

LSAT Reading Comprehension Mock Exam - Answer Key and Explanations

This document provides the correct answers and a detailed breakdown of the reasoning for each question in the practice exam.

PASSAGE I (Legal History)

Q	Correct Answer	Explanation
1	C	Main Idea. The passage introduces the critique of <i>Plessy</i> (segregation) but states its focus is the " less-discussed, but equally profound, effect " on the Privileges or Immunities Clause . The main point is that this erosion forced civil rights activists onto the Equal Protection Clause , which is described as a " more malleable " and " much higher bar "—meaning, a less effective legal route.
2	A	Function. The passage states the <i>Plessy</i> majority used a strained reading of the Privileges or Immunities Clause, which was " reinforced by the <i>Slaughter-House Cases</i> ." This means the <i>Slaughter-House Cases</i> provided the precedent or legal context the <i>Plessy</i> majority utilized to justify limiting the clause.
3	B	Inference. The passage defines the Privileges or Immunities Clause as a " powerful federal guarantee of fundamental citizenship rights " and notes that its strength lay in " challenging the state's power to separate citizens at all ." This suggests a successful challenge would argue that state-mandated separation is an inherent violation of fundamental federal citizenship rights.
4	C	Analogy. The legal shift described is from a potent, decisive tool (Privileges or Immunities) that could have immediately challenged the state's right to segregate, to a difficult, protracted process (Equal Protection) that required years of proving facilities were unequal. This is analogous to a military shift from a quick, decisive frontal assault to a protracted siege campaign requiring months of effort.
5	C	Author's Tone. The author uses strong, critical language throughout the passage to describe the <i>Plessy</i> majority's action: " consequential

		erosion," "dangerous sleight-of-hand," and "effectively gutting" the clause's potential. This indicates profound disapproval of the decision's legal tactics and consequences.
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PASSAGE II (Art History / Literary Criticism)

Q	Correct Answer	Explanation
6	B	Main Idea. The author introduces the " critical commonplace " (that modernism was a radical break) only to reject it, stating that modernism was " not a radical secession but rather an intensification and sublimation " of Victorian themes. The conclusion restates this: the "break" is a change in technique —a refinement of form—to address the same enduring philosophical anxieties .
7	B	Definition/Analogy. The author explains that modernists took the Victorian concern with vast, historical time and compressed and internalized it into an intense, subjective time. This matches adapting a long, epic poem (vast scope) into a short, intense one-act play (compressed, intense focus) on a single element.
8	C	Inference. The second paragraph explicitly states that Eliot " grappled with the vastness of geological time " and its impact, but used " large, comprehensive timelines ." This shows a clear thematic interest in time, but a formal difference (historical vs. subjective) from the modernists.
9	B	Author's Stance. The author states the common notion is " useful for establishing boundaries " (acknowledgment of utility) but then argues that it " risks obscuring a crucial strain of continuity " (persuasive qualification). The author qualifies the existing view rather than dismissing it entirely.
10	C	Specific Detail. The third paragraph is key: Victorian novels had interior monologues, but they were " contained within an omniscient structure ." Modernists " stripped away the mediating voice of the narrator, allowing the reader direct, unmediated access to that interior world ." This <i>unmediated</i> access is the primary difference in technique.

PASSAGE III (Acoustic Science / Marine Biology)

Q	Correct Answer	Explanation
11	D	Main Idea. The passage discusses the long-known threat of low-frequency noise (whales) and the newer, equally critical threat of high-frequency noise (coastal life). The final paragraph explicitly concludes that any policy " must address both ends of the acoustic spectrum " to mitigate the threat to " all levels of the marine food web. "
12	A	Function. The first paragraph describes the problem of low-frequency noise affecting whales, noting this has led to a " consensus " and efforts to consider noise reduction. This establishes the existing, conventional understanding of noise pollution before the author introduces the new, contrasting problem (high-frequency smog) in the subsequent paragraphs.
13	C	Inference. The passage states that larval and juvenile fish use ambient sound to locate habitats, and the high-frequency smog creates a " masking effect " that prevents them from successfully navigating . This implies the noise is blocking the fish from perceiving the environmental sounds needed for navigation.
14	C	Specific Detail. The second paragraph states that large ships move in " predictable shipping lanes, " but small vessels are " diffuse and ubiquitous, creating a blanket of 'acoustic smog' across entire shallow-water habitats. " This means the high-frequency noise is more widely dispersed (ubiquitous) across coastal areas.
15	B	Analogy. The term " acoustic smog " is defined as a noise that is diffuse, ubiquitous, and covers entire shallow-water habitats. (B) describes a persistent, low-level atmospheric haze that obscures a clear view across a large region , perfectly capturing the idea of widespread, persistent, non-localized interference.