GMAT FOCUS EDITION OVERVIEW

SUMMARY OF CHANGES

3x 45-minute sections, no essay, and reduced content to prep.

* One hour less; the shortest GMAT test ever!
*Reduced content which means less content to prep!
*No essay section; all questions will be multiple-choice
*After you know your score, send it to five schools for free!
*Three sections only focused on business relevant business skills.

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SUMMARY OF CHANGES

*Personalized performance on relevant business skills.

*You can go in and change three questions per section.

*Self-select section order.

*More focused sections.

The overall message seems to be a shorter test, focused on business skills to help students apply to business school and boost career success faster!

GMAT FOCUS EDITION OVERVIEW

SUMMARY OF CHANGES

There will be 3 sections. Each section is 45 minutes.

*Verbal -- 23 Questions -- Critical Reasoning & Reading Comp (Yes, that's right, no more misplaced modifiers or pronoun errors. Sentence correction will be a thing of the GMAT past.)

*Quant -- 21 Questions -- No more geometry and no data sufficiency in Quant

*Data Insights -- 20 Questions -- IR and Data Sufficiency (likely 12 IR and 8 DS)

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SUMMARY OF CHANGES

Test-takers will be able to bookmark questions as they proceed through each section. At the end of the section--provided that there is time remaining--the test-taker sees a review and edit screen. From there, it's possible to navigate back to both bookmarked and non-bookmarked questions. (That sounds like that other test that starts with a GRE!!) Test-takers can change their answer to up to 3 questions per section.

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Candidate-Friendly Features

Question Review & Edit: Candidates can bookmark and review as many questions as they want and can change up to three answers per section.

Select Section Order: Candidates can take the exam in whatever section order they prefer.

Improved Official Score Report: Detailed performance insights provided to candidates for free.

Easier Score Sending: After candidates know their score (and not before) they can send it to 5 schools for free.

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Did you know?

Across GMAT and GRE test takers around the world, more than 7 in 10 rely on the GMAT to get into business school. That's because the GMAT exam is designed specifically to support you on your business school journey, setting you up for success in the classroom and the boardroom!

GMAT FOCUS EDITION OVERVIEW

Exam Features

The GMAT gives you control of your testing experience with test taker-friendly features and flexible score sending options.

Question Review & Edit

The Question Review & Edit tool gives you more control over the answers to your questions by allowing you to edit responses later in each section. With this tool, you can spend less time on questions you're unsure about, knowing you can go back to these responses and update them. Here is how it works:

As you move through a section, you can bookmark questions that you would like to review later.

When you have answered all questions in a section, you will proceed to the Question Review & Edit screen for that section. Note: If there is no time remaining in the section, you will NOT proceed to the Question Review & Edit screen and you will automatically be moved to your optional break screen or the next section (if you have already taken your optional break).

Each Question Review & Edit screen includes a numbered list of the questions in that section and indicates the questions you bookmarked.

Clicking a question number will take you to that specific question.

You can review as many questions as you would like and can edit up to three (3) answers.

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Detailed Results Delivered Fast

Within 1-3 days* of completing the exam, you will receive a detailed Official Score Report that provides deep insights into your performance across the exam, including (but not limited to):

*Performance by Section
*Performance by Program & School
*Performance by Content Domain (subject area), Question Type, and Skills
*Time Management

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What does the exam cover?

Quantitative Reasoning: This section tests your grasp of basic algebra and arithmetic, and how well you apply this knowledge to solve problems. It includes 21 Problem Solving questions that require elementary math concepts. Success here depends more on your logic and analytical thinking than on advanced math skills. No calculators allowed!

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Problem Solving Questions

These questions test your skills in tackling numerical problems, interpreting graphs, and analyzing data.

Question 1:

Yolanda starts walking from X to Y (45 miles away). One hour later, Bob starts walking from Y to X on the same road. If Yolanda walks at 3 mph and Bob at 4 mph, how many miles had Bob walked when they met?

A. 24
B. 23
C. 22
D. 21
E. 19.5

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Problem Solving Questions

Question 2:

You need to distribute coins into 7 pockets, with each pocket having at least one coin. The rules are: at most 3 pockets can have the same number of coins, and the other pockets must all have different numbers of coins. What's the minimum number of coins needed?

A. 7

B. 13

C. 17

D. 22

E. 28

Problem Solving Questions

Question 3:

Lloyd usually works 7.5 hours a day, earning $4.50 per hour. For any hours over 7.5, he gets 1.5 times his regular rate. If he works 10.5 hours one day, how much does he earn?

A. $33.75

B. $47.25

C. $51.75

D. $54.00

E. $70.00

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Verbal Reasoning

Reading Comprehension Questions

These questions test how well you can understand, break down, and apply ideas and information from written texts.

Verbal Reasoning
Reading Comprehension Questions

Passage:

This passage was written in 1984.

Note: Questions 1 and 2 are based on this passage.

A groundbreaking development now lets us hear a much clearer recording of Caruso's singing than was possible in his time. A decades-old wax-cylinder recording has been digitized and processed by computer to remove unwanted noise—a major improvement over the limitations of analog recording. In analog systems, sound is stored as a continuous waveform based on amplitude variations. But playback introduces distortions: the waveform gets altered, and the storage medium adds extra noise. Digital techniques, though still evolving, offer a superior way to record and process sound.

Verbal Reasoning
Reading Comprehension Questions

Passage continues:

In contrast, digital recordings break down the sound into a series of numbers representing the waveform. Since playback systems only "read" these numbers, any added noise or distortion during storage has minimal impact—as long as the numbers are clear, the sound quality stays sharp. However, because the original waveform is continuous and digital data is discrete, some distortion is unavoidable.

Sampling error happens if the sound is sampled too infrequently, missing rapid changes in amplitude (when the sound changes faster than the system can capture).

Quantizing error occurs when the amplitude isn't a perfect multiple of the smallest measurable unit, forcing the system to round off. Over time, these errors create a random buzzing noise—similar to analog noise, but only present during playback.

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Verbal Reasoning
Reading Comprehension Questions

Question 1:

According to the passage, how do analog recording systems differ from digital ones? Analog systems...

A. can reduce background noise in old recordings.

B. record the original sound as a continuous waveform.

C. distort the original sound somewhat.

D. avoid adding unwanted, non-musical sounds.

E. reconstruct the original waveform with little loss in quality.

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Verbal Reasoning
Reading Comprehension Questions

Question 2:

What can we infer about the digital approach to sound processing from the passage?
A. It was developed to compete with wax-cylinder technology.
B. It's created the first playback system with zero distortion.
C. It's been widely used for non-musical sounds.
D. It can't yet handle music originally recorded in analog.
E. It still can't reprocess old recordings without some distortion.

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Critical Reasoning Questions

These questions test your ability to think logically about arguments—building, assessing, and planning actions based on given information.

Critical Reasoning Questions

Question 3:

Migraine headaches are thought to be caused by food allergies, but eliminating trigger foods often doesn't stop the headaches. The conclusion is that there must be another cause besides food allergies.**Which of the following, if true, would most weaken this conclusion**?

A. Many common foods cause allergic reactions only after several days, making it hard to link them to headaches.

B. Food allergies are common in people who never get migraines.

C. Patients often crave the foods that trigger their migraines.

D. Few people outgrow allergic migraines by cutting out trigger foods in adulthood.

E. Food allergies rarely cause symptoms worse than migraines.

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Critical Reasoning Questions

Question 4:

A factory tested a new production process aiming to cut costs. A trial run showed a 15% cost reduction compared to the old process, leading managers to conclude it was a success. **Which of the following, if true, most weakens this conclusion?**

A. The project originally targeted a 50% cost cut.

B. The cost savings came entirely from fewer rejects in quality control.

C. A similar product, made with the old process, also saw a 15% cost drop during the trial.

D. The new process doesn't change the product itself, despite some redesign suggestions.

E. The cost of materials is the same in both processes; only the production steps differ.

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Data Insight
Data Sufficiency Questions

These questions test your skill in analyzing a math problem, spotting the relevant data, and deciding when you have enough information to solve it—using one of five standard answer choices.

Data Insight
Data Sufficiency Questions

Question 1:

A city loses 12% of its daily water supply due to main breaks. What's the daily cost of this loss?

(1) The city's daily supply is 350 million gallons.

(2) Every 12,000 gallons lost costs the city $2.

A. Statement (1) alone is enough, but (2) isn't.

B. Statement (2) alone is enough, but (1) isn't.

C. Both statements together are needed, neither alone is enough.

D. Each statement alone is sufficient.

E. Even together, (1) and (2) aren't enough.

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Data Insight
Data Sufficiency Questions

Question 2:

Buckets X and Y contain only water, and Y is half full. If all the water from X is poured into Y, what fraction of Y's capacity is filled?

(1) Before pouring, X was 1/3 full.

(2) X and Y have the same capacity.

A. Statement (1) alone is enough, but (2) isn't.

B. Statement (2) alone is enough, but (1) isn't.

C. Both statements together are needed, neither alone is enough.

D. Each statement alone is sufficient.

E. Even together, (1) and (2) aren't enough.

GMAT FOCUS EDITION OVERVIEW

Calculator

| Email #1 | Email #2 | Email #3 |

Email from **administrator** *to research staff*

January 15, 10:46 a.m.

Yesterday was the deadline for our receipt of completed surveys from doctors who were invited to participate in the Medical Practice Priorities Survey. Did we get enough returns from this original group of invitees to get reliable statistics? Do we need to invite additional participants?

Consider each of the following statements. Does the information in the three emails support the inference as stated?

Yes No

○ ○ The administrator is unwilling to invite as many participants in the second group as were invited in the first group.

○ ○ The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.

○ ○ The administrator is willing to accept some risk of exceeding the budget for compensating participants.

GMAT FOCUS EDITION OVERVIEW

Calculator

Email #1 | Email #2 | Email #3

Email from **project coordinator** *in response to the administrator's January 15, 10:46 a.m. message*

January 15, 11:12 a.m.

Altogether we got exactly 350 actual survey completions. We need at least 700 and were hoping for even more, so we plan to invite a second group to participate. Both the results from this first group and other research indicates that with this type of survey and this type of participants there is about a 40 percent probability that any given invitee will submit the completed survey in the time we'll allow. (Obviously that doesn't mean that if we invited 1,000 we'd necessarily get at least 400, so we need to think in terms of the risks of getting too few returns or exceeding the budget.) All of the participants who submitted their surveys by the deadline will get the $50 payment we promised. What is our total budget for compensation to participants?

Consider each of the following statements. Does the information in the three emails support the inference as stated?

Yes No

○ ○ The administrator is unwilling to invite as many participants in the second group as were invited in the first group.

○ ○ The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.

○ ○ The administrator is willing to accept some risk of exceeding the budget for compensating participants.

GMAT FOCUS EDITION OVERVIEW

Calculator

Email #1 | Email #2 | **Email #3**

Email from **administrator** *to project coordinator in response to the project coordinator's January 15, 11:12 a.m. message*

January 15, 1:54 p.m.

The budget we allocated for compensation to those who complete and submit the Medical Practice Priorities Survey is $45,000. We will honor our commitment to pay $50 to each participant—in the second group as well as the first—who completes the survey and submits it by the deadline we specify when we invite them to participate. However, we will need to try not to exceed the total amount that is budgeted for this purpose.

Consider each of the following statements. Does the information in the three emails support the inference as stated?

Yes No

○ ○ The administrator is unwilling to invite as many participants in the second group as were invited in the first group.

○ ○ The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.

○ ○ The administrator is willing to accept some risk of exceeding the budget for compensating participants.

GMAT FOCUS EDITION OVERVIEW

Calculator

The table displays data on *Brazilian agricultural* products in 2009.

Sort By: Select...

Commodity	Production, world share (%)	Production, world rank	Exports, world share (%)	Exports, world rank
Beef	16	2	22	1
Chickens	15	3	38	1
Coffee	40	1	32	1
Corn	8	4	10	2
Cotton	5	5	10	4
Orange juice	56	1	82	1
Pork	4	4	12	4
Soybeans	27	2	40	2
Sugar	21	1	44	1

For each of the following statements, select *Yes* if the statement can be shown to be true based on the information in the table. Otherwise select *No*.

Yes	No	
○	○	No individual country produces more than one-fourth of the world's sugar.
○	○	If Brazil produces less than 20% of the world's supply of any commodity listed in the table, Brazil is not the world's top exporter of that commodity.
○	○	Of the commodities in the table for which Brazil ranks first in world exports, Brazil produces more than 20% of the world's supply.

GMAT FOCUS EDITION OVERVIEW

Calculator

Percentage of Population Visiting Selected Cultural Institutions, Single Year

Sort By: Select... ▾

Country/ political union	Public library	Zoo/ aquarium	Natural history museum	Science/ technology museum
Russia	15	8	5	2
Brazil	25	28	7	4
European Union	35	27	20	18
South Korea	35	37	30	10
China	41	51	13	19
Japan	48	45	20	12
US	65	48	27	26

For each of the following statements select *Would help explain* if it would, if true, help explain some of the information in the table. Otherwise select *Would not help explain*.

Would help explain	Would not help explain	
○	○	The proportion of the population of Brazil that lives within close proximity to at least one museum is larger than that of Russia.
○	○	Of the countries/political unions in the table, Russia has the fewest natural history museums per capita.
○	○	Of the countries/political unions in the table, the three that spend the most money to promote their natural history museums are also those in which science is most highly valued.
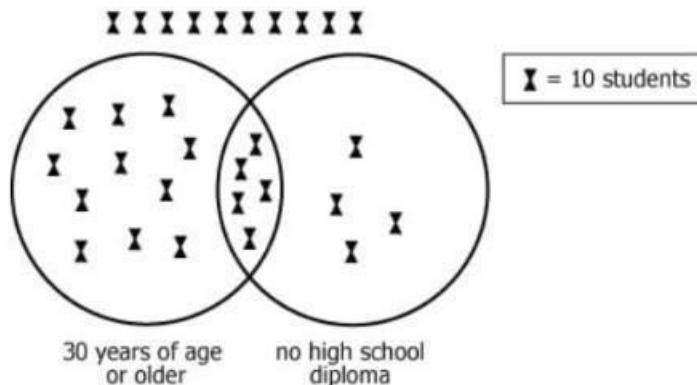
GMAT FOCUS EDITION OVERVIEW

Calculator

I I I I I I I I I I

$I = 10$ students

30 years of age
or older

no high school
diploma
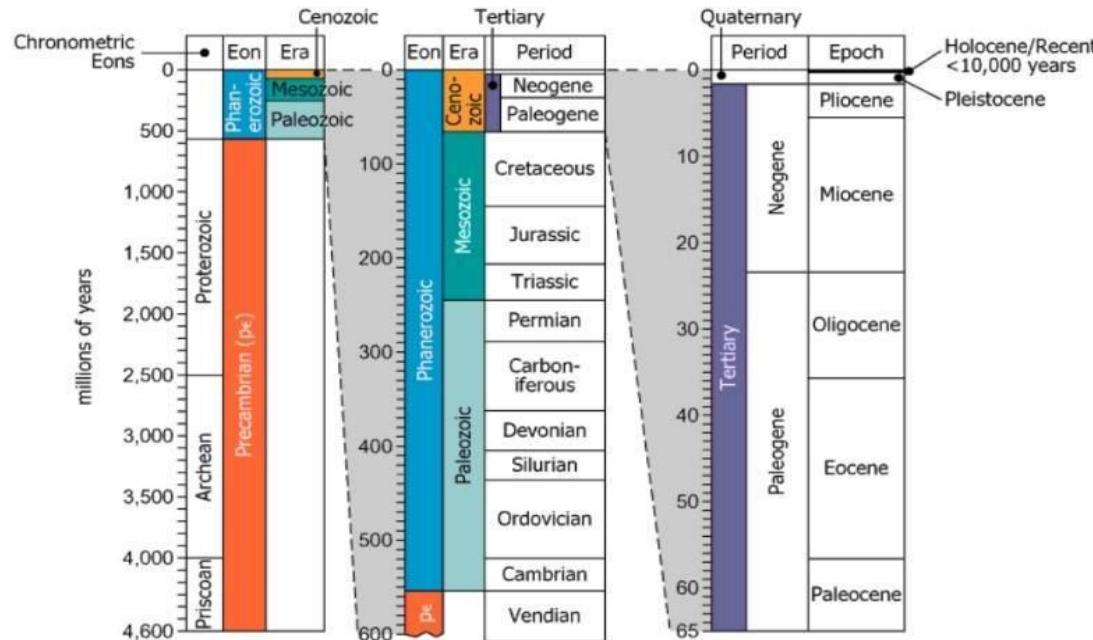
Refer to the pictograph of a survey of students at Central Community College. Each symbol represents 10 students in a sample of 300.

Use the drop-down menus to complete each statement according to the information presented in the diagram.

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is [Select... ▾].

If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is [Select... ▾].

The diagram shows, in three column groupings, various divisions of Earth's geological history since its formation approximately 4,600 million years ago. In the leftmost column grouping, the Precambrian eon is subdivided into chronometric eons shown on the far left; but otherwise, in the rest of the graphic, each subsequent column to the right shows the subdivisions of the timeframes to its left. Each of the rightmost two column groupings is a magnification—with additional information—of a portion of the grouping directly to its left.

Fill each blank using the drop-down menu to create the most accurate statement on the basis of the information provided.
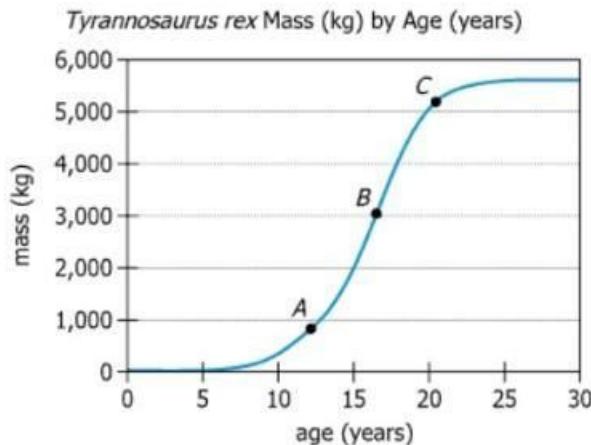
The Miocene epoch spans closest to [Select... ▾] of the era of which it is a part.

According to the diagram the beginning of the [Select... ▾] marks the onset of a new eon, era, and period in geological history.

AcceptReject

GMAT FOCUS EDITION OVERVIEW

Calculator

Tyrannosaurus rex Mass (kg) by Age (years)

The graph models the hypothetical mass, in kilograms, of a *Tyrannosaurus rex* up to 30 years of age. Points A, B, and C represent the masses for a *Tyrannosaurus rex* at ages 12, 16, and 20, respectively, according to the model.

From each drop-down menu, select the option that creates the most accurate statement based on the information provided.

For integer values of the age from 12 to 30, the average (arithmetic mean) mass falls approximately between [Select...] kilograms.
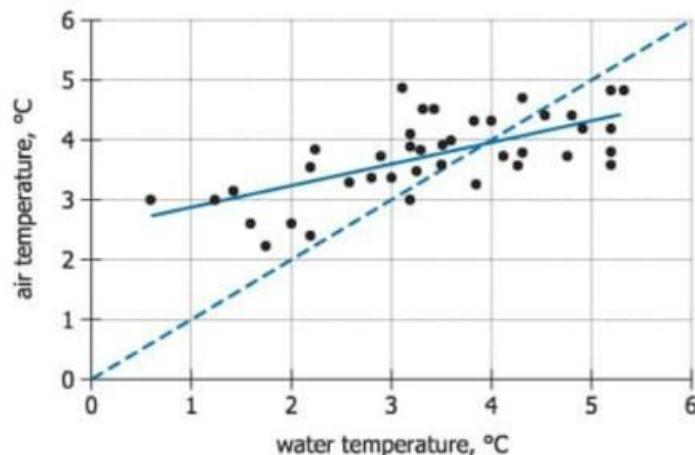
The percent change in the mass from age 12 to age 16 is approximately [Select...] the percent change in the mass from age 16 to age 20.

GMAT FOCUS EDITION OVERVIEW

Calculator

The graph at the left is a scatter plot with 40 points, each representing the temperature of the ocean water, measured at a fixed location off the coast of West Iceland, and the air temperature, measured on land at a fixed location in West Iceland. Both the water temperature and the air temperature, in degrees Celsius, were measured at noon on Wednesday of each of 40 consecutive weeks last year. The solid line is the regression line and the dashed line is the line through the points (0,0) and (6,6).

Use the drop-down menus to fill in the blanks in each of the following statements based on the information given by the graph.

The relationship between the water temperature and the air temperature is [Select... ▾]

The slope of the regression line is [Select... ▾] the slope of the dashed line.

GMAT FOCUS EDITION OVERVIEW

Calculator

The Quasi JX is a new car model. Under ideal driving conditions, the Quasi JX's fuel economy is E kilometers per liter ($E\frac{km}{L}$) when its driving speed is constant at S kilometers per hour ($S\frac{km}{h}$).

In terms of the variables S and E, select the expression that represents the number of liters of fuel used in 1 hour of driving under ideal driving conditions at a constant speed S, and select the expression that represents the number of liters of fuel used in a 60 km drive under ideal driving conditions at a constant speed S. Make only two selections, one in each column.

Liters of fuel in 1 h	Liters of fuel in 60 km	
○	○	$\frac{S}{E}$
○	○	$\frac{E}{S}$
○	○	$\frac{60}{E}$
○	○	$\frac{60}{S}$
○	○	$\frac{S}{60}$
○	○	$\frac{E}{60}$

GMAT FOCUS EDITION OVERVIEW

Calculator

The following excerpt from a fictitious science news report discusses a fictitious type of location called a *morefa*.

For zoologists studying the behavior of certain species of birds, the critical importance of observing the birds in those species' morefa during the annual breeding season is obvious. Such observation allows researchers to study not only the courtship displays of many different individuals within a species, but also the species' social hierarchy. Moreover, since some species repeatedly return to the same morefa, researchers can study changes in group dynamics from year to year. The value of observing a morefa when the birds are not present, however—such as prior to their arrival or after they have abandoned the area to establish their nests—is only now becoming apparent.

Based on the definition of the imaginary word *morefa* that can be inferred from the previous paragraph, which of the following activities of a bird species must happen in a location for that location to be the species' morefa, and which must NOT happen in a location for that location to be the species' morefa? Make only two selections, one in each column.

Must happen in the location	Must not happen in the location	Activities of the members of the species
○	○	Sleeping
○	○	Occupying the location multiple times
○	○	Establishing nests
○	○	Gathering together with members of their own species
○	○	Territorial competition with members of different species

GMAT FOCUS EDITION OVERVIEW

Calculator

Organization A currently has 1,050 members. Organization B currently has 1,550 members. The number of members of Organization A and the number of members of Organization B are increasing annually, each at its own constant rate. Analysts project that if each of these organizations maintains its constant annual rate of membership increase, five years from now they will for the first time have the same number of members, and in subsequent years Organization A will have more members than Organization B.

In the table below, identify a rate of increase, in members per year, for Organization A and a rate of increase, in members per year, for Organization B that together are consistent with the analysts' projection. Make only one selection in each column.

Organization A	Organization B	Rate of increase(members per year)
○	○	10
○	○	30
○	○	40
○	○	120
○	○	130
○	○	150

GMAT FOCUS EDITION OVERVIEW

Calculator

Over a period of 5 academic years from Fall 1999 through Spring 2004, the number of faculty at a certain college increased despite a decrease in student enrollment from 5,500 students in Fall 1999.

In the given expressions, F and S represent the percent change in the number of faculty and students, respectively, over the 5 academic years, and R represents the number of students per faculty member in Fall 1999. The percent change in a quantity X is calculated using the formula $\left(\dfrac{X_{new} - X_{old}}{X_{old}}\right)(100)$.

Select the expression that represents the number of faculty in Fall 1999, and select the expression that represents the number of students per faculty member in Spring 2004. Make only two selections, one in each column.

Number of faculty in Fall 1999	Students per faculty member in Spring 2004	
○	○	$5{,}500\ R$
○	○	$\dfrac{5{,}500}{R}$
○	○	$\dfrac{1}{R}$
○	○	$\left(\dfrac{100 + S}{100 + F}\right) R$
○	○	$\left(\dfrac{100 - S}{100 + F}\right) R$
○	○	$\left(\dfrac{100 + F}{100 - S}\right) R$

GMAT FOCUS EDITION OVERVIEW

Calculator

A literature department at a small university in an English-speaking country is organizing a two-day festival in which it will highlight the works of ten writers who have been the subjects of recent scholarly work by the faculty. Five writers will be featured each day. To reflect the department's strengths, the majority of writers scheduled for one of the days will be writers whose primary writing language is not English. On the other day of the festival, at least four of the writers will be women. Neither day should have more than two writers from the same country. Departmental members have already agreed on a schedule for eight of the writers. That schedule showing names, along with each writer's primary writing language and country of origin, is shown.

- Day 1:

    Achebe (male, English, Nigeria)

    Weil (female, French, France)

    Gavalda (female, French, France)

    Barrett Browning (female, English, UK)

- Day 2:

    Rowling (female, English, UK)

    Austen (female, English, UK)

    Ocantos (male, Spanish, Argentina)

    Lu Xun (male, Chinese, China)

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Select a writer who could be added to the schedule for either day. Then select a writer who could be added to the schedule for neither day. Make only two selections, one in each column.

Either day	Neither day	Writer
○	○	LeGuin (female, English, USA)
○	○	Longfellow (male, English, USA)
○	○	Murasaki (female, Japanese, Japan)
○	○	Colette (female, French, France)
○	○	Vargas Llosa (male, Spanish, Peru)
○	○	Zola (male, French, France)