YOUR GUIDE TO PREPARING FOR

THE NATIONAL ADMISSIONS TEST FOR LAW

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NATIONAL ADMISSIONS
TEST FOR LAW

INDEX

Introduction

The National Admissions Test for Law (LNAT) was developed to help universities learn more about the skills and capabilities of the students applying for their undergraduate law places.

The LNAT is designed to test your intellectual abilities rather than your knowledge about a particular subject.

There are no facts to learn for the test however, we suggest that everyone does some basic preparation, by familiarising themselves with the test format and style of questions used.

The LNAT's questions fall into seven general categories: law, philosophy, politics, media, science, ethics and education. No prior knowledge of these subjects is required though having a general awareness of current affairs is recommended.

The LNAT is a 2 hour 15 min test in two sections.
- Section A consists of 42 multiple choice questions. The questions are based on 12 argumentative passages, with three or four multiple choice questions on each. You are given 95 minutes to answer all of the questions.
- For Section B, you have 40 minutes to answer **one** of three essay questions on a range of subjects.

This information pack should be used to make sure that you understand what the test is asking you to do, and to help you practise using the necessary skills before you sit the test.

LNAT Coaching
We do not recommend that candidates pay for coaching and we advise you to be sceptical about anyone's claims to be able to help you do well in the test by coaching. You should prepare for the test by using both the information within this guide **and** the information on the LNAT website.

The LNAT Consortium has no connection with and does not endorse or recommend any preparatory materials provided by any other individual or organisation, whether commercially or free of charge.

Benefits of The LNAT
Rather than being an additional hurdle to overcome, the LNAT gives students an opportunity to demonstrate their natural abilities to the law schools to which they are applying, without fear of being at a social or educational disadvantage.

Verbal reasoning – the style of testing used by the LNAT – is a core skill for a career in law. As such, verbal reasoning tests are widely used within the law industry as part of many firms' recruitment procedures. Many law students find that sitting the LNAT gives them a valuable first experience of sitting this style of test.

1. What is the LNAT for?

The LNAT is designed to be a test of aptitude rather than educational achievement and measures verbal reasoning, which is essential for the study and practice of law. Verbal reasoning skills include:

- comprehension
- interpretation
- analysis
- synthesis
- deduction

The LNAT is used by universities to compare the abilities of students with similar A Level results, or those from overseas who use a different type of exam system.

There is no pass mark so you cannot pass or fail the LNAT, nor can you resit the test[1]. It is crucial to prepare for the test properly so that you can perform to the best of your ability.

The LNAT gives you the chance to show off your potential and impress the law admissions tutors at the universities to which you're applying.

It is only one of the factors that universities use when evaluating an application.

2. Skills you should try to demonstrate

The LNAT tests the abilities that are needed for the study and practice of law, such as reading and reasoning.

These abilities are particularly useful in the study and practice of law, for tasks like identifying whether legal doctrine can be interpreted differently, spotting when something is fact or an opinion, and for forming counterarguments.

Unlike skills which can be taught, verbal reasoning tends to be something for which people have a natural flair, and is therefore something law admissions tutors actively look for in undergraduates.

The LNAT is divided into two sections to test different types of verbal reasoning.

Multiple Choice
The multiple choice section aims to assess the following about your abilities:
- Can you make logical deductions about information you are given?
- Do you have an eye for detail or do you jump to conclusions?
- Can you accurately identify fact from opinion or inference?
- When given information, can you appreciate what the limitations of a statement are? Can you identify implications that are unsaid?
- Can you spot when statements aren't fully quantified by the supporting evidence

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[1] You cannot resit the LNAT twice in the same academic year, however it is possible to resit the test in following academic years

provided?

- Do you pay attention to detail when reading comprehension and writing?

Examiners' tips
In the multiple choice section of the LNAT we are actively looking for students to demonstrate that they can:
- *Understand the stages and development of an argument*
- *Select material so that the relevant is sorted from the irrelevant*
- *Read material quickly to get the gist of the main ideas, then to focus on key parts of the passage*
- *Identify what is the core of the argument and what evidence is there to support it*
- *Discern what is factual from what is opinion*
- *Infer*
- *Conceptualise*
- *Identify when the writer's attitudes are important and what they are (is s/he approving, disapproving, mocking, joking, being ironic?)*

Essay
The essay section of the test aims to assess the following about your abilities:
- Can you construct a persuasive, balanced argument backed up by evidence rather than opinion?
- Can you write persuasively?
- Do you know how to structure an essay?
- Do you have good English skills - grammar, sentence structure, can you use punctuation correctly?
- Are you 'well-read' with a good knowledge of current affairs?

3. How to approach LNAT's multiple choice questions

With most exams that use multiple choice tests, you need to be able to recall from memory enough knowledge about the subject of the question so that you can pick the correct answer.

With the LNAT, however, the answer to the question is in front of you; the skill is in accurately deciphering what the question is asking you, identifying the relevant areas of text it refers to, then choosing the most accurate statement.

Avoid making assumptions – *The trial found the defendant guilty.* This is a statement of fact, but it does not mean that the defendant is guilty, only what the result of the trial was.

Deal in absolutes – *Typically, ice melts above 0°C.* The use of the word 'typically' suggests that it is not always the case. Words like 'usually/could/sometimes/ often/typical/likely/unlikely' change the meaning of a sentence.

Check if a statement is opinion or fact – *It is always hotter in the summer than in the winter.* Ask yourself is the writer making an assumption that could be wrong? Could evidence be found to argue against this?

Check what the question asks for – *What cannot be inferred from the text about the writer's argument?* Look at how the question is structured. Is it a double negative? Are they asking you to do two things at once such as identifying what the writer is suggesting, and then look for what is not being suggested?

Know exactly what the question means – Questions will often use words like stated, inferred, implied, concluded. Make sure you know what all of these actually mean.

Check your answer – After you have selected your answer, make sure that your answer directly answers the question.

4. Approaching LNAT's essay questions

The essay section of the LNAT is your opportunity to impress university admissions tutors with your ability to make a concise and interesting argument using a good command of the English language.

However, you will have time restrictions and won't know the subject of the questions in advance, so a good all-round knowledge of a range of issues and being able to think on your feet will be invaluable.

Read ahead – The more you know about current affairs, the greater the chance you will have of getting essay questions you understand, and have knowledge about.

Pick the right question – Identify which question you have lots of factual knowledge about, not the one that you feel most strongly about.

You will need to argue different points of view so make sure you have enough information to make a balanced discussion. Make sure you fully understand the question; if you don't, pick another question.

Plan the structure of your essay – You will only have 40 minutes, so before you start writing, think about what points you want to make and how you will create a concise, balanced argument on your chosen topic.

Plan your time – A common mistake is for students to spend too much time on writing their introduction or making a single point. Allocate time to planning the essay structure, writing the introduction, middle, conclusion and to checking your work.

Don't make a list – With a short timeframe it can be all too easy to write a list of opposing arguments and supporting evidence. Your essay should be interesting and thought-provoking. Think about how you are going to demonstrate your creativity, make sure it has highlights and a clear introduction, middle and conclusion.

Make your essay stand out – Consider what supporting evidence your argument has and how it can be used to best effect. Try not to be obvious and give 'middle of the road' bland answers. Instead, try to 'think outside the box' and demonstrate creativity in your arguments. Could the question itself be flawed? Evaluate any flaws or potential implications in the points you make.

Don't just give opinions – Without having an in-depth knowledge of a subject, it is easy to fall into the trap of using opinion to argue, rather than giving evidence. The essay is not looking for your assertions, but how you can build a case using the evidence you have available.

Students' tips
Practise writing essays on subjects with which you are unfamiliar. This helps you to focus on the planning aspects of essay writing and the structure of the essay instead of getting too wrapped up in the subject detail.

Planning your essay

Time is of the essence so practise the process of quickly planning a well-constructed and balanced argument. For example:

Q – Do you think that national service is a thing of the past or could it perform an important role in modern society?

A – Essay plan

- Introduction
  - What is national service?
  - Why national service was used in the past?
  - Why it is no longer used?
  - How you will approach the question?
- Arguments for reintroduction
  - Strengthens the armed forces capability
  - Increases employability of participants
  - Discipline
  - Encourages patriotism and community pride
- Arguments against reintroduction
  - An abuse of human rights
  - Impact on commerce
  - Prevents early career development
  - Overall quality of service personnel is reduced
- Conclusion
  - Pros versus cons
  - Alternatives to national service

5. Practice – multiple choice

You should allow 20 minutes to read the passages and answer the following questions. The answers are at the back of this guide.

Examiners' tips
Before you start, try to avoid the following common mistakes:
- *Reading the passage too quickly and superficially*
- *An over-hasty reading of the question*
- *Not looking at words and phrases within the context of the passage*
- *Poor time management*
- *Failing to notice when the question is phrased negatively (NOT or EXCEPT)*
- *Failing to register the meaning of any emboldened word or words in a question*

Passage A – Female Emigration

John Ruskin made a public appeal in Manchester in 1864 which was to become a milestone in the reformation of attitudes to governesses:

> What teachers do you give your girls? And what reverence do you choose to show the teacher you have chosen? Is a girl likely to think her own account or her own intellect of much importance when you trust the entire formation of her character…to a person whom you let your servants treat with less respect than they do your housekeeper?

Ruskin might deplore the situation as it was but Miss Maria Rye at the Social Science Congress in 1861 could offer a practical solution. Miss Rye ran a highly successful law-copying office for women clerks in Lincoln's Inn Fields, and because she was besieged by the demands of educated women for work, she had cast about her for an alternative and suitable occupation and had come up with the idea of emigration. There was a rising demand in Australia, New Zealand and Natal for superior servants and for governesses and Miss Rye felt that the women who begged her for employment would be ideally suited, not least because of 'an elevation of morals being the inevitable result of the mere presence in the colony of a number of high class women'.

Bessie Parkes had expressed the same opinion only months before. She was most distressed at the impossibility of introducing large numbers of educated women into the 'fields of competitive employment' and longed 'to see the immense surplus of the sex in England lightened by judicious, well-conducted and morally guarded emigration to the colonies where the disproportion is equally enormous and where they are wanted in every social capacity'. It was plainly not only a salary that the colonies could provide but also, and equally important, a social and intellectual status which the great preponderance of women, and opinion in general, denied women at home.

Miss Rye took the practical step of founding, in 1862, the Female Middle Class Emigration Society. The Society caused an outcry. It was, said Lord Osborne, a masquerade for a degrading form of husband-hunting. So what? said *The Times* sharply in reply; so, if one was honest, was an archery meeting and the lady emigrants were at least as liable to benefit the colonies they went to as to gain a husband from them. The society lasted for twenty-three years, in which time it settled over three hundred women in the colonies - not a vast achievement in relation to the thousands of Britons who were emigrating at the time, but it was carefully organized and provided valuable experience for later migration societies.
Joanna Trollope, *Britannia's Daughters,* The Cresset Library, 1988

1. All of the following are suggested as possible benefits of emigration for single educated women **except**:
A   an elevation of morals.
B   a salary.
C   social status.
D   intellectual status.
E   a husband.

2. What is the **main point** that Ruskin is making in his comments about governesses?
A   Governesses are treated with disrespect.
B   Governesses are less important than servants.
C   Girls' education should not be entrusted to governesses.
D   Girls would benefit if governesses had a higher status.
E   Servants treat governesses badly.

3. The passage suggests that the **main reason** for educated women to emigrate was:
A   there were too many educated women in England who wanted to work.
B   educated women were treated badly in England.
C   working conditions for educated women were better overseas.
D   educated women would be morally guided overseas.
E   there was no work available in England for educated women.

Passage B –Technology and Progress

You've probably heard the dictum that most people expect too much change in the short term and too little change in the long term. That has been true generally, I think, and it may be why we hear complaints about 'No flying cars yet!' and so on. But if too many people are looking for short term exaggerated change, and if they aren't fully comprehending the extreme changes that can occur over the long term, I'm also concerned that the middle range is badly underrated and could catch us by surprise.

Let's call the short term from one to five years. It's almost certain we won't have flying cars by then, or a colony on Mars, or a pill we can take to cure all diseases. Of course, we might be well on the way to having online access everywhere all the

time, and that could be quite useful, but it's unlikely that people will see anything within the next five years that will knock their socks off.

How about the long term? Let's call that from 50 to 100 years. How much technological, social, and political change should we expect to see in that time frame? By the end of this century, if not before, many millions or even billions of people will spend much of their lives in nearly indistinguishable virtual realities. Fully developed biotechnology and genetic engineering will allow the creation of tailored plants, animals, chimeras, and whole biomes. Advanced nanotechnology, well beyond early generation molecular manufacturing, will completely revolutionize our infrastructures for living, working, travelling, and creating energy on earth and in space.

All of that is dependent, however, on our ability to get safely past the formidable barrier of the mid-range. What happens during the period of five to twenty years from now is very likely to determine whether the remainder of this century will be one of unparalleled abundance, of devastating war and destruction, of warming-induced ecological collapse and mass deaths, or perhaps some miserable but survivable combination thereof.

Over the long term, our human (and post-human?) civilizations may be able to acquire enough capacity from growth of technological aids and scientific know-how that we can dependably stay ahead of the greatest dangers. But it is in that mid-range period, as we rapidly develop powerful new technologies, and as we have to grapple simultaneously with huge new problems - caused by sea level rise, species depletion, mass human refugee migrations, crop failures and famines, state failures, pandemics, and more-that is when we will reach the test of whether we are fit enough, mature enough, and wise enough to make the right decisions.

Mike Treder, Underrating the Mid-Range, The Institute for Ethics and Emerging Technologies, 2008

1. In its usage in the article, the meaning of the word 'dictum' is:
A   quotation
B   speech
C   opinion
D   saying
E   word

2. The writer's opinion of nanotechnology in the long term is that it will:
A   increase diversity.
B   move well beyond its current scope.
C   present a barrier to mid-range development.
D   create tailored species.
E   present a threat to current energy resources.

3. According to the writer, the **main** problem which faces the species is that:
A   our expectations of technology are too high.
B   we fail to understand the short-term implications of technology.
C   we fail to understand the long-term implications of technology.
D   we underestimate the impact of medium-term change.
E   we display a lack of the maturity necessary to make the right decisions.

Passage C – Relative Risks

What is the benefit of a cholesterol-lowering drug on the risk of coronary heart disease? In 1995, the results of the West of Scotland Coronary Prevention Study were presented in a press release: 'People with high cholesterol can rapidly reduce… their risk of death by 22% by taking a widely prescribed drug called pravastatin sodium. This is the conclusion of a landmark study presented today at the annual meeting of the American Heart Association.' The benefit of this cholesterol-lowering drug, just like that of most medical treatment, was reported by the press in the form of a *relative risk reduction.* What does '22%' mean? Studies indicate that a majority of people think that out of 1,000 people with high cholesterol, 220 of these people can be prevented from becoming heart attack victims. This, however, is not true. Out of 1,000 people who took pravastatin over a period of 5 years, 32 died, whereas of 1,000 people who did not take pravastatin but rather a placebo, 41 died. The following three presentations of the raw result - a total mortality reduction from 41 to 32 in every 1,000 people - are all correct, but they suggest different amounts of benefit and can evoke different emotional reactions in ordinary citizens.

Absolute risk reduction: The absolute risk reduction is the proportion of patients who die without treatment (placebo) minus those who die with treatment. Pravastatin reduces the number of people who die from 41 to 32 in 1,000. That is, the absolute risk reduction is 9 in 1,000, which is 0.9 %.

Relative risk reduction: The relative risk reduction is the absolute risk reduction divided by the proportion of patients who die without treatment. For the present data, the relative risk reduction is 9 divided by 41, which is 22%. Thus, pravastatin reduces the risk of dying by 22 %.

Number needed to treat (NNT): The number of people who must participate in the treatment to save one life is the number needed to treat. This number can easily be derived from the absolute risk reduction. The number of people who needed to be treated to save one life is 111, because 9 in 1,000 deaths (which is about 1 in 111) are prevented by the drug.

The relative risk reduction looks much more impressive than the absolute risk reduction. Relative risks are larger numbers than absolute risks and therefore suggest higher benefits than actually exist. Absolute risks are a mind tool that makes the actual benefits more understandable. Another mind tool serving as an alternative to relative risks is presenting benefits in terms of the number needed to

save one life. With this mind tool, one can see right away that out of 111 people who swallow the tablets for 5 years, 1 had the benefit, whereas the other 110 did not. The situation here is quite different from that of penicillin and other antibiotics whose positive effects when first introduced were dramatic.

1. Which of the following comes closest to describing the **main argument** in the passage?
A   Doctors provide unreliable medical evidence.
B   The way statistics are presented is important.
C   Statistics are misleading.
D   The public react over-emotionally to medical issues.
E   The effects of drugs are unpredictable.

2. 1,000 people took part in a drugs trial. After 5 years, 47 taking the drug died; 53 of those taking a placebo died. Which of the following is correct?
A   The absolute risk reduction is 0.6% and the relative risk reduction is 16%.
B   The absolute risk reduction is 60% and NNT is 167.
C   The NNT is 167 and the relative risk reduction is 6%.
D   The NNT is 167 and the absolute risk reduction is 61%.
E   The absolute risk reduction is 0.6% and the NNT is 167.

3. What is meant by using a 'mind tool'?
A   Brainwashing
B   Distorting
C   Presenting
D   Creating
E   Misleading

6. Practice –essay writing

Practise writing an essay under 'exam conditions' (i.e. timed and without access to research materials). Answer one of the following sample essay questions in 40 minutes:

- What disciplinary sanctions should teachers be allowed to use?
- 'We must be prepared to sacrifice traditional liberties to defeat terrorism.' Discuss.
- Should the law require people to vote in general elections?
- Should private cars be rationed? If so, how?

7. Practical preparation

Most, but not all, universities have an LNAT deadline of mid-January (for Oxford the deadline is mid-October). Check the deadlines for each of the universities to which you are applying and remember that test places (especially before the deadlines) get booked up quickly. Don't leave it until the last minute.

Check the LNAT website for information about registering, booking, paying for and sitting a test, and for additional guidance on preparation.

Make sure you register, pay and book your test as soon as you can to make sure you get the most convenient test centre and time slot.

Don't forget to take photo identification (valid passport or driving licence) and a print out of your confirmation email from Pearson Vue with you on the day.

Arrive 20 minutes early at the test centre. If you are late you may not be allowed to sit the test.

8. Recommended reading

We recommend reading a quality newspaper on a regular basis – for example The Daily Telegraph, The Guardian, The Irish Times, The New York Times, The Scotsman, The Times – focussing specifically on comment articles.

As you read the articles think about:
- The issues being raised
- The assumptions being made
- The information being relied on to draw which conclusion
- Framing a counterargument

Many newspapers offer free access to articles through their website.

9. Answers and rationales

Passage A – Female Emigration

1. All of the following are suggested as possible benefits of emigration for single educated women **except**:

A   an elevation of morals.
B   a salary.
C   social status.
D   intellectual status.
E   a husband.

Rationale - The correct answer is A – an elevation of morals. Whilst 'an elevation of morals' is mentioned in paragraph two, it is used to show how the women would be "ideally suited" to emigration and not as a consequential benefit of emigration. Option B, C and D are incorrect as paragraph three clearly states that a salary, social and intellectual status would be provided by the colonies. The women would otherwise not have this which is therefore a benefit of the emigration. Similarly, Option E is incorrect because although some thought that women looking for a husband in the colonies was "degrading" (paragraph four), *The Times* replied by saying that gaining a husband was by no means a negative consequence of the

emigration. It can therefore only be suggested to be a benefit for the single women.

2. What is the **main point** that Ruskin is making in his comments about governesses?
A   Governesses are treated with disrespect.
B   Governesses are less important than servants.
C   Girls' education should not be entrusted to governesses.
D   Girls would benefit if governesses had a higher status.
E   Servants treat governesses badly.

Rationale- The correct answer is D – girls would benefit if governesses had a higher status. This is because Ruskin asks the public to think about the impact a girl's teacher (governess) having a low status has upon the girl's self esteem (paragraph one). Option A, B and E are incorrect because despite Ruskin's claim that governesses are treated with disrespect by servants and the suggestion that governesses are less important than them, they are solely used as supporting arguments to his main point. There is no mention that governesses should not be entrusted with the girl's education so option C cannot be correct.

3. The passage suggests that the **main reason** for educated women to emigrate was:
A   there were too many educated women in England who wanted to work
B   educated women were treated badly in England
C   working conditions for educated women were better overseas
D   educated women would be morally guided overseas
E   there was no work available in England for educated women

Rationale - The correct answer is A – there were too many educated women in England who wanted to work. Paragraph two states that Miss Rye was overwhelmed with the amount of educated women who wanted to work and came up with the idea of emigration as an alternative solution. Option B is incorrect as whilst it is suggested in the passage (paragraph three) it is not the reason that drove the idea of emigration. Similarly, option C and D are suggested as benefits of the emigration (paragraph three) and not the cause. Option E states there was no work in England for educated women but the passage says that it was "competitive" (paragraph three) to find work, not that there weren't any jobs at all so this cannot be correct.

Passage B – Technology and progress

1. In its usage in the article, the meaning of the word 'dictum' is:
A   quotation
B   speech
C   opinion
D   saying
E   word

Rationale - The correct answer is D - saying. This is because, by the process of replacing the word 'dictum' (in paragraph one) with all of the response options, 'saying' fits best within the context of the sentence. "You've probably heard the

dictum" suggests that the 'dictum' is something that is said out loud and option D satisfies that more than the other options do.

2. The writer's opinion of nanotechnology in the long term is that it will:
A   increase diversity
B   move well beyond its current scope
C   present a barrier to mid-range development
D   create tailored species
E   present a threat to current energy resources

Rationale - The correct answer is B – move well beyond its current scope. In paragraph three, the writer believes that developments in nanotechnology will completely revolutionize the way in which we currently live our lives. Option A is incorrect as an increase in diversity is not mentioned at all in relation to nanotechnology; similarly there is no evidence of the connection between option C (stated in paragraph four) and nanotechnology. The creation of a tailored species is suggested in paragraph three to be a development of biotechnology and genetic engineering and not that of nanotechnology so option D is incorrect. The writer believes that nanotechnology would create energy on earth and in space (paragraph three), and not present a threat to current resources so therefore option E cannot be correct.

3. According to the writer, the **main** problem which faces the species is that:
A   our expectations of technology are too high
B   we fail to understand the short-term implications of technology
C   we fail to understand the long-term implications of technology
D   we underestimate the impact of medium-term change
E   we display a lack of the maturity necessary to make the right decisions

Rationale - The correct answer is D – we underestimate the impact of medium-term change. In paragraph one, the writer expresses his concern that the middle range is "badly underrated and could catch us by surprise". Additionally, throughout the passage, the writer comments upon the direct impact that the medium-term change has upon the long term and the importance of this. Option A, C and E are mentioned throughout the passage but it is not presented as strong as the argument that is with regards to the impact of medium-term change. Option B is not mentioned at all throughout the passage therefore cannot be the correct answer.

Passage C – Relative risks

1. Which of the following comes closest to describing the **main argument** in the passage?
A   Doctors provide unreliable medical evidence.
B   The way statistics are presented is important.
C   Statistics are misleading.
D   The public react over-emotionally to medical issues.
E   The effects of drugs are unpredictable.

Rationale - The correct answer is B – the way statistics are presented is important. The writer puts a strong emphasis on the different ways that the same statistic can be presented (as shown in two, three and four) and the possible implications that they can have. Option A is incorrect as the writer does not state anything in reference to medical evidence being unreliable. The passage does not state that statistics are misleading but when used correctly can be used as a "mind tool that makes the actual benefits more understandable" (paragraph five). Similarly, paragraph 1 says that statistics can "evoke different emotional reactions"- there is no mention of reacting over-emotionally so option D is incorrect. The passage's main argument revolves around the way statistics of effects of the drug are presented and not the effect of the drug itself, so option E is also incorrect.

2. 1,000 people took part in a drugs trial. After 5 years, 47 taking the drug died; 53 of those taking a placebo died. Which of the following is correct?
A   The absolute risk reduction is 0.6% and the relative risk reduction is 16%.
B   The absolute risk reduction is 60% and NNT (the number needed to treat) is 167.
C   The NNT is 167 and the relative risk reduction is 6%.
D   The NNT is 167 and the absolute risk reduction is 61%.
E   The absolute risk reduction is 0.6% and the NNT is 167.

Rationale - The answer is E – the absolute risk reduction is 0.6% and the NNT is 167. Paragraphs two, three and four provide information to calculate the absolute risk reduction, relative risk reduction and the number needed to treat. Based on the information in paragraph two, the absolute risk reduction is the proportion of patients who die without treatment (53) minus those who die with treatment (47) which equals 6 people in 1,000 = 0.6%.
Paragraph three states that the relative risk reduction is the absolute risk reduction divided by those who die without treatment. That is 6 divided by 53 which is 11%.
Paragraph four says that the NNT is derived from the absolute risk reduction which in this case in 6 in 1,000. This is the same as saying 1 in 167. Based on these three pieces of information, only option E can be the correct answer.

3. What is meant by using a 'mind tool'?
A   Brainwashing
B   Distorting
C   Presenting
D   Creating
E   Misleading

Rationale - The answer is C – Presenting. Paragraph 5 states that the mind tool "makes the actual benefits more understandable" which rules out option A, B and E as correct answers. The context of the passage does not refer to the mind tool as creating the statistics as in option D but showing them in a different light so only option C can be correct.