

# FASTRACK 2025

VARC

RC-RETRIEVAL & SPECIFIC  
PURPOSE QUESTIONS

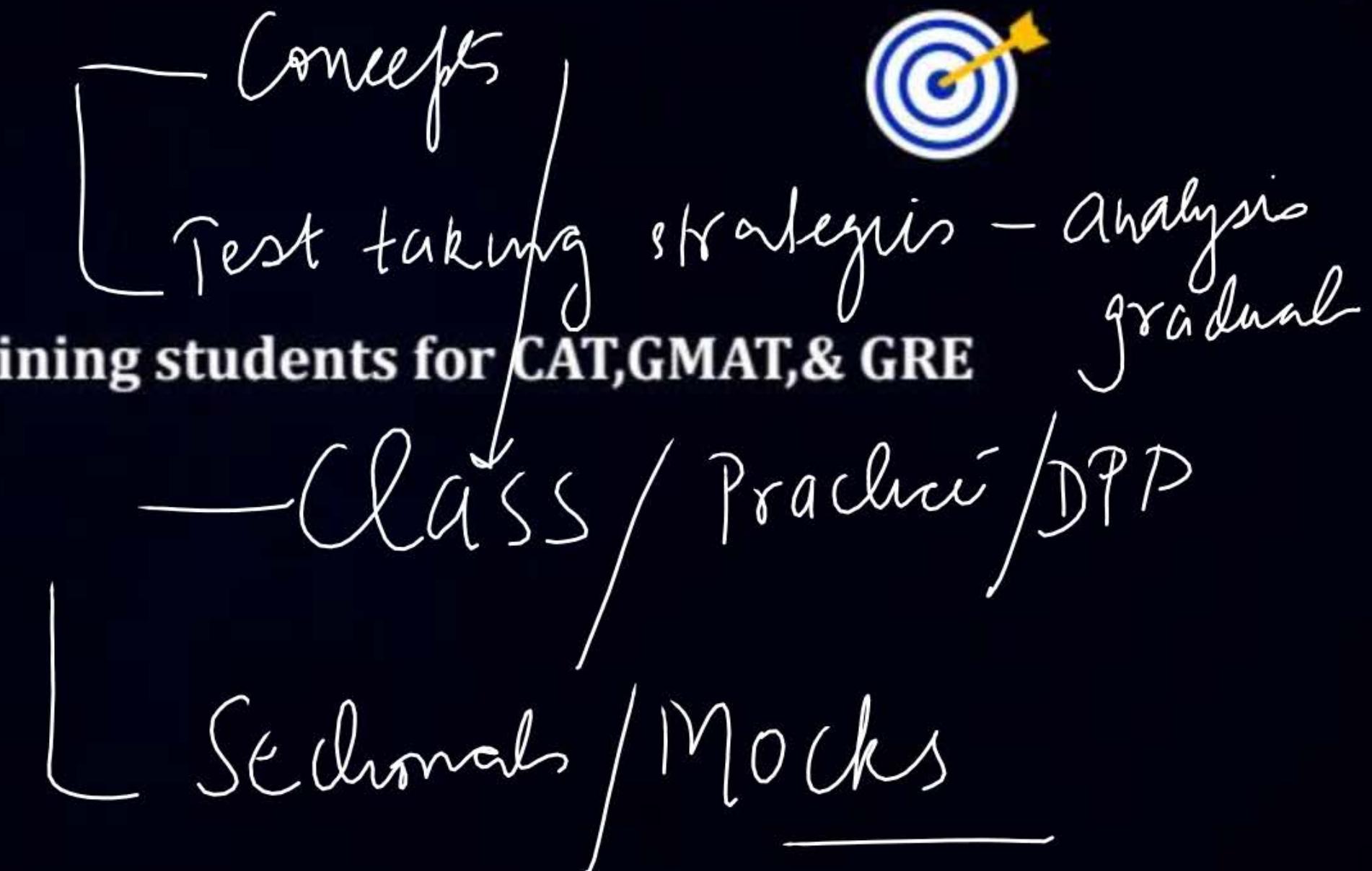
Lecture 05

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- Life skills coach
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# TOPICS

Revisit  
1) Retrieval and Specific Purpose Questions  
*example term from humor law treaty*

extract  
fetch



entire objective/goal

*to be covered*



Paraphrases

A

B

CAT 2023  
✓ wolves

Lo2 Re

1. Depopulation
2. Forest expansion
3. Hunting
4. NGO

~~infected status~~

	Correct attempt	Uncorrect	analysis
T1	4	12	3. B trying exp (how)
T2	5	<u>12</u>	problem ↓ 1 week



## TOPIC : Retrieval and Specific Purpose Questions



Retrieval and specific purpose questions in the VARC (Verbal Ability and Reading Comprehension) section of CAT test your ability to locate explicit information and understand why the author includes specific details in a passage. Here's how you can solve them effectively :



## TOPIC : 1. Retrieval Questions

**Also known as Fact-Based or Direct Questions**

These questions ask for information that is explicitly mentioned in the passage. They often use phrases like :

- ✓ “According to the passage...”
  - ✓ “The author states that...”
  - ✓ “Which of the following is mentioned in the passage ?”
- directly stated*



## TOPIC : 1. Retrieval Questions

### How to Approach :

- ✓ **Step 1 : Identify Keywords** → Spot important words in the question (names, dates, specific terms).  
*Review Group*
- ✓ **Step 2 : Locate in Passage** → Skim the passage to find the exact location where this information appears.
- ✓ **Step 3 : Read Carefully** → Read two lines above and below the identified portion for context.
- ✓ **Step 4 : Eliminate Options** → Wrong choices usually distort facts, exaggerate, or introduce external information.



## TOPIC : 1. Retrieval Questions

### Common Traps & How to Avoid Them :

- ✗ **Extreme Answers** : Watch out for options with words like "always," "never," "must," "completely."
- ✗ **Paraphrased Traps** : Some incorrect choices may look similar but subtly change the meaning.  
*wisent / Justieren*
- ✗ **Out of Scope** : If the option contains information not found in the passage, eliminate it.



## TOPIC : 1. Retrieval Questions

### Example :

- ✓ **Passage** : “The economic crisis of 2008 was triggered by subprime mortgage lending, leading to a financial collapse.”
- ✓ **Question** : “According to the passage, what caused the 2008 crisis ?”
- ✓ **Correct Answer** : “Subprime mortgage lending.”
- ✓ **Trap Answer** : “Poor financial policies in all banks.” (Too broad)



## TOPIC : 2. Specific Purpose Questions

These questions ask why a particular statement or detail is included in the passage. They often use phrases like :

- ✓ “Why does the author mention X ?”
- ✓ “The purpose of paragraph 3 is to...”
- ✓ “Why does the author use the example of Y ?”



## TOPIC : 2. Specific Purpose Questions

### How to Approach :

- ✓ **Step 1 : Locate the Reference** → Find the exact sentence/paragraph in the passage.
- ✓ **Step 2 : Understand the Context** → Read surrounding lines to see the author's intent.
- ✓ **Step 3 : Ask Yourself** → Is this detail supporting an argument, providing evidence, or introducing a counterpoint ?  
*Simply why*
- ✓ **Step 4 : Choose the Most General Answer** → The correct answer will align with the passage's overall argument.



## TOPIC : 2. Specific Purpose Questions

### Common Traps & How to Avoid Them :

- × **Superficial Traps** : Some options just restate the fact instead of explaining why it's there.
- × **Overgeneralization** : Avoid answers that apply too broadly and lose the specific intent.



## TOPIC : 2. Specific Purpose Questions

### Example :

- ✓ **Passage** : “The author discusses the fall of ancient empires to illustrate how economic instability can weaken nations.”
- ✓ **Question** : “Why does the author mention ancient empires ?”
- ✓ **Correct Answer** : “To show how economic instability weakens nations.”
- ✓ **Trap Answer** : “To give historical context on empires.” (Not specific enough)



## TOPIC : Final Tips for Both Question Types

### Final Tips for Both Question Types :

- ✓ **Read Actively** : Keep track of key ideas while reading to locate answers faster.
- ✓ **Use the Passage as Your Guide** : Never assume or use outside knowledge.
- ✓ **Eliminate Incorrect Choices First** : This increases the probability of selecting the correct answer.
- ✓ **Practice RCs Daily** : Exposure to different passage types will sharpen your ability to recognize retrieval and purpose-based questions quickly.



## TOPIC : Retrieval and Specific Purpose Questions

### How to Solve Retrieval & Specific Purpose Questions

- To look for evidence, simply ask yourself "Why is this answer right ? Where can I find support in the text ?"
- The support is not always a direct quote for retrieval but paraphrased information
- For Specific Purpose Questions as long as you can answer "Why ?" with information in the text, you are using supporting details.
- If your answer comes from your own intuition or other information you personally know about the topic, but there is nothing in the passage to support your idea, it is probably wrong.
- Remember that no one needs specialized information on the topics in RC questions – the point is to assess whether you understand and synthesize a provided text.



## Topic : Practice Passage



**Read the following passage and answer the questions that follow.**

One of the most significant forms of American folklore, which laid the foundation *Spirituals*, for such musical genres as gospel, blues, and jazz, was the spiritual chants of *Chants* African Americans. The ancestors of African Americans were forcibly separated from their homes and brought to the United States to work on the plantations of the Old South. Descendants of hundreds of different tribes in Africa brought distinctive musical traditions that were destined to have a global impact on *African culture*. Spirituals were generally considered religious music, but they carried a much deeper meaning to the people who composed and performed *deep* them. African Americans faced severe restrictions even in arts and music. *rest of African Amer*

White planters tried to split the communities to prevent riots, and sometimes slaves were forbidden ~~not allowed~~ to speak their native language. <sup>Rein-</sup> Music has become a primary way of expressing inner feelings, grief, sorrow, and a sense of oneness with brothers and sisters in distress. It is a story about the strength of the <sup>Music</sup> (<sup>WT</sup>) human spirit, pure reverence for ancestors, and faith in the future. Frederick Douglas was born in 1818 in the US state of Maryland into a family of slaves. He <sup>ED</sup> despised American slave laws and actively tried to shed light on the terrifying events taking place in the country. Frederick Douglas's lifelong goal was to fight slavery in all its forms, advocate total emancipation, and raise the moral standards of society. He perceived musical creativity as a way of raising spirits, <sup>Music</sup> prosperous fighting for a hopeful future, and a manifestation of cultural pride.



Slave owners often did not understand the true meaning of this art and Slave demanded the slaves sing for entertainment. Frederick Douglas documented in OWWW his autobiography how compulsory singing oppressed him in childhood and how different it was from singing from the heart. In an endless sense of homesickness and grief over the cruel perspective of the planters, music became an origin of the declaration of Blacks' beliefs and transmissions into the world. Exploring Doug · Douglas' work and the history of African American culture requires saving these ideas in mind to better understand the origins of the music and its message to the world. William Edward Burghardt Du Bois was a prominent American historian, sociologist, and public figure.

He was born into an impoverished family of farmers, but his extraordinary talents helped him lift himself out of poverty and become the first black graduate of Harvard University. He was the author of numerous books and articles on the history of peoples of African descent and their struggle against racism, slavery, and the slave trade. His works include visions for independence and the development of the prosperous traditions of African culture, stories, and plays about the life of African Americans. In the music, he saw the true feelings of his ancestors, but precisely through the prism of the Christian religion. A serious analysis of spirituals began primarily with the works of Du Bois, his final chapter of *The Souls of the Black Folk*, named *The Sorrow Songs*. He viewed spirituals as anthems of self-determination and an expression of divine religious faith, messaged to God.

It is a slightly different approach to the perception of African slave music, more revealing the religious aspect and its background. It is important to comprehend that one of the reasons people voluntarily converted to Christianity was the uncovered parallel in biblical stories with their real lives. The words were biblical, but the implications and meanings in songs were deeply personal. People could express their inner pain, protests, and the urging sense of the lack of justice. Gradually the Christian faith became the spiritual support of the slaves, which can be traced in the writer's works regarding African American culture. The music of African slaves can be perceived from different angles, focusing on religion or, on the contrary, considering it solely a way to veil the true meaning from tyrants. The principal idea is unshakable : this is a monumental cultural heritage and the commencement of the prosperous crusade for freedom and equality.

## Question – 01



3rd Sep 10-12 YT

10-11/30 - 3 sec RC

#Q. In the context of the passage, all of the following statements are true EXCEPT :

- (A) African American music has had a global impact on world culture. ✗
- (B) African American slaves were completely forbidden to speak their native languages. ✗
- (C) The Christian faith became the spiritual support of the slaves. ✗
- (D) Music helped African Americans express their inner pain and protests against injustice. ✗

Acon based

## Question – 02



#Q. Which one of the following scenarios, if false, could be seen as supporting the passage ?

- (A) White ~~the~~ planters tried to prevent slaves from speaking their native language.
- (B) African ~~Americans~~ converted to Christianity voluntarily.
- (C) The music of African slaves was primarily used to veil the true meaning from tyrants.
- (D) Slave owners understood the true meaning of art and ~~music~~ created by slaves.



## Topic : Practice passage

| NPQ | Currency - TD

Few realise that the government of China, governing an empire of some 60 million people during the Tang dynasty (618-907), implemented a complex financial system that recognised grain, coins and textiles as money. . . . Coins did have certain advantages : they were durable, recognisable and provided a convenient medium of exchange, especially for smaller transactions. However, (+ve) there were also disadvantages. A continuing shortage of copper meant that government mints could not produce enough coins for the entire empire, to the extent that for most of the dynasty's history, coins constituted only a tenth of the money supply. One of the main objections to calls for taxes to be paid in coin was obj that peasant producers who could weave cloth or grow grain - the other two major currencies of the Tang - would not be able to produce coins, and therefore would not be able to pay their taxes. . . .

-Grain  
-Coins  
-Textiles  
-Coins



## Topic : Practice passage

WT

As coins had advantages and disadvantages, so too did textiles. If in circulation for a long period of time, they could show signs of wear and tear. Stained, faded and torn bolts of textiles had less value than a brand new bolt. Furthermore, a full bolt had a particular value. If consumers cut textiles into smaller pieces to buy or sell something worth less than a full bolt, that, too, greatly lessened the value of the textiles. Unlike coins, textiles could not be used for small transactions; as [an official] noted, textiles could not "be exchanged by the foot and the inch" ...

## Topic : Practice passage

But textiles had some advantages over coins. For a start, textile production was widespread and there were fewer problems with the supply of textiles. For large transactions, textiles weighed less than their equivalent in coins since a string of coins . . . could weigh as much as 4 kg. Furthermore, the dimensions of a bolt of silk held remarkably steady from the third to the tenth century : 56 cm wide and 12 m long . . . The values of different textiles were also more stable than the fluctuating values of coins. . .

diff textile - fabric  
value

Supply ✓  
widespread ✓  
dim. silk - steadily

Tex.  
+ve



## Topic : Practice passage

1-3

- classes

textile

The government also required the use of textiles for large transactions. Coins, on the other hand, were better suited for smaller transactions, and possibly, given the costs of transporting coins, for a more local usage. Grain, because it rotted easily, was not used nearly as much as coins and textiles, but taxpayers were required to pay grain to the government as a share of their annual tax obligations, and official salaries were expressed in weights of grain....

Grain  
tax  
—  
Grain



## Topic : Practice passage

In actuality, our own currency system today has some similarities even as it is changing in front of our eyes. . . . We have cash - coins for small transactions like paying for parking at a meter, and banknotes for other items; cheques and debit/credit cards for other, often larger, types of payments. At the same time, we are shifting to electronic banking and making payments online. Some young people never use cash [and] do not know how to write a cheque . . .

*present currency*

**QUESTION - 05**

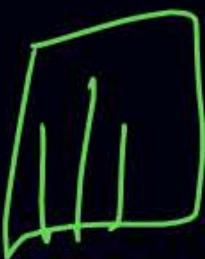
#Q. In the context of the passage, which one of the following can be inferred with regard to the use of currency during the Tang era ?

- A. Currency usage was similar to that of modern times.
- B. Currency that deteriorated easily was not used for official work. *Reversal*
- C. Copper coins were more valuable and durable than textiles.
- D. Grains were the most used currency because of government requirements.

Grain  
Tax  
Salary

POC Comparison

## QUESTION - 06



#Q. According to the passage, the modern currency system shares all the following features with that of the Tang, EXCEPT that:

- A. It uses different materials as currency. *not shared*
- B. Its currencies fluctuate in value over time.
- C. It uses different currencies for different situations.
- D. It is undergoing transformation.

**QUESTION - 07**

- #Q. When discussing textiles as currency in the Tang period, the author uses the words “steady” and “stable” to indicate all of the following EXCEPT :
- A. Reliable supply.
  - B. Reliable measurements.
  - C. Reliable quality.
  - D. Reliable transportation.

not  
indicated ↑  
→ reliable

## QUESTION - 08

- #Q. During the Tang period, which one of the following would not be an economically sound decision for a small purchase in the local market that is worth one-eighth of a bolt of cloth ?
- A. Cutting one-eighth of the fabric from a new bolt to pay the amount.
- B. Making the payment with the appropriate weight of grain.
- C. Using coins issued by the government to make the payment.
- D. Paying with a faded bolt of cloth that has approximately the same value.

8.

A

C

flaw - missed  
the ques

1. Revisit

2. Ques

3. POC



## Topic : Practice Passage

### E-Governance

Ques / Commen

Will a day come when India's poor can access government services as easily as drawing cash from an ATM ? No country in the world has made accessing education or health or policing or dispute resolution as easy as an ATM, because the nature of these activities requires individuals to use their discretion in a positive way. Technology can certainly facilitate this in a variety of ways if it is seen as one part of an overall approach, but the evidence so far in education, for instance, is that just adding computers alone doesn't make education any better.

Tech (+)

provide  
discretion

*M/T**Illusion*

The dangerous illusion of technology is that it can create stronger, top down accountability of service providers in implementation-intensive services within existing public sector organisations. One notion is that electronic management information systems (EMIS) keep better track of inputs and those aspects of personnel that are 'EMIS visible' can lead to better services. A recent study examined attempts to increase attendance of Auxiliary Nurse Midwife (ANMs) at clinics in Rajasthan, which involved high-tech time clocks to monitor attendance. The study's title says it all : ~~Band-Aids on a Corpse. E-governance can be just as bad as any other governance when the real issue is people and their motivation.~~ *shay* *people / motivation*

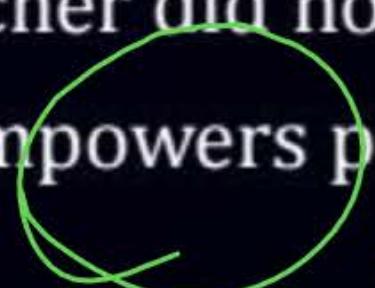
*Claw*

For services to improve, the people providing the services have to want to do a better job with the skills they have. A study of medical care in Delhi found that even though providers, in the public sector had much better skills than private sector providers their provision of care in actual practice was much worse.

*McCart*

*Delhi*

In implementation-intensive services the key to success is face-to-face interactions between a teacher, a nurse, a policeman, an extension agent and a citizen. This relationship is about power. Amartya Sen's report on education in West Bengal ~~had a~~ supremely telling anecdote in which the villagers forced the teacher to attend school, but then, when the parents went off to work, the teacher did not teach, but forced the children to massage his feet. As long as the system empowers providers over citizens, technology is irrelevant.



providers > citizens

green — autonomy  
— accountability

The answer to successfully providing basic services is to create systems that provide both autonomy and accountability. In basic education for instance, the answer to poor teaching is not controlling teachers more. The key is to hire teachers who want to teach and let them teach, expressing their professionalism and vocation as a teacher through autonomy in the classroom. This autonomy has to be matched with accountability for results—not just narrowly measured through test scores, but broadly for the quality of the education they provide.

A recent study in Uttar Pradesh showed that if, somehow, all civil service teachers <sup>UP</sup> could be replaced with contract teachers, the state could save a billion dollars a year in revenue and double student learning. Just the additional autonomy and accountability of contracts through local groups—even without complementary system changes in information and empowerment—led to that much improvement. The first step to being part of the solution is to create performance information accessible to those outside of the government.

**Question - 09**

#Q. In the context of the passage, we can infer that the title “Band Aids on a Corpse” (in paragraph 2) suggests that :

- A. The nurses who attended the clinics were ~~too poorly trained~~ to provide appropriate medical care.
- B. The electronic monitoring system was a superficial solution to a serious problem.
- C. The nurses attended the clinics, but ~~the clinics were ill-equipped~~.
- D. The clinics were ~~better funded~~, but performance monitoring did not result in any improvement.

## Question - 10

#Q. According to the author, service delivery in Indian education can be improved in all of the following ways EXCEPT through :

- A. Use of technology. X      Odd one
- B. Recruitment of motivated teachers.
- C. Access to information on the quality of teaching.
- D. Elimination of government involvement.

Riya  
Priya  
Sujal  
X Shradh

**Question - 11**

#Q. Which of the following, IF TRUE, would undermine the passage's main argument?

31 जूलाई

Weaken / Target / attack

- A. If absolute instead of moderate technological surveillance is exercised over the performance of service providers.
- B. ✓ Empowerment of service providers leads to increased complacency and ~~attack~~ rigged performance results.
- C. If it were proven that increase in autonomy of service providers leads to ~~support~~ an exponential increase in their work ethic and sense of responsibility.
- D. If it were proven that service providers in the private sector have better skills than those in the public sector.

## Question - 12

#Q. The author questions the use of monitoring systems in services that involve face-to-face interaction between service providers and clients because such systems :

- A. Do not improve services that need committed service providers.
- B. Are not as effective in the public sector as they are in the private sector.
- C. Improve the skills but do not increase the motivation of service providers
- D. Are ineffective because they are managed by the government.

**Question - 13**

#Q. The main purpose of the passage is to :

- A. Critique the government's involvement in educational activities and other implementation-intensive services.
- B. Argue that some types of services can be improved by providing independence and requiring accountability.
- C. Analyse the shortcomings of government-appointed nurses and their management through technology.
- D. Find a solution to the problem of poor service delivery in education by examining different strategies.



Thank  
You