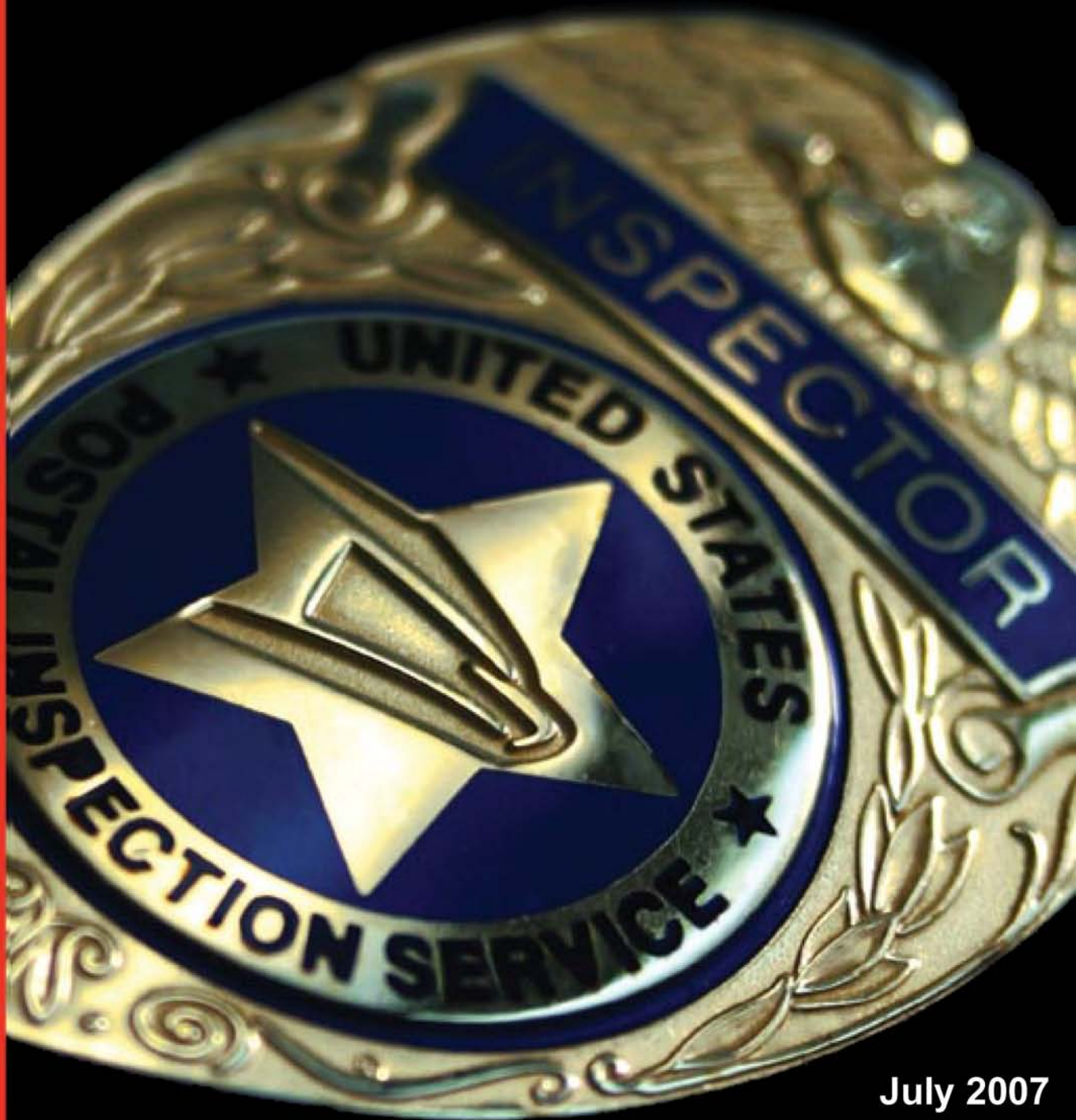




U.S. Postal Inspection Service

Postal Inspector Entrance Examination Preparation Guide



July 2007

U.S. Postal Inspection Service – Delivering a World of Career Opportunities

Welcome to the Preparation Guide for the Postal Inspector Entrance Examination. This guide is designed to help prepare you for the online examination process. The Postal Inspector Entrance Examination is the second step, following the application, for employment consideration as a U.S. Postal Inspector.

U.S. Postal Inspectors are federal law enforcement agents with investigative jurisdiction in all criminal matters involving the integrity and security of the U.S. Postal Service. The mission of the U.S. Postal Inspection Service is to protect the U.S. Postal Service, its employees and its customers from criminal attack, and protect the nation's mail system from criminal misuse. To accomplish this mission, Postal Inspectors investigate criminal, civil, and administrative violations of postal-related laws, often using forensics and cutting-edge technologies.

Inspectors are required to carry firearms, make arrests, provide testimony, serve subpoenas, execute search warrants, and prepare comprehensive reports. It is essential that Postal Inspectors be in sound physical condition and be capable of performing vigorous physical activities on a sustained basis. Inspectors must be able to make arrests, conduct searches, pursue and restrain suspects, and protect themselves and others from imminent danger. Inspectors work long and irregular hours, and must be willing to relocate.

The U.S. Postal Inspection Service is an equal opportunity employer.

Copyright Protection

The Postal Inspection Service controls all copyright in the Preparation Guide for the Postal Inspector Entrance Examination. We provide this guide to help you apply for the Postal Inspector position. This preparation guide is not for use by anyone interested in making profits off scam projects that exploit hopeful applicants.

This preparation guide is published in paper and is also available on the Internet. You may make copies of the paper version or download the complete online version or portions of the preparation guide for personal, noncommercial, or nonprofit use. Other uses are not permitted. Copies of the preparation guide may not be sold or distributed as part of any service or product for which a fee is charged, or in connection with such products or services. This guide may not be distributed by any person or organization that claims to help people: (1) prepare for or score well on Postal Inspection Service tests, (2) get hired by the Postal Inspection Service, or (3) find Postal Inspection Service job openings.

Contents

U.S. Postal Inspection Service	ii
Copyright Protection	iii
Postal Inspector Entrance Examination	1
What distinguishes the Postal Inspection Service from other law enforcement organizations	1
What this preparation guide offers	2
Consumer alert.....	2
Don't fall for these rip-offs.....	2
Get help	2
What this preparation guide does not do	3
Why we test our potential employees	3
How to get reasonable accommodation for the test.....	3
What happens when you qualify	3
What is required to meet further eligibility and suitability requirements	3
What advantages exist for veterans seeking Postal Inspection Service employment.....	4
How to access the online test.....	4
Requirements for completing the online test	4
Testing site	4
Computer requirements	5
Testing environment.....	5
Testing time	5
Applicant integrity	5
General test taking tips	6
Contents of Postal Inspector Entrance Examination.....	7
Preparing for the Postal Inspector Entrance Examination	7
Part I. Deductive reasoning	7
Part II. Inductive reasoning.....	9
Summary of tips for answering deductive and inductive reasoning tests.....	10
Part III. Life experience.....	10
Appendix A – Additional Preparation Material for Deductive and Inductive Reasoning Test Parts	A-1
Appendix B – Additional Sample Questions for Deductive and Inductive Reasoning Test Parts	B-1

Postal Inspector Entrance Examination

What distinguishes the Postal Inspection Service from other law enforcement organizations?

In the words of a few of our Inspectors...

My job has taken me from Anchorage to Acapulco and from Buffalo to Buenos Aires on a wide variety of investigations, including international child exploitation rings, armed robberies, organized crime, international drug trafficking, identity theft rings, and mail bombs—not to mention international terrorism. In my opinion, the U.S. Postal Inspection Service is the best job in federal law enforcement.

Postal Inspector
San Diego Field Office

It's been a positive, life-changing experience to be part of the Postal Inspection Service family. I work with some of the best people in the law enforcement community and have the autonomy to conduct quality criminal investigations from beginning to end. Not only have I received some of the best training in the business, I'm compensated with a pay and benefits package equal to or better than other law enforcement agencies.

Postal Inspector
Charlotte Division

As a new Inspector graduating from Basic Inspector Training at the Career Development Division, I was tasked with following the prime suspect in the largest Federal Reserve heist in our history. I tailed him for 250 miles through rural Alaska, and he never once spotted me. For a girl raised on the streets of Brooklyn, New York, it was a pretty outrageous experience. I've also worked undercover on a variety of investigations, including the largest art fraud investigation in our history. I've traveled to places in the United States I never dreamed existed and have met some fascinating and great people through my job. There are simply no limits to what you can experience and achieve as a U.S. Postal Inspector. I wouldn't trade what I do for anything.

Postal Inspector
New York Division

What this preparation guide offers

In this guide, we familiarize you with the testing process and its key features so that you:

- Know what to expect on the test and are prepared to do your best.
- Have a better chance of success.
- Understand the testing process and are less likely to be victimized by fraudulent advertisements for Postal Service jobs or exam scams (see Consumer alert below).
- Can take the online Postal Inspector Entrance Examination feeling more confident and at ease.

Consumer alert

You never have to pay for information about job vacancies or employment opportunities with the Postal Service!

Scam artists are victimizing people by selling information about federal job opportunities. They advertise in classified sections of newspapers and offer — for a fee — to help job seekers find and apply for federal jobs. Some even try to confuse consumers with names similar to federal agencies, such as *U.S. Agency for Career Advancement* or the *Postal Employment Service*.

These scam artists may also lie about the availability of federal job openings. If someone alerts you to a Postal Service job, check with the local Postal Service facility or on the Internet at www.usps.com/employment to determine whether or not a job is available and an exam is required for eligibility.

The Postal Service *does not* charge application fees or guarantee employment.

Don't fall for these rip-offs

It's deceptive for anyone to guarantee a high score on Postal Service entrance tests. The Federal Trade Commission (FTC), the U.S. Office of Personnel Management, and the Postal Service urge job seekers to avoid falling for deceptions like these:

- Classified ads or verbal sales pitches that imply an affiliation with the federal government, and guarantee high test-scores or jobs.
- Ads that offer information about hidden or unadvertised federal jobs.
- Ads that refer to a toll-free number where an operator encourages you to buy a valuable booklet containing job listings, practice test questions, and tips for entrance exams.
- Toll-free numbers that direct you to other pay-per-call numbers for more information. Under federal law, any solicitations for pay-per-call numbers must contain full disclosures about cost. Also, the solicitation must make clear if there is an affiliation with the federal government. You must have a chance to hang up before you incur any charges.

Get help

If you have concerns about a company's advertisement for employment services, contact:

- Federal Trade Commission: 1-877-FTC-HELP (382-4357) or on the Internet at <http://www.ftc.gov>.
- U.S. Postal Inspection Service: local office listed in the blue (government) pages of the local telephone directory.
- Your state attorney general or local Better Business Bureau.

What this preparation guide does not do

The sample exercises provided are neither practice tests, nor simulations of actual testing conditions for the Postal Inspector Entrance Examination. However, they do resemble the actual test in style and format.

Note: Completing the sample exercises does not ensure an increase in your test score or in your aptitude to perform Postal Inspection Service work. Neither does attending workshops nor studying exam techniques guarantee a higher exam score or a better application.

Why we test our potential employees

The test provides a screening process on job-related criteria for job applicants and allows applicants to compete for positions. Postal Inspectors investigate criminal, civil, and administrative violations of postal-related laws. Certain skills and abilities related to reasoning, decision making, drawing conclusions, and relating to others are needed to conduct investigations effectively. The Postal Inspector Entrance Examination helps identify individuals with important job-related abilities and personal characteristics.

How to get reasonable accommodation for the test

The Postal Service considers requests for reasonable accommodations by qualified job applicants with disabilities on a case-by-case basis. Applicants requesting accommodations should understand that this can be a lengthy process requiring the review of medical documentation to support the claim, and may significantly delay the recruitment process. If you think you may qualify for reasonable accommodations, please send your request to: U.S. Postal Inspection Service, Security Investigations Service Center, Attn: Recruitment, 225 N. Humphreys Blvd, 4th Floor South, Memphis, TN 38161-0001.

What happens when you qualify

A passing score on the Postal Inspector Entrance Examination qualifies you to continue in the hiring process but does not guarantee employment with the Postal Inspection Service. If you qualify, you are invited to complete the next step in the assessment process — a verification test. The verification test is a longer version of the Postal Inspector Entrance Examination. It is administered online in a secure setting at designated testing sites.

What is required to meet further eligibility and suitability requirements

The Postal Inspection Service ensures the public's trust and confidence by maintaining the security and reliability of the mail. The public has the right to expect the Postal Service to maintain the privacy of the mail. Postal Inspection Service employees have the right to expect a safe environment in which to work. Thus, Postal Inspectors must have integrity and be honest, trustworthy, and reliable.

Along with completing the verification test described above, applicants must complete the following steps to continue the hiring process:

- Completion of the Comprehensive Application Packet, including forms used to initiate the National Agency Check for obtaining the Top Secret Security Clearance required for all Postal Inspectors.

- Language proficiency test, if applicable.
- Assessment Center evaluation – Simulation exercises are used to assess core knowledge, skills, and abilities needed by successful Postal Inspectors.
- Polygraph examination to validate information obtained during the application process.
- Background suitability investigation.
- Management interview.
- Drug screening.
- Medical examination – An employment physical will only be administered to candidates who have received a contingent offer of employment. Successful completion of the employment physical is the final step in the selection process.

What advantages exist for veterans seeking Postal Inspection Service employment

We examine and select applicants for employment in compliance with legal and regulatory requirements, including those in the Veterans' Preference Act of 1944. This law influences our administrative structure for examining and hiring applicants, particularly certain veterans and some family members of disabled or deceased veterans who have met the requirements for veterans' preference. Veterans' preference is evaluated and approved by our human resource specialists or, if applicable, by the U.S. Office of Personnel Management. By law, disabled veterans who are selected after successfully completing the application process receive consideration prior to non-preference applicants.

How to access the online test

Once it has been determined that you have met all minimum qualification based on responses to your online application, you will receive instructions for accessing the online Postal Inspector Entrance Examination.

Requirements for completing the online test

Testing Site. The Postal Inspector Entrance Examination is an online test. For your convenience, you are permitted to complete the assessment at a location of your choosing. Many applicants may prefer to complete the test at their residence. Alternatively, you may complete the test at another facility with computer access. Below are examples of free and fee-for-service Internet access sites.

- Local libraries
- Colleges and universities
- One-Stop Career Centers. The One-Stop Centers, run by the Employment & Training Administration Office of U.S. Department of Labor, serve a variety of functions including vocational testing and assessment. They are equipped with computers with Internet access. The One-Stop Centers are located nation wide. To locate a One-Stop Center near you call toll-free: 1-877-US2-JOBS (872-5627) or go to www.servicelocator.org.

- Cyber/Internet Cafes. These can be found at public locations such as shopping malls, airports, and convention centers across the country. There is generally a fee based on per minute or hour of Internet use. (See <http://www.world66.com/netcafeguide> for a full listing of the cyber cafes across the country).

Computer Requirements. The following computer specifications are required:

- PC-based computer
- 666 MHz Pentium or better
- High-speed Internet (will work slowly on dial-up)
- Operating system: ME, NT 4.0, Windows 2000 or higher
- 128 MB of RAM or better (256 MB of RAM is recommended)
- 100 MB of hard drive space before launching the test
- 1024 x 768 screen resolution or higher, 16 million colors (24 bit)
- 15", 17", or 19" video monitor, vertically aligned
- Machine-compatible mouse and keyboard
- Internet Explorer 5.5 or higher
- Netscape 4.77 or higher

Testing Environment. You will need to identify a 90-minute period when you will not be interrupted. It is important that your testing environment be free from distractions. Ensure that your testing environment is also well lit and that you have adequate work space. Make sure the information on your computer screen will not be seen by others.

Testing Time. There are three parts to this test. The three test parts are timed. You have a total of 27 minutes to complete the first two parts: Deductive Reasoning and Inductive Reasoning. You have 30 minutes to complete the last section: Life Experience. A timer will be visible on your computer screen that will allow you to determine how much time you have remaining on each part of the exam. There are opportunities to take breaks between each of the test sections.

Applicant Integrity. All applicants are required to complete the test independently. You are NOT permitted to accept assistance from others or share test information with others.

Copying, reproducing, printing, photographing, saving, sharing, accepting or transcribing, in part or in whole, the online test and/or its contents at anytime is strictly prohibited and deemed an ethical violation. Later steps in the selection process, including a verification test and a polygraph examination, are specifically designed to verify your scores on this assessment. Integrity and honesty are critical competencies required for this position. Deliberate attempts to falsify information or falsely represent yourself will be grounds for not selecting you or for dismissing you from the Postal Inspection Service following acceptance. You will be required to agree to the following pre- and post-test verification statements.

Pre-Test Verification Statement. All applicants are required to complete the online assessment independently and without assistance. Later steps in the selection process, including a verification test and a polygraph test, are specifically designed to verify your scores on this assessment. Deliberate attempts to falsify information or misrepresent yourself will be grounds for not selecting you or for dismissing you from the Postal Inspection Service following acceptance. Printing, copying, discussing, or otherwise sharing or accepting information about the test items is strictly prohibited. By agreeing to the statement below, you are confirming that you:

- (1) Understand these conditions and this warning,
- (2) Have not received any information regarding specific test items prior to taking this test
- (3) Will not attempt to copy, print, photograph, save, share, accept or transcribe, in part or in whole, the online test and/or its contents with anyone
- (4) Are a genuine applicant for the Postal Inspector position

Failure to agree to the statement below will disqualify you from further consideration as a Postal Inspector.

- A. Yes, I understand and agree to the testing requirements.
B. I no longer wish to be considered for a Postal Inspector position.

Post-Test Verification Statement. All applicants are required to complete the online assessment independently and without assistance. Later steps in the selection process, including a verification test and a polygraph test, are specifically designed to verify your scores on this assessment. Deliberate attempts to falsify information or falsely represent yourself will be grounds for not selecting you or for dismissing you from the Postal Inspection Service following acceptance. Printing, copying, discussing, or otherwise sharing or accepting information about the test items is strictly prohibited. By agreeing to the statement below, you are confirming that you:

- (1) Understand these conditions and this warning
- (2) Are the individual that is applying
- (3) Have not received any assistance during this test
- (4) Have not printed, copied, photographed or otherwise recorded any of the test items
- (5) Have reviewed your responses to this questionnaire for accuracy,
- (6) Verify that your responses accurately describe your current level of experience and capability

Failure to agree to the statement below will disqualify you from further consideration as a Postal Inspector.

- A. Yes, I understand and agree to this statement.
B. I no longer wish to be considered for a Postal Inspector position.

General test-taking tips

1. Get a good night's sleep. To be rested and prepared, it is important to get adequate sleep the night before you take the test.
2. Although you may be a bit nervous before take the test, it is important to eat something. By doing so, you will increase your energy level.
3. You will do your best on the test if you stay calm and relaxed. Take a few deep, slow breaths to help you maintain your calm.
4. Pay careful attention to all directions before beginning.
5. Answer the easier questions first. Skip questions you find to be very difficult and come back to them later.
6. For each question, read the entire question and all response options carefully before deciding upon an answer.

7. If you do not know the answer to a question, eliminate the response options that you know to be incorrect or probably incorrect and then guess from the remaining response options.
8. Your score is based only on the number of questions you answer correctly. You are not penalized for answering questions incorrectly. Therefore, you should answer every question, even questions that you must guess.
9. If you finish before time is up in a given test part, go back and check your answers.
10. Ignore any patterns of A's, B's, C's, D's, or E's. These correct answer positions are chosen randomly and there is no way to improve your chances by guessing based on response patterns.

Contents of Postal Inspector Entrance Examination

This assessment contains three parts: Deductive Reasoning, Inductive Reasoning, and Life Experience. Each part is timed. The following table describes the test parts, the number of items, and time allotted for completion of each test part.

Test Part	Number of Items	Time Allowed
I. Deductive Reasoning	10	22 min
II. Inductive Reasoning	2	4 min
III. Life Experience	60	30 min

Preparing for the Postal Inspector Entrance Examination

Descriptions for each test part, including instructions, sample questions, and explanations of each correct response, are described below.

Part I. Deductive Reasoning

The examination for the Postal Inspector occupation measures the thinking skills that are critical for making decisions and solving problems on the job. In general, the questions deal with topics that are related to Government business. *However, no job knowledge is required to answer these questions correctly.*

In each of these questions you will be given a paragraph which contains all the information necessary to identify the correct answer. Use **only** the information provided in the paragraph. Do not speculate or make assumptions that go beyond this information. Also, assume that all information given in the paragraph is true, even if it conflicts with some fact that is known to you.

You will be asked to select the only response option that can be validly concluded from the paragraph. These questions provide a paragraph followed by the statement "*From the information given above, it can be validly concluded that*" and five response options.

Pay attention to negated verbs (for example, "are not") and negative prefixes (for example, "incomplete" or "disorganized"). Also pay special attention to words such as "all," "none," and "some." Keep in mind that, in some tests, words such as "all" and "none" often give away incorrect response options. That is **not** the case in this test. Some correct answers have the words "all" or "none" in them.

Sample Question. The Supreme Court's power to invalidate legislation that violates the Constitution is a strong restriction on the powers of Congress. If an Act of Congress is deemed unconstitutional by the Supreme Court, then the Act is voided. Unlike a presidential veto, which can be overridden by a two-thirds vote of the House and the Senate, a constitutional ruling by the Supreme Court must be accepted by the Congress.

From the information given above, it can be validly concluded that

- A) if an Act of Congress is voided, then it has been deemed unconstitutional by the Supreme Court
- B) if an Act of Congress has not been voided, then it has not been deemed unconstitutional by the Supreme Court
- C) if an Act of Congress has not been deemed unconstitutional by the Supreme Court, then it is voided
- D) if an Act of Congress is deemed unconstitutional by the Supreme Court, then it is not voided
- E) if an Act of Congress has not been voided, then it has been deemed unconstitutional by the Supreme Court

The correct answer is response B. The essential information in the paragraph is contained in the second sentence, which states that if an Act of Congress has been deemed unconstitutional, then it is voided. In response B, we are told that an Act of Congress is **not** voided; therefore, we can conclude that it has **not** been deemed unconstitutional by the Supreme Court. Response A is not supported by the paragraph because the paragraph does not indicate whether an Act of Congress is voided **only** when it has been deemed unconstitutional or if it could be voided for other reasons. Response C, like response A, cannot be inferred from the paragraph because the paragraph does not indicate whether or not an Act of Congress would be voided if the Supreme Court did not declare it to be unconstitutional. Responses D and E are incorrect because they both contradict the paragraph.

Sample Question. Law enforcement agencies use scientific techniques to identify suspects and to establish guilt. One obvious application of such techniques is the examination of a crime scene. Some substances found at a crime scene yield valuable clues under microscopic examination. Clothing fibers, dirt particles, and even pollen grains may reveal important information to the careful investigator. Nothing can be overlooked because all substances found at a crime scene are potential sources of evidence.

From the information given above, it can be validly concluded that

- A) all substances that yield valuable clues under microscopic examination are substances found at a crime scene
- B) no potential sources of evidence are substances found at a crime scene
- C) some substances found at a crime scene are not potential sources of evidence
- D) some potential sources of evidence are substances that yield valuable clues under microscopic examination
- E) some substances that yield valuable clues under microscopic examination are not substances found at a crime scene

The correct answer is response D. The essential information in the paragraph is contained in the third and fifth sentences. The third sentence tells us that "some substances found at a crime scene yield valuable clues under microscopic examination." The fifth sentence explains that "...all substances found at a crime scene are potential sources of evidence." Therefore, we can conclude that "some potential sources of evidence are substances that yield valuable clues under microscopic examination." Response A **cannot** be inferred because the paragraph does not support the statement that all substances which yield valuable clues are found exclusively at a crime scene. It may be that valuable clues could be found elsewhere. Responses B and C are

incorrect because they contradict the fifth sentence of the paragraph, which clearly states that “all substances found at a crime scene are potential sources of evidence.” Response E is incorrect because the paragraph provides no information about the value of substances found somewhere other than at the crime scene.

Part II. Inductive Reasoning

Postal Inspectors frequently must make decisions and draw conclusions when they have incomplete information. In such cases, their conclusions have some probability of being true, but they are not definitely true. In each of the questions of this type, you will be presented with a paragraph of information and five response options. Your task is to select the response option that can be validly concluded from the information given in the paragraph. Use **only** the information provided in the paragraph. Do not speculate or make assumptions that go beyond this information. Also, assume that all information given in the paragraph is true, even if it conflicts with some fact that is known to you. Keep in mind that each question has only **one** correct answer. In general, the questions deal with topics that are related to Government business. *Remember, however, that no job knowledge is required to answer the questions correctly.*

Sample Question. The alphanumeric coding of a fingerprint is a systematic description of the main patterns on the print. Within a certain metropolitan district, 90% of the population have fingerprints that can be alphanumerically coded.

From the information given above, it can be validly concluded that the fingerprints of a person from this district, selected at random,

- A) can be alphanumerically coded, with a probability of 10%
- B) can be alphanumerically coded, with a probability of less than 90%
- C) cannot be alphanumerically coded, with a probability of 10%
- D) cannot be alphanumerically coded, with a probability of up to 90%
- E) may be coded alphanumerically, but the probability is unknown

The correct answer is response C. We know from the second sentence that 90% of the people in this district have fingerprints that can be coded. Therefore, we know that 10% ($100\% - 90\% = 10\%$) have fingerprints that cannot be coded. Given this information, the chance of selecting a person from this district with fingerprints that can be coded is 90% and the chance of selecting a person from this district with fingerprints that cannot be coded is 10%. Response A is incorrect because a probability of 10% is an underestimate of the probability that the fingerprints of a person from this district can be coded. Response B is incorrect because, like response A, it is an underestimate. Response D is incorrect because it is an overestimate of the probability that the fingerprints of a person from this district cannot be coded. Response E is incorrect because the probability that the fingerprints can be coded is known to be 90%.

Sample Question. The printed output of some computer-driven printers can be recognized by forensic analysts. The “Acme Model 200” printer was manufactured using two different inking mechanisms, one of which yields a “Type A” micropattern of ink spray around its characters. Of all Acme Model 200 printers, 70% produce this Type A micropattern, which is also characteristic of some models of other printers. Forensic analysts at a crime lab have been examining a kidnap ransom note which clearly exhibits the Type A micropattern.

From the information given above, it can be validly concluded that this note

- A) was printed on an Acme Model 200 printer, with a probability of 70%
- B) was printed on an Acme Model 200 printer, with a probability of 30%

- C) was not printed on an Acme Model 200 printer, with a probability of 70%
- D) was not printed on an Acme Model 200 printer, with a probability of 30%
- E) may have been printed on an Acme Model 200 printer, but the probability cannot be estimated

The correct answer is response E. We know from the third sentence that the Type A micropattern exists in 70% of all Acme Model 200 printers and in some other models of printers. However, we know neither how many other models nor what percentage of other models use the Type A micropattern. Hence, the probability that the note was printed on the Acme Model 200 printer cannot be determined. For that reason, responses A, B, C, and D are incorrect because the probability is based only on the characteristic of the one model printer that we know, the Acme Model 200, and not on all of the printer models that contain the Type A micropattern.

Summary of Tips for Answering Deductive and Inductive Reasoning Tests

1. Choose the only response option that can be validly concluded based on the information provided in the paragraph.
2. Do NOT use any outside factual information to reach your conclusion.
3. Read the lead-in sentence and the paragraph very carefully. Also, read all the answer choices before you mark the one you think is correct.
4. Pay special attention whenever the question uses words such as “all,” “some,” or “none.” Other terms such as “unless” or “except” or “only” are also important. These words help to define the facts from which you must draw conclusions.
5. Pay special attention whenever you see a negative prefix such as “non-” or a negative verb such as “disconnect” or “unfasten.” These may be crucial to understanding the basic facts in the paragraph.
6. Ignore any advice you may have received in the past about avoiding an answer that contains the word “all” or the word “none.” These may be signs of an incorrect response in some tests, but not in this test. You will find these words in both right and wrong response options.
7. Complete the sample questions provided and study the explanation for each of the correct responses very carefully. This will help you fine-tune your reasoning on the actual test.

Part III. Life Experience

Questions in the Life Experience section relate to your work- and education-related experiences. Some questions draw on your experiences in working with and relating to others in a work setting. If you are not currently in a work group, please answer the questions based on experiences you may have had in previous jobs or in school, social, athletic, or volunteer organizations. No special training or experience is required to answer these questions.

When completing this assessment, remember:

- Do not skip questions; it is in your best interest to answer every question.
- A response of “I don’t know” means that you would expect the other person not to know or to have no basis for making a judgment if asked to describe you.
- The term “peer” refers to co-workers, classmates, or other close associates.

Choose one answer from among the five alternatives presented. Answer each question or statement as accurately as you can.

YOUR RESPONSES TO THESE QUESTIONS ARE SUBJECT TO VERIFICATION.
DELIBERATE ATTEMPTS TO FALSIFY INFORMATION MAY BE GROUNDS FOR NOT
EMPLOYING YOU OR FOR DISMISSING YOU FROM THE POSTAL INSPECTION SERVICE
FOLLOWING ACCEPTANCE.

Sample Question. In the past, when I have given a speech or presentation, I was likely to have prepared ahead of time:

- A) much less than others did
- B) less than others did
- C) about the same as others did
- D) more than others did
- E) much more than others did

Sample Question. When working as a member of a team, I prefer to:

- A) do less complex tasks
- B) keep a low profile
- C) always take the lead
- D) take on challenging tasks but not take the lead
- E) take the lead at times

Note. There are no correct responses listed for the *Life Experience* sample questions because answers to these questions will depend on your individual experiences, preferences, and opinions.

Appendix A

Additional Preparation Material for Deductive and Inductive Reasoning Test Parts

Logical Reasoning

Reasoning is a critical competency for successful performance in the Postal Inspector position. Correct reasoning is useful in decision-making and problem solving activities that prevail on the job. In this part, you will read some useful information about reasoning correctly.

The questions in this examination are designed to test your ability to understand complicated written material and to derive correct conclusions from it. The kind of reading that these questions ask you to do is different from ordinary reading in which you just follow the general meaning of a series of sentences to see what the writer thinks about a topic. It is the kind of reading you have to do with complex material when you intend to take some action or draw some conclusion based on that material.

The test asks you to make logical conclusions based on facts you are given in various paragraphs. These conclusions need to be based only on the facts in the paragraph. Therefore, answering requires careful reading and focused thought about what information is given and what information is not given.

The following information will give you some suggestions about how to approach the questions and some information about how you can develop your reasoning skills.

Reading the Paragraph

Every reading paragraph in the test is drawn from some kind of written material relating to law enforcement or Government work. There may be facts in a paragraph that do not actually apply to every part of the Federal Government or that may not always be true everywhere. In answering the questions, it is important that you **accept every fact in the paragraph as true**. Remember that you are not being judged on your knowledge of facts, but rather on your ability to read and reason on the basis of given facts.

Not all information is of the same type. There can be information about events and there can be information about groups (or categories) of things. Information can also be positive or negative. Usually, information is positive (for example, "these tire tracks are several days old"), but knowledge that something is not the case is also useful information (for example, "these tire tracks are not from a truck").

Reading the Lead-In or Basic Question

In this test, you will find a paragraph, followed by a lead-in phrase that asks you to complete a sentence by choosing one of several response options labeled from (A) to (E). The lead-in phrase is:

“From the information given above, it can be validly concluded that”

This lead-in phrase is followed by four invalid conclusions and one valid conclusion. Your task is to find the valid one.

The lead-in phrase may also limit the possible answers in some way. For example, a lead-in phrase such as *“From the information given above, it can be validly concluded that, during the 1990’s in California”* means that there might be different answers based on other times and places, but for the purpose of the test question, only conditions in California during the 1990’s (as described in the paragraph) should be considered.

Reasoning About Groups or Categories

“All” Statements

As was stated before, not all information is of the same type. There can be information about events or situations, and there can be information about individuals and groups (or categories). Next, we discuss how to deal with information about groups or categories.

A statement about two groups that begins with the words “all” or “every” gives you some important information about how the two groups are related. The words “all” and “every” tell you that everything in the first group is also in the second group. For example, in the statement, “All the law enforcement officers on the case are Federal law enforcement officers,” the first group, consisting of law enforcement officers on the case, is totally included in the second group, consisting of Federal law enforcement officers.

“All” and “Every” are KEY WORDS that signify important information about how two groups are related.

The “all” statement does not provide sufficient information to determine whether or not all members of the second group are included in the first group. Suppose that a librarian told you “All the books on this set of shelves are about law enforcement.” From this information, you might be tempted to conclude that all of the library’s books on law enforcement (the second group) are on that set of shelves (the first group), but this conclusion is invalid. The books on those shelves might only be part of the entire group of books on law enforcement. The sentence does NOT provide information on whether or not other law enforcement books are placed elsewhere in the library. The following examples provide an “all” statement (all of Group A are Group B) followed by an invalid “all” statement (all of Group B are Group A). To develop a good grasp of this concept, try to create some examples of your own.

Table 1: Invalid Conclusions from “All” statements	
True:	All the people at my party speak Spanish.
Invalid Conclusion:	All the people who speak Spanish are at my party.
True:	All Supreme Court justices are lawyers.
Invalid Conclusion:	All lawyers are Supreme Court justices.
True:	All U.S. Presidents were elected officials.
Invalid Conclusion:	All officials who were elected are U.S. Presidents.
True:	Every Postal Inspector works for the U.S. Government.
Invalid Conclusion:	Everyone working for the U.S. Government is a Postal Inspector.
True:	Every U.S. Senator is a member of the U.S. Congress.
Invalid Conclusion:	Every member of the U.S. Congress is a U.S. Senator.

Every “all” statement provides sufficient information to determine that at least some members of the second group are included in the first group. Returning to our previous examples, we can validly conclude that “some Federal law enforcement officers are on the case” and that “some of the books about law enforcement are on this set of shelves.” Developing numerous examples on your own of a true “all” statement (all of Group A are Group B) and a “some” statement (some of Group B are Group A) will help you to develop a mastery of this concept.

Table 2: Valid Conclusions from “All” Statements	
True:	All the people at my party speak Spanish.
Valid Conclusion:	Some people who speak Spanish are at my party.
True:	All Supreme Court justices are lawyers.
Valid Conclusion:	Some lawyers are Supreme Court justices.
True:	All U.S. Presidents were elected officials.
Valid Conclusion:	Some officials who were elected are U.S. Presidents.
True:	Every Postal Inspector works for the U.S. Government.
Valid Conclusion:	Some employees of the U.S. Government are Postal Inspectors.
True:	Every U.S. Senator is a member of the U.S. Congress.
Valid Conclusion:	Some members of the U.S. Congress are U.S. Senators.

Reasoning From “None” and “Not” Statements

Information that something is **NOT** true is useful information. For example, you may learn that one group of things is **NOT** part of another group of things. This is the same as saying that there is no overlap at all between the two groups of things. Here, you can draw conclusions about either group as it relates to the other since you can count on the fact that the two groups have no members in common. If you can say that none of the stolen cars recovered from the rail yards were cars stolen from Canada, you can **also** say that none of the cars stolen from Canada were recovered from the rail yards because you know that the first statement means that there is no overlap between the two groups. In the test, you will see phrases or terms such as “It is not the case that” or “Not all of” or words that begin with the prefix “non-.” All of these are ways to say that a negative fact has been established.

“No” and “not” are KEY WORDS that signify important information about how two groups are related.

Sometimes, our ordinary speech habits can cause us to jump to conclusions. Most people would not make a statement such as “Some of the pizza has no pepperoni” unless they are trying to suggest at the same time that some of the pizza does have pepperoni. By contrast, a detective might make a statement such as “some of the bloodstains were not human blood” simply because only part of the samples had come back from the laboratory. The detective is trying to suggest that at least some of the bloodstains were not human blood. The rest of the bloodstains might or might not be human blood.

As you work through the practice test, think about each negative phrase or term you find. Take care to assume only as much as is definitely indicated by the facts as given, and no more.

Reasoning About Parts of a Group

The term “some” refers to a part of a larger group. For example, in the statement “Some Postal Inspectors are taking specialized training,” the term “some Postal Inspectors” refers to a portion of the group of all Postal Inspectors. You should note, however, that the fact that we know that “some Postal Inspectors are taking specialized training” implies nothing about the remaining portion of the set of Postal Inspectors: other Postal Inspectors may or may not be taking specialized training. Unless information is provided in the paragraph to the contrary, treat “some” as meaning “at least some.”

Statements that refer to a portion of a set may contain other terms such as “most,” “a few,” or “almost all.” Also, as discussed in the previous section, they can be negative, as in “Many Postal Inspectors are not fluent in French.” From this statement you may be tempted to infer that there are at least a few Postal Inspectors who are fluent in French, but that would be jumping to a conclusion. From this statement alone, you do not know about the entire group of Postal Inspectors and whether or not they are fluent in French. In these cases, you should remember that the term refers only to a part of the group and that from this information on part of the group you cannot infer anything about the rest of the group. Neglecting this principle of sound reasoning can cause costly errors.

Unless information is provided in the paragraph to the contrary, treat “some” as meaning “at least some.”

When you see a paragraph describing parts of a group, read the paragraph carefully to see if that description is based on knowledge of the entire group or only on knowledge of part of the group.

Reasoning About “If-Then” Statements

As was said before, there can be information about events or situations, and there can be information about individuals and groups. Previously, we discussed how to deal with information about groups. Next, we discuss how to deal with information about the relationship between events or situations.

We are all familiar with the idea of a cause and effect in which one thing leads to another thing, which in turn leads to a third thing, and so on. For example, “if a financial institution suspects that a deposit of funds stems from criminal activity, the institution is required to report the deposit transaction to the authorities.” In this example, a suspicious deposit is a cause and the institution reporting the deposit is the effect.

Cause and effect means that when the first thing happens, the later event **MUST** follow. For example, if First Salem Bank suspects that Mr. Tubill deposited funds stemming from criminal activity, First Salem Bank is required to report Mr. Tubill’s deposit to the authorities.

The cause and effect relationship also informs you that if the effect never occurred, the cause **MUST NOT** have occurred. For example, if First Salem Bank is **NOT** required to report Mr. Tubill's deposit to the authorities, then First Salem Bank does **NOT** suspect that Mr. Tubill deposited funds stemming from criminal activity.

The wording we typically use to indicate this kind of cause and effect linkage between events includes the simple "if-then" sentence in which the first event is in a statement tagged by "if" and the second event is in a statement tagged by "then." The "if-then" statement can also be used to express relationships other than the cause and effect relationship. Permission is sometimes expressed using the "if-then" statement. For instance, if an individual wishes to open a checking account anonymously, the individual may not open the account. Obligation is also sometimes expressed using the "if-then" statement. For example, if an officer places an individual under arrest, the arrestee must be provided with Miranda warnings.

What cause and effect, permission, and obligation all have in common is that they relate one event or situation to another event or situation. In this relationship, two things are always true. First, whenever the first event or situation occurs, the second event or situation **MUST** occur. Second, whenever the second event or situation has not occurred, then the first event or situation **MUST NOT** have occurred.

"If" and "Whenever" signify that important information is presented.

It is important to realize that the relationship expressed by any "if-then" statement works in one direction only: the converse of the "if-then" statement is invalid. For example, you learn that "If the jet engines are reversed, then the speed of the plane will decrease very rapidly." This sentence does **NOT** mean that the only possible cause of the plane decreasing speed very rapidly is that the jet engines are reversed. Therefore, from this information you cannot validly infer the converse statement, "If the speed of the plane decreases very rapidly, then the jet engines have been reversed." There might be some other cause for the speed of the plane to decrease rapidly. The following examples start with a true "if-then" sentence, followed by an invalid "if-then" sentence with the relationship of the first and second statements reversed.

<i>Table 3: Invalid Conclusions from "If-Then" Statements</i>	
True:	If a person is a Postal Inspector, the person is an employee of the U.S. Government.
Invalid Conclusion:	If a person is an employee of the U.S. Government, the person is a Postal Inspector.

<i>Table 3: Invalid Conclusions from “If-Then” Statements</i>	
True:	If a criminal receives a pardon, the criminal will be released.
Invalid Conclusion:	If a criminal is released, the criminal has received a pardon.
True:	If a person is convicted of murder, that person is guilty of a felony.
Invalid Conclusion:	If a person is guilty of a felony, that person has been convicted of murder.
True:	If a person lives in Germany, the person lives in Europe.
Invalid Conclusion:	If a person lives in Europe, the person lives in Germany.
True:	If a car has no gas, the car will not run.
Invalid Conclusion:	If a car does not run, the car has no gas.

Whenever the second event or situation has not occurred, then the first event or situation **MUST NOT** have occurred. This means that you can validly invert the relationship of these two statements as long as the statements are negated (made opposite). For example, you learn that “If the jet engines are reversed (the first statement), the speed of the plane will decrease very rapidly (the second statement).” Given that the information is true, it cannot be the case that the jet engines are reversed but the speed of the plane does not decrease very rapidly. Therefore, you can validly infer that “If the speed of the plane does not decrease very rapidly (the negation or opposite of the second statement), then the jet engines have not been reversed” (the negation or opposite of the first statement). The following examples start with a true “if-then” sentence, followed by a true (or valid) “if-then” sentence with the relationship of the first and second statements reversed and the statements themselves made opposite (negated).

<i>Table 4: Valid Conclusions from “If-Then” Statements</i>	
True:	If a person is a Postal Inspector, the person is an employee of the U.S. Government.
Valid Conclusion	If a person is not an employee of the U.S. Government, the person is not a Postal Inspector.
True:	If a criminal receives a pardon, the criminal will be released.
Therefore, True:	If a criminal is not released, the criminal has not received a pardon.
True:	If a person is convicted of murder, that person is guilty of a felony.
Therefore, True:	If a person is not guilty of a felony, that person has not been convicted of murder.
True:	If a person lives in Germany, the person lives in Europe.
Therefore, True:	If a person does not live in Europe, the person does not live in Germany.
True:	If a car has no gas, the car will not run.
Therefore, True:	If a car runs, the car has gas.

When the effect in a cause and effect relationship has not happened, the cause must not have happened.

As was said before, you can infer the opposite of the first statement from the opposite of the second statement. However, you cannot infer the opposite of the second statement from the opposite of the first statement. For example, you cannot validly infer that “If the jet engines are not reversed (the opposite of the first statement), then the speed of the plane does not decrease very rapidly” (the opposite of the second statement). The following examples start with a true “if-then” sentence followed by an invalid “if-then” sentence in which the first and second statements have been made opposite.

<i>Table 5: More Invalid Conclusions from “If-Then” Statements</i>	
True:	If a person is a Postal Inspector, the person is an employee of the U.S. Government.
Invalid Conclusion:	If a person is not a Postal Inspector, the person is not an employee of the U.S. Government.
True:	If a criminal receives a pardon, the criminal will be released.
Invalid Conclusion:	If a criminal does not receive a pardon, the criminal will not be released.
True:	If a person is convicted of murder, that person is guilty of a felony.
Invalid Conclusion:	If a person is not convicted of murder, that person is not guilty of a felony.
True:	If a person lives in Germany, the person lives in Europe.
Invalid Conclusion:	If a person does not live in Germany, the person does not live in Europe.
True:	If a car has no gas, the car will not run.
Invalid Conclusion:	If a car has gas, the car will run.

A Few Final Cautions About Wording

There are test preparation classes that train people to take tests. In some of these classes, students are advised against choosing any answer in a reasoning test if it starts with the word “all” or the word “none.” This is supposed to be useful advice because it is believed that most correct answers strike a balance between extremes and usually do not cover subjects that can be summarized in sentences beginning with “all” or “none.” If you have heard this advice before, you should ignore it for this test. “All” statements and “none” statements occur in real-life situations and, consequently, you will be asked to work with them in this test in the reading paragraphs as well as in both correct and incorrect responses.

In general, you should pay attention to any words that provide information on groups or on linked events. This includes a wide range of negative words (such as “seldom” or “never” or “illegal” or “prohibited”) and negative prefixes (such as “non-” “un-” or “dis-”). It also includes positive words (such as “all” or “some” or “most” or “always”). You should also watch for connectors such as “whenever” or “unless” or “except,” since these words sometimes contain key information about relations among the facts given in the paragraph.

Look for KEY WORDS such as “all,” “some,” “none,” and “if” and for negative prefixes such as “non-,” “un-,” or “dis-.”

English is a language that ordinarily uses single negatives. The word “not,” by itself, does the job of making a formal English sentence into its opposite:

Drawing Probabilistic Conclusions

"That bird is NOT an eagle." On this test, if you read a sentence such as "The cord is not wound," it means the cord is still unwound. When an English sentence has two negatives, the sentence has a positive meaning. For example, a sentence that reads "This application is NOT unworthy" means that the application IS worthy. The sentence "The bell did ring" could be stated, "It is NOT the case that the bell did NOT ring."

Finally, it is extremely important to pay close attention to the use of the word "ONLY." A sentence such as "The door will open IF AND ONLY IF both keys are used" is a very strong statement that means that there is just one way to open the door—with both keys. If the sentence just said, "The door will open if the key is used," there may be several other ways to open the door. But that is not the case when the expression "if and only if" is used.

When working on cases, Postal Inspectors frequently must make decisions and draw conclusions that have some probability of being true, but they are not definitely true. On the test, there are questions that ask you to apply this type of logic. In each of the questions of this type, you will be presented with a paragraph of information and five response options. Your task is to select the response option that can be validly concluded from the information given in the paragraph. Use only the information provided in the paragraph. Do not speculate or make assumptions that go beyond this information. Also, assume that all information given in the paragraph is true, even if it conflicts with some fact that is known to you. Keep in mind that each question has only one correct answer.

When you have information about a group, you can apply that information to an individual member of that group with a degree of certainty. In other words, you can establish the probability that the information you have about the group applies to a single member of the group. For example, if most felons are repeat offenders and K.B. is a felon, then you can conclude that K.B. is most likely a repeat offender.

In order to establish a numerical probability, you must have information about the entire group. Although it may not be immediately obvious, percentages provide information about an entire group.

For example, if you know that 30% of all Postal Inspectors have led a fraud investigation, you know that **only** 30% of Postal Inspectors have led a fraud investigation. The percentage does not mean that at least 30% of Postal Inspectors have led a fraud investigation. Because only 30% percent have led such an investigation, you know that the remaining Postal Inspectors have **not** led a fraud investigation. Therefore, of all Postal Inspectors, 70% ($100\% - 30\% = 70\%$) have not led a fraud investigation. The entire group of Postal Inspectors has been accounted for: 30% have led a fraud investigation and 70% have not.

Speaking more abstractly, we are dealing with statements about two groups in which a percentage is used to modify the first group. The percentage tells us that a portion of the first group is included in the second group, but the remainder of the first group is not included in the second group. Thus, the entire first group is accounted for. The following examples start with a true statement expressing something about a portion of a group using a percentage, followed by a true statement expressing the opposite about the remaining portion of the group.

Table 6: Valid Probabilistic Conclusions	
True:	Of all Government employees, 5% work for the Department of Justice.
Therefore, True:	Of all Government employees, 95% do not work for the Department of Justice.
True:	Eighty-five percent of state criminals did not receive parole.
Therefore, True:	Fifteen percent of state criminals received parole.
True:	Of all the visa applications, 10% were denied.
Therefore, True:	Of all the visa applications, 90% were not denied.

To determine a probability, you apply the information about the group to an individual member of the group. For example, if you pick one of the Postal Inspectors at random, your chances of picking one who has led a fraud investigation is equal to the percentage of Postal Inspectors who have led such an investigation. Because 30% of all Postal Inspectors have led a fraud investigation, you can conclude that any particular Postal Inspector has a 30% chance of having led such an investigation. Furthermore, if you pick one of the Postal Inspectors at random, your chances of picking one who has not led a fraud investigation is equal to the percentage of Postal Inspectors who have not led such an investigation. You can validly conclude that any particular Postal Inspector has a 70% chance of not having led a fraud investigation because 70% of all Postal Inspectors have not led a fraud investigation. The following examples start with a true statement about a group, followed by two valid statements expressing probability about an individual member of the group.

To determine a probability, you apply the information about the group to an individual member of the group.

Table 7: More Valid Probabilistic Conclusions	
True:	Of all Government employees, 5% work for the Department of Justice.
Therefore, True:	There is a 5% chance that a Government employee chosen at random works for the Department of Justice.
Therefore, True:	There is a 95% chance that a Government employee chosen at random does not work for the Department of Justice.

Table 7: More Valid Probabilistic Conclusions	
True:	Eighty-five percent of state criminals did not receive parole.
Therefore, True:	There is an 85% chance that a state criminal chosen at random did not receive parole.
Therefore, True:	There is a 15% chance that a state criminal chosen at random received parole.
True:	Of all the visa applications, 10% were denied.
Therefore, True:	There is a 10% chance that a visa application chosen at random was denied.
Therefore, True:	There is a 90% chance that a visa application chosen at random was not denied.

We looked at two types of valid conclusions. These valid conclusions were based on applying the given percentage to a member of the first group. Now, let us look at two types of invalid conclusions. These invalid conclusions are based on mistakenly applying the given percentage to a member of the second group.

Remember that a statement about two groups that begins with the word “all” gives you information about how the two groups are related. The word “all” tells you that everything in the first group is also in the second group. However, the “all” statement does not provide sufficient information to determine whether or not all members of the second group are included in the first group. Likewise, statements that use a percentage to describe the first group do not provide sufficient information to determine the portion of members of the second group that are included in the first group.

Having information about the entire first group in the statement is not the same as having information about the entire second group. For example, knowing that 60% of Postal Inspectors have captured a fugitive (and, thus, that 40% of them have not) is not the same as knowing that of everyone who has captured a fugitive, 60% are Postal Inspectors. It may be the case that 60% of those who have captured a fugitive are Postal Inspectors, but it might not be the case. There is insufficient information about the entire set of people who have captured a fugitive to make exact percentage determinations about them.

In these statements that relate two groups using a percentage, the percentage given only applies to one group. In our example, the percentage applies to the first group, Postal Inspectors, not to the second group (namely, those who have captured a fugitive). The following examples start with a true statement followed by two invalid statements where the percentage is incorrectly applied to the second group.

Table 8: Invalid Probabilistic Conclusions	
True:	Of all Government employees, 5% work for the Department of Justice.
Invalid Conclusion:	Of all employees of the Department of Justice, 5% work for the Government.
Invalid Conclusion:	Of all employees of the Department of Justice, 95% do not work for the Government.
True:	Eighty-five percent of state criminals did not receive parole.
Invalid Conclusion:	Eighty-five percent of those who received parole were not state criminals.
Invalid Conclusion:	Fifteen percent of those who received parole were state criminals.
True:	Of all the visa applications, 10% were denied.
Invalid Conclusion:	Of all the denied applications, 10% were visa applications.
Invalid Conclusion:	Of all the denied applications, 90% were not visa applications.

Because the percentage applies to the first group, not the second group, any statement of probability that is based on applying the percentage to the second group is invalid. For example, there is insufficient information about those who have captured a fugitive to determine the probability that a person who has captured a fugitive is a Postal Inspector. Also, there is insufficient information to determine the probability that a person who has captured a fugitive is not a Postal Inspector. The following examples start with a true statement followed by two invalid statements where a probability is determined based on the inappropriate application of the percentage to the second group.

Table 8: More Invalid Probabilistic Conclusions	
True:	Of all Government employees, 5% work for the Department of Justice.
Invalid Conclusion:	An employee of the Department of Justice chosen at random has a 5% of working for the Government.
Invalid Conclusion:	An employee of the Department of Justice chosen at random has a 95% of not working for the Government.
True:	Eighty-five percent of state criminals did not receive parole.
Invalid Conclusion:	The chances are 85% that a person selected at random who received parole was not a state criminal.
Invalid Conclusion:	The chances are 15% that a person selected at random who received parole was a state criminal.

Table 8: More Invalid Probabilistic Conclusions	
True:	Of all the visa applications, 10% were denied.
Invalid Conclusion:	The chances are 10% that a denied application chosen at random is a visa application.
Invalid Conclusion:	The chances are 90% that a denied application chosen at random is not a visa application.

Appendix B

Additional Sample Questions for Deductive and Inductive Reasoning Test Parts

The sample questions below are similar to, but not exactly the same as, the questions on the real test. The questions are followed by detailed explanations of each question. These explanations will give you information about what is correct about the correct response options and what is incorrect about the wrong response options. Understanding the reasons for the correct and incorrect response options should assist you in distinguishing between a right and wrong answer on the test.

Deductive Reasoning

*In questions 1 through 6, select the only answer that can be validly concluded from the paragraph. You must use **only** the information provided in the paragraph, without using any outside information whatsoever to answer the questions.*

It is suggested that you take not more than 13 _ minutes to complete questions 1 through 6.

1. Often, crimes are characterized as either *malum in se*—inherently evil—or *malum prohibitum*—criminal because they are declared as offenses by a legislature. Murder is an example of the former. Failing to file a tax return illustrates the latter. Some jurisdictions no longer distinguish between crimes *malum in se* and *malum prohibitum*, although many still do.

From the information given above, it can be validly concluded that

- A) many jurisdictions no longer distinguish between crimes *malum in se* and *malum prohibitum*
 - B) some jurisdictions still distinguish between crimes *malum in se* and *malum prohibitum*
 - C) some crimes characterized as *malum in se* are not inherently evil
 - D) some crimes characterized as *malum prohibitum* are not declared by a legislature to be an offense
 - E) sometimes failing to file a tax return is characterized as *malum in se*
2. A trucking company can act as a *common carrier*—for hire to the general public at published rates. As a common carrier, it is liable for any cargo damage, unless the company can show that it was not negligent. If the company can demonstrate that it was not negligent, then it is not liable for cargo damage. In contrast, a *contract carrier* (a trucking company hired by a shipper under a specific contract) is only responsible for cargo damage as spelled out in the contract. A Claus Inc. tractor-trailer, acting under common carrier authority, was in a 5-vehicle accident that damaged its cargo. A Nichols Inc. tractor-trailer, acting under contract carrier authority, was involved in the same accident, and its cargo was also damaged.

From the information given above, it can be validly concluded that, in reference to the accident,

- A) if Claus Inc. is liable, then it can show that it was not negligent
- B) if Claus Inc. cannot show that it was not negligent, then it is not liable
- C) if Claus Inc. can show that it was not negligent, then it is not liable
- D) if Nichols Inc. is liable, then it cannot show that it is negligent
- E) if Nichols Inc. can show that it is not negligent, then it is not liable

3. Phyllis T. is a former Federal employee who was entitled to benefits under the Federal Employee Compensation Act because of a job-related, disabling injury. When an eligible Federal employee has such an injury, the benefit is determined by this test: If the beneficiary is married or has dependents, benefits are $\frac{3}{4}$ of the person's salary at the time of the injury; otherwise, benefits are set at $\frac{2}{3}$ of the salary. Phyllis T.'s benefits were $\frac{2}{3}$ of her salary when she was injured.

From the information given above, it can be validly concluded that, when Phyllis T. was injured, she

- A) was married but without dependents
- B) was not married and had no dependents
- C) was not married but had dependents
- D) was married and had dependents
- E) had never been married

4. Some 480,000 immigrants were living in a certain country in 1999. Although most of these immigrants were not employed in professional occupations, many of them were. For instance, many of them were engineers and many of them were nurses. Very few of these immigrants were librarians, another professional occupation.

From the information given above, it can be validly concluded that, in 1999, in the country described above,

- A) most immigrants were either engineers or nurses
- B) it is not the case that some of the nurses were immigrants
- C) none of the engineers were immigrants
- D) most of those not employed in professional occupations were immigrants
- E) some of the engineers were immigrants

5. Police officers were led to believe that many weapons sold at a certain gun store were sold illegally. Upon investigating the lead, the officers learned that all of the weapons sold by the store that were made by Precision Arms were sold legally. Also, none of the illegally sold weapons were .45 caliber.

From the information given above, it can be validly concluded that, concerning the weapons sold at the store,

- A) all of the .45 caliber weapons were made by Precision Arms
- B) none of the .45 caliber weapons were made by Precision Arms
- C) some of the weapons made by Precision Arms were .45 caliber weapons
- D) all of the .45 caliber weapons were sold legally
- E) some of the weapons made by Precision Arms were sold illegally

6. Explosives are substances or devices capable of producing a volume of rapidly expanding gases that exert a sudden pressure on their surroundings. Chemical explosives are the most commonly used, although there are mechanical and nuclear explosives. All mechanical explosives are devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air. While nuclear explosives are by far the most powerful, all nuclear explosives have been restricted to military weapons.

From the information given above, it can be validly concluded that

- A) all explosives that have been restricted to military weapons are nuclear explosives
- B) no mechanical explosives are devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air
- C) some nuclear explosives have not been restricted to military weapons
- D) all mechanical explosives have been restricted to military weapons
- E) some devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air, are mechanical explosives

Inductive Reasoning

Postal Inspectors must make decisions and draw conclusions using a limited amount of information. In questions 7 and 8, your task is to select the response option that can be validly concluded based on the information given in the paragraph. You must use only the information provided in the paragraph, without using any outside information whatsoever.

For example, from information that "Eight out of ten computers in an office are connected to a computer network," you would be expected to choose an answer similar to the following: "Any given computer in this office is connected to a computer network, with a probability of 80% (.80)."

It is suggested that you take not more than 4 _ minutes to complete questions 7 and 8.

7. The alphanumeric coding of a fingerprint is a systematic description of the main patterns on the print. Within a certain metropolitan district, 90% of the population

have fingerprints that can be alphanumerically coded.

From the information given above, it can be validly concluded that the fingerprints of a person from this district, selected at random,

- A) can be alphanumerically coded, with a probability of 10%
- B) can be alphanumerically coded, with a probability of less than 90%
- C) cannot be alphanumerically coded, with a probability of 10%
- D) cannot be alphanumerically coded, with a probability of up to 90%
- E) may be coded alphanumerically, but the probability is unknown

8. The printed output of some computer-driven printers can be recognized by forensic analysts. The “Acme Model 200” printer was manufactured using two different inking mechanisms, one of which yields a “Type A” micropattern of ink spray around its characters. Of all Acme Model 200 printers, 70% produce this Type A micropattern, which is also characteristic of some models of other printers. Forensic analysts at a crime lab have been examining a kidnap ransom note which clearly exhibits the Type A micropattern.

From the information given above, it can be validly concluded that this note

- A) was printed on an Acme Model 200 printer, with a probability of 70%
- B) was printed on an Acme Model 200 printer, with a probability of 30%
- C) was not printed on an Acme Model 200 printer, with a probability of 70%
- D) was not printed on an Acme Model 200 printer, with a probability of 30%
- E) may have been printed on an Acme Model 200 printer, but the probability cannot be estimated

Analysis of Deductive and Inductive Reasoning Practice Test Questions

1. Correct Answer:
B) some jurisdictions still distinguish between crimes *malum in se* and *malum prohibitum*

This question is concerned with classification of crimes into sets—that is, with the classification of crimes as either *malum in se* or *malum prohibitum*. The last phrase in the last sentence tells us that many jurisdictions make the distinction between these two categories of crimes. Response B follows from that sentence, because if many jurisdictions make the distinction, some jurisdictions make the distinction. From the fact that many jurisdictions make the distinction, it cannot be inferred that many do not make the distinction. Therefore, Response A is incorrect.

Responses C, D, and E are based on erroneous definitions of the two classes of crimes. The paragraph tells us that all crimes characterized as *malum in se* are inherently evil. Response C is false because it cannot be the case that SOME crimes characterized as *malum in se* are NOT inherently evil. The paragraph also tells us that all crimes characterized as *malum prohibitum* are declared as offenses by a legislature. Response D is false because it cannot be the case that SOME crimes characterized as *malum prohibitum* are NOT declared by a legislature to be an offense. In the paragraph, we are told that filing a tax return late is *malum prohibitum*, rather than *malum in se*. Response E is incorrect because it cannot be the case that failing to file a tax return is *malum in se*.

2. Correct Answer:
C) If Claus Inc. can show that it was not negligent, then it is not liable

The second sentence states the liability rule for common carriers: all common carriers are liable for cargo damage unless they can show that they are not negligent; if they can show that they are not negligent, then they are not liable for cargo damage. Claus Inc. is a common carrier, and accordingly this rule applies to it. From this rule it follows that if Claus Inc. can show it was not negligent, then it is not liable, Response C. Response A contradicts this rule by claiming that when Claus Inc. is liable it can show that it was not negligent. Response B contradicts this rule by claiming that Claus Inc. is not liable even when it cannot show that it is not negligent. Responses D and E concern Nichols Inc., a contract carrier. However, the terms of the Nichols Inc. contract were not disclosed in the paragraph, so neither response is supported.

3. Correct Answer:
B) Phyllis T. was not married and had no dependents.

This question concerns an either/or situation. The paragraph states that benefits under the Federal Employees Compensation Act are awarded at one level ($\frac{3}{4}$ of salary) if a beneficiary is married or has dependents when injured and at another level ($\frac{2}{3}$ of salary) if this is not true.

Phyllis T. is eligible for benefits under the Act. The paragraph states that Phyllis T.'s benefit level was $\frac{2}{3}$ of her salary. Given this benefit level, it is clear that Phyllis T. did not meet either of the conditions for the $\frac{3}{4}$ level. Therefore, responses A, C, and D cannot be correct (A states that she was married, C states that she had dependents, and D states that she both was married and had dependents). Response E goes beyond the facts given because prior marriages are not listed as a factor relating to this benefit. The one correct conclusion is that Phyllis T. did not meet either requirement to qualify for the higher benefit level ($\frac{3}{4}$ of salary), so response B is the correct answer to the question.

4. Correct Answer:
E) some of the engineers were immigrants

Response E is correct because it restates the third sentence in terms of the overlap between immigrants and engineers in the country described in the paragraph. Response A says that most immigrants are engineers or nurses, which are professional occupations. However, the second sentence says that most immigrants are not employed in professional occupations, so Response A is false. Response B is false because it denies that there is any overlap between immigrants and nurses, even though this overlap is clear from the third sentence of the paragraph. Response C is false because it denies the overlap between immigrants and engineers. Because the paragraph does not give complete information about the non-professionals (immigrant and non-immigrant) in the country described in the paragraph, Response D is invalid.

5. Correct Answer:
D) all of the .45 caliber weapons were sold legally

The second and last sentences are the two main premises in the paragraph. These two sentences give information about three categories of weapons: weapons made by Precision Arms, weapons sold legally, and .45 caliber weapons.

The last sentence states that none of the illegally sold weapons were .45 caliber. This means that none of the .45 caliber weapons were sold illegally. Notice that this new statement is a double negative. In affirmative form the statement means that all of the .45 caliber weapons were sold legally, Choice D.

The information that all of the .45 caliber weapons were sold legally (last sentence), combined with the information that all of the weapons made by Precision Arms were sold legally (second sentence), allows

us to draw no valid conclusions about the relationship between the .45 caliber weapons and the weapons made by Precision Arms. There is insufficient information about the entire group of weapons sold legally to know whether the group of .45 caliber weapons and the group of weapons made by Precision Arms overlapped entirely (Choice A), partially (Choice C), or not at all (Choice B).

Choice E contradicts the second sentence and is, therefore, invalid.

6. Correct Answer:
E) some devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air, are mechanical explosives

The correct answer is E. The third sentence states the overlap between all mechanical explosives and devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air. From this, we can safely conclude that some devices in which a physical reaction is produced, such as that caused by overloading a container with compressed air, are mechanical explosives.

Response A is incorrect because the paragraph does not provide sufficient information to validly conclude that all explosives which have been restricted to military weapons are nuclear weapons. It may be that some types of explosives other than nuclear weapons also have been restricted to military weapons.

Responses B and C are incorrect because they contradict the paragraph. Response B contradicts the third sentence, and Response C contradicts the last sentence.

Response D is incorrect because the paragraph provides no information about whether or not mechanical explosives are restricted to military weapons.

7. Correct Answer:
C) the fingerprints of a person from this district, selected at random, cannot be alphanumerically coded, with a probability of 10%

We know from the second sentence that 90% of the people in this district have fingerprints that can be coded. Therefore, we know that 10% ($100\% - 90\% = 10\%$) have fingerprints that cannot be coded. Given this information, the chance of selecting a person from this district with fingerprints that can be coded is 90% and the chance of selecting a person from this district with fingerprints that cannot be coded is 10%. Response A is incorrect because a probability of 10% is an underestimate of the probability that the fingerprints of a person from this district can be coded. Response B is incorrect because, like response A, it is an underestimate. Response D is incorrect because it is an overestimate of the probability that the fingerprints of a person from this district cannot be coded. Response E is incorrect because the probability that the fingerprints can be coded is known to be 90%.

8. Correct Answer:
E) this note may have
been printed on an
Acme Model 200
printer, but the
probability cannot be
estimated

We know from the third sentence that the Type A micropattern exists in 70% of all Acme Model 200 printers and in some other models of printers. However, we know neither how many other models nor what percentage of other models produce the Type A micropattern. Hence, the probability that the note was printed on the Acme Model 200 printer cannot be determined. For that reason, responses A, B, C, and D are incorrect because the probability is based only on the characteristic of the one model printer that we know, the Acme Model 200, and not on all of the printer models that contain the Type A micropattern.