

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.

- With his first published works in the 1950s, Amos Tutuola became the first Nigerian writer to receive wide international recognition. Written in a mix of standard English, idiomatic Nigerian English, and
- (5) literal translation of his native language, Yoruba, Tutuola's works were quick to be praised by many literary critics as fresh, inventive approaches to the form of the novel. Others, however, dismissed his works as simple retellings of local tales, full of
- (10) unwelcome liberties taken with the details of the well-known story lines. However, to estimate properly Tutuola's rightful position in world literature, it is essential to be clear about the genre in which he wrote; literary critics have assumed too facily that
- (15) he wrote novels.

- No matter how flexible a definition of the novel one uses, establishing a set of criteria that enable Tutuola's works to be described as such applies to his works a body of assumptions the works are not
- (20) designed to satisfy. Tutuola is not a novelist but a teller of folktales. Many of his critics are right to suggest that Tutuola's subjects are not strikingly original, but it is important to bear in mind that whereas realism and originality are expected of the
- (25) novel, the teller of folktales is expected to derive subjects and frameworks from the corpus of traditional lore. The most useful approach to Tutuola's works, then, is one that regards him as working within the African oral tradition.

- (30) Within this tradition, a folktale is common property, an expression of a people's culture and social circumstances. The teller of folktales knows that the basic story is already known to most listeners and, equally, that the teller's reputation depends on
- (35) the inventiveness with which the tale is modified and embellished, for what the audience anticipates is not an accurate retelling of the story but effective improvisation and delivery. Thus, within the framework of the basic story, the teller is allowed
- (40) considerable room to maneuver—in fact, the most brilliant tellers of folktales transform them into unique works.

- Tutuola's adherence to this tradition is clear: specific episodes, for example, are often repeated for
- (45) emphasis, and he embellishes familiar tales with personal interpretations or by transferring them to modern settings. The blend of English with local idiom and Yoruba grammatical constructs, in which adjectives and verbs are often interchangeable,
- (50) re-creates the folktales in singular ways. And, perhaps

most revealingly, in the majority of Tutuola's works, the traditional accents and techniques of the teller of folktales are clearly discernible, for example in the adoption of an omniscient, summarizing voice at the

(55) end of his narratives, a device that is generally recognized as being employed to conclude most folktales.

- Which one of the following most accurately expresses the main point of the passage?
 - Amos Tutuola is an internationally acclaimed writer of folktales whose unique writing style blends together aspects of Yoruba, Nigerian English, and standard English.
 - Amos Tutuola's literary works should be evaluated not as novels but as unique and inventively crafted retellings of folktales.
 - Amos Tutuola is an important author because he is able to incorporate the traditions of an oral art form into his novels.
 - Critics are divided as to whether Amos Tutuola's literary works should be regarded as novels or folktales.
 - The folktale is a valuable African literary genre that finds singular expression in the works of Amos Tutuola.
- Tutuola's approach to writing folktales would be most clearly exemplified by a modern-day Irish author who
 - applied conventions of the modern novel to the retelling of Irish folktales
 - re-created important elements of the Irish literary style within a purely oral art form
 - combined characters from English and Irish folktales to tell a story of modern life
 - transplanted traditional Irish folktales from their original setting to contemporary Irish life
 - utilized an omniscient narrator in telling original stories about contemporary Irish life

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3. Which one of the following most accurately characterizes the author's attitude toward Tutuola's position in world literature?
- (A) convinced that Tutuola's works should be viewed within the context of the African oral tradition
 - (B) certain that Tutuola's works will generate a renewed interest in the study of oral traditions
 - (C) pleased at the reception that Tutuola's works have received from literary critics
 - (D) confident that the original integrity of Tutuola's works will be preserved despite numerous translations
 - (E) optimistic that Tutuola's works reflect what will become a growing new trend in literature
4. According to the passage, some critics have criticized Tutuola's work on the ground that
- (A) his literary works do not exhibit enough similarities to the African oral tradition from which they are drawn
 - (B) his mixture of languages is not entirely effective as a vehicle for either traditional folktales or contemporary novels
 - (C) his attempt to fuse elements of traditional storytelling style with the format of the novel is detrimental to his artistic purposes
 - (D) his writing borrows substantially from well-known story lines and at the same time alters their details
 - (E) his unique works are not actually novels, even though he characterizes them as such

5. The author attributes each of the following to Tutuola EXCEPT:
- (A) repetition of elements in his stories for emphasis
 - (B) relocation of traditional stories to modern settings
 - (C) attainment of international recognition
 - (D) use of an omniscient narrator in his works
 - (E) transformation of Yoruba folktales into modern novels
6. The author refers to the "corpus of traditional lore" (lines 26–27) as part of an attempt to
- (A) distinguish expectations that apply to one literary genre from those that apply to another literary genre
 - (B) argue that two sharply differing literary genres are both equally valuable
 - (C) challenge critics who ascribe little merit to innovative ways of blending two distinct literary genres
 - (D) elucidate those characteristics of one literary genre that have direct counterparts in another, largely dissimilar genre
 - (E) argue for a new, more precise analysis of two literary genres whose distinguishing characteristics are poorly understood
7. The primary purpose of the passage is to
- (A) illustrate the wide range of Tutuola's body of work
 - (B) explain the significance of the literary genre of the folktale and to defend it as a valid art form
 - (C) provide an account of Tutuola's body of work in order to help establish appropriate criteria for its evaluation
 - (D) distinguish accurately between the genre of the novel and that of the folktale
 - (E) summarize the disagreement among critics regarding Tutuola's place in world literature

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Mechanisms for recognizing kin are found throughout the plant and animal kingdoms, regardless of an organism's social or mental complexity.

- Improvements in the general understanding of these mechanisms have turned some biologists' attention to the question of why kin recognition occurs at all. One response to this question is offered by the inclusive fitness theory, which was developed in the 1960s. The theory is based on the realization that an organism
- (5) transmits its genetic attributes to succeeding generations not solely through its offspring, but more generally through all of its close relatives. Whereas the traditional view of evolution held that natural selection favors the continued genetic representation
 - (10) of individuals within a species that produce the greatest number of offspring, the inclusive fitness theory posits that natural selection similarly favors organisms that help their relatives, because doing so also increases their own total genetic representation.
 - (15) The theory has helped to explain previously mysterious phenomena, including the evolution of social insect species like the honeybee, most of whose members do not produce offspring and exist only to nurture relatives.
 - (20) Inclusive fitness theory has also been applied usefully to new findings concerning cannibalism within animal species. Based on the theory, cannibals should have evolved to avoid eating their own kin because of the obvious genetic costs of such a
 - (25) practice. Spadefoot toad tadpoles provide an illustration. Biologists have found that all tadpoles of that species begin life as omnivores, feeding mainly on organic debris in their soon-to-be-dry pool in the desert, but that occasionally one tadpole eats another
 - (30) or eats a freshwater shrimp. This event can trigger changes in the tadpole's physiology and dietary preference, causing the tadpole to become larger and exclusively carnivorous, feasting on other animals including members of its own species. Yet the
 - (35) cannibals have a procedure of discrimination whereby they nip at other tadpoles, eating nonsiblings but releasing siblings unharmed. This suggests that the inclusive fitness theory offers at least a partial answer to why kin recognition develops. Interestingly, a
 - (40) cannibal tadpole is less likely to avoid eating kin when it becomes very hungry, apparently putting its own unique genetic makeup ahead of its siblings'.

- But there may be other reasons why organisms recognize kin. For example, it has recently been
- (50) found that tiger salamander larvae, also either omnivorous or cannibalistic, are plagued in nature by a deadly bacterium. Furthermore, it was determined that cannibal larvae are especially likely to be infected by eating diseased species members. The fact
 - (55) that this bacterium is more deadly when it comes from a close relative with a similar immune system suggests that natural selection may favor cannibals that avoid such pathogens by not eating kin. For tiger salamanders then, kin recognition can be explained
 - (60) simply as a means by which an organism preserves its own life, not as a means to aid in relatives' survival.

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

- (A) Some findings support the hypothesis that kin recognition emerged through natural selection because it increased organisms' total genetic representation, but this hypothesis may not explain all instances of kin recognition.
- (B) Current research supports the view that the mechanisms enabling the members of a species to recognize close relatives are as various as the purposes served by that ability.
- (C) Recent research involving tiger salamanders undermines the hypothesis concerning the purpose of kin recognition that is espoused by traditional evolutionary theorists.
- (D) New research involving tiger salamanders indicates that the traditional theory of natural selection is more strongly supported by the evidence than is thought by those who consider only the case of the spadefoot toad tadpole.
- (E) While traditional evolutionary theory was unable to account for the phenomenon of kin recognition, this phenomenon is fully explained by the inclusive fitness theory.

9. The passage states which one of the following about some spadefoot toad tadpoles?

- (A) They develop the ability to recognize fellow carnivores.
- (B) They feed only upon omnivorous tadpoles.
- (C) They change in body size when they become carnivores.
- (D) Their carnivorousness constitutes an important piece of evidence that calls into question the inclusive fitness theory.
- (E) Their carnivorousness would not occur unless it contributed in some way to the evolutionary success of the spadefoot toad species.

10. Based on the passage, the author would be most likely to agree with which one of the following statements about evolutionary explanations of kin recognition?

- (A) It is impossible to understand the mechanisms underlying kin recognition until an evolutionary explanation of such recognition has been attained.
- (B) Such explanations require no modifications to traditional evolutionary theory.
- (C) For any such explanation to be fully adequate it should ignore the differences of social or mental complexity of the organisms whose abilities it is intended to explain.
- (D) Kin recognition may have different evolutionary explanations in different species.
- (E) No other evolutionary explanation can account for the wide diversity of unusual phenomena with the same success as the inclusive fitness theory.

11. Which one of the following most accurately describes the function of the last sentence of the second paragraph?
- (A) to draw attention to behavior that further complicates the set of facts to be explained by any theory of natural selection that accounts for kin recognition
 - (B) to explain why cannibals in most species eat their kin less often than do cannibal spadefoot toad tadpoles
 - (C) to describe behavior that lends support to the account of kin recognition presented in the second paragraph
 - (D) to offer evidence that the behavior of cannibal spadefoot toad tadpoles is unexplainable
 - (E) to imply that the described behavior is more relevant to the issue at hand than is the immediately preceding material
12. The passage most strongly supports which one of the following statements about the mechanism by which cannibal spadefoot toad tadpoles recognize their kin?
- (A) It is not dependent solely on the use of visual cues.
 - (B) It is neither utilized nor possessed by those tadpoles that do not become cannibalistic.
 - (C) It does not always allow a tadpole to distinguish its siblings from tadpoles that are not siblings.
 - (D) It is rendered unnecessary by physiological changes accompanying the dietary shift from omnivorousness to carnivorousness.
 - (E) It could not have developed in a species in which all members are omnivorous.
13. The passage states which one of the following about the mechanisms that enable organisms to recognize their close genetic relatives?
- (A) The mechanisms are most easily explained if we assume that they have a similar purpose in all species regardless of the species' social or mental complexities.
 - (B) The mechanisms have become more clearly understood, prompting interest in the purpose they serve.
 - (C) The mechanisms have become the focus of theoretical attention only since the 1960s.
 - (D) The detailed workings of these mechanisms must be better understood before their purpose can be fully explained.
 - (E) The mechanisms operate differently in different species even when they serve exactly the same function.
14. The information in the passage most strongly suggests that the fact that most honeybees exist only to nurture relatives
- (A) was not known to be true before the 1960s
 - (B) can be explained only if we assume that these members are in turn nurtured by the relatives they nurture
 - (C) is what led most biologists to reject the traditional view of evolution
 - (D) calls into question the view that evolution proceeds by natural selection
 - (E) is difficult to explain without at least supplementing the traditional view of evolution with further explanatory hypotheses
15. Which one of the following would, if true, most help to undermine the author's evaluation in the last sentence of the passage?
- (A) Many tiger salamander larvae infected by the deadly bacterium are not cannibalistic.
 - (B) The factor that determines which tiger salamander larvae are carnivorous and which are omnivorous is not contained in the genetic makeup of the larvae.
 - (C) Kin recognition helps tiger salamanders avoid inbreeding that may be life-threatening to their offspring.
 - (D) Noncannibalistic tiger salamanders tend to produce fewer offspring than cannibalistic tiger salamanders.
 - (E) Cannibalistic tiger salamanders are immune to certain diseases to which noncannibalistic salamanders are not.

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Passage A

There is no universally accepted definition within international law for the term “national minority.” It is most commonly applied to (1) groups of persons—not necessarily citizens—under the jurisdiction of one

- (5) country who have ethnic ties to another “homeland” country, or (2) groups of citizens of a country who have lasting ties to that country and have no such ties to any other country, but are distinguished from the majority of the population by ethnicity, religion, or
- (10) language. The terms “people” and “nation” are also vaguely defined in international agreements. Documents that refer to a “nation” generally link the term to the concept of “nationalism,” which is often associated with ties to land. It also connotes sovereignty, for
- (15) which reason, perhaps, “people” is often used instead of “nation” for groups subject to a colonial power.

While the lack of definition of the terms “minority,” “people,” and “nation” presents difficulties to numerous minority groups, this lack is particularly problematic

(20) for the Roma (Gypsies). The Roma are not a colonized people, they do not have a homeland, and many do not bear ties to any currently existing country. Some Roma are not even citizens of any country, in part because of their nomadic way of life, which developed in response

(25) to centuries of fleeing persecution. Instead, they have ethnic and linguistic ties to other groups of Roma that reside in other countries.

Passage B

Capotorti’s definition of a minority includes four empirical criteria—a group’s being numerically smaller

(30) than the rest of the population of the state; their being nondominant; their having distinctive ethnic, linguistic, or religious characteristics; and their desiring to preserve their own culture—and one legal criterion, that they be citizens of the state in question. This last

(35) element can be problematic, given the previous nomadic character of the Roma, that they still cross borders between European states to avoid persecution, and that some states have denied them citizenship, and thus minority status. Because this element essentially

(40) grants the state the arbitrary right to decide if the Roma constitute a minority without reference to empirical characteristics, it seems patently unfair that it should be included in the definition.

However, the Roma easily fulfill the four

(45) objective elements of Capotorti’s definition and should, therefore, be considered a minority in all major European states. Numerically, they are nowhere near a majority, though they number in the hundreds of thousands, even millions, in some states. Their

(50) nondominant position is evident—they are not even acknowledged as a minority in some states. The Roma have a number of distinctive linguistic, ethnic, and religious characteristics. For example, most speak Romani, an Indo-European language descended from

- (55) Sanskrit. Roma groups also have their own distinctive legal and court systems, which are group oriented rather than individual-rights oriented. That they have preserved their language, customs, and identity through centuries of persecution is evidence enough
- (60) of their desire to preserve their culture.

16. Which one of the following most accurately expresses the main point of passage A?
- (A) Different definitions of certain key terms in international law conflict with one another in their application to the Roma.
- (B) In at least some countries in which they live, the Roma are not generally considered a minority group.
- (C) The lack of agreement regarding the definitions of such terms as “minority,” “people,” and “nation” is partly due to the unclear application of the terms to groups such as the Roma.
- (D) Any attempt to define such concepts as people, nation, or minority group will probably fail to apply to certain borderline cases such as the Roma.
- (E) The absence of a clear, generally agreed-upon understanding of what constitutes a people, nation, or minority group is a problem, especially in relation to the Roma.
17. The term “problematic” has which one of the following meanings in both passage A (line 19) and passage B (line 35)?
- (A) giving rise to intense debate
- (B) confusing and unclear
- (C) resulting in difficulties
- (D) difficult to solve
- (E) theoretically incoherent

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18. Which one of the following claims about the Roma is NOT made in passage A?
- (A) Those living in one country have ethnic ties to Roma in other countries.
 - (B) Some of them practice a nomadic way of life.
 - (C) They, as a people, have no recognizable homeland.
 - (D) In some countries, their population exceeds one million.
 - (E) The lack of a completely satisfactory definition of “minority” is a greater problem for them than for most.
19. The authors’ views regarding the status of the Roma can most accurately be described in which one of the following ways?
- (A) The author of passage A, but not the author of passage B, disapproves of the latitude that international law allows individual states in determining their relations to nomadic Roma populations.
 - (B) The author of passage B, but not the author of passage A, considers the problems of the Roma to be a noteworthy example of how international law can be ineffective.
 - (C) The author of passage B, but not the author of passage A, considers the Roma to be a paradigmatic example of a people who do not constitute a nation.
 - (D) Both authors would prefer that the political issues involving the Roma be resolved on a case-by-case basis within each individual country rather than through international law.
 - (E) Both authors consider the problems that the Roma face in relation to international law to be anomalous and special.

20. The relationship between which one of the following pairs of documents is most analogous to the relationship between passage A and passage B?
- (A) “The Lack of Clear-Cut Criteria for Classifying Jobs as Technical Causes Problems for Welders” and “A Point-by-Point Argument That Welding Fulfills the Union’s Criteria for Classification of Jobs as ‘Technical’”
 - (B) “Why the Current Criteria for Professional Competence in Welding Have Not Been Effectively Applied” and “A Review of the Essential Elements of Any Formal Statement of Professional Standards”
 - (C) “The Need for a Revised Definition of the Concept of Welding in Relation to Other Technical Jobs” and “An Enumeration and Description of the Essential Job Duties Usually Carried Out by Union Welders”
 - (D) “The Lack of Competent Welders in Our Company Can Be Attributed to a General Disregard for Professional and Technical Staff Recruitment” and “A Discussion of the Factors That Companies Should Consider in Recruiting Employees”
 - (E) “The Conceptual Links Between Professionalism and Technical Expertise” and “A Refutation of the Union’s Position Regarding Which Types of Jobs Should Be Classified as Neither Professional nor Technical”
21. Which one of the following is a principle that can be most reasonably considered to underlie the reasoning in both of the passages?
- (A) A definition that is vaguely formulated cannot serve as the basis for the provisions contained in a document of international law.
 - (B) A minority group’s not being officially recognized as such by the government that has jurisdiction over it can be detrimental to the group’s interests.
 - (C) Provisions in international law that apply only to minority groups should not be considered valid.
 - (D) Governments should recognize the legal and court systems used by minority populations within their jurisdictions.
 - (E) A group that often moves back and forth across a boundary between two countries can be legitimately considered citizens of both countries.

- During most of the nineteenth century, many French women continued to be educated according to models long established by custom and religious tradition. One recent observer has termed the failure to institute real and lasting educational reform at the end of the eighteenth century a “missed opportunity”—for in spite of the egalitarian and secular aims of the French Revolution in 1789, a truly nondiscriminatory education system for both women and men would not be established in the country until the 1880s. However, legislators had put forth many proposals for educational reform in the years just after the revolution; two in particular attempted to institute educational systems for women that were, to a great extent, egalitarian.

- The first of these proposals endeavored to replace the predominantly religious education that women originally received in convents and at home with reformed curricula. More importantly, the proposal insisted that, because education was a common good that should be offered to both sexes, instruction should be available to everyone. By the same token, teachers would be drawn from both sexes. Thus the proposal held it essential that schools for both men and women be established promptly throughout the country and that these schools be public, a tangible sign of the state’s interest in all of its citizens. One limitation of this proposal, however, was that girls, unlike boys, were to leave school at age eight in order to be educated at home in the skills necessary for domestic life and for the raising of families. The second proposal took a more comprehensive approach. It advocated equal education for women and men on the grounds that women and men enjoy the same rights, and it was the only proposal of the time that called for coeducational schools, which were presented as a bulwark against the traditional gender roles enforced by religious tradition. In other respects, however, this proposal also continued to define women in terms of their roles in the domestic sphere and as mothers.

- That neither proposal was able to envision a system of education that was fully equal for women, and that neither was adopted into law even as such, bespeaks the immensity of the cultural and political obstacles to egalitarian education for women at the time. Nevertheless, the vision of egalitarian educational reform was not entirely lost. Nearly a century later, in the early 1880s, French legislators recalled the earlier proposals in their justification of new laws that founded public secondary schools for women, abolished fees for education, and established compulsory attendance for all students. In order to pass these reforms, the government needed to demonstrate that its new standards were rooted in a long philosophical, political, and pedagogical tradition. Various of the resulting institutions also made claim to revolutionary origin, as doing so allowed them to appropriate the legitimacy conferred by tradition and historical continuity.

22. It can be inferred from the passage that the French legislators who passed new educational laws in the early 1880s were
- (A) committed to removing education in the skills necessary for domestic life from the public school curriculum
 - (B) unaware of the difficulties that the earlier legislators faced when advocating similar legislation
 - (C) concerned with improving educational equality across economic strata as well as between the sexes
 - (D) more open to political compromise than were the legislators who introduced the previous proposals for reform
 - (E) more inclined to give religious authorities a role in education than were the legislators who introduced the previous proposals for reform
23. Which one of the following most accurately describes the organization of the passage?
- (A) Education in France during one historical period is described; two proposals that attempted to reform the educational system are presented; inconsistencies within each proposal are identified and lamented.
 - (B) The movement toward gender equality in France during one historical period is discussed; two proposals for educational reform are presented; the differences between the proposals and the educational system of that era are outlined.
 - (C) The traditional nature of French education for women is described; proposed breaks with tradition are discussed, followed by a discussion of why eventual change required less of a break with tradition.
 - (D) The egalitarian aims in France during one historical period are presented; proposals that foreshadowed eventual reform are described; the initial characterization of the aims is modified.
 - (E) The nature of education for women in France during one historical period is described; proposals for educational reform are presented; the relationship between the proposals and eventual reform is indicated.

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24. Suppose that two proposals were put forward by lawmakers concerning housing reform today. Which one of the following pairs of proposals is most closely analogous to the pair of proposals discussed in the second paragraph of the passage?
- (A) "Housing should be made available to all" and "Real estate practices should be nondiscriminatory"
 - (B) "Housing should be made available to all" and "The quality of housing should be improved"
 - (C) "There should be housing for all who can pay" and "Housing should be of uniform quality"
 - (D) "The quality of housing should be improved" and "Real estate practices should be nondiscriminatory"
 - (E) "Low-cost housing should be constructed" and "Housing should be of uniform quality"
25. According to the passage, the second of the two proposals discussed was distinctive because it asserted that
- (A) everyone should both learn and teach
 - (B) males and females should go to the same schools
 - (C) education should involve lifelong learning
 - (D) religious schools should be abolished
 - (E) education for girls should be both public and secular
26. Based on the passage, the fact that the proposed reforms were introduced shortly after the French Revolution most clearly suggests that the proposals
- (A) were a reaction to the excesses of the new government
 - (B) had their roots in a belief in the power of education
 - (C) had vast popular support within French society
 - (D) treated education for women as a prerequisite to the implementation of other reforms
 - (E) were influenced by egalitarian ideals
27. The author would most likely describe the proposals mentioned in the passage with which one of the following statements?
- (A) They espoused reforms that were very modest by the standards of the day.
 - (B) They were fundamentally unethical due to their incomplete view of equality.
 - (C) They were well-meaning attempts to do as much as was feasible at the time.
 - (D) They were reasonable, and it is difficult to understand why they failed.
 - (E) They were not adopted because their aims were not fully comprehensive.

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:

James P. Draper, ed., *Black Literature Criticism*. ©1992 by Gale Research Inc.

Geneviève Fraisse and Michelle Perrot, eds., *A History of Women in the West*. ©1993 by the President and Fellows of Harvard College.

David W. Pfennig and Paul W. Sherman, "Kin Recognition." ©1995 by Scientific American, Inc.

"Why Wages Do Not Fall in Recessions." ©February 26, 2000 by The Economist Newspaper Limited.

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.

An online business named It’s Yours (IY) is a custom designer and seller of jewelry. IY plans to expand its offerings to include a line of customized watches and must decide how to incorporate the new products into the business—either by adding the customizations itself or by having the watch manufacturer do it. Using the facts below, write an essay in which you argue for one option over the other based on the following two criteria:

- IY wants to maintain control over the quality of the products and service it provides.
- IY wants to be adequately prepared for an anticipated increase in sales volume.

One option is for IY to bring the watch customization in house, adding the watches to its work with the other jewelry lines. IY would need to make substantial investments in specialized equipment and training for its design and assembly staff. In producing its personalized jewelry, IY frequently receives novel, unexpected requests and then works one-on-one with customers to design items. Bringing the watch personalization on board would double its in-house production. Keeping up with demand might require IY to decline orders or delay production.

Alternatively, IY could have the watch manufacturer implement the requested personalizations. The watch manufacturer is a large company that currently has excess production capacity. It has an existing customization capacity. Customization is not the core of its business. Based on its experience with the jewelry production, IY believes that the manufacturer will be able to respond to a substantial range of typical customer requests. IY would have to decline any unusual requests that present a design challenge.

Scratch Paper

Do not write your essay in this space.

[illegible]

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 56**

<u>REPORTED SCORE</u>	<u>LOWEST RAW SCORE</u>	<u>HIGHEST RAW SCORE</u>
180	98	100
179	97	97
178	96	96
177	—*	—*
176	95	95
175	94	94
174	93	93
173	92	92
172	91	91
171	90	90
170	89	89
169	88	88
168	87	87
167	85	86
166	84	84
165	82	83
164	81	81
163	79	80
162	78	78
161	76	77
160	74	75
159	73	73
158	71	72
157	69	70
156	67	68
155	66	66
154	64	65
153	62	63
152	60	61
151	58	59
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149	55	56
148	53	54
147	51	52
146	50	50
145	48	49
144	46	47
143	45	45
142	43	44
141	41	42
140	40	40
139	38	39
138	37	37
137	35	36
136	34	34
135	32	33
134	31	31
133	29	30
132	28	28
131	27	27
130	25	26
129	24	24
128	23	23
127	21	22
126	20	20
125	19	19
124	18	18
123	17	17
122	15	16
121	—*	—*
120	0	14

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