

## SECTION II

Time—35 minutes

27 Questions

**Directions:** Each passage in this section is followed by a group of questions to be answered on the basis of what is stated or implied in the passage. 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.

Is it necessary for defense lawyers to believe that the clients they defend are innocent of the charges against them? Some legal scholars hold that lawyers' sole obligation is to provide the best defense they are

(5) capable of, claiming that in democratic societies all people accused of crimes are entitled to the best possible legal representation. They argue that lawyers have no right to judge defendants because it is the job of the courts to determine guilt or innocence and the

(10) job of the lawyer to represent the defendant before the court. They believe that the lawyer's responsibility is to state those facts that will assist each client's case, construct sound arguments based on these facts, and identify flaws in the arguments of opposing counsel.

(15) According to these scholars, the lawyer's role is not to express or act on personal opinions but to act as an advocate, saying only what defendants would say if they possessed the proper training or resources with which to represent themselves.

(20) But such a position overlooks the fact that the defense lawyer's obligation is twofold: to the defendant, certainly, but no less so to the court and, by extension, to society. For this reason, lawyers, great as their obligation to defendants is, should not, as officers

(25) of the court, present to the court assertions that they know to be false. But by the same principle, lawyers who are convinced that their clients are guilty should not undertake to demonstrate their innocence. Guilty defendants should not be entitled to false or insincere

(30) representation. When lawyers know with certainty that a defendant is guilty, it is their duty not to deny this. Rather, they should appraise the case as much as possible in their client's favor, after giving due consideration to the facts on the other side, and then

(35) present any extenuating circumstances and argue for whatever degree of leniency in sentencing they sincerely believe is warranted. In cases where it is uncertain whether the client is guilty but the lawyer sincerely believes the client may well be innocent, the

(40) lawyer should of course try to prove that the client is innocent.

The lawyer's obligation to the court and to society also ultimately benefits the defendant, because the "best defense" can only truly be provided by an

(45) advocate who, after a careful analysis of the facts, is convinced of the merits of the case. The fact that every client is entitled to a defense does not mean that defense lawyers should take every case they are offered. Lawyers should not be mere mouthpieces for a

(50) defendant but instead advocates for the rights of the defendant given the facts of the case.

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

- (A) Some legal scholars defend a morally questionable view that defense lawyers' sole obligation to their clients is to provide the best defense, while it is the court's job to determine guilt or innocence.
- (B) Defense lawyers should put aside personal judgments about their clients' guilt when determining how best to proceed when representing a client.
- (C) In a democracy, all persons accused of crimes have a right to an attorney who will state the facts, construct sound arguments, and identify flaws in the arguments of opposing counsel.
- (D) Lawyers should be mindful of their duty to society as well as to their clients and base the decision as to whether, and how, to defend a client on the facts of the case.
- (E) Defense attorneys are obligated to defend clients who request their professional services, especially when the attorney is absolutely convinced of the client's innocence.

2. Which one of the following most accurately describes the author's attitude toward the twofold obligation introduced in lines 20–23?

- (A) confident that it enables defense lawyers to balance their competing responsibilities to the court and to society
- (B) certain that it prevents defense lawyers from representing clients whom they know to be guilty
- (C) satisfied that it helps defense lawyers to uncover the relevant facts of a case
- (D) pleased that it does not interfere with common defense strategies used by defense lawyers
- (E) convinced that it does not represent a conflict of interest for defense lawyers

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3. Which one of the following sentences would most logically begin a paragraph immediately following the end of the passage?
- (A) In keeping with this role, defense lawyers should base their cases upon the foundations of honesty, substantive accuracy and selectivity.
  - (B) Therefore, the practice of law remains morally dubious, in that misrepresentation may achieve acquittal for an attorney's client.
  - (C) Consequently, the defendant's right to legal representation varies from case to case, depending on the severity of the alleged crime and the defense lawyer's personal interpretation of the case.
  - (D) Thus, the lawyers' obligations are threefold—to be faithful to the dictates of the court, society, and themselves by proving their professional worth in securing acquittal for the clients whom they represent.
  - (E) Therefore, judges or other officials of the court should interrogate defense attorneys regarding any prior knowledge they may have of their clients' innocence or guilt.
4. According to the passage, the legal scholars mentioned in lines 15–19 believe that it is a defense lawyer's role to be
- (A) a source of legal information that can help a jury to reach decisions that are fair and equitable
  - (B) a thorough investigator of all relevant evidence
  - (C) a diligent representative of the client's position
  - (D) a facilitator and expediter of the cause of justice
  - (E) an energetic advocate of the client's right to legal representation
5. The relationship of the information contained in the two sentences at lines 28–31 to that in the sentence at lines 7–11 can most accurately be described as
- (A) no significant relationship because they represent two unrelated factual statements
  - (B) the author's opinion opposing another opinion reported by the author in the earlier lines
  - (C) a hypothetical situation supporting a statement reported by the author in the earlier lines
  - (D) agreement in general with the earlier position but disagreement over the particulars
  - (E) essentially equivalent assertions arising from different perspectives

6. It can be inferred from the passage that the author holds that a defense attorney who argues in court that a client is innocent
- (A) should sincerely believe that the client may be innocent
  - (B) would be right to do so even if the attorney knows that the client is actually guilty
  - (C) is assuming that role of mouthpiece for the client
  - (D) has favored the obligation to the client over that to society
  - (E) has typically not researched the facts of the case thoroughly
7. The primary purpose of the passage is to
- (A) show that ethical dilemmas in the legal profession can complicate the defense lawyer's role
  - (B) argue that the defense lawyer's duty to the court and society complements effective legal representation for the client
  - (C) explain why the actual guilt or innocence of a defendant is not an important issue to many defense attorneys
  - (D) discuss some of the issues that a defense lawyer must resolve prior to accepting a case
  - (E) reveal how the practice of law strengthens the values and principles of democratic societies

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- Many educators in Canada and the United States advocate multicultural education as a means of achieving multicultural understanding. There are, however, a variety of proposals as to what multicultural education should consist of. The most modest of these proposals holds that schools and colleges should promote multicultural understanding by teaching about other cultures, teaching which proceeds from within the context of the majority culture. Students should learn about other cultures, proponents claim, but examination of these cultures should operate with the methods, perspectives, and values of the majority culture. These values are typically those of liberalism: democracy, tolerance, and equality of persons.
- Critics of this first proposal have argued that genuine understanding of other cultures is impossible if the study of other cultures is refracted through the distorting lens of the majority culture's perspective. Not all cultures share liberal values. Their value systems have arisen in often radically different social and historical circumstances, and thus, these critics argue, cannot be understood and adequately appreciated if one insists on approaching them solely from within the majority culture's perspective.
- In response to this objection, a second version of multicultural education has developed that differs from the first in holding that multicultural education ought to adopt a neutral stance with respect to the value differences among cultures. The values of one culture should not be standards by which others are judged; each culture should be taken on its own terms. However, the methods of examination, study, and explanation of cultures in this second version of multicultural education are still identifiably Western. They are the methods of anthropology, social psychology, political science, and sociology. They are, that is, methods which derive from the Western scientific perspective and heritage.
- Critics of this second form of multicultural education argue as follows: The Western scientific heritage is founded upon an epistemological system that prizes the objective over the subjective, the logical over the intuitive, and the empirically verifiable over the mystical. The methods of social-scientific examination of cultures are thus already value laden; the choice to examine and understand other cultures by these methods involves a commitment to certain values such as objectivity. Thus, the second version of multicultural education is not essentially different from the first. Scientific discourse has a privileged place in Western cultures, but the discourses of myth, tradition, religion, and mystical insight are often the dominant forms of thought and language of non-Western cultures. To insist on trying to understand nonscientific cultures by the methods of Western science is not only distorting, but is also an expression of an attempt to maintain a Eurocentric cultural chauvinism: the chauvinism of science. According to this objection, it is only by adopting the (often nonscientific) perspectives and methods of the cultures studied that real understanding can be achieved.

8. Which one of the following most accurately states the main point of the passage?
- (A) Proponents of two proposals for promoting multicultural understanding disagree about both the goal of multicultural education and the means for achieving this goal.
  - (B) Proponents of two proposals for promoting multicultural understanding claim that education should be founded upon an epistemological system that recognizes the importance of the subjective, the intuitive, and the mystical.
  - (C) Proponents of two proposals for promoting multicultural understanding claim that it is not enough to refrain from judging non-Western cultures if the methods used to study these cultures are themselves Western.
  - (D) Critics of two proposals for promoting multicultural understanding disagree about the extent to which a culture's values are a product of its social and historical circumstances.
  - (E) Critics of two proposals for promoting multicultural understanding claim these proposals are not value neutral and are therefore unable to yield a genuine understanding of cultures with a different value system.
9. Critics who raise the objection discussed in the second paragraph would be most likely to agree with which one of the following?
- (A) The social and historical circumstances that give rise to a culture's values cannot be understood by members of a culture with different values.
  - (B) The historical and social circumstances of a culture can play an important role in the development of that culture's values.
  - (C) It is impossible for one culture to successfully study another culture unless it does so from more than one cultural perspective.
  - (D) Genuine understanding of another culture is impossible unless that culture shares the same cultural values.
  - (E) The values of liberalism cannot be adequately understood if we approach them solely through the methods of Western science.

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10. Which one of the following most accurately describes the organization of the passage as a whole?
- (A) Difficulties in achieving a goal are contrasted with the benefits of obtaining that goal.
  - (B) A goal is argued to be unrealizable by raising objections to the means proposed to achieve it.
  - (C) Two means for achieving a goal are presented along with an objection to each.
  - (D) Difficulties in achieving a goal are used to defend several radical revisions to that goal.
  - (E) The desirability of a goal is used to defend against a number of objections to its feasibility.
11. The version of multicultural education discussed in the first paragraph is described as “modest” (line 5) most likely because it
- (A) relies on the least amount of speculation about non-Western cultures
  - (B) calls for the least amount of change in the educational system
  - (C) involves the least amount of Eurocentric cultural chauvinism
  - (D) is the least distorting since it employs several cultural perspectives
  - (E) deviates least from a neutral stance with respect to differences in values
12. Given the information in the passage, which one of the following would most likely be considered objectionable by proponents of the version of multicultural education discussed in the third paragraph?
- (A) a study of the differences between the moral codes of several Western and non-Western societies
  - (B) a study of a given culture’s literature to determine the kinds of personal characteristics the culture admires
  - (C) a study that employs the methods of Western science to investigate a nonscientific culture
  - (D) a study that uses the literary theories of one society to criticize the literature of a society that has different values
  - (E) a study that uses the methods of anthropology and sociology to criticize the values of Western culture

13. Which one of the following, if true, would provide the strongest objection to the criticism in the passage of the second version of multicultural education?
- (A) It is impossible to adopt the perspectives and methods of a culture unless one is a member of that culture.
  - (B) Many non-Western societies have value systems that are very similar to one another.
  - (C) Some non-Western societies use their own value system when studying cultures that have different values.
  - (D) Students in Western societies cannot understand their culture’s achievements unless such achievements are treated as the subject of Western scientific investigations.
  - (E) Genuine understanding of another culture is necessary for adequately appreciating that culture.

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- In studying the autobiographies of Native Americans, most scholars have focused on as-told-to life histories that were solicited, translated, recorded, and edited by non-Native American collaborators—that
- (5) emerged from “bicultural composite authorship.” Limiting their studies to such written documents, these scholars have overlooked traditional, preliterate modes of communicating personal history. In addition, they have failed to address the cultural constructs of the
- (10) highly diverse Native American peoples, who prior to contact with nonindigenous cultures did not share with Europeans the same assumptions about self, life, and writing that underlie the concept of an autobiography—that indeed constitute the English word’s root meaning.
- (15) The idea of self was, in a number of pre-contact Native American cultures, markedly inclusive: identity was not merely individual, but also relational to a society, a specific landscape, and the cosmos. Within these cultures, the expression of life experiences tended
- (20) to be oriented toward current events: with the participation of fellow tribal members, an individual person would articulate, reenact, or record important experiences as the person lived them, a mode of autobiography seemingly more fragmented than the
- (25) European custom of writing down the recollections of a lifetime. Moreover, expression itself was not a matter of writing but of language, which can include speech and signs. Oral autobiography comprised songs, chants, stories, and even the process whereby one repeatedly
- (30) took on new names to reflect important events and deeds in one’s life. Dance and drama could convey personal history; for example, the advent of a vision to one person might require the enactment of that vision in the form of a tribal pageant.
- (35) One can view as autobiographical the elaborate tattoos that symbolized a warrior’s valorous deeds, and such artifacts as a decorated shield that communicated the accomplishments and aspirations of its maker, or a robe that was emblazoned with the pictographic history
- (40) of the wearer’s battles and was sometimes used in reenactments. Also autobiographical, and indicative of high status within the tribe, would have been a tepee painted with symbolic designs to record the achievements and display the dreams or visions of its
- (45) owner, who was often assisted in the painting by other tribal members.

- A tribe would, then, have contributed to the individual’s narrative not merely passively, by its social codes and expectations, but actively by joining
- (50) in the expression of that narrative. Such intercultural collaboration may seem alien to the European style of autobiography, yet any autobiography is shaped by its creator’s ideas about the audience for which it is intended; in this sense, autobiography is justly called a
- (55) simultaneous individual story and cultural narrative. Autobiographical expressions by early Native Americans may additionally have been shaped by the cultural perspectives of the people who transmitted them.

14. Which one of the following most accurately expresses the main conclusion of the passage?
- (A) Scholars have tended to overlook the nuances of concepts about identity that existed in some of the early Native American cultures.
- (B) As demonstrated by early Native Americans, autobiography can exist in a variety of media other than written documents.
- (C) The Native American life histories collected and recorded by non-Native American writers differ from European-style autobiographies in their depictions of an individual’s relation to society.
- (D) Early Native Americans created autobiographies with forms and underlying assumptions that frequently differ from those of European-style autobiographies.
- (E) The autobiographical forms traditionally used by Native Americans are more fragmented than European forms and thus less easily recognizable as personal history.
15. Which one of the following phrases best conveys the author’s attitude toward the earlier scholarship on Native American autobiographies that is mentioned in the passage?
- (A) “failed to address” (line 9)
- (B) “highly diverse” (line 10)
- (C) “markedly inclusive” (line 16)
- (D) “seemingly more fragmented” (line 24)
- (E) “alien to the European style” (line 51)

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16. Which one of the following most accurately conveys the meaning of the phrase “bicultural composite authorship” as it is used in line 5 of the passage?
- (A) written by a member of one culture but based on the artifacts and oral traditions of another culture
  - (B) written by two people, each of whom belongs to a different culture but contributes in the same way to the finished product
  - (C) compiled from the writings of people who come from different cultures and whose identities cannot be determined
  - (D) written originally by a member of one culture but edited and revised by a member of another culture
  - (E) written by a member of one culture but based on oral communication by a member of another culture
17. Which one of the following most accurately describes the function of the third paragraph within the passage as a whole?
- (A) to refute traditional interpretations of certain artifacts
  - (B) to present evidence that undermines a theory
  - (C) to provide examples that support an argument
  - (D) to contrast several different modes of expression
  - (E) to enumerate specific instances in which a phenomenon recurred
18. The author of the passage refers to “self, life, and writing” (lines 12–13) most probably in order to
- (A) identify concepts about which Europeans and Native Americans had contrasting ideas
  - (B) define a word that had a different meaning for early Native Americans than it has for contemporary Native Americans
  - (C) illustrate how words can undergo a change in meaning after their introduction into the language
  - (D) posit a fundamental similarity in the origins of a concept in both European and Native American cultures
  - (E) explain how the assumptions that underlie European-style autobiography arose

19. Which one of the following would be most consistent with the ideas about identity that the author attributes to pre-contact Native American cultures?
- (A) A person who is born into one tribe but is brought up by members of another tribe retains a name given at birth.
  - (B) A pictograph that represents a specific person incorporates the symbol for a constellation.
  - (C) A similar ritual for assuming a new name is used in diverse communities.
  - (D) A name given to one member of a community cannot be given to another member of the same community.
  - (E) A decorated shield that belonged to an individual cannot be traced to a particular tribe.

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- Most scientists who study the physiological effects of alcoholic beverages have assumed that wine, like beer or distilled spirits, is a drink whose only active ingredient is alcohol. Because of this assumption, these
- (5) scientists have rarely investigated the effects of wine as distinct from other forms of alcoholic beverages. Nevertheless, unlike other alcoholic beverages, wine has for centuries been thought to have healthful effects that these scientists—who not only make no distinction
- (10) among wine, beer, and distilled spirits but also study only the excessive or abusive intake of these beverages—have obscured.

- Recently, a small group of researchers has questioned this assumption and investigated the effects
- (15) of moderate wine consumption. While alcohol has been shown conclusively to have negative physiological effects—for example, alcohol strongly affects the body's processing of lipids (fats and other substances including cholesterol), causing dangerous increases in
- (20) the levels of these substances in the blood, increases that are a large contributing factor in the development of premature heart disease—the researchers found that absorption of alcohol into the bloodstream occurs much more slowly when subjects drink wine than when they
- (25) drink distilled spirits. More remarkably, it was discovered that deaths due to premature heart disease in the populations of several European countries decreased dramatically as the incidence of moderate wine consumption increased. One preliminary study
- (30) linked this effect to red wine, but subsequent research has shown identical results whether the wine was white or red. What could explain such apparently healthful effects?

- For one thing, the studies show increased activity
- (35) of a natural clot-breaking compound used by doctors to restore blood flow through blocked vessels in victims of heart disease. In addition, the studies of wine drinkers indicate increased levels of certain compounds that may help to prevent damage from high lipid levels.
- (40) And although the link between lipid processing and premature heart disease is one of the most important discoveries in modern medicine, in the past 20 years researchers have found several additional important contributing factors. We now know that endothelial
- (45) cell reactivity (which affects the thickness of the innermost walls of blood vessels) and platelet adhesiveness (which influences the degree to which platelets cause blood to clot) are each linked to the development of premature heart disease. Studies show
- (50) that wine appears to have ameliorating effects on both of these factors: it decreases the thickness of the innermost walls of blood vessels, and it reduces platelet adhesiveness. One study demonstrated a decrease in
- (55) platelet adhesiveness among individuals who drank large amounts of grape juice. This finding may be the first step in confirming speculation that the potentially healthful effects of moderate wine intake may derive from the concentration of certain natural compounds found in grapes and not present in other alcoholic
- (60) beverages.

20. Which one of the following most accurately states the author's main point in the passage?
- (A) Because of their assumption that alcohol is the only active ingredient in wine, beer, and distilled spirits, scientists have previously studied these beverages in ways that obscure their healthful effects.
- (B) A new study of moderate wine consumption calls into question the belief that premature heart disease is caused solely by the presence of high lipid levels in the bloodstream.
- (C) Researchers have found that alcohol from moderate wine consumption is absorbed into the bloodstream more slowly than is alcohol from other alcoholic beverages.
- (D) Although it has long been held that moderate wine consumption has healthful effects, scientific studies have yet to prove such effects definitively.
- (E) Wine, unlike other alcoholic beverages, appears to have a number of significant healthful effects that may be tied to certain natural compounds found in grapes.
21. In the first paragraph, the author most likely refers to the centuries-old belief that wine has healthful effects in order to
- (A) demonstrate that discoveries in the realm of science often bear out popular beliefs
- (B) provide evidence for the theory that moderate wine consumption ameliorates factors that contribute to premature heart disease
- (C) argue that traditional beliefs are no less important than scientific evidence when investigating health matters
- (D) suggest that a prevailing scientific assumption might be mistaken
- (E) refute the argument that science should take cues from popular beliefs

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22. According to the passage, each of the following might help to prevent premature heart disease EXCEPT:
- (A) an increase in the degree to which platelets cause blood to clot
  - (B) an increase in the body's ability to remove lipids from the bloodstream
  - (C) an increase in the amount of time it takes alcohol to be absorbed into the bloodstream
  - (D) increased activity of a natural compound that reduces blood clotting
  - (E) increased levels of compounds that prevent damage from high lipid levels
23. Which one of the following, if true, would most strengthen the passage's position concerning the apparently healthful effects of moderate wine consumption?
- (A) Subjects who consumed large amount of grape juice exhibited decreased thickness of the innermost walls of their blood vessels.
  - (B) Subjects who were habitual drinkers of wine and subjects who were habitual drinkers of beer exhibited similar lipid levels in their bloodstreams.
  - (C) Subjects who drank grape juice exhibited greater platelet adhesiveness than did subjects who drank no grape juice.
  - (D) Subjects who drank excessive amounts of wine suffered from premature heart disease at roughly the same rate as moderate wine drinkers.
  - (E) Subjects who possess a natural clot-breaking compound were discovered to have a certain gene that is absent from subjects who do not possess the compound.
24. It can be inferred from the passage that the author would most likely agree with which one of the following statements?
- (A) Scientists should not attempt to study the possible healthful effects of moderate consumption of beer and distilled spirits.
  - (B) The conclusion that alcohol affects lipid processing should be questioned in light of studies of moderate wine consumption.
  - (C) Moderate consumption of wine made from plums or apples rather than grapes would be unlikely to reduce the risk of premature heart disease.
  - (D) Red wine consumption has a greater effect on reducing death rates from premature heart disease than does white wine consumption.
  - (E) Beer and distilled spirits contain active ingredients other than alcohol whose effects tend to be beneficial.
25. Based on the passage, the author's attitude toward the scientists discussed in the first paragraph can most accurately be described as
- (A) highly enthusiastic
  - (B) tacitly approving
  - (C) grudgingly accepting
  - (D) overtly critical
  - (E) clearly outraged
26. In the passage, the author is primarily concerned with doing which one of the following?
- (A) advocating a particular method of treatment
  - (B) criticizing popular opinion
  - (C) correcting a scientific misconception
  - (D) questioning the relevance of newly discovered evidence
  - (E) countering a revolutionary hypothesis
27. The author suggests each of the following in the passage EXCEPT:
- (A) Greater platelet adhesiveness increases the risk of premature heart disease.
  - (B) The body's ability to process lipids is compromised by the presence of alcohol in the bloodstream.
  - (C) Doctors have access to a natural compound that breaks down blood clots.
  - (D) High lipid levels are dangerous because they lead to increased endothelial cell reactivity and platelet adhesiveness.
  - (E) Moderate wine consumption appears to decrease the thickness of the interior walls of blood vessels.

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.