

Direction (1-4): Study the following information and answer the questions that follow:

While equal justice systems revolve primarily around retribution between the offender and the state, and restorative justice systems revolve primarily around reparation and healing between the offender and the victim, social justice systems venture beyond immediate conflicts - perpetrators, victims, and communities - to an account of larger political, economic, and social arrangements. Social justice models incorporate, for example, patterns of social inequality or disadvantage as well as patterns of privilege, power, and advantage, which make people and their communities susceptible or not to the experiences of criminal harm and to the processes of criminalisation.

The visions of equity and fairness associated with the policies of social justice are broader and more ambitious than those visions associated with the models of equal and restorative justice. Social justice models expand the notions of conflict and injury beyond what the sovereign law recognises to include those harms identified as part of an evolving set of human rights, some established in treaties and covenants, and some in international resolutions or tribunals. The violations of any of these fundamental rights constitute what is known in the world community as 'crimes against humanity.'

These offences generally are committed by policies or practices or by the authorities or agents of the state, such as in the violation of a person and/or a group's inalienable rights to be free, for example, from exploitation, slavery, impoverishment, hatred, discrimination, or genocide. In this context, social justice recognises harms, injuries, offences, wrongs, crimes, and violations that are not merely expressions of interpersonal conflict but also expressions of the organisational, institutional, and structural relations of the prevailing political, economic, and social arrangements. Accordingly, to address the underpinning structural inequities or injustices in those arrangements, social justice stresses the importance of public policies of 'harm reduction' that go beyond the confines of the criminal justice system.

Therefore, attention is paid not only to the obvious crimes of the powerful, such as those committed in corporate America or on Wall Street but also more generally to the economic harm and social victimisation caused by all types of deregulation, from environmental to financial; to the lack of social and human capital formation; and to the oppression and exploitation of a growing multiethnic underclass in the United States and many other nations. To the extent that these social forces create crime and crime control systems, in the forms of equal or restorative justice, which are repressive in the sense that they secure a legal order that reinforces inequality and privilege, social justice models advocate a 'war' or intervention against those forces...

Ultimately, to overcome class domination and/or to achieve social justice, the political economies and societies of the world will have to transition from capitalist formations to socialist formations. Otherwise, social justice for all will remain an unrealised 'pipe dream' trapped in the realities or contradictions of capitalist inequalities. In the meantime, piecemeal or halfhearted reforms in the name of social justice are resumed and advanced.

Q 1. Which of the following keywords best expresses the contrast between equal justice and restorative justice?

- 1) welfare; remedial
- 2) offence; victimisation
- 3) fairness; restitution
- 4) punishment; resolution

Q 2. As per the author, all of the following are causes for the inability of equal or restorative justice to provide a broader version of justice EXCEPT that they:

- 1) are built on a legal system that may give more power to the privileged.
- 2) are designed to create class domination, thereby creating social inequality.
- 3) are primarily concerned with the repair of justice as it applies to an individual.
- 4) are almost solely based on the law that is governed in the land they operate.

Q 3. The author will most definitely disagree with each of the following statements EXCEPT that:

- 1) the social context of the injured party or the perpetrators is irrelevant.
- 2) social justice can be achieved through the preservation of law and order.
- 3) justice that does not escape the shackles of conventional legality is unjust.
- 4) for justice to be served, law should primarily strive to compensate victims.

Q 4. In the last paragraph, "transition" and "pipe dream" refer to ___ AND ___, respectively:

- 1)
an action that, if implemented, will achieve a certain objective AND the consequence that objective will become if the action is not implemented
- 2) a necessary change advocated by the author to achieve a said goal AND what the goal would be if such a change is not undertaken
- 3) one way of overcoming certain ill-effects of a kind of political system AND what that political system's actually intending to achieve
- 4)
a half-hearted measure that is currently undertaken by certain legal systems AND the action can overcome the said half-hearted measures

Direction (5-8): Study the following information and answer the questions that follow:

Anarchism is a philosophy that argues against statism and political order based on authority or hierarchy. It opposes the use of power to secure the privileges of a few, restrict individual freedom and deny the rich diversity of social life. While anarchism shares with socialism a critique of capitalism and the desire to replace repressive economic structures with common ownership of the means of production and distribution according to need, it stresses the importance of eliminating authoritarian relationships wherever they arise. It also promotes the need for parity of means and ends in the social change process. This includes direct action and efforts to bring into being, in the present, environments that experiment with new communal forms and promote greater popular participation, equality of condition, freedom, and social justice.

Anarchists maintain a belief in the capacity of people to base their economic, social, and political lives upon cooperation and federation and to function without the imposition of structures of domination. While individualist anarchists stress the overarching importance of personal autonomy, social anarchists seek to demonstrate the importance of basing personal freedom and creative development on social responsibility, a strong collective foundation, and supportive social environments...

Fundamental to the anarchist vision of social change is the importance of consistency between means and ends. Social anarchists do not believe that authoritarian-driven struggles can produce anti-authoritarian ends. Much attention is therefore devoted to the importance of de-centring knowledge and promoting education for self-management. Transgressing knowledge boundaries often produces anxiety in academic circles, and yet anarchist geographers and planners argue forcefully for democratising education and promoting the free flow of ideas and 'chance encounters'. They call for a more liberating, critical, and reflexive form of learning to be taught in schools and in venues outside the classroom. Besides challenging conventional ways of knowing and transgressing the boundaries set by individual disciplines and professions, they advocate for transgressive relational thinking and practice as well as the examination of community life from its margins.

This process is intimately connected to the formation of liberatory pedagogies that question all hierarchies of knowledge and support forms of mutual learning that facilitate choice rather than impose ideas or mould character. The implications for epistemologies and pedagogies of higher education are profound. Kropotkin and Reclus were among the first to call for geography as a discipline to be taught both inside and outside the classroom by teachers who would be drawn from all walks of life. Today, community-based learning and engaged scholarship are sanctioned by even the most traditional colleges and universities who see the value of extending learning venues outside the academy and into the 'real' world, enabling students to augment and apply what they are learning to pressing social issues. While anarchists would applaud such approaches, they would caution students and faculty to take their direction in such settings

from the grassroots organisations they are working with. They would suggest the need to build relationships upon a foundation of reciprocity, accountability, reflection, and sustainability (i.e., extending projects beyond academic semesters and over time through long-term partnerships).

Q 5. Regarding education, it can be inferred from the passage that the social anarchists believe in which one of the following?

- 1) Education should be centred around the individual personality.
 - 2) Education should promote the socio-cultural dimension of individuals.
 - 3) Education should be imparted in a secular non-coercive setting.
 - 4) Education should not be the inculcation of pre-conceived values.
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Q 6. Which one of the following best expresses the similarities between social anarchists and individualist anarchists, as well as the difference between the former and the latter?

- 1)
Both see individual freedom as mutual aid, but the latter, unlike the former, opposes a reconciliation between individuality and society.
 - 2) Both are sceptical of justifications of authority, but the former, unlike the latter, emphasises cooperative aspects in anarchist theory.
 - 3)
Both offer a critique of capitalism, but the former, unlike the latter, does not promote individuality within the framework of anarchism.
 - 4)
Both are founded on the principle of personal autonomy, but the latter, unlike the former, emphasises parity between means and ends.
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Q 7. Which one of the following would be most supported by social anarchists?

- 1) an educational pedagogy in which individuals can transform themselves and function without submitting to authority
 - 2) an educational pedagogy which allows individuals the freedom to engage in any partnerships outside of classrooms
 - 3) an educational pedagogy which instils the value of self-worth through conforming to existing paradigms and reality
 - 4) an educational pedagogy in which value-based learning is imparted so that they can become outstanding citizens
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Q 8. Which one of the following best expresses the idea of means and ends in social anarchism?

- 1) Ends and means are indifferent to each other.
 - 2) The means are inconsequential; only the ends matter.
 - 3) Ignore the choice of means; we would achieve other ends.
 - 4) Though interrelated, the end is more important than the means.
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Direction (9-12): Study the following information and answer the questions that follow:

...There is a host of cultural entrepreneurs currently grasping at various forms of authority through appropriations of neuroscience, presented to us in the corresponding dialects of neuro-talk. Such talk is often accompanied by a picture of a brain scan, that fast-acting solvent of critical faculties... There are some basic conceptual problems hovering about the interpretation of brain scans as pictures of mentation. In parsing these problems, it becomes apparent that the current "neuro" enthusiasm should be understood in the larger context of scientism, a pervasive cultural tendency with its own logic. A prominent feature of this logic is the overextension of some mode of scientific explanation, or model, to domains in which it has little predictive or explanatory power...

As applied to medical diagnosis, a brain scan is similar in principle to a mammogram: it is a way of seeing inside the body. Its success at doing so is straightforward and indubitable. However, the use of neuroimaging in psychology is a fundamentally different kind of

enterprise: it is a research method, the validity of which depends on a premise[the modularity of mind.] ...that mental processes can be analysed into separate and distinct...modules, and further that these modules are instantiated or realised in localised brain regions.

The problem of classifying the mental is one that infects the neuroimaging enterprise at its very roots... William Uttal, a psychologist...[in his book, showed] that there has been no convergence of mental taxonomies over time, as one might expect in a mature science. "Rather," he writes, "a more or less expedient and highly transitory system of definitions has been developed in each generation as new phenomena are observed or hypothetical entities created." ...The perennial need to divide psychology textbooks into topic chapters - "pattern recognition," "focal attention," "visual memory," "speech perception," and the like - has repeatedly induced an unwitting reification of such terms, whereby they come to be understood as separable, independent modules of mental function...

If the critique of mental modularity is valid, how can one account for the fact that brain scans reveal well-defined areas that "light up" in response to various cognitive tasks? In the case of functional (as opposed to structural) neuroimaging, what you see when you look at a brain scan is the result of subtraction. Functional magnetic resonance imaging (fMRI), for example, produces a map of the rate of oxygen use in different parts of the brain, which stands as a measure of metabolic activity. Or rather, it depicts the differential rate of oxygen use: one first takes a baseline measurement in the control condition, then a second measurement while the subject performs some cognitive task. The baseline measurement is then subtracted from the on-task measurement. The reasoning, seemingly plausible, is that whatever shows up in the subtractive method represents the metabolic activity associated solely with the cognitive task in question...

Those who would use science to solve real human problems often must first translate those human problems into narrowly technical problems, framed in terms of some theoretically tractable model and a corresponding method... But there is... an almost irresistible temptation to...suppose the world such that one's method is appropriate to it. When this procedure is applied to human beings, the inevitable result is that the human is defined downward.

Q 9. Which one of the following best expresses the purpose of the fourth paragraph?

- 1) The subtraction method employed in the brain scan merely creates a wrong perception that mental modularity exists.
- 2) The functional neuroimaging of a brain scan is the outcome of subtraction representing specific metabolic activities.
- 3) The critique of mental modularity is proved invalid through the subtraction that occurs during functional neuroimaging.
- 4) The brain scans account for the critique of mental modularity through the result of the subtraction in its measurement.

Q 10. According to Uttal, which one of the following was the outcome of different topic chapters in psychology textbooks?

- 1) Psychology became a set of hypothetical ideas that was treated as something aligned to a particular generation.
- 2) Ideas with psychology became divergent, adding to the notion that there is a separate mental entity called the mind.
- 3) There was a need to create multiple concepts perennially, establishing separate mental function modules.
- 4) Abstract concepts became treated as independent concrete ideas, adding to the illusion of modularity of mind.

Q 11. Which one of the following, if false, would strengthen the concept of modularity of mind?

- 1)
The mind is composed of innate neural structures or mental modules which have distinct, established, and evolutionarily developed functions.
- 2)
The mind comprises genetically influenced and domain-specific mental algorithms or computational modules designed to solve specific evolutionary problems of the past.
- 3)
Humans are born with mechanisms in the brain that exist to support and guide learning on a broad level, regardless of the type of information being learned.

4)

Neural domains are independent, proposed solely for the acquisition of one skill, and may not provide direct benefits in the learning of other, unrelated skills.

Q 12. "...a brain scan is similar in principle to a mammogram...." What is the author's purpose for this analogy?

- 1) to suggest that the value of a brain scan depends on how it is used
 - 2) to argue that brain scans have been a very straightforward success
 - 3) to undermine a theory in which the brain scan is used to validate
 - 4) to differentiate a valid use of brain scan from a more unreliable one
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Direction (13-16): Study the following information and answer the questions that follow:

Etymologically, the term graffiti comes from the Italian word *graffito* - graffiti, the verb *graffire*, and means the imprinting of a drawing or letters on a hard surface, usually a wall, with some sharp object. Interpretively, the term graffiti is attributed to the painting on the walls, the massive, that is an art movement that developed from 1968 - 69...

The economic crisis is identical to the political crisis, and its effects are symbolized through graffiti with different points - symbols, depending on the technique, the substrate and the style - style of each designer. Their conceptual approach is concentrated on emotions such as anger, anger, the collapse and obsolescence of the political system, uncertainty, insecurity and the explosion to the limits of violence. In graffiti, the role of the designer-writer is double; that is, while he protests by expressing his opinion, he raises awareness of the citizens and troubles them. Most of the time, the spectacle is not pleasant; it is not to beautify a cold, colourless wall of a city, but to spur interest, to prevail over other graffiti.

"For me, street art is a social calendar in a public exhibition, and I try in this way to touch as much as I can the truth because I think that finding the truth is utopian." denotes Bleeps in an interview.

In many cases, the semantic approach and graffiti messages are identical to the movement of social design - social design - in the field of applied arts. Social design as a stream of recent decades is based on the design of visual communication projects that comment on social issues in a caustic way. The social issues of concern to designers are economical, racist, environmental, political, labour, etc. One of their common points is the protest they express against the social issues of the country.

The difference between the works of social design and graffiti is mainly in the media used at the substrate level, in the time of life, in communication power and in public acceptance. That is, writers use stencils, stickers, and designed themes that stick them to walls, paints, sprays, markers, etc., while the designers of social design mainly create posters that publish on the internet, in presentations, exhibitions and events. Characteristically, the movement's creators say that "designers who work for social design are the only ones who wish to be unemployed".

Thus, the graffiti seems to have taken the place of the poster on the streets but does not have the same communication power and resonance as it does. There is a perception that it expresses a person's subjective position, and so by a percentage of people, it is not acceptable as a communication medium because they consider it synonymous with vandalism. The writer, with his work, tries to mediate messages understandable to an audience with different interests of varying educational levels with emotional, political or social charges. He rarely creates without being interested in communicating his own emotional charge with the recipient viewers. In addition to the material means he uses to visualize his messages, he composes themes that often exhibit intense sarcasm, satirical wit and caustic humour. The combination of the previous ones is observed especially in the urban landscape of megacities.

Q 13. The author suggests that the works of social design may have more public acceptance than graffiti because the works of social design, unlike graffiti:

- 1) has a bigger reach because of the medium they use.
- 2) are created by those who are considered more mainstream.

- 3) is perceived as working within the framework of the law.
 - 4) able to create a far emotional attachment with viewers.
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Q 14. It can be inferred that each of the following is likely to be true regarding two graffiti artists' creations around one social concern EXCEPT that:

- 1) both of them are likely to be biting responses intended to be satirical take on the issue.
 - 2) at least one of them is likely to have their intended viewer be the perpetrator of the concern.
 - 3) each of those works may not be intended for the audience with a similar social charge.
 - 4) they may have a different take based on their subjective notions of social concern.
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Q 15. Which one of the following is the most appropriate title for the passage?

- 1) "Graffiti and Social Design"
 - 2) "The Caustic Humour in Graffiti"
 - 3) "Graffiti - Outrage through Vandalism"
 - 4) "Social Messages of Graffiti"
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Q 16. The primary purpose of the quote by Bleeps is to show:

- 1) the objective of graffiti is to speak truth to power
 - 2) that a public display of art is more compelling
 - 3) that graffiti can have appeals beyond its aesthetics
 - 4) that central idea behind any graffiti is utopian
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Q 17. Directions for question (17): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

- 1. The latest trend among the scions of Generation Z - those born between 1997 and 2012 - is posting 'throwback videos' on TikTok.'
 - 2. Gradually, and without all that much fanfare, a generation of digital natives have come to adulthood in a world in which the past is no longer the past in the sense we are accustomed to understanding it.
 - 3. The apparently inconsequential story of Generation Z strikes me as an epiphenomenon of one of them.
 - 4. As we ponder world-historical events on a ten-, 20- or 50-year timeline - the long-term effects of Brexit, the resettling of the status quo in European security, even the climate crisis - it's somehow easy to miss changes that are potentially even more lasting and fundamental.
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Q 18. Directions for question (18): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. If punishments are swift, certain and proportional to the crime, the would-be criminals will conclude that crime does not pay.
2. When the United States was experiencing a massive crime wave in the 1960s, the theory of rational criminal was adopted, which saw a dramatic increase in incarceration.
3. The argument is that all criminals are logical and commit crimes only if the benefit of the crime outweighs the costs.
4. The theory that time behind bars will deter crime was developed by Italian jurists in the eighteenth century.

Q 19. Directions for question (19): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Globalization is a multidimensional phenomenon which encompasses not only the economical components but also the political, ideological, and cultural, along with other similar facets. For years, globalization has been equated with economic growth across the nations in the world. In addition, the process has also been addressed from the perspective of social sciences, international relations, politics, and economics. Hence, globalization comprises a system or policy that promotes global interconnection and interdependence among nations via advanced technologies. With the help of advancements in information technologies, people in the Western regions are able to get familiar with the styles in the Eastern regions, and vice-versa.

1)

Globalization is a multidimensional phenomenon that includes economic, political, cultural and technological facets addressed in social science, international relations, politics and economics.

2)

Globalization is a multidimensional phenomenon encompassing components that promote global interconnection and interdependence among nations through advanced technologies.

3)

Because globalization is a system that promotes global interconnection through advanced technologies, people in one region of the world are able to know the styles of people in another region.

4)

Because globalization is equated with economic growth worldwide, it is considered a policy that promotes global interconnection and interdependence through information technologies.

Q 20. Directions for question (20): Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. There are fair reasons to mistrust knowledge and those who have it.
2. I'll always value knowledge for its own sake (aside from anything else, it's the only way to do well on TV quizzes).
3. It can also be hard not to track the obvious connections - historical, cultural, though perhaps not inevitable - between identification, collection, colonialism and plunder.
4. It can be (and is) used to gatekeep, to exclude those who lack it - that is, those who lack the background, education or life circumstances necessary to have acquired it.
5. More fundamentally, there are problems with competitive hierarchies of knowledge in which certain knowledge forms or learning traditions are privileged or elbowed out, with concomitant impacts on justice and representation across a host of sociopolitical variables (class, ethnicity, sex and culture among them).

Q 21. Directions for question (21): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Climate change is increasingly a partisan issue and has starkly polarized Americans along political lines, and powerful voices of denial have gained momentum in recent years.
2. Despite this, individual and collective climate action is minimal and inadequate for avoiding the worst climate change scenarios by the end of this century.
3. Recent polls suggest that a slight majority of Americans now accept that climate change is happening, understand its anthropogenic causes, and are worried about it.
4. As a result, vast scientific evidence for climate change has failed to translate into concern or individual action.

Q 22. Directions for question (22): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

The Nuremberg Code of 1947 has been hailed as a landmark document in medical and research ethics. Close examination of this Code reveals that it was based on the Guidelines for Human Experimentation of 1931. The resemblance between these documents is uncanny. It is unfortunate that the authors of the Nuremberg Code passed it off as their original work. Six of ten principles in the Nuremberg Code are derived from the 1931 Guidelines, and two of four newly inserted principles are open to misinterpretation. There is little doubt that the Code was prepared after studying the Guidelines, but no reference was made to the Guidelines for reasons that are not known.

- 1) There are many similarities between the Nuremberg Code of 1947 and the Guidelines for Human Experimentation of 1931.
- 2) The authors of the Nuremberg Code of 1947 did not give credit to the Guidelines for Human Experimentation of 1931.
- 3) The Nuremberg Code of 1947 is inappropriate plagiarism of the Guidelines for Human Experimentation of 1931.
- 4) The Nuremberg Code of 1947 is hailed as a landmark document in medical ethics, although some part of it is not original.

Q 23. Directions for question (23): Five jumbled up sentences related to a topic is given below. Four of them can be put together to form a coherent paragraph. Identify the odd one out and key in the number of the sentence as your answer.

1. It is known that many of our own body functions are controlled by Cannabis-like substances in our brain, immune system, and other organs.
2. It may even be stated that Cannabis is the most controversial plant in the history of humankind.
3. Almost no plant has been studied as much as the Cannabis plant, with more than 10 000 papers published.
4. But imagine if Cannabis were to be discovered today, growing in some remote spot of the world, it would be hailed as a wonder of nature; a new miracle plant with the potential to treat anything ranging from headaches to neurological disorders to cancer.
5. Nonetheless, it is hard to think of a medical topic that can so strongly divide the research community as the medicinal use of Cannabis.

Q 24. Directions for question (24): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

The immense capacity of human beings to be creative can be gleaned from virtually all realms of our lives whenever we generate original ideas, develop novel solutions to problems, or express ourselves uniquely and individually. Despite the vital importance of this complex ability for the progress of our species across all fronts of human development, we still lack fundamental knowledge about how creative thinking occurs. What makes some people appear more creative than others? How much control do we exert over the expression of our creative abilities? Why are we sometimes unable to think with originality despite strenuous efforts, yet at other times we experience the flow of creativity almost effortlessly? Can we train our mental faculties to become more creative? How much of our creative potential is biologically predetermined? These are some of the many questions that beg further exploration.

1)

Some unanswered questions about human beings' creative ability are: why some are more creative than others; how much control we have; can it be trained? These need further exploration.

2)

Human beings have an immense capacity to be creative. However, despite its vital importance, we have not given enough thought to the questions that will help us understand creativity better.

3)

From generating original ideas to expressing ourselves in a unique and individual manner, creativity is an immense capacity of human beings. But we do not know much about the origin of creativity.

4)

Creativity is a vital and valuable capacity of human beings which aids our progress in all areas of human development. However, further examination is required to understand how creative thinking occurs.
