

## GRE Sample Paper Set 2 with Solutions

**Time Allowed :** 1 Hour 58 Minutes

**Maximum Marks :** 340

### General Instructions

**Read the following instructions very carefully and strictly follow them:**

1. The GRE General Test is 1 hour and 58 minutes long (with one optional 10-minute break) and consists of 54 questions in total.
2. The GRE exam is comprised of three sections:
  - Quantitative Reasoning: 27 questions, 47 minutes
  - Verbal Reasoning: 27 questions, 41 minutes
3. You can answer the two sections in any order.
4. As you move through a section, you can skip questions, flag them for review, and return to them later within the same section.
5. When you have answered all questions in a section, you can review your responses before time expires.
6. If there is no time remaining in the section, you will automatically be moved to your optional break screen or the next section (if you have already taken your optional break).
7. Each review screen includes a numbered list of the questions in that section and indicates the questions you flagged.
8. Clicking a question number will take you to that specific question.
9. You may change any answer within the time allowed for that section.

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1. The researchers \_\_\_\_\_ the data for three years before publishing their findings.

- (A) Analyze
- (B) have analyzed
- (C) had analyzed
- (D) analyzes

**Correct Answer:** (C) had analyzed

**Solution:**

**Step 1: Understanding the Concept:**

This question tests your knowledge of verb tenses, specifically the past perfect tense. The past

perfect tense is used to describe an action that was completed before another action in the past. The structure is **had + past participle**.

### Step 2: Detailed Explanation:

The sentence describes two actions that occurred in the past:

1. The researchers analyzing the data.
2. The researchers publishing their findings.

The word "before" indicates the sequence of these actions. The analysis of the data happened and was completed before the publishing of the findings. To show that one past action preceded another, we use the past perfect tense for the earlier action.

- **Action 1 (earlier):** Analyzing the data. This should be in the past perfect tense: **had analyzed**.
- **Action 2 (later):** Publishing their findings. This is in the simple past tense (implied by the context).

Let's examine the other options:

- **(A) Analyze:** This is the present tense base form, which is grammatically incorrect.
- **(B) have analyzed:** This is the present perfect tense, used for actions that started in the past and continue to the present or have relevance to the present. It doesn't fit the context of two completed past actions.
- **(D) analyzes:** This is the third-person singular present tense, which is incorrect for the plural subject "researchers" and the past-tense context.

Therefore, "had analyzed" is the correct choice to indicate the action was finished before the publishing.

### Step 3: Final Answer:

The correct sentence is: "The researchers **had analyzed** the data for three years before publishing their findings." This correctly places the action of analyzing before the action of publishing.

#### Quick Tip

In sentences with two past actions, look for time-related keywords like "before," "after," "by the time," or "when." These words often signal that one action was completed before the other, requiring the use of the past perfect tense (had + verb) for the earlier action.

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2. Which sentence correctly follows parallel structure?

- (A) The job requires attention to detail, strong analytical skills, and to communicate effectively.
- (B) The job requires attention to detail, strong analytical skills, and effective communication.
- (C) The job requires attention to detail, strong analytical skills, and effective communicating.
- (D) The job requires being attentive to detail, strong analytical skills, and effective communication.

**Correct Answer:** (B) The job requires attention to detail, strong analytical skills, and effective communication.

**Solution:**

**Step 1: Understanding the Concept:**

Parallel structure (or parallelism) means using the same pattern of words to show that two or more ideas have the same level of importance. This often applies to items in a list or series, which should be in the same grammatical form (e.g., all nouns, all verbs, all prepositional phrases).

**Step 2: Detailed Explanation:**

The sentence lists three requirements for a job. For the structure to be parallel, all three items in the list should have the same grammatical form. Let's analyze each option:

- (A) The job requires attention to detail (noun phrase), strong analytical skills (noun phrase), and to communicate effectively (infinitive phrase).

The structure is *noun phrase, noun phrase, infinitive phrase*. This is not parallel.

- (B) The job requires attention to detail (noun phrase), strong analytical skills (noun phrase), and effective communication (noun phrase).

The structure is *noun phrase, noun phrase, noun phrase*. All three elements are grammatically consistent. This sentence is parallel.

- (C) The job requires attention to detail (noun phrase), strong analytical skills (noun phrase), and effective communicating (gerund phrase).

The structure is *noun phrase, noun phrase, gerund phrase*. This is not parallel.

- (D) The job requires being attentive to detail (gerund phrase), strong analytical skills (noun phrase), and effective communication (noun phrase).

The structure is *gerund phrase, noun phrase, noun phrase*. This is not parallel.

**Step 3: Final Answer:**

Option (B) is the only sentence where all items in the series are in the same grammatical form

(noun phrases), thus correctly following the principle of parallel structure.

#### Quick Tip

When you see a list of items connected by a conjunction like "and," "or," or "but," quickly check the grammatical form of each item. A common GRE trick is to mix forms (e.g., a noun, an adjective, and a verb). The correct answer will have a consistent form for all items.

3. Select the correct words to complete the passage: "While early astronomers believed that planets orbited the Earth, modern observations have \_\_\_\_\_ this theory, demonstrating that planets actually revolve around the Sun."

- (A) Corroborated
- (B) Upheld
- (C) Refuted
- (D) Validated
- (E) Dismissed

**Correct Answer:** (C) Refuted

**Solution:**

#### Step 1: Understanding the Concept:

This is a Text Completion question that requires you to understand the logical structure of the sentence and choose the word with the most appropriate meaning. The key is to identify contrast words and the relationship between the ideas presented.

#### Step 2: Detailed Explanation:

The sentence begins with the word "While," which is a signal word indicating a contrast or opposition between two ideas.

- **Idea 1:** Early astronomers believed that planets orbited the Earth (geocentric theory).
- **Idea 2:** Modern observations demonstrate that planets actually revolve around the Sun (heliocentric theory).

The second idea directly contradicts the first. Therefore, we need a word that means "disproven" or "proven false." Let's look at the options:

- **(A) Corroborated:** To confirm or give support to a statement. This is the opposite of what is needed.

- **(B) Upheld:** To maintain or support a decision or theory. This is also the opposite.
- **(C) Refuted:** To prove a statement or theory to be wrong or false. This fits the context perfectly, as modern observations have scientifically proven the early theory wrong.
- **(D) Validated:** To check or prove the validity of something. This is another word for confirming, which is the opposite of what's needed.
- **(E) Dismissed:** To decide that something is not worth consideration. While modern science has dismissed the geocentric theory, "refuted" is a stronger and more precise word because it implies disproving through evidence, which is exactly what "modern observations" do.

### Step 3: Final Answer:

The word "Refuted" correctly captures the action of modern observations proving the old theory to be incorrect.

#### Quick Tip

In Text Completion questions, always look for structural clues and signal words. Words like "While," "Although," "However," and "Despite" signal contrast, while words like "Because," "Therefore," and "Consequently" signal cause and effect. Identifying these clues is the first step to finding the correct answer.

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4. If  $x^2 - 5x + 6 < 0$ , then which of the following is a possible value of  $x$ ?

- (A) 1
- (B) 2
- (C) 3
- (D) 4

**Correct Answer:** None of the given options are correct.

**Solution:**

#### Step 1: Understanding the Concept:

This question requires solving a quadratic inequality. The goal is to find the range of values for  $x$  that make the expression  $x^2 - 5x + 6$  negative.

#### Step 2: Key Formula or Approach:

To solve a quadratic inequality, we first find the roots of the corresponding quadratic equation

$(ax^2 + bx + c = 0)$ . These roots are the critical points that divide the number line into intervals. We then test a value from each interval to see if it satisfies the inequality.

**Step 3: Detailed Explanation:**

**1. Find the roots of the equation:**

Set the expression equal to zero:

$$x^2 - 5x + 6 = 0$$

Factor the quadratic expression. We need two numbers that multiply to 6 and add to -5. These numbers are -2 and -3.

$$(x - 2)(x - 3) = 0$$

The roots are  $x = 2$  and  $x = 3$ .

**2. Analyze the inequality:**

The inequality is  $(x - 2)(x - 3) < 0$ . This means the product of the two factors must be negative. This occurs when one factor is positive and the other is negative.

- **Case 1:**  $x - 2 > 0$  and  $x - 3 < 0$

This implies  $x > 2$  and  $x < 3$ . Combining these gives the interval  $2 < x < 3$ .

- **Case 2:**  $x - 2 < 0$  and  $x - 3 > 0$

This implies  $x < 2$  and  $x > 3$ . It is impossible for  $x$  to be both less than 2 and greater than 3. So, this case yields no solution.

The solution to the inequality is  $2 < x < 3$ . The value of  $x$  must be strictly between 2 and 3.

**3. Check the options:**

Now, let's examine the given integer options:

- (A) 1: Is not between 2 and 3.
- (B) 2: Is not strictly greater than 2. If  $x = 2$ , the expression equals 0, but the inequality is strictly less than 0 ( $0 < 0$  is false).
- (C) 3: Is not strictly less than 3. If  $x = 3$ , the expression equals 0 ( $0 < 0$  is false).
- (D) 4: Is not between 2 and 3.

**Step 4: Final Answer:**

The solution to the inequality  $x^2 - 5x + 6 < 0$  is the set of all numbers  $x$  such that  $2 < x < 3$ . None of the integer options provided (1, 2, 3, 4) fall within this range. Therefore, there is likely an error in the question or the options provided, as none of them are correct. A possible value for  $x$  would be 2.5, but this is not an option.

### Quick Tip

For a quadratic inequality of the form  $(x - a)(x - b) < 0$  with  $a < b$ , the solution is always the interval between the roots:  $a < x < b$ . For  $(x - a)(x - b) > 0$ , the solution is outside the roots:  $x < a$  or  $x > b$ . Recognizing this pattern can save you time. Always be careful with strict inequalities ( $<$ ,  $>$ ) versus inclusive inequalities ( $\leq$ ,  $\geq$ ).

5. A tank can be filled by Pipe A in 4 hours and by Pipe B in 6 hours. If both pipes are opened together, how long will it take to fill the tank?

- (A) 2 hours
- (B) 2.4 hours
- (C) 3 hours
- (D) 3.5 hours

**Correct Answer:** (B) 2.4 hours

**Solution:**

#### Step 1: Understanding the Concept:

This is a classic work-rate problem. The key is to determine the rate at which each pipe works and then add the rates together to find their combined rate. The total time is the reciprocal of the combined rate.

#### Step 2: Key Formula or Approach:

- Rate of work =  $\frac{1}{\text{Time taken to complete the work}}$
- Combined Rate = Rate of A + Rate of B
- Time taken together =  $\frac{1}{\text{Combined Rate}}$

#### Step 3: Detailed Explanation:

##### 1. Calculate the individual rates:

- Pipe A can fill the tank in 4 hours. So, the rate of Pipe A ( $R_A$ ) is  $\frac{1}{4}$  of the tank per hour.
- Pipe B can fill the tank in 6 hours. So, the rate of Pipe B ( $R_B$ ) is  $\frac{1}{6}$  of the tank per hour.

##### 2. Calculate the combined rate:

When both pipes are open, their rates add up.

Combined Rate ( $R_C$ ) =  $R_A + R_B$

$$R_C = \frac{1}{4} + \frac{1}{6}$$

To add these fractions, find a common denominator, which is 12.

$$R_C = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$$

So, together they fill  $\frac{5}{12}$  of the tank per hour.

**3. Calculate the total time:**

Time =  $\frac{\text{Total Work}}{\text{Combined Rate}}$ . The total work is filling 1 tank.

$$\text{Time} = \frac{1}{R_C} = \frac{1}{\frac{5}{12}} = \frac{12}{5}$$

$$\text{Time} = 2.4 \text{ hours}$$

**Step 4: Final Answer:**

It will take 2.4 hours for both pipes together to fill the tank.

**Quick Tip**

For problems involving two workers (or pipes, etc.), you can use the shortcut formula:  
Time together =  $\frac{\text{Product of individual times}}{\text{Sum of individual times}}$ . In this case,  $\frac{4 \times 6}{4 + 6} = \frac{24}{10} = 2.4$  hours. This is a quick way to verify your answer.

**6.** A shopkeeper buys a product for \$120 and marks it up by 25%. He then gives a 10% discount on the marked price. What is his final selling price?

- (A) 132
- (B) 135
- (C) 138
- (D) 140

**Correct Answer:** (B) \$135

**Solution:**

**Step 1: Understanding the Concept:**

This problem involves multiple percentage calculations related to pricing: a markup followed by a discount. It's crucial to apply the percentages to the correct base amount at each step.

**Step 2: Key Formula or Approach:**

- Marked Price (MP) = Cost Price (CP) + (Markup %  $\times$  CP) = CP  $\times$  (1 + Markup %)
- Final Selling Price (SP) = Marked Price (MP) - (Discount %  $\times$  MP) = MP  $\times$  (1 - Discount %)



**Step 3: Detailed Explanation:****1. Calculate the Marked Price (MP):**

The cost price (CP) is \$120.

The markup is 25% of the cost price.

Markup Amount:

$$25\% \text{ of } 120 = 0.25 \times 120 = \$30$$

Marked Price (MP) = Cost Price + Markup Amount

$$MP = 120 + 30 = \$150$$

**2. Calculate the Final Selling Price (SP):**

The discount is 10% of the **marked price**, not the cost price.

Discount Amount:

$$10\% \text{ of } 150 = 0.10 \times 150 = \$15$$

Final Selling Price (SP) = Marked Price - Discount Amount

$$SP = 150 - 15 = \$135$$

**Step 4: Final Answer:**

The final selling price of the product is \$135.

**Quick Tip**

A common mistake is to simply add the markup percentage and subtract the discount percentage (e.g.,  $25\% - 10\% = 15\%$ ) and apply that to the original price. This is incorrect because the base for the markup (Cost Price) and the base for the discount (Marked Price) are different. Always perform the calculations sequentially.

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**7.** The following data represent the scores of 7 students in a test: 12, 18, 22, 26, 30, 30, 32. What is the median of the scores?

- (A) 22
- (B) 26
- (C) 28
- (D) 30

**Correct Answer:** (B) 26

**Solution:**

**Step 1: Understanding the Concept:**

The median is a measure of central tendency in statistics. It represents the middle value of a dataset when the data points are arranged in ascending or descending order.

**Step 2: Key Formula or Approach:**

1. Arrange the data in numerical order.
2. Count the number of data points,  $n$ .
3. If  $n$  is odd, the median is the middle value, found at the  $\left(\frac{n+1}{2}\right)$ th position.
4. If  $n$  is even, the median is the average of the two middle values.

**Step 3: Detailed Explanation:****1. Arrange the data:**

The given scores are: 12, 18, 22, 26, 30, 30, 32.

The data is already arranged in ascending order.

**2. Count the number of data points:**

There are 7 scores, so  $n = 7$ .

**3. Find the median:**

Since  $n = 7$  is an odd number, the median is the middle value. We find its position using the formula:

$$\text{Position} = \frac{n+1}{2} = \frac{7+1}{2} = \frac{8}{2} = 4$$

The median is the 4th value in the ordered list.

**4. Identify the median value:**

Let's count to the 4th position in the list:

1st: 12

2nd: 18

3rd: 22

**4th: 26**

The 4th score is 26.

**Step 4: Final Answer:**

The median of the scores is 26.

**Quick Tip**

The most critical step in finding the median is to sort the data first. The GRE might present an unsorted list to trap you. Also, don't confuse the median with the mean (average) or the mode (most frequent value). In this set, the mean is approximately 24.3 and the mode is 30.

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**8.** Technological advancements have done more to divide society than to unite it.

*Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and*

*explain how these considerations shape your position.*

**Correct Answer:** This is an analytical writing task; there is no single correct answer. A strong response will be a well-reasoned, well-supported essay that addresses all parts of the prompt.

**Solution:**

### **Step 1: Understanding the Prompt and Deconstructing the Statement**

The core statement is: "Technology divides more than it unites." Your task is to agree or disagree, but not in a simple way. You must discuss the "extent" of your agreement and consider how the statement "might or might not hold true." This calls for a nuanced argument that acknowledges complexity, rather than a one-sided opinion.

### **Step 2: Brainstorming Arguments and Examples**

- **How Technology Divides (Arguments for the Statement):**

- **The Digital Divide:** Disparities in access to technology and the internet create a gap between the information-rich and the information-poor, widening socioeconomic inequalities. (*Example: A student in a rural area with poor internet access vs. an urban student with high-speed fiber.*)
- **Echo Chambers and Polarization:** Social media algorithms feed users content that reinforces their existing beliefs, leading to ideological isolation, groupthink, and increased political polarization. (*Example: The proliferation of partisan news sources and conspiracy theories on platforms like Facebook and X.*)
- **Economic Disruption:** Automation and AI can lead to job displacement for certain segments of the workforce, creating economic division and resentment. (*Example: The decline of manufacturing jobs in developed nations.*)

- **How Technology Unites (Arguments against the Statement):**

- **Global Communication:** Technology allows for instantaneous communication across the globe, connecting families, friends, and colleagues regardless of distance. (*Example: Video calls connecting relatives on different continents.*)
- **Social and Political Mobilization:** Social media platforms have been instrumental in organizing social movements and pro-democracy protests, uniting people around a common cause. (*Example: The role of Twitter during the Arab Spring.*)
- **Access to Information and Culture:** The internet provides unprecedented access to knowledge, education, and diverse cultural perspectives, fostering a sense of shared human experience. (*Example: Online learning platforms like Coursera or access to world museums through virtual tours.*)

### **Step 3: Structuring Your Essay**

A high-scoring GRE essay typically follows a clear structure:

1. **Introduction:**

- Briefly introduce the complexity of technology's impact on society.
- Acknowledge that technology has both unifying and divisive effects.
- State your thesis: e.g., "While technological advancements have undeniably fostered global interconnectedness, their concurrent effects of ideological fragmentation and economic disparity ultimately present a more significant force for division in modern society."

## 2. Body Paragraph 1 (Concession):

- Acknowledge the unifying power of technology.
- Use one or two strong examples (e.g., global communication, social movements).

## 3. Body Paragraph 2 (Main Argument):

- Argue your main point that technology is more divisive.
- Discuss the concept of echo chambers and political polarization, providing specific examples.

## 4. Body Paragraph 3 (Further Support):

- Introduce another divisive aspect, such as the digital or economic divide.
- Explain how this division is perhaps more fundamental or insidious than the unity described earlier.

## 5. Conclusion:

- Briefly summarize your arguments.
- Reiterate your nuanced thesis.
- End with a concluding thought on the future of technology and society, perhaps suggesting that the outcome depends on how we choose to manage these powerful tools.

### Quick Tip

The GRE essay readers value complexity. Avoid making absolute claims. Use transition words like "While it is true that...", "However...", "On the other hand...", and "Ultimately..." to show that you are considering multiple perspectives. A strong thesis will acknowledge the counterargument before stating your primary position.

**9.** Educational institutions should actively encourage their students to choose fields of study that will prepare them for lucrative careers.

*Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.*

**Correct Answer:** This is an analytical writing task; there is no single correct answer. A successful response will explore the consequences of the proposed policy in a thoughtful and well-organized manner.

**Solution:**

**Step 1: Understanding the Prompt and Deconstructing the Policy**

The core policy is: "Educational institutions should actively push students towards high-paying career paths." Your task is to analyze this policy by discussing its "possible consequences." This means you must think about the short-term and long-term effects on students, institutions, and society as a whole. Your own position should be shaped by this analysis.

**Step 2: Brainstorming Consequences of the Policy**

- **Positive Consequences (Arguments FOR the policy):**

- **Economic Benefit to Students:** Graduates would have higher earning potential, leading to greater financial stability, lower student loan default rates, and increased ability to contribute to the economy.
- **Meeting Market Demands:** The educational system would become more aligned with the needs of the economy, filling critical gaps in high-demand fields like STEM and finance.
- **Increased Institutional Prestige/Funding:** Universities whose graduates have high employment rates and salaries may attract more funding, better applicants, and higher rankings.

- **Negative Consequences (Arguments AGAINST the policy):**

- **Devaluation of Humanities and Arts:** Fields like philosophy, history, literature, and the fine arts, which are often less lucrative but are critical for developing critical thinking, empathy, and cultural understanding, would be neglected.
- **Stifling of Innovation and Passion:** Pushing students into careers based solely on salary may discourage them from pursuing their true passions, which are often the drivers of groundbreaking innovation and personal fulfillment. Society could lose out on future great artists, social scientists, or basic researchers.
- **Risk of Market Fluctuation:** A career that is lucrative today may be automated or outsourced tomorrow. A broad-based education that teaches adaptable skills (like critical thinking) may be more valuable in the long run than narrow vocational training for a specific high-paying job.
- **Increased Student Unhappiness:** Forcing a student into a field they dislike can lead to burnout, career dissatisfaction, and mental health issues, regardless of the salary.

**Step 3: Structuring Your Essay**

A strong essay on this topic would explore the consequences in a balanced way.

**1. Introduction:**

- Introduce the proposed policy and the tension between pragmatic, economic goals and the broader purposes of education.
- State your thesis, which should be based on your analysis of the consequences. e.g., "While encouraging students to consider financial viability is a responsible measure, actively prioritizing lucrative careers over all other factors would have detrimental consequences for individual fulfillment and societal progress, ultimately undermining the core mission of education."

## 2. Body Paragraph 1 (The Merits of the Policy):

- Acknowledge the positive consequences. Discuss the practical benefits of financial stability for graduates and the alignment with economic needs. This shows you understand the motivation behind the policy.

## 3. Body Paragraph 2 (The Negative Consequences for Individuals):

- Discuss the detrimental effects on students, such as the suppression of passion and the risk of career dissatisfaction. Argue that personal fulfillment is a key component of a successful life that the policy ignores.

## 4. Body Paragraph 3 (The Negative Consequences for Society):

- Broaden your argument to discuss the societal impact. Explain how devaluing the humanities and basic sciences could lead to a less innovative, less empathetic, and less culturally rich society.

## 5. Conclusion:

- Summarize the key consequences you have discussed.
- Reiterate your position. Instead of a simple rejection, you might propose a more balanced alternative, such as providing robust career counseling while still preserving a broad and diverse curriculum.

### Quick Tip

When a prompt asks you to consider the "consequences," structure your body paragraphs around them. You can dedicate one paragraph to the positive consequences and one or two paragraphs to the negative consequences. This creates a logical flow and directly addresses the prompt's requirements.

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**10.** True innovation in any field is more often the result of collaboration than individual genius. *Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to consider multiple perspectives and provide examples.*

**Correct Answer:** This is an analytical writing task; there is no single correct answer. A high-quality response will present a clear position supported by compelling examples from various fields.

## Solution:

### Step 1: Understanding the Prompt and Deconstructing the Claim

The core claim sets up a comparison: "collaboration" is more often the source of "true innovation" than "individual genius." Your task is to evaluate this claim. A good response will avoid a simple "yes" or "no" and instead explore the complex interplay between individual contributions and collaborative efforts. The prompt specifically asks for "multiple perspectives" and "examples."

### Step 2: Brainstorming Arguments and Examples

- **Arguments for Collaboration as the Primary Driver:**

- **Modern Science:** "Big Science" projects are inherently collaborative, requiring the expertise of hundreds or thousands of researchers. (*Examples: The Manhattan Project, the Human Genome Project, the research at CERN to find the Higgs boson.*)
- **Technology and Business:** Innovation in tech companies often arises from teamwork, brainstorming sessions, and the integration of different departments (engineering, design, marketing). (*Example: The development of the iPhone at Apple involved numerous teams working in concert; the success of open-source projects like Linux relies on a global community of developers.*)
- **Synergy:** Collaboration allows for the combination of diverse skills and perspectives, leading to solutions that no single individual could have conceived. One person's idea can spark a better idea in a colleague.

- **Arguments for the Role of Individual Genius (The Counter-Perspective):**

- **Paradigm Shifts:** History is filled with transformative ideas that originated from a single, brilliant mind. (*Examples: Einstein's theory of relativity, which he developed largely on his own; Newton's formulation of the laws of motion and universal gravitation.*)
- **Artistic Creation:** Great works of art, music, and literature are often the product of a singular vision. (*Examples: Shakespeare's plays, Beethoven's symphonies, Picasso's paintings.*)
- **The "Spark" of an Idea:** Even within a collaborative setting, the initial breakthrough or core concept often comes from one individual's insight.

### Step 3: Structuring Your Essay

The best approach is to synthesize these two perspectives.

#### 1. Introduction:

- Start by acknowledging the popular myth of the "lone genius" who single-handedly changes the world.
- Introduce the counter-idea that collaboration is essential.
- State your nuanced thesis. e.g., "While the flash of insight from an individual genius is often the catalyst for innovation, the development, refinement, and implementation of that innovation into a truly impactful form is almost always the result of sustained collaboration, making it the more significant force in modern progress."

## 2. Body Paragraph 1 (Supporting the Claim for Collaboration):

- Present your strongest case for collaboration.
- Use a powerful example, such as the Human Genome Project, to illustrate how complex modern problems can only be solved by massive teams.

## 3. Body Paragraph 2 (Addressing the Counter-Perspective):

- Acknowledge the role of the individual. Discuss a figure like Einstein.
- However, you can add nuance by pointing out that even geniuses like Einstein built upon the work of their predecessors (like Maxwell and Poincaré) and engaged in dialogue with their peers. This reframes "individual genius" as part of a larger, ongoing conversation.

## 4. Body Paragraph 3 (Synthesis):

- Argue that the two are not mutually exclusive but rather two sides of the same coin.
- Explain that individual insight provides the "seed," but collaborative effort provides the "soil, water, and sunlight" needed for it to grow into something truly innovative. Use an example from business or technology to illustrate this synergy.

## 5. Conclusion:

- Summarize your main points.
- Reiterate your thesis that while individual genius is crucial, collaboration is the more frequent and essential component in translating brilliant ideas into tangible innovations.

### Quick Tip

For this type of prompt, using specific, named examples is far more persuasive than making general statements. Instead of saying "many scientific projects are collaborative," say "The LIGO experiment, which detected gravitational waves, involved over 1,000 scientists from dozens of institutions worldwide."