

## Hogan Lovells Critical Thinking Test

These questions represent a small sample of tasks that you may be asked to complete if you were undertaking a formal assessment at Hogan Lovells. They take around 5 minutes each. Find out how you performed by reading the feedback that follows the sample questions. Advice is provided at the conclusion of the feedback to assist you when completing formal assessments. Although written by authors of formal assessments these questions are samples only and will not be used to predict future performance. Neither will they form part of any selection process that you may undertake with Hogan Lovells in the future.

The Watson-Glaser Critical Thinking Appraisal is an assessment tool designed to measure an individual's critical thinking skills. It has a long history of use in educational and business settings. It is used to determine an individual's ability to think critically and as a way of assessing their suitability for an organisation or a specific position within it.

Good Luck!

## Section 1: Inference

An inference is a conclusion that a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and music can be heard coming from the house, a person might infer that someone is at home. But this inference may or may not be correct. It is possible that the people of the house did not turn the lights and the radio off when they left the house. In this test, each exercise begins with a statement of fact that you are to regard as true. After each statement of fact you will find several possible inferences i.e., conclusions that some persons might draw from the stated facts. Examine each inference separately, and make a decision as to its degree of truth or falsity.

### Statement

Studies have shown that there is relatively much more heart disease among people living in the north of England than people living in the south of England. There is little if any difference, however, in rate of heart disease between northerners and southerners who have the same level of income. The average income of southerners in England is considerably higher than the average income of northerners.

### Inference 1

The easiest way to eliminate heart disease in England would be to raise the general standard of living.

- This is true
- This is probably true
- There is inadequate data to support this statement
- This is false
- This is probably false

### Inference 2

People in high income brackets are in a better position to avoid developing heart disease than people in low income brackets.

- This is true
- This is probably true
- There is inadequate data
- This is false
- This is probably false

### Inference 3

There is a lower rate of heart disease among northerners with relatively high incomes than among northerners with much lower incomes.

- This is true
- This is probably true
- There is inadequate data

- This is false
- This is probably false

#### **Inference 4**

Whether northerners have high incomes or low incomes makes no difference to the likelihood of their developing heart disease.

- This is true
- This is probably true
- There is inadequate data
- This is false
- This is probably false

## Section 2: Recognition of Assumption

An assumption is something presupposed or taken for granted. When you say, 'I'll be a qualified solicitor in two months', you take it for granted that you will be alive in two months, that you will pass the relevant examinations, and similar things. Below are a number of statements. Each statement is followed by several proposed assumptions. You are to decide for each assumption whether a person, in making the given statement, is really making that assumption i.e., taking it for granted, justifiably or not.

### Statement

The proper aim of education in a free society is to prepare the individual to make wise decisions.

#### Inference 1

People who have been educated in a free society will not make unwise decisions.

- Yes
- No

#### Inference 2

Some education systems in our society do not have the proper aim.

- Yes
- No

#### Inference 3

Some kinds of education can help individuals make wise decisions.

- Yes
- No

#### Inference 4

In a society that is not free, the individual cannot make any decisions.

- Yes
- No

## Section 3: Deduction

In this test, each exercise consists of several statements (premises) followed by several suggested conclusions. For the purpose of this test, consider the statements in each exercise as true without exception. Read the first conclusion beneath the statements. If you think it necessarily follows from the statements given, mark 'YES' under 'Conclusion follows' in the proper place on the Answer Sheet. If you think it is not a necessary conclusion from the statements given mark 'NO' under 'Conclusion follows', even though you may believe it to be true from your general knowledge. Similarly, read and judge each of the other conclusions. Try not to let your prejudices influence your judgement – just stick to the given statements (premises) and judge whether each conclusion necessarily follows.

### Statement

No responsible leader can avoid making difficult decisions. Some responsible leaders dislike making difficult decisions. Therefore:

### Deduction 1

Some difficult decisions are distasteful to some people.

- Yes
- No

### Deduction 2

Irresponsible leaders avoid things they dislike.

- Yes
- No

### Dedication 3

Some responsible leaders do things they dislike doing.

- Yes
- No

## Section 4: Interpretation

Each of the following exercises consists of a short paragraph followed by several suggested conclusions. For the purpose of this test, assume that everything in the short paragraph is true. The problem is to judge whether or not each of the proposed conclusions logically follows beyond a reasonable doubt from the information given in the paragraph. If you think that the proposed conclusion follows beyond a reasonable doubt (even though it may not follow absolutely and necessarily), mark 'YES' under 'Conclusion Follows' in the proper place on the answer sheet. If you think that the conclusion does not follow beyond a reasonable doubt from the facts given, mark 'NO' under 'Conclusion Follows'. Remember to judge each conclusion independently.

### Statement

In 1970, 60.4% of adults (people 25 years of age and older) had completed 11 years or less of schooling, while 4.6% had completed three or more years of university. In 1990, 40.0% of adults had completed 11 years or less of schooling, while 7.1% had completed three or more years of university.

### Interpretation 1

In 1970, most adults had not entered the sixth form.

- Yes
- No

### Interpretation 2

If the trend toward more education continues at the rate indicated by the above figures, then by 2000 more than 25% of adults will have completed three or more years of university.

- Yes
- No

### Interpretation 3

In 1990, for every adult who had completed three or more years of university, there were more than five adults who had completed not more than 11 years of schooling.

- Yes
- No

## Section 4: Evaluation of Arguments

In making decisions about important questions, it is desirable to be able to distinguish between arguments that are strong and arguments that are weak, as far as the question at issue is concerned. For an argument to be strong, it must be both important and directly related to the question. An argument is weak if it is not directly related to the question (even though it may be of great general importance), or if it is of minor importance, or if it is related only to trivial aspects of the question.

### Statement

Should the government provide 'baby grants' to help support each dependent child in a family so that the family standard of living is not lowered by having children?

### Interpretation 1

Yes; many families who cannot now afford it would then provide better childcare, and this would greatly improve the general health of the nation.

- Strong
- Weak

### Interpretation 2

No; such grants would seriously undermine parents' sense of personal responsibility for their own families.

- Strong
- Weak

### Interpretation 3

No; government provision of 'baby grants' would involve additional public expenditure of money.

- Strong
- Weak

## **Answers**

### **Section 1: Inference**

Inference 1: There is inadequate data

Inference 2: This is probably true

Inference 3: This is True

Inference 4: This is False

### **Section 2: Recognition of assumption**

Assumption 1: No

Assumption 2: No

Assumption 3: Yes

Assumption 4: No

### **Section 3: Deduction**

Deduction 1: Yes

Deduction 2: No

Deduction 3: Yes

### **Section 4: Interpretation**

Interpretation 1: Yes

Interpretation 2: No

Interpretation 4: Yes

### **Section 5: Evaluation of Arguments**

Argument 1: Strong

Argument 2: Strong

Argument 3: Weak