public Resource Modeling Research." ©November 2002 by IASTED.

Jack Stark, "Teaching Statutory Law." ©1994 by the Association of American Law Schools.

LSAT WRITING SAMPLE TOPIC

Directions: The scenario presented below describes two choices, either one of which can be supported on the basis of the information given. Your essay should consider both choices and argue for one over the other, based on the two specified criteria and the facts provided. There is no "right" or "wrong" choice: a reasonable argument can be made for either.

A new theater group has received an arts grant to produce an inaugural play. Its members are split over whether to use the money to commission and stage a new play, or to produce an existing play that is likely to attract a larger audience. Using the facts below, write an essay in which you argue for one option over the other based on the following two criteria:

- The theater group wants to serve as an ongoing education and entertainment resource for the people of its city.
- The theater group wants to serve as a creative outlet for the writers and actors residing in its city.

The existing play would be a complex production. It features a large cast and elaborate sets. The play was originally produced six years earlier and was popular enough to justify an extended run. The popularity of a theater group's first production affects the amount of corporate sponsorship that could be expected for future productions, and could determine whether the theater group survives into a full season. The first production by a theater group usually creates the expectation for the public as to what future productions will be like. The play has several challenging major parts that are difficult to cast effectively.

A new play would likely involve a smaller cast with simpler sets. It would give the actors a greater creative role in shaping their characters. It would showcase the work of a local playwright. There are currently no theater groups in the city dedicated to producing locally created material. Productions of original plays are more likely to be restaged in other cities. They result in scripts that could possibly be sold to other theater companies. Plays by local writers have drawn small audiences in the past.

Scratch Paper

Do not write your essay in this space.

LAST NAME (Print) | MI | FIRST NAME (Print)

SIGNATURE

Writing Sample Response Sheet

DO NOT WRITE IN THIS SPACE

Begin your essay in the lined area below.
Continue on the back if you need more space.

Directions:

1. Use the Answer Key on the next page to check your answers.
2. Use the Scoring Worksheet below to compute your raw score.
3. Use the Score Conversion Chart to convert your raw score into the 120–180 scale.

Scoring Worksheet

1. Enter the number of questions you answered correctly in each section.

	Number Correct
SECTION I	_____
SECTION II	_____
SECTION III	_____
SECTION IV	_____

2. Enter the sum here: _____ This is your Raw Score.

Conversion Chart

For Converting Raw Score to the 120–180 LSAT Scaled Score
LSAT PrepTest 59

REPORTED SCORE	LOWEST RAW SCORE	HIGHEST RAW SCORE
180	98	101
179	97	97
178	96	96
177	95	95
176	94	94
175	93	93
174	92	92
173	91	91
172	90	90
171	89	89
170	87	88
169	86	86
168	85	85
167	83	84
166	82	82
165	81	81
164	79	80
163	78	78
162	76	77
161	74	75
160	73	73
159	71	72
158	70	70
157	68	69
156	66	67
155	65	65
154	63	64
153	61	62
152	60	60
151	58	59
150	57	57
149	55	56
148	53	54
147	52	52
146	50	51
145	49	49
144	47	48
143	45	46
142	44	44
141	42	43
140	41	41
139	39	40
138	38	38
137	36	37
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133	30	31
132	29	29
131	28	28
130	26	27
129	25	25
128	24	24
127	23	23
126	21	22
125	20	20
124	19	19
123	17	18
122	15	16
121	__*	__*
120	0	14

*There is no raw score that will produce this scaled score for this PrepTest.