

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.

- Determining the most effective way to deter deliberate crimes, such as fraud, as opposed to impulsive crimes, such as crimes of passion, is a problem currently being debated in the legal community. On one side of
- (5) the debate are those scholars who believe that deliberate crimes are a product of the influence of societal norms and institutions on individuals. These scholars suggest that changing people's beliefs about crime, increasing the access of the most economically
- (10) alienated individuals to economic institutions, and rehabilitating those convicted of this type of crime will reduce the crime rate. On the other side are those legal scholars who believe that the decision to commit a deliberate crime is primarily the result of individual
- (15) choice. They suggest that increasing the fines and penalties associated with criminal activity, along with efficacious law enforcement, is the best deterrence method. However, some recent legal scholarship has changed the nature of this debate by introducing an
- (20) economic principle that shows that these two positions, far from being antithetical, are surprisingly complementary.

- The economic principle that reconciles the two positions is that of utility maximization, which holds
- (25) that, given a choice of actions, rational individuals will choose the action that maximizes their anticipated overall satisfaction, or expected utility. The expected utility of an action is ascertained by determining the utilities of the possible outcomes of that action,
- (30) weighing them according to the likelihood of each outcome's coming to pass, and then adding up those weighted utilities. Using this economic framework, an individual's decision to commit a crime can be analyzed as a rational economic choice.
- (35) According to the utility maximization principle a person who responds rationally to economic incentives or disincentives will commit a crime if the expected utility from doing so, given the chance of getting caught, exceeds the expected utility from activity that is
- (40) lawful. Within this framework the two crime-deterrence methods have the same overall effect. For instance, the recommendations on one side of the crime deterrence debate to increase penalties for crimes and strengthen law enforcement result in an increased likelihood of
- (45) detection and punishment and impose an increased cost to the individual if detected and punished. This lowers the expected utility from criminal activity, thereby making a person less likely to choose to commit a deliberate crime. The recommendations on
- (50) the other side of the debate, such as increasing the economic opportunities of individuals most alienated

- from economic institutions, also affect the utility equation. All else being equal, enacting these types of policies will effectively increase the expected
- (55) utility from lawful activity. This economic analysis demonstrates that the two positions are not fundamentally in conflict, and that the optimal approach to crime deterrence would include elements of both deterrence strategies.
1. Which one of the following most accurately states the main point of the passage?
- (A) The principle of utility maximization provides an economic framework that allows legal scholars to analyze an individual's decision to commit a crime as a rational economic choice that maximizes that individual's expected utility.
- (B) Legal scholars have found that deliberate criminal acts are motivated by neither external influences nor individual choices alone but that instead both of these factors are important in the decision to commit a crime.
- (C) The utility maximization principle can be used to quantify the effects both of methods of deterrence that revolve around individual factors and of those that emphasize the impact of societal norms on the decision to commit a deliberate crime.
- (D) Introduction of the utility maximization principle into the current crime deterrence debate indicates that both sides in the debate offer useful recommendations that can work together in deterring deliberate crime.
- (E) The utility maximization principle demonstrates that deliberate criminal acts are the result of the rational economic choices of individuals and are not influenced by societal norms or the policies and practices of societal institutions.

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2. The author mentions “crimes of passion” in line 3 primarily in order to
 - (A) give an example of a kind of deliberate crime
 - (B) provide a contrast that helps to define a deliberate crime
 - (C) demonstrate that not all crimes can be deterred
 - (D) help illustrate one side of the current debate in the legal community
 - (E) mention a crime that is a product of the influence of societal norms
3. The explanation of the utility maximization principle in the passage suggests that which one of the following would be least appropriately described as a rational response to economic incentives and disincentives?
 - (A) In order to reduce his taxes, a waiter conceals a large part of his tip income from the government because he believes that it is very unlikely that this will be detected and he will be penalized.
 - (B) A motorist avoids speeding on a certain stretch of road because she knows that it is heavily patrolled and that a speeding ticket will lead to loss of her driver’s license.
 - (C) An industrialist continues to illegally discharge an untreated pollutant into a river because the cost of treatment far exceeds the fine for illegally discharging the pollutant.
 - (D) A government official in an impoverished country risks prosecution for soliciting bribes because rampant inflation has rendered her government salary inadequate to support her and her family.
 - (E) A worker physically assaults his former supervisor in a crowded workplace because he has been dismissed from his job and he believes that the dismissal was unwarranted and unfair.
4. Based on the passage, which one of the following scenarios is most similar to some legal scholars’ use of the utility maximization principle regarding the crime deterrence debate?
 - (A) an astronomer’s use of a paradox employed by certain ancient cosmologists as a metaphor to help describe a phenomenon recently observed with the aid of new technologies
 - (B) a drawing instructor’s use of a law of optics from physics to demonstrate that two lines that appear to diverge actually run parallel to each other
 - (C) a botanist’s use of a quotation from a legendary Olympic athlete to make a point about the competitive nature of plants in a forest
 - (D) a judge’s use of evidence from anthropology to support a decision in a controversial legal case
 - (E) a mediator’s use of a short quotation from a well-known novel in an attempt to set a tone of collegiality and good conduct at the start of a bargaining session
5. Which one of the following most accurately describes the organization of the passage?
 - (A) Two sides of a debate are described and a general principle is used to resolve the conflict between them.
 - (B) Two sides of a debate are described and an economic principle is applied to decide between them.
 - (C) Two beliefs are described and a principle is introduced to discredit them.
 - (D) A general principle is described and instantiated by two different ways of solving a problem.
 - (E) A general principle is described and used to highlight the differences between two sides in a debate.
6. The passage suggests that the author would be likely to agree with each of the following statements EXCEPT:
 - (A) The rate at which criminals return to criminal activity is likely to fall if laws requiring stronger punishments for repeat offenders are adopted.
 - (B) The rate at which criminals return to criminal activity is likely to increase if efforts to rehabilitate them are ended.
 - (C) The rate of deliberate crimes is likely to decrease if the expected utility of lawful activities decreases.
 - (D) The rate of deliberate crimes is likely to increase if the access of individuals to economic institutions decreases.
 - (E) The rate of deliberate crimes will tend to vary inversely with the level of law enforcement.

- Mexican Americans share with speakers of Spanish throughout the world a rich and varied repertoire of proverbs as well as a vital tradition of proverb use. The term “proverb” refers to a self-contained saying
- (5) that can be understood independent of a specific verbal context and that has as its main purpose the carrying of a message or piece of wisdom. The great majority of Spanish-language proverbs reached Mexico from peninsular Spain, though they did not all originate
- (10) there. Many belong, in fact, to the common proverb tradition of Europe and have exact equivalents in English-language proverbial speech.

- Each use of a proverb is an individual act whose meaning varies depending on the individual speaker
- (15) and the particular social context in which the use occurs. Nonetheless, it is important to recognize that proverb use is also shaped by the larger community with which the individual interacts. The fact that proverbs often serve a didactic purpose points us to
- (20) one important function that proverbs serve in Mexican American communities: the instruction of the young. In fact, this function seems to be much more prominent in Mexican tradition in general than in English-speaking traditions. Adolescents of Mexican
- (25) descent in the United States consistently report the frequent use of proverbs by their parents as a teaching tool, in areas ranging from the inculcation of table manners to the regulation of peer-group relationships. The latter area is a particularly frequent focus of
- (30) proverb use within Mexican American communities: one of the most frequently used proverbs, for example, translates roughly as, “Tell me who you run with and I’ll tell you who you are.” Perhaps this emphasis on peer-group relations derives from a sense that
- (35) traditional, community-approved norms are threatened by those prevalent in the surrounding society, or from a sense that, in dealing with older children especially, parents need to appeal to traditional wisdom to bolster their authority.

- (40) Another dimension of proverb use within Mexican American communities is that proverbs often serve to foster a consciousness of ethnicity, that is, of membership in a particular ethnic group possessing features that distinguish it from other groups within a
- (45) multiethnic environment. Even those Mexican American proverbs that do not have an explicitly didactic purpose nevertheless serve as a vehicle for the transmission of both the Spanish language and Mexican culture. It is in these sayings that links to folklore and other aspects of
- (50) Mexican culture are established and maintained. Proverbs thus provide a means of enhancing Mexican American young people’s familiarity with their heritage, thereby strengthening their ties to Mexican tradition.

7. Which one of the following most accurately expresses the main point of the passage?
- (A) The Mexican American tradition of Spanish-language proverb use differs in important ways from the common proverb tradition of Europe.
- (B) Spanish-language proverbs figure prominently in Mexican American communities, where they are used both to instruct the young and to promote the young’s familiarity with their heritage.
- (C) Most proverbs that are commonly used in Mexican American communities have their origins in either peninsular Spain or the common proverb tradition of Europe.
- (D) Many people in Mexican American communities use proverbs to teach young people about a wide range of social behaviors and norms.
- (E) As is illustrated in the Spanish-language tradition, the use of proverbs can serve a wide range of purposes within a community.
8. The author provides a translation of a proverb in lines 32–33 primarily in order to
- (A) illustrate the relation between proverb use and education about peer-group relationships in Mexican American communities
- (B) provide an example of the tone of a proverb that is frequently used in Mexican American communities
- (C) illustrate how a proverb can function as an appeal to traditional wisdom
- (D) provide an example of how some Spanish-language proverbs can be clearly translated into English
- (E) illustrate the effectiveness of proverbs as educational tools in Mexican American communities

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9. The passage provides information that most helps to answer which one of the following questions?
- (A) In what other areas besides Europe did Spanish-language proverbs currently used in Mexican American communities originate?
 - (B) Are any proverbs that are used frequently in the English-language tradition derived from Mexican American proverbs?
 - (C) What kinds of messages and pieces of wisdom are most often communicated by proverbs in the English-language tradition?
 - (D) In what other ethnic groups besides Mexican Americans do proverbs function to maintain ties to the traditions of those groups?
 - (E) Is the use of proverbs in teaching young people more common in Mexican American communities than in the English-language tradition?
10. The passage most strongly suggests which one of the following about the use of proverbs?
- (A) Proverb use is seldom intended to reinforce community-approved norms.
 - (B) The way in which a proverb is used depends, at least in part, on the community in which it is used.
 - (C) The most frequent use of proverbs in Mexican American communities is for the purpose of regulating peer-group relationships.
 - (D) Proverbs are often used to help teach young people languages.
 - (E) When a proverb is used as an educational tool, it is usually intended to serve more than one purpose.
11. The author of the passage would be most likely to agree with which one of the following statements?
- (A) Most Mexican American proverbs have their origin in the common proverb tradition of Europe.
 - (B) Mexican American parents are more likely to emphasize the value of traditional wisdom than are most other parents in the United States.
 - (C) There are more Spanish-language proverbs than there are proverbs in the common proverb tradition of Europe.
 - (D) Proverb use in some communities may reflect parental concern that the young will not embrace traditional norms.
 - (E) Most proverbs cannot be accurately translated from one language to another.
12. Which one of the following is most strongly implied by the passage?
- (A) If a proverb is used to inculcate table manners, then its primary purpose is to maintain ties to an ethnic tradition.
 - (B) The frequent use of proverbs within any community functions, at least in part, to convey a sense of their ethnicity to children within that community.
 - (C) The ways in which Mexican Americans use Spanish-language proverbs are typical of the ways in which Spanish speakers throughout the world use those proverbs.
 - (D) There are some sayings that do not require a verbal context to be understood but whose meaning for each particular use depends on the social context in which that use occurs.
 - (E) The emphasis within Mexican American communities on teaching children about peer-group relationships distinguishes those communities from other communities within the United States.

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Passage A

Evolutionary psychology has taught us to examine human behavior from the standpoint of the theory of evolution—to explain a given type of human behavior by examining how it contributes to the reproductive

- (5) success of individuals exhibiting the behavior, and thereby to the proliferation of the genetic material responsible for causing that behavior. From an evolutionary standpoint, the problem of altruism is a thorny one: what accounts for the evolution of
- (10) behavior in which an individual expends energy or other valuable resources promoting the welfare of another individual?

The answer probably lies in the psychological experiences of identification and empathy. Such

- (15) experiences could have initially arisen in response to cues (like physical resemblance) that indicated the presence of shared genetic material in human ancestors. The psychological states provoked by these cues could have increased the chances of related
- (20) individuals' receiving assistance, thereby enhancing the survival and replication of genes influencing the capacity for identification and empathy. This would account, for example, for a mother's rushing to help her injured child; genes promoting their own
- (25) self-propagation may thus operate through instinctive actions that appear unselfish.

Since human ancestors lived in small, kin-based groups, the application of altruistic mechanisms to the entire group would have promoted the propagation of

(30) the genes responsible for those mechanisms. Later, these mechanisms may have come to apply to humans who are not kin when communities grew larger. In this way, apparently altruistic mechanisms may have arisen within a genetically "selfish" system.

Passage B

- (35) Evolutionary psychology is a kind of conspiracy theory; that is, it explains behavior by imputing an interest (the proliferation of genes) that the agent of the behavior does not openly acknowledge, or indeed, is not even aware of. Thus, what seemed to be your
- (40) unsurprising interest in your child's well-being turns out to be your genes' conspiracy to propagate themselves.

Such arguments can appear persuasive on the face of it. According to some evolutionary psychologists,

- (45) an interest in the proliferation of genes explains monogamous families in animals whose offspring mature slowly. Human offspring mature slowly; and, at least in numerical terms, our species favors monogamous families. Evolutionary psychologists
- (50) take this as evidence that humans form monogamous families because of our interest in propagating our genes. Are they right?

Maybe yes, maybe no; this kind of inference needs to be handled with great care. There are, most

- (55) often, all sorts of interests that would explain any given behavior. What is needed to make it decisive that a particular interest explains a particular behavior is that the behavior would be reasonable *only* if one had that interest. But such cases are vanishingly rare:

- (60) an interest in Y might explain doing X, but so too would an interest in doing X. A concern to propagate one's genes would explain promoting the welfare of one's children; but so too would an interest in the welfare of one's children. Not all of one's motives can
- (65) be instrumental, after all; there must be some things that one cares for just for their own sakes.

13. Which one of the following most accurately states the main point of passage A?

- (A) Altruistic behavior is problematic for evolutionary psychology because it tends to diminish the reproductive success of individuals that exhibit it.
- (B) New evidence may explain the evolution of altruistic behavior in early humans by showing that genes promote their own self-propagation.
- (C) Altruistic behavior originally served evolutionary purposes that it does not serve today because humans no longer live in small, kin-based groups.
- (D) Contrary to what critics of evolutionary psychology say, most significant types of human behavior are prompted by genetically selfish motivations.
- (E) An evolutionary explanation of altruistic behavior may lie in the psychological states brought about in early humans by cues of kinship or familiarity.

14. The approaches toward evolutionary psychology exhibited by the two authors differ in which one of the following ways?

- (A) The author of passage A is more interested in examining the logical implications of evolutionary psychology than the author of passage B is.
- (B) The author of passage A is more committed to the principles of evolutionary psychology than the author of passage B is.
- (C) The author of passage A is more willing to consider nonevolutionary explanations for human behavior than the author of passage B is.
- (D) The author of passage B is more skeptical of evolutionary theory in general than the author of passage A is.
- (E) The author of passage B is more critical of the motives of evolutionary psychologists than the author of passage A is.

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15. According to passage B, which one of the following is an example of a human characteristic for which evolutionary psychologists propose a questionable explanation?
- (A) the early human tendency to live in small communities
 - (B) the slow maturation of human offspring
 - (C) forming monogamous families
 - (D) misinterpreting the interests that motivate human actions
 - (E) caring for some things for their own sakes
16. According to passage A, certain types of human behavior developed through evolutionary processes because they
- (A) helped spread the genes responsible for those same behaviors
 - (B) prompted individuals to behave unselfishly
 - (C) improved the physical health of individuals who exhibited the behaviors
 - (D) made individuals who exhibited the behaviors more adept at finding food
 - (E) prompted early humans to live in mutually dependent groups
17. How does the purpose of passage B relate to the content of passage A?
- (A) The author of passage B seeks to support the main claims made in passage A by presenting additional arguments in support of those claims.
 - (B) The author of passage B criticizes the type of argument made in passage A by attempting to create an analogous argument with a conclusion that is clearly false.
 - (C) The author of passage B argues that the type of evidence used in passage A is often derived from inaccurate observation.
 - (D) The author of passage B maintains that the claims made in passage A are vacuous because no possible evidence could confirm or disconfirm them.
 - (E) The author of passage B seeks to undermine the type of argument made in passage A by suggesting that it relies on questionable reasoning.
18. Which one of the following assertions from passage A most clearly exemplifies what the author of passage B means in calling evolutionary psychology a “conspiracy theory” (lines 35–36)?
- (A) Evolutionary psychologists seek to examine human behavior from the point of view of the theory of evolution.
 - (B) Altruism presents a difficult problem for evolutionary psychology.
 - (C) An altruistic individual uses valuable resources to promote the well-being of another individual.
 - (D) Genes may promote their self-propagation through actions that appear unselfish.
 - (E) Early humans lived in small, kin-based groups.
19. It can be inferred that the author of passage B would regard which one of the following as a mistaken assumption underlying arguments like that made in passage A?
- (A) Most of the physical features characteristic of modern humans developed as the result of evolutionary pressures.
 - (B) Any action performed by an early human was necessarily orchestrated by that individual’s genes to promote the genes’ self-propagation.
 - (C) To explain a type of human behavior in evolutionary terms, it is sufficient to show that the behavior would have improved the reproductive success of early humans.
 - (D) Evolutionary psychology can be used to explain human behavior but not animal behavior, since animal behavior is driven largely by instinct.
 - (E) Most early human behaviors that significantly hindered reproductive success were eliminated by evolutionary competition.

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- During Dostoyevsky's time there were two significant and opposing directions in Russian literary criticism. One position maintained that art stood high above the present and the everyday, while the radical
- (5) view maintained that art had a right to exist only if it found its sources in concrete reality, and, through the exposure of want and injustice, it contributed to the creation of a new society; literature, in other words, should be useful. Dostoyevsky took a third position.
- (10) As a realist, he never doubted that reality was literature's crucial source. But his understanding of reality went deeper than the one prevailing among radical critics, since for Dostoyevsky there was no distinction in principle between fantasy and reality,
- (15) and reality was far more than the merely tangible.
- The radical critics' demand that reality be depicted "as it is" was meaningless for Dostoyevsky; reality was necessarily shaped by the person who experienced it: what may not be reality for you may be reality for
- (20) me. The task of the writer was to explode the boundaries of the so-called real world. Within perceptible "reality" exists another sphere, the fantastic, which is not in any way superfluous to a writer's concerns: "The fantastic must be so intimately bound up with the real that one almost believes in it."
- (25) The radical critics' insistence that art must serve a particular political view was for Dostoyevsky the equivalent of assigning to art "a shameful destiny."
- A literary work must stand or fall on its "artistic merit," he explained. The utilitarian claim that the
- (30) formal aspects of a work were of secondary importance so long as its goal was good and its purpose clear struck Dostoyevsky as a contradiction in terms. Only fully realized artistic works could fulfill their goals.
- (35) But what does it mean to say that a work is "artistic"? Dostoyevsky defined it thus: "To say that a novelist is 'artistic' means that he possesses a talent to express his thoughts in characters and images so that when the reader has finished the novel, he has fully understood
- (40) the author's thoughts. Therefore, artistry is quite simply the ability to write well."
- The radical critics' requirement that art must at all costs be "useful" to people and society seemed to Dostoyevsky unsatisfactory. How can we know what
- (45) will show itself to be useful? Can we say with assurance how useful the *Iliad* has been to humankind? No, Dostoyevsky believed, when it comes to this we encounter breadths that cannot be measured with any precision; sometimes a work of art may appear to
- (50) deviate from reality and serve no useful purpose because we cannot see clearly what paths it may take to become useful.

20. Which one of the following most accurately expresses the main point of the passage?
- (A) By drawing on elements from the two opposing strains of Russian literary criticism, Dostoyevsky developed the theoretical apparatus for a new direction in Russian literature.
- (B) In opposition to the views of the two most prominent groups of Russian literary critics, Dostoyevsky believed that literature should keep itself removed from reality.
- (C) Dostoyevsky's indictment of the radical Russian critics rested solely on his objection to the radical critics' stipulation that literature be useful to society.
- (D) In his critical writings, Dostoyevsky championed the freedom of the artist against the narrow constraints imposed by the radical Russian critics' concern with the depiction of reality.
- (E) Dostoyevsky's position on literature differed sharply from that of the radical Russian critics with respect to the nature of reality, the importance of formal aspects in a literary work, and the utility of art.
21. Which one of the following works most clearly exemplifies writing Dostoyevsky would have deemed "artistic"?
- (A) a fictionalized account based on interviews with patients that illustrates the brutal facts of illness
- (B) a novel in which the author's ideas are given substance through suitable characters and events
- (C) a novel in which the author attempted to use allegory to communicate a criticism of feudal society
- (D) an autobiographical essay in which the author chronicles the outstanding events in his life
- (E) a short story in which the characters debate how to solve various social problems

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22. According to the passage, Dostoyevsky disagreed with the radical critics' view of realism in literature because he believed
- (A) reality is not independent of the experiences of individuals
 - (B) realism is unequal to the task of representing political views
 - (C) art should be elevated above the portrayal of reality
 - (D) realism does not in fact facilitate the exposure of social inequities or contribute to the creation of a new society
 - (E) reality is not the crucial source of successful literature
23. In the context of the passage, the description of a work of literature as "useful" mainly refers to its
- (A) proficiency at depicting the realm of the fantastic
 - (B) effectiveness at communicating the author's ideas
 - (C) ability to help bring about social change
 - (D) facility for exploding the boundaries of the tangible world
 - (E) capacity to advance a particular theory of literature
24. Which one of the following most accurately describes the organization of the material presented in the passage?
- (A) Three positions are presented and each is elaborated in detail.
 - (B) Three positions are presented and the third is differentiated from the first two in detail.
 - (C) Three positions are presented and the third is differentiated from the second in detail.
 - (D) Three positions are presented and the third is shown to be superior to the first two.
 - (E) Three positions are presented and the third is shown to be inferior to the second.
25. It can be inferred from the passage that Dostoyevsky would most likely have agreed with which one of the following statements about the view held by some Russian critics that art should stand high above the present and everyday?
- (A) It is correct because of its requirement that art have a strong element of the fantastic.
 - (B) It is correct because it recognizes that reality is more than just an enumeration of the mundane details of life.
 - (C) It is incorrect because reality must be the foundation of all literature.
 - (D) It is incorrect because it makes no distinction between reality and fantasy.
 - (E) It is incorrect because of its insistence that art further some societal end.
26. Given the information in the passage, Dostoyevsky would have been most likely to agree with which one of the following statements about works of literature?
- (A) Only works of literature that are well written can serve a particular political view.
 - (B) Only works of literature that serve a particular political view can be said to be well written.
 - (C) Works of literature that are not well written always attempt to serve a particular political view.
 - (D) A work of literature that is well written cannot serve any particular political view.
 - (E) A work of literature that serves a particular political view cannot be well written.
27. The passage suggests that Dostoyevsky's attitude toward the radical critics' view would be most softened if the radical critics were to
- (A) draw a sharper distinction between reality and fantasy when evaluating the content of a literary work
 - (B) put clarity of purpose ahead of formal aspects when evaluating a literary work
 - (C) acknowledge the importance of eliminating elements of concrete reality from literary works
 - (D) recognize the full significance of artistic merit when evaluating literary works
 - (E) explain more fully their demand that reality be depicted as it is

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:

Jerry Fodor, “The Trouble with Psychological Darwinism.” ©1998 by LRB Ltd.

Werner Z. Hirsch, *Law and Economics: An Introductory Analysis*. ©1979 by Academic Press, Inc.

Geir Kjetsaa, *Fyodor Dostoyevsky: A Writer's Life*. tr. Siri Hustvedt and David McDuff. ©1987 by Viking Penguin Inc.

D. J. Kruger, “Evolution and Altruism: Combining Psychological Mediators with Naturally Selected Tendencies.” ©2003 by the Human Behavior and Evolution Society.

**Wait for the supervisor's instructions before you open the page to the topic.
Please print and sign your name and write the date in the designated spaces below.**

Time: 35 Minutes

General Directions

You will have 35 minutes in which to plan and write an essay on the topic inside. Read the topic and the accompanying directions carefully. You will probably find it best to spend a few minutes considering the topic and organizing your thoughts before you begin writing. In your essay, be sure to develop your ideas fully, leaving time, if possible, to review what you have written. **Do not write on a topic other than the one specified. Writing on a topic of your own choice is not acceptable.**

No special knowledge is required or expected for this writing exercise. Law schools are interested in the reasoning, clarity, organization, language usage, and writing mechanics displayed in your essay. How well you write is more important than how much you write.

Confine your essay to the blocked, lined area on the front and back of the separate Writing Sample Response Sheet. Only that area will be reproduced for law schools. Be sure that your writing is legible.

Both this topic sheet and your response sheet must be turned over to the testing staff before you leave the room.

Topic Code _____	Print Your Full Name Here		
	Last	First	M.I.
Date / /	Sign Your Name Here		

Scratch Paper

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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.

ZM Corporation, a major household appliance manufacturer, is in bankruptcy and must decide whether to sell SB, a foreign-based appliance company it owns, or shut it down permanently. Using the facts below, write an essay in which you argue for one option over the other based on the following two criteria:

- ZM wants to emerge from bankruptcy financially sound and do so as quickly as possible.
- ZM wants to focus on developing its own brands and strengthening their sales.

The sale of SB would produce an immediate injection of cash for ZM. Two bidders have a strong interest in SB. The SB brand has a strong reputation for technological innovation. SB has highly dedicated customers in several key markets. SB has lost money in nine of the past ten years. Recently ZM has invested heavily in developing updated products for SB that use some of ZM's most advanced technology. ZM would continue to sell parts and technology to SB for these appliances. An independent SB would compete with some of ZM's brands in certain markets.

Shutting down SB would involve substantial short-term costs and would be a long process. ZM would have to pay off SB's creditors and make settlements with SB's unions, as well as honor warranties and provide parts and service for SB customers. There is some possibility that selling off SB's assets piecemeal after shutdown might, in the long term, bring in more net money than selling SB intact. A shutdown would allow ZM to retain exclusive control of its advanced technology. Some of SB's highly anticipated new products could be rebranded as ZM products.

Scratch Paper

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LAST NAME (Print)

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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.**

[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 64**

Reported Score	Raw Score	
	Lowest	Highest
180	99	101
179	98	98
178	97	97
177	96	96
176	95	95
175	94	94
174	93	93
173	91	92
172	90	90
171	89	89
170	88	88
169	86	87
168	85	85
167	84	84
166	82	83
165	81	81
164	79	80
163	78	78
162	76	77
161	74	75
160	73	73
159	71	72
158	69	70
157	68	68
156	66	67
155	64	65
154	63	63
153	61	62
152	59	60
151	58	58
150	56	57
149	54	55
148	53	53
147	51	52
146	50	50
145	48	49
144	46	47
143	45	45
142	43	44
141	42	42
140	40	41
139	39	39
138	37	38
137	36	36
136	34	35
135	33	33
134	32	32
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	18	18
122	17	17
121	16	16
120	0	15

SECTION I

- | | | | |
|------|-------|-------|-------|
| 1. C | 8. B | 15. B | 22. B |
| 2. C | 9. B | 16. A | 23. D |
| 3. B | 10. A | 17. A | 24. E |
| 4. A | 11. E | 18. B | 25. B |
| 5. A | 12. D | 19. C | |
| 6. E | 13. D | 20. D | |
| 7. C | 14. A | 21. E | |

SECTION II

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|------|-------|-------|-------|
| 1. E | 8. A | 15. D | 22. D |
| 2. B | 9. E | 16. C | 23. C |
| 3. C | 10. A | 17. B | |
| 4. D | 11. C | 18. D | |
| 5. A | 12. D | 19. B | |
| 6. E | 13. C | 20. A | |
| 7. B | 14. E | 21. A | |

SECTION III

- | | | | |
|------|-------|-------|-------|
| 1. B | 8. D | 15. B | 22. C |
| 2. E | 9. A | 16. D | 23. E |
| 3. C | 10. D | 17. B | 24. B |
| 4. B | 11. E | 18. B | 25. D |
| 5. D | 12. C | 19. D | 26. E |
| 6. D | 13. A | 20. C | |
| 7. B | 14. A | 21. A | |

SECTION IV

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|------|-------|-------|-------|
| 1. D | 8. A | 15. C | 22. A |
| 2. B | 9. E | 16. A | 23. C |
| 3. E | 10. B | 17. E | 24. C |
| 4. B | 11. D | 18. D | 25. C |
| 5. A | 12. D | 19. C | 26. A |
| 6. C | 13. E | 20. E | 27. D |
| 7. B | 14. B | 21. B | |