

Solutions of Mock CAT – 8 2017

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VRC	DILR		QA

Sec 1

Directions for questions 1-6: The following passage consists of a set of six questions. Read the passage and answer the questions that follow.

Throughout the history of biographical composition, a steady pattern of heroic, post-heroic, anti-heroic, and pre-heroic stages can be observed. Heroic biographies flourish in dictatorships. The kings, the rulers, the czars, the military commanders—all were and are fond of heroic biographies. During periods of conflict, when leaders are insecure, old heroes are reassessed.

In contrast to panegyrics, biographies of a post-heroic period discover weaknesses in the old heroes and search for new biographical subjects. However, the critique of the old heroes during the post-heroic cycle is cautious. Complete disillusionment with the old heroes begins an antiheroic discourse. This transition from panegyric to an open debunking of a hero is a lengthy process. The portrait changes from a revered figure to a grotesque image. The degree of debunking depends upon the nature of the hero and upon the tradition of describing heroes and the discursive freedom in a society at a given time.

The antiheroic cycle is usually followed by a pre-heroic period, with the anticipation of new heroes and new heroic biographies. The existing Greek and Roman examples indicate that poets, as biographical subjects, appear rather late in the history of biography. Heroes have to be created and legitimized before they can become biographical subjects. The life of a dancer, a musician, or a writer becomes a valuable biographical material much later than the life of a military commander, a king, or a philosopher. A biography is a shadow of a person, a delayed discourse which always lags behind biological time. Although biography helps to create heroes, it also requires the hero to be accepted as such and to complete the passage through life, so that the life story may be told. Biography is also a fact-dependent genre, which constructs its plot after the original model is completed; a real life serves as a matrix for the biography. The late appearance of a new heroic subject—the poet—therefore reflects the complex reality of the selection process of a hero. This lengthy—and perhaps universal—process required the recognition of a new poet-hero, which took place not only in Greece and Rome, but in England and Russia as well.

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Q.1

Which of the following is closest in meaning to the word 'panegyric' in the passage?

- 1 ☐ A piece of writing praising or applauding a person
- 2 ☐ People who favour writings that show other people in favourable light
- 3 ☐ Biographies that were written in times of dictators
- 4 ☐ People favouring biographies as a method to eulogise someone

[Feedback](#)[Bookmark](#)[Answer key/Solution](#)

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Q.2

Why is the critique of the old heroes during the post-heroic cycle cautious?

- ☐ 1 The change in image is dependent on the acceptance by the society.
- ☐ 2 The society refuses to accept its hero's sudden grotesque face.
- ☐ 3 The change in image is gradual and it depends on several factors.
- ☐ 4 A sudden antiheroic discourse will be discarded by the society.

[Feedback](#)
[Bookmark](#)
[Answer key/Solution](#)

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Q.3

Why does the author state that the biography is a shadow of a person?

- 1 ☐ Biography comes much after the recognition of the subject as a hero.
- 2 ☐ The subject must be first identified as a hero by the society for the biography to be written.
- 3 ☐ Biography is chronologically behind the subject and needs an affirmation of the subject's stature.
- 4 ☐ Biography must wait for the completion of the story of the subject to be plotted accurately and convincingly.

FeedBack

Bookmark

Answer key/Solution

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Q.4

Which of the following is a probable reason for Christianity's influence over English and Russian Literature, especially biographies?

- 1 ☐ Most of the subjects of biographies being written came from hierarchy of the church.
- 2 ☐ Christianity provided the subjects as well as influenced creative expression.
- 3 ☐ The church exercised considerable control over the state as well as the writers.
- 4 ☐ The church controlled what is being written and approved subjects for writing.

FeedBack

Bookmark

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Q.5

Why is there a lag between the anti-heroic period and new heroic biographies?

- 1 ☐ There is a lag to accommodate the pre-heroic period where selection of heroes is done.
- 2 ☐ The writing of a biography must wait for a heroic figure to emerge after the antiheroic period.
- 3 ☐ New biographies being written often must look for new subjects as the existing have already been destroyed by the antiheroic periods.
- 4 ☐ The selection of a new heroic figure is a lengthy process and a biography can be conceived only after the life of the new heroic figure.

FeedBack

Bookmark

Answer key/Solution

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Q.6

Why do heroic biographies flourish in times of dictators?

- 1 ☐ The biographies of the heroes appeal to the dictators who are heroes themselves.
- 2 ☐ These biographies can act as motivation for leaders in times of insecurity and conflict.
- 3 ☐ The dictators can control the stories being written and biographies can be manipulated.
- 4 ☐ The dictators belong to the post-heroic period.

FeedBack

Bookmark

Answer key/Solution

Directions for question 7: The following question consists of a paragraph followed by four summaries. Choose the option that best captures the essence of the paragraph. Type in the option number in the space provided below the question.

Q.7

How can you protect what you don't love and haven't experienced? Greenpeace has been encouraging us to bear witness for more than 40 years. In the past this meant telexes sent from the ship Rainbow Warrior; now it means virtual reality. A rainforest-themed headset arrived through my letterbox and the cardboard innards popped up into a headset, then I downloaded the Greenpeace app and within minutes I was tramping across the Arctic viewing polar bears; then swinging across the canopy of the Brazilian rainforest. There is something thrilling about looking a polar bear in the eye. It made me want to kick back extra hard against Russian plans to drill the eastern Arctic, to take that next step, sign the petition or help fund further action.

1. Greenpeace uses methods to get people personally experience the environment and, as a result, get involved in the latter's protection.
2. One can only love and wish to protect what one experiences.
3. By making the experience personalised, Greenpeace is changing the ways people are made to initiate social welfare projects.
4. Greenpeace is going in the right direction when it comes to gathering support of the people for its projects.

FeedBack

Bookmark

Answer key/Solution

Directions for questions 8-10: The following passage consists of a set of three questions. Read the passage and answer the questions that follow.

From football to gardening and back via cookery, mountaineering, and population genetics, every subject has its own terminology. Philosophy certainly does, most of it fortunately not nearly as frightening as it looks. Most philosophical 'ism' words are (like 'consequentialism') quite broad terms designating certain general type of doctrine. Their breadth makes them very flexible, and ensures that they are in constant use, but it also brings dangers, principally that of taking them to say more than they really do.

Never think that you have got a philosopher sorted out just because you can say what 'ism' he represents. The philosophy of George Berkeley (1685–1752) is a form of Idealism, and so is that of Hegel (1770–1831); but I have never heard it suggested that having read either would be any help in understanding the other – their thoughts are miles apart. Karl Marx (1818–83), on the other hand, certainly wasn't an Idealist (which is actually a term of abuse in the Marxist vocabulary), but he is in many respects extremely Hegelian, and that a student should get to know something of Hegel before reading Marx seems the most obvious advice imaginable.

With that warning uttered and illustrated, let us begin with dualism. It can be used of any view which recognizes (exactly) two contrasting forces or entities, so that a theology which posits two basic powers in conflict, one good and one evil, is said to be dualistic. But by far its most common meaning is a doctrine according to which reality consists of two very different kinds of thing or stuff, namely mind and matter; a human being consists of a bit of each.

Dualism certainly has its problems, especially if it is to be combined with modern scientific theory. One tricky question is: what does the dualist's mental stuff actually do? We naturally suppose that what we think, what we feel, what we are aware of, affects our behaviour. If I think that the train leaves in ten

minutes, want to catch it, and see a signpost saying 'Railway Station', I will go in the direction I believe the signpost points. This means that my (physical) body goes somewhere it wouldn't otherwise have gone. But doesn't scientific theory suggest that all physical events have other physical events as their causes? In which case how can there be room for something else, of a non-physical kind, to cause my body to move?

Dualists may just have to grit their teeth and say that science is plain wrong about that. For if they agree that science is right on that point, and if they agree (and it would be weird not to) that what we think, feel, etc. affects what we do, then the consequence is that thinking, feeling, awareness, and so on must be physical processes. In which case the question comes around again: what does this non-physical stuff of theirs, this 'mind', actually do? But dualist can't just say that science is wrong about all physical events having physical causes. That won't convince anyone who wasn't convinced to start with. They will need some reason for saying that there is something about us which cannot be physical.

Q.8

Why does the author say that broad philosophical terms should be cautiously used?

- 1 ☐ We can never completely understand all that a philosophical term may be used for.
- 2 ☐ Philosophers are always misunderstood because of terms associated with their work.
- 3 ☐ Two philosophers having different ideas may be categorised under the same philosophical term.
- 4 ☐ Any philosophy is a fluid idea that cannot be boxed in the narrow scope of definitions.

[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

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Q.9

What is the problem with 'a person moving in the direction of the railway station' as described in paragraph four?

- 1 ☐ A physical action must be triggered by another physical action.
- 2 ☐ A physical action must be triggered by another identifiable action.
- 3 ☐ There is no dualism present in this person's action.
- 4 ☐ There is no trigger identifiable for this action.

[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

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Never think that you have got a philosopher sorted out just because you can say what 'ism' he represents. The philosophy of George Berkeley (1685–1752) is a form of Idealism, and so is that of Hegel (1770–1831); but I have never heard it suggested that having read either would be any help in understanding the other – their thoughts are miles apart. Karl Marx (1818–83), on the other hand, certainly wasn't an Idealist (which is actually a term of abuse in the Marxist vocabulary), but he is in many respects extremely Hegelian, and that a student should get to know something of Hegel before reading Marx seems the most obvious advice imaginable.

With that warning uttered and illustrated, let us begin with dualism. It can be used of any view which recognizes (exactly) two contrasting forces or entities, so that a theology which posits two basic powers in conflict, one good and one evil, is said to be dualistic. But by far its most common meaning is a doctrine according to which reality consists of two very different kinds of thing or stuff, namely mind and matter; a human being consists of a bit of each.

Dualism certainly has its problems, especially if it is to be combined with modern scientific theory. One tricky question is: what does the dualist's mental stuff actually do? We naturally suppose that what we think, what we feel, what we are aware of, affects our behaviour. If I think that the train leaves in ten minutes, want to catch it, and see a signpost saying 'Railway Station', I will go in the direction I believe the signpost points. This means that my (physical) body goes somewhere it wouldn't otherwise have gone. But doesn't scientific theory suggest that all physical events have other physical events as their causes? In which case how can there be room for something else, of a non-physical kind, to cause my body to move?

Dualists may just have to grit their teeth and say that science is plain wrong about that. For if they agree that science is right on that point, and if they agree (and it would be weird not to) that what we think, feel, etc. affects what we do, then the consequence is that thinking, feeling, awareness, and so on must be physical processes. In which case the question comes around again: what does this non-physical stuff of theirs, this 'mind', actually do? But dualist can't just say that science is wrong about all physical events having physical causes. That won't convince anyone who wasn't convinced to start with. They will need some reason for saying that there is something about us which cannot be physical.

Q.10

Why does the author use the example of Karl Marx?

- ☐ 1 To demonstrate the deliberate misuse of broad philosophical terms
- ☐ 2 To explain how different philosophies are often categorised under the same terms
- ☐ 3 To explain that one must study Hegel to correctly understand Karl Marx as Marx draws some of his philosophy from Hegel
- ☐ 4 To demonstrate why one must be cautious in the study of philosophical terms

FeedBack

Bookmark

Answer key/Solution

Directions for question 11: A paragraph is given below from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way. Type in that option as the answer in the space provided below the question.

Q.11

Four decades of assaults carried out by the capitalist ruling class globally seem to have forced the working class to repress its own radical past. How else could workers have forgotten the origin of May Day? Maybe its history has remained untold even in the labour movement during these difficult years. Labour's long repression of its radical past has been happening at a time when more than ever before we need to recover the cultures of resistance that working people developed in the course of the class struggles they engaged in from below. Even then—the late 19th century— "the only thing worse than being employed, was being unemployed." And, for capital, as today, labour was simply a cost of production.

1. May Day has since gained significance in the life of every worker.
2. Yet, the workers continue in their struggle for recognition as an important part of the system.
3. But, the workers dared, fighting for their rights, including the eight-hour workday.
4. 19th century saw the rise of the working class.

FeedBack

Bookmark

Answer key/Solution

Q.12

Directions for question 12: In this question, five sentences are given. Of these, four sentences can be logically sequenced to make a coherent paragraph. One of the sentences does not belong to the paragraph. Type in the sentence number that doesn't fit into the paragraph.

1. Artists and poets suffered from it, and soon a claim to ennui was a mark of spiritual depth and sensitivity.
2. As anyone who has experienced it can attest to, loneliness is an emotionally painful feeling; it even registers as physical pain in the brain.
3. This loneliness is not a result of social isolation, as you might think, but rather is due to the emotional exhaustion of workplace burnout.
4. Loneliness, whether it results from social isolation or exhaustion, has serious consequences for individuals.
5. More and more people are feeling tired and lonely at work.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for question 13: A paragraph is given below from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way. Type in that option as the answer in the space provided below the question.

Q.13
The root of religion is imagination. We can imagine a world where there is no hunger and death and so we imagine heaven. We can imagine a being that is sensitive and kind and generous and unconditionally loving, and so we imagine god. Take away imagination, and there is no heaven or God. It is a world where there are no possibilities. Early tribal societies saw God in forces of Nature and its many rhythms. They mapped their lives to these rhythms. Religions celebrated the change of seasons, migrating, and breeding cycles of birds, fish, and animals, flowering of trees and movements of stars.

1. And so, from the depths of human imagination, came the legends and myths.
2. And so, came about rituals, songs and dance full of rhythm.
3. And so, began the worship of guardian gods who protected the village.
4. With the agricultural revolution, we had learnt how to control the rhythms of nature.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.14
Directions for question 14: In this question, five sentences are given. Of these, four sentences can be logically sequenced to make a coherent paragraph. One of the sentences does not belong to the paragraph. Type in the sentence number that doesn't fit in the paragraph.

1. The four bills – Central GST, Integrated GST, Union Territories GST and GST Compensation bills – were passed one by one through voice vote after almost nine hours of intense debate.
2. The Goods and Services Tax (Compensation to States) provides for compensation to the states for the loss of revenue arising on account of implementation of the GST.
3. Countries that rolled out GST have witnessed higher economic growth.
4. The CGST and IGST bills will enable the Centre to levy and collect taxes across the country.
5. India moved yet another step closer for rolling out the country's biggest tax reform after the Lok Sabha on Wednesday approved four crucial bills required to implement Goods and Services Tax (GST).

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 15-20: The following passage consists of a set of six questions. Read the passage and answer the questions that follow.

Implied in the demand for more scientific education is the claim that if one has been scientifically trained one's approach to all subjects will be more intelligent than if one had had no such training. A scientist's political opinions, it is assumed, his opinions on sociological questions, on morals, on philosophy, perhaps even on the arts, will be more valuable than those of a layman. The world, in other words, would be a better place if the scientists were in control of it. But a 'scientist', means in practice a specialist in one of the exact sciences. It follows that a chemist or a physicist, as such, is politically more intelligent than a poet or a lawyer, as such. And, in fact, there are already millions of people who do believe this.

But is it true that a 'scientist', in this narrower sense, is any likelier than other people to approach non-scientific problems in an objective way? There is no much reason for thinking so. But does all this mean that the public should not be more scientifically educated? On the contrary! All it means is that scientific education for the masses will do little good, and probably a lot of harm, if it simply boils down to more physics, more chemistry, more biology, etc., to the detriment of literature and history. Its probable effect on the average human being would be to narrow the range of his thoughts and make him more than ever contemptuous of such knowledge as he did not possess: and his political reactions would probably be somewhat less intelligent than those of an

illiterate peasant who retained a few historical memories and a sound aesthetic sense.

Clearly, scientific education ought to mean the implanting of a rational, sceptical, experimental habit of mind. It ought to mean acquiring a method — a method that can be used on any problem that one meets — and not simply piling up a lot of facts. Put it in those words, and the apologist of scientific education will usually agree. Press him further, ask him to particularize, and somehow it always turns out that scientific education means more attention to the sciences, in other words — more facts. The idea that science means a way of looking at the world, and not simply a body of knowledge, is in practice strongly resisted. I think sheer professional jealousy is part of the reason for this. For if science is simply a method or an attitude, so that anyone whose thought-processes are sufficiently rational can in some sense be described as a scientist — what then becomes of the enormous prestige now enjoyed by the chemist, the physicist, etc. and his claim to be somehow wiser than the rest of us?

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Q.15

What is implied in the demand for scientific training?

- ☐ 1 People will be taught to think more rationally in all aspects of life.
- ☐ 2 Scientists are more intelligent in all aspects of life than ordinary people.
- ☐ 3 Only scientific education can change the way we approach different problems.
- ☐ 4 All aspects of life are somehow connected to science.

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FeedBack

Bookmark

Answer key/Solution

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Q.16

Why does the author state that study of science subjects would do more harm than good?

- ☐ 1 This kind of education would dull a person's political responses.
- ☐ 2 It would narrow the person's vision and make him less appreciative of other subjects.

3 ☐ It would narrow a person's vision and affect his political judgement.

4 ☐ It would make him contemptuous of literature and polity.



FeedBack

Bookmark

Answer key/Solution

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Q.17

According to the author, scientific education ought to be:

1 ☐ education that makes a person more intelligent in his dealings with other people.

2 ☐ education that makes a person's approach to everyday life issues more intelligent.

3 ☐ education that advocates a more rational human being.

4 ☐ education that helps a person make better political decisions.



FeedBack

Bookmark

Answer key/Solution

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Q.18

What does the author assume about the scientists who refused to work on the atomic bomb?

- ☐ 1 They had studied literature or politics or art in addition to science subjects.
- ☐ 2 They had a morality that went beyond personal scientific gain.
- ☐ 3 They possessed ability to reason as befits a scientist.
- ☐ 4 They possessed a world view beyond the narrow scope of science subjects.



FeedBack

Bookmark

Answer key/Solution

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Q.19

Why is the definition that science is a way of looking at the world strongly resisted?

- 1 ☐ This definition allows for everyone to be called a scientist.
- 2 ☐ This definition takes away something from the privileged position of the scientists.
- 3 ☐ This definition does not coincide with the way scientific education is imparted at present.
- 4 ☐ This definition will allow anyone to think of themselves as a scientist.



FeedBack

Bookmark

Answer key/Solution

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Implied in the demand for more scientific education is the claim that if one has been scientifically trained one's approach to all subjects will be more intelligent than if one had had no such training. A scientist's political opinions, it is assumed, his opinions on sociological questions, on morals, on philosophy, perhaps even on the arts, will be more valuable than those of a layman. The world, in other words, would be a better place if the scientists were in control of it. But a 'scientist', means in practice a specialist in one of the exact sciences. It follows that a chemist or a physicist, as such, is politically more intelligent than a poet or a lawyer, as such. And, in fact, there are already millions of people who do believe this.

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Q.20

The author is likely to agree with which of the following?

- A. Scientists would benefit from studying literature or politics.
- B. Everyone must be taught all subjects for holistic development.
- C. Scientific education is important for all human beings.

- 1 ☐ A and B
- 2 ☐ B and C
- 3 ☐ A and C
- 4 ☐ A, B and C

FeedBack

Bookmark

Answer key/Solution

Q.21

Directions for question 21: In this question, five sentences are given. Of these, four sentences can be logically sequenced to make a coherent paragraph. One of the sentences does not belong to the paragraph. Type in the sentence number that doesn't fit in the paragraph.

1. In journalism, there is a clear line between public and private figures.
2. Public figures are held to a higher standard — since they represent not just themselves but their offices, their industries, and so on.
3. But private figures are given a veil of privacy, since it's not really in the public interest to get some random person's private information.
4. The media seems to understand this to some extent.
5. But there is a difference between punishing people through a structured framework and putting their private information out there for the entire internet to decide the punishment.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.22

Directions for question 22: The question given below contains a set of six sentences. The first and the last sentences are in the correct order. The remaining four sentences need to be arranged in a logical order so as to make a coherent paragraph. Type the correct sequence as the answer in the space provided below the question.

1. Everything is aimed at persuading people to pick things up, trying to catch their eye, making bookshops a place where you discover beautiful things.
2. After the financial crash, he says, "there was some cost-cutting and short-sighted penny-pinching that went on, trying to boost profit margins by cutting back on production values, and I think publishers realised that consumers needed a reason to go to bookshops."
3. "We've seen a clear relationship between books that were successful and books that looked nice and had been made well."
4. Daunt doesn't feel that the current vogue for beautiful books is anything new, but, rather, a return to the values that existed in a previous publishing era.
5. "And that was to buy proper books with decent paper and decent design."
6. "So, it then became a commercial imperative to do it."

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.23

Directions for question 23: The question given below contains a set of six sentences. The first and the last sentences are in the correct order. The remaining four sentences need to be arranged in a logical order so as to make a coherent paragraph. Type the correct sequence as the answer in the space provided below the question.

1. There are two aspects which are pivotal while approaching a work of literature: form and matter.
2. In Janhavi Prasada's *Tales of Young Gandhi*, a graphic novel, the form is more complex: composite of the written word and artwork.
3. But, in literature they act as means of accessing the work so as to make it more comprehensive.
4. Matter is what the text constitutes and conveys, while form is the shape or medium it must use to convey meaning. In the case of most of literature, it is the written word that becomes the form, but in the case of some works the medium could differ from the usual.
5. These two were proposed by Aristotle for all physical reality.
6. The challenges of this form are multifarious, and can be easily neglected by most; a task that Prasada has taken on, quite bravely.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for question 24: The following question consists of a paragraph followed by four summaries. Choose the option that best captures the essence of the paragraph. Type in the option number in the space provided below the question.

Q.24

After a protracted legal battle that lasted 10 years and went from the Industrial Tribunal to the Bombay High Court, and ultimately to the Supreme Court, 2,700 sanitation workers in Mumbai will now have permanent jobs with the Brihan-Mumbai Municipal Corporation (BMC). At all three levels, the cases went in favour of the workers and it was the BMC that appealed—and lost—each time. While this is an undoubted triumph for the workers and the Kachra Vahatuk Shramik Sangh (KVSS) that has organised them, it is also an endorsement of the spirit of collective bargaining and unionising. It is an affirmation—in the face of the weakening of the trade union movement in India and the loud chorus that revels in chanting its death knell—that a union that strategises carefully and reaches out to civil society for solidarity can achieve results.

1. Success in legal battle of the workers against BMC is a result of effective strategizing and massive support from the society.
2. Success in legal battle of the workers against BMC is the perfect example of the strength of collective bargaining.
3. Success in legal battle of the workers against BMC has set an example in the country where unions have largely been ineffective.
4. Success in legal battle of the workers against BMC is a historic win that highlights power of unionising.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 25-27: The following passage consists of a set of three questions. Read the passage and answer the questions that follow.

Making histories involves guesswork of several kinds. There is the process of trying to 'fill in the blanks' within surviving evidence. Then there is a further process: how to synthesize larger amounts of material, and what to make of the contours presented by bigger stories. In doing this, historians are aware of change over time, but also of continuities, and they try to explain these things. They are also aware, however, of those whose feet have trod the path before, of other historians' accounts and arguments. These must be dealt with too: agreed upon, demolished, or ignored. The process of creating a story is not simply that of placing one brick upon another, until a structure arises; it involves deciding the causes and effects of the things described, negotiating what has already been said by other historians, and arguing for what the story means.

Let us start with the English Civil War. Historians build up an account of the war through surviving evidence, just as one recreates an account of Burdett from the Assembly Book. But this involves, of course, very much more work. The kind of evidence one focuses upon will undoubtedly affect the story told. If, for example, one looks mainly to narrative accounts, royal documents and parliamentary papers, the story that appears is overtly political: of how the monarch Charles I was involved in a web of political, economic, and religious tensions during the second quarter of the seventeenth century, leading to an outbreak of war in 1642 between crown and parliament. Charles was executed in 1649, and for a short while England was governed by parliament, until Oliver Cromwell assumed the position of 'Lord protector' (a curiously regal position for a republican leader). In 1660, Charles II regained the English throne. This is a story primarily of events: the execution of a king, the battles fought between the sides, the internal politics of the Commonwealth, the victory of the new monarch. Political historians must explain, to some degree, what caused these events, and the answers they provide vary somewhat, according to their interests. Nonetheless, most agree that Charles I was a rather incompetent monarch, unable to hold together the support of his lords; that there were tensions between different ideas of 'government', notably between a monarch who had sovereign control of his polity, and a more mediate system where parliament had greater say; and that events abroad (particularly in Catholic Ireland, but also on the continent) affected what happened in England. In this 'political' story, what are the causes of change, and what does it mean? It is unfair and inaccurate to lump all political historians into one camp. However, it might be reasonable to say that within the 'political' story, change comes about through human competence or incompetence (an incompetent Charles I, a competent – in the beginning – Cromwell); it is affected by the strength of ideologies (monarchy vs. republicanism), and is subject to a degree of chance (when battles are surprisingly lost). It may well also form part of a 'Grand Narrative' (that is, a very large story, running over several centuries), such as the development of parliamentary democracy. The 'meaning' claimed for such a grand narrative is the 'superiority' of English political culture. This kind of meaning may be stated explicitly, or may lurk within the structure and commentary on the story told. For some political historians, the causes and meanings of things do not need explicit statement: simply relating the course of events is enough. Narrative, they feel, makes 'what happened' sufficiently clear in itself.

Q.25

Through this passage, the author aims to

- 1 ☐ explain the difficulties faced by historians while writing historical accounts
- 2 ☐ explain the tasks involved in writing a historical account or story
- 3 ☐ clarify some of the historical account of English civil war
- 4 ☐ explain why some historical accounts of the same event do not agree with each other

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

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outbreak of war in 1642 between crown and parliament. Charles was executed in 1649, and for a short while England was governed by parliament, until Oliver Cromwell assumed the position of 'Lord protector' (a curiously regal position for a republican leader). In 1660, Charles II regained the English throne. This is a story primarily of events: the execution of a king, the battles fought between the sides, the internal politics of the Commonwealth, the victory of the new monarch. Political historians must explain, to some degree, what caused these events, and the answers they provide vary somewhat, according to their interests. Nonetheless, most agree that Charles I was a rather incompetent monarch, unable to hold together the support of his lords; that there were tensions between different ideas of 'government', notably between a monarch who had sovereign control of his polity, and a more mediate system where parliament had greater say; and that events abroad (particularly in Catholic Ireland, but also on the continent) affected what happened in England. In this 'political' story, what are the causes of change, and what does it mean? It is unfair and inaccurate to lump all political historians into one camp. However, it might be reasonable to say that within the 'political' story, change comes about through human competence or incompetence (an incompetent Charles I, a competent – in the beginning – Cromwell); it is affected by the strength of ideologies (monarchy vs. republicanism), and is subject to a degree of chance (when battles are surprisingly lost). It may well also form part of a 'Grand Narrative' (that is, a very large story, running over several centuries), such as the development of parliamentary democracy. The 'meaning' claimed for such a grand narrative is the 'superiority' of English political culture. This kind of meaning may be stated explicitly, or may lurk within the structure and commentary on the story told. For some political historians, the causes and meanings of things do not need explicit statement: simply relating the course of events is enough. Narrative, they feel, makes 'what happened' sufficiently clear in itself.

Q.26

Why does the author say that writing history involves guesswork?

- ☐ 1 Historians never get complete and accurate accounts of what happened.
- ☐ 2 Historians must work with surviving evidence which might have gaps.
- ☐ 3 Historians' personal viewpoint alters the narrative of the story being told.
- ☐ 4 Writing historical stories is more than just reporting the incident.

Feedback

Bookmark

Answer key/Solution

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Q.27

Why, according to some historians, do the causes and meanings of things do not need explicit statement?

- ☐ 1 Reporting facts accurately will always lead to the same conclusion.
- ☐ 2 The historians' job is to report facts and not to draw conclusions.
- ☐ 3 Every story has two sides and it is not for the historian to decide which side to represent.
- ☐ 4 The narrative implicitly leads the reader to the intended conclusion.

[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

Directions for question 28: A paragraph is given below from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way. Type in that option as the answer in the space provided below the question.

Q.28

Feminism has many definitions and interpretations. While exploring many kinds of Indian Feminism in the twentieth century, scholars have established that there is a rapidly growing critical body of thought on the matter. These ideas range from 'feminist nationalists' of the Indian national movement to the "Gandhian Feminism", "Eco-Feminism" and the idea of "new women" as viewed through the rise of the of the Hindi Right. From the 1920s Indian women who were active in the national movement ardently opposed the use of the term 'feminism' as understood in Europe and America on the grounds that it projected an "anti-male" ideology.

1. Often, husbands did not want their wives participating in movements because men believed the woman's job was to stay home.
2. This relationship between western and Indian feminism continues to be debated intensely within the women's movement in India.
3. As a result, in many parts of Europe women gained more rights in the family.
4. Many women opposed and formed anti-suffrage organizations.

[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

Directions for questions 29-34: The following passage consists of a set of six questions. Read the passage and answer the questions that follow.

Though it is impossible to trace the historical origins and evolution of fairy tales to a particular time and place, we do know that humans began telling tales as soon as they developed the capacity of speech. They may have even used sign language before speech originated to communicate vital information for adapting to their environment. Units of this information gradually formed the basis of narratives that enabled humans to learn about themselves and the worlds that they inhabited. Informative tales were not given titles. They were simply told to mark an occasion, set an example, warn about danger, procure food, or explain what seemed inexplicable.

People told stories to communicate knowledge and experience in social contexts. Though many ancient tales might seem magical, miraculous, fanciful, superstitious, or unreal to us, people believed them, and these people were and are not much different from people today who believe in religions, miracle cults, nations, and notions such as "free" democracies that have little basis. In fact, religious and patriotic stories have more in common with fairy tales than we realize, except that fairy tales tend to be secular and are not based on a prescriptive belief system or religious codes. Fairy tales are informed by a human disposition to action—to transform the world and make it more adaptable to human needs, while we also try to change and make ourselves fit for the world. Therefore, the focus of fairy tales, whether oral, written, or cinematic, has always been on finding magical instruments, extraordinary technologies, or powerful people and animals that will enable protagonists to transform themselves along with their environment, making it more suitable for living in peace and contentment. Fairy tales begin with conflict because we all begin our lives with conflict. We are all misfit for the world, and somehow, we must fit in, fit in with other people, and thus we must invent or find the means through communication to satisfy as well as resolve conflicting desires and instincts. Fairy tales are rooted in oral traditions and, as I mentioned above, were never given titles, nor did they exist in the forms in which they are told, printed, painted, recorded, performed, filmed, and manufactured today. Folklorists generally make a distinction between wonder folk tales, which originated in oral traditions throughout the world and still exist, and literary fairy tales, which emanated from the oral traditions through the mediation of manuscripts and print, and continue to be created today in various irresistible mediated forms around the world. In both the oral and literary traditions, the tale types influenced by cultural patterns are so numerous and diverse that it is almost impossible to define a wonder folk or fairy tale, or explain the relationship between the two modes of communication. There are helpful catalogues of tale types along with encyclopaedias of fairy tales. Yet, despite the value of these books, the intricate relationship and evolution of folk and fairy tales are difficult to comprehend and define. In fact, together, oral, and literary tales form one immense and complex genre because they are inextricably dependent on one another.

It is for this reason that I use the modern term "fairy tale" in my book to encompass the oral tradition as the genre's vital progenitor and try to explain the inexplicable fairy tale, including its evolution and dissemination. In other words, my use of the term fairy tale here refers to the symbiotic relationship of oral and literary currents, even if I occasionally make historical distinctions concerning the mediation and reception of different tale types. In focusing on the interaction between various mediations of the fairy tale, I want to refute the useless dichotomies such as print versus oral that some scholars are still promoting to paint a misinformed history of the fairy tale. I also want to explore the more sophisticated and innovative theories of storytelling, cultural evolution, human communication, and mimetics to see how they might enable us to understand why we are disposed toward fairy tales, and how they breathe life into our daily undertakings.

Q.29

The main idea of the passage is

- 1 ☐ to explain the origin of the various types of fairy tales.
- 2 ☐ to comment on the origin and nature of fairy tales.
- 3 ☐ to correct a few misconceptions about the types of fairy tales.

4 ☐ To elucidate on the modern idea of fairy tales.

FeedBack

Bookmark

Answer key/Solution

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People told stories to communicate knowledge and experience in social contexts. Though many ancient tales might seem magical, miraculous, fanciful, superstitious, or unreal to us, people believed them, and these people were and are not much different from people today who believe in religions, miracle cults, nations, and notions such as "free" democracies that have little basis. In fact, religious and patriotic stories have more in common with fairy tales than we realize, except that fairy tales tend to be secular and are not based on a prescriptive belief system or religious codes. Fairy tales are informed by a human disposition to action—to transform the world and make it more adaptable to human needs, while we also try to change and make ourselves fit for the world. Therefore, the focus of fairy tales, whether oral, written, or cinematic, has always been on finding magical instruments, extraordinary technologies, or powerful people and animals that will enable protagonists to transform themselves along with their environment, making it more suitable for living in peace and contentment. Fairy tales begin with conflict because we all begin our lives with conflict. We are all misfit for the world, and somehow, we must fit in, fit in with other people, and thus we must invent or find the means through communication to satisfy as well as resolve conflicting desires and instincts. Fairy tales are rooted in oral traditions and, as I mentioned above, were never given titles, nor did they exist in the forms in which they are told, printed, painted, recorded, performed, filmed, and manufactured today. Folklorists generally make a distinction between wonder folk tales, which originated in oral traditions throughout the world and still exist, and literary fairy tales, which emanated from the oral traditions through the mediation of manuscripts and print, and continue to be created today in various irresistible mediated forms around the world. In both the oral and literary traditions, the tale types influenced by cultural patterns are so numerous and diverse that it is almost impossible to define a wonder folk or fairy tale, or explain the relationship between the two modes of communication. There are helpful catalogues of tale types along with encyclopaedias of fairy tales. Yet, despite the value of these books, the intricate relationship and evolution of folk and fairy tales are difficult to comprehend and define. In fact, together, oral, and literary tales form one immense and complex genre because they are inextricably dependent on one another.

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Q.30

How do fairy tales help us in reconciling with the world around us?

1 ☐ They let us imagine a changed world which is in line with our desires.

2 ☐ They let us have the power to transform the world as we see fit.

3 ☐ They change our environment to suit our most basic wants.

4 ☐ They are a means to create a utopian world where all ends well.

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FeedBack

Bookmark

Answer key/Solution

Directions for questions 29-34: The following passage consists of a set of six questions. Read the passage and answer the questions that follow.

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Q.31

Which of the following describes a similarity that author draws between people of ancient times and people today?

- 1 ☐ Both believe in fairy tales.
- 2 ☐ Both believe in unrealistic ideas.
- 3 ☐ Both like to tell stories to exchange experiences.
- 4 ☐ Both told stories that dealt with conflict.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

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Q.32

What does the author mean by "we all begin our lives with conflict"?

- 1 ☐ We are not able to reconcile with our wants and the world around us.
- 2 ☐ We keep looking for ways to communicate with the world around us.
- 3 ☐ Communication helps to reconcile us with other people and resolve our conflicts.
- 4 ☐ Fairy tales act as a means of expressing and resolving our conflicts.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

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Though it is impossible to trace the historical origins and evolution of fairy tales to a particular time and place, we do know that humans began telling tale as soon as they developed the capacity of speech. They may have even used sign language before speech originated to communicate vital information for adapting to their environment. Units of this information gradually formed the basis of narratives that enabled humans to learn about themselves and the worlds that they inhabited. Informative tales were not given titles. They were simply told to mark an occasion, set an example, warn about danger, procure food, or explain what seemed inexplicable.

People told stories to communicate knowledge and experience in social contexts. Though many ancient tales might seem magical, miraculous, fanciful, superstitious, or unreal to us, people believed them, and these people were and are not much different from people today who believe in religions, miracle cults, nations, and notions such as "free" democracies that have little basis. In fact, religious and patriotic stories have more in common with fairy tales than we realize, except that fairy tales tend to be secular and are not based on a prescriptive belief system or religious codes. Fairy tales are informed by a human disposition to action—to transform the world and make it more adaptable to human needs, while we also try to change and make ourselves fit for the world. Therefore, the focus of fairy tales, whether oral, written, or cinematic, has always been on finding magical instruments, extraordinary technologies, or powerful people and animals that will enable protagonists to transform themselves along with their environment, making it more suitable for living in peace and contentment. Fairy tales begin with conflict because we all begin our lives with conflict. We are all misfit for the world, and somehow, we must fit in, fit in with other people, and thus we must invent or find the means through communication to satisfy as well as resolve conflicting desires and instincts. Fairy tales are rooted in oral traditions and, as I mentioned above, were never given titles, nor did they exist in the forms in which they are told, printed, painted, recorded, performed, filmed, and manufactured today. Folklorists generally make a distinction between wonder folk tales, which originated in oral traditions throughout the world and still exist, and literary fairy tales, which emanated from the oral traditions through the mediation of manuscripts and print, and continue to be created today in various irresistible mediated forms around the world. In both the oral and literary traditions, the tale types influenced by cultural patterns are so numerous and diverse that it is almost impossible to define a wonder folk or fairy tale, or explain the relationship between the two modes of communication. There are helpful catalogues of tale types along with encyclopaedias of fairy tales. Yet, despite the value of these books, the intricate relationship and evolution of folk and fairy tales are difficult to comprehend and define. In fact, together, oral, and literary tales form one immense and complex genre because they are inextricably dependent on one another.

It is for this reason that I use the modern term "fairy tale" in my book to encompass the oral tradition as the genre's vital progenitor and try to explain the inexplicable fairy tale, including its evolution and dissemination. In other words, my use of the term fairy tale here refers to the symbiotic relationship of oral and literary currents, even if I occasionally make historical distinctions concerning the mediation and reception of different tale types. In focusing on the interaction between various mediations of the fairy tale, I want to refute the useless dichotomies such as print versus oral that some scholars are still promoting to paint a misinformed history of the fairy tale. I also want to explore the more sophisticated and innovative theories of storytelling, cultural evolution, human communication, and mimetics to see how they might enable us to understand why we are disposed toward fairy tales, and how they breathe life into our daily undertakings.

Q.33

Why are some scholarly works called the 'misinformed history of the fairy tale'?

- 1 ☐ They try to create a distinction where none exists.
- 2 ☐ They focus on the wrong aspect of distinction between different types of tales.
- 3 ☐ It is not possible to create a clear distinction between the oral and print tradition of the tales.
- 4 ☐ The types of tales are so intricately dependent on each other that it is impossible to distinguish between them.



[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 29-34: The following passage consists of a set of six questions. Read the passage and answer the questions that follow.

Though it is impossible to trace the historical origins and evolution of fairy tales to a particular time and place, we do know that humans began telling tale as soon as they developed the capacity of speech. They may have even used sign language before speech originated to communicate vital information for adapting to their environment. Units of this information gradually formed the basis of narratives that enabled humans to learn about themselves and the worlds that they inhabited. Informative tales were not given titles. They were simply told to mark an occasion, set an example, warn about danger, procure food, or explain what seemed inexplicable.

People told stories to communicate knowledge and experience in social contexts. Though many ancient tales might seem magical, miraculous, fanciful, superstitious, or unreal to us, people believed them, and these people were and are not much different from people today who believe in religions, miracle cults, nations, and notions such as "free" democracies that have little basis. In fact, religious and patriotic stories have more in common with fairy tales than we realize, except that fairy tales tend to be secular and are not based on a prescriptive belief system or religious codes. Fairy tales are informed by a human disposition to action—to transform the world and make it more adaptable to human needs, while we also try to change and make ourselves fit for the world. Therefore, the focus of fairy tales, whether oral, written, or cinematic, has always been on finding magical instruments, extraordinary technologies, or powerful people and animals that will enable protagonists to transform themselves along with their environment, making it more suitable for living in peace and contentment. Fairy tales begin with conflict because we all begin our lives with conflict. We are all misfit for the world, and somehow, we must fit in, fit in with other people, and thus we must invent or find the means through communication to satisfy as well as resolve conflicting desires and instincts. Fairy tales are rooted in oral traditions and, as I mentioned above, were never given titles, nor did they exist in the forms in which they are told, printed, painted, recorded, performed, filmed, and manufactured today. Folklorists generally make a distinction between wonder folk tales, which originated in oral traditions throughout the world and still exist, and literary fairy tales, which emanated from the oral traditions through the mediation of manuscripts and print, and continue to be created today in various irresistible mediated forms around the world. In both the oral and literary traditions, the tale types influenced by cultural patterns are so numerous and diverse that it is almost impossible to define a wonder folk or fairy tale, or explain the relationship between the two modes of communication. There are helpful catalogues of tale types along with encyclopaedias of fairy tales. Yet, despite the value of these books, the intricate relationship and evolution of folk and fairy tales are difficult to comprehend and define. In fact, together, oral, and literary tales form one immense and complex genre because they are inextricably dependent on one another.

It is for this reason that I use the modern term "fairy tale" in my book to encompass the oral tradition as the genre's vital progenitor and try to explain the inexplicable fairy tale, including its evolution and dissemination. In other words, my use of the term fairy tale here refers to the symbiotic relationship of oral and literary currents, even if I occasionally make historical distinctions concerning the mediation and reception of different tale types. In focusing on the interaction between various mediations of the fairy tale, I want to refute the useless dichotomies such as print versus oral that some scholars are still promoting to paint a misinformed history of the fairy tale. I also want to explore the more sophisticated and innovative theories of storytelling, cultural evolution, human communication, and mimetics to see how they might enable us to understand why we are disposed toward fairy tales, and how they breathe life into our daily undertakings.

Q.34

The tone of the passage is:

1 ☐ preaching.

2 ☐ discursive.

3 ☐ cautious.

4 ☐ explanatory.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Sec 2

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

The following pie charts give the number of employees at UltraTech at the end of the year for the period 2012 to 2015. The charts also capture the education qualification of the employees. UltraTech does not employ people who are not at least matriculates and once a person gets recruited, he cannot pursue further education. It is also known that no employee of the company left the job during the given period.



NOTE: It is necessary for a doctorate to be a post graduate, for a post graduate to be a graduate and for a graduate to be a matriculate. This means that the number of matriculates also include those who went on to do their graduation, post graduation, doctorates. Similar is the case for the numbers of graduate and post graduates.

Q.35

How many graduates joined UltraTech in the year 2014?

- 1 ☐ 38
- 2 ☐ 56
- 3 ☐ 62
- 4 ☐ Cannot be determined



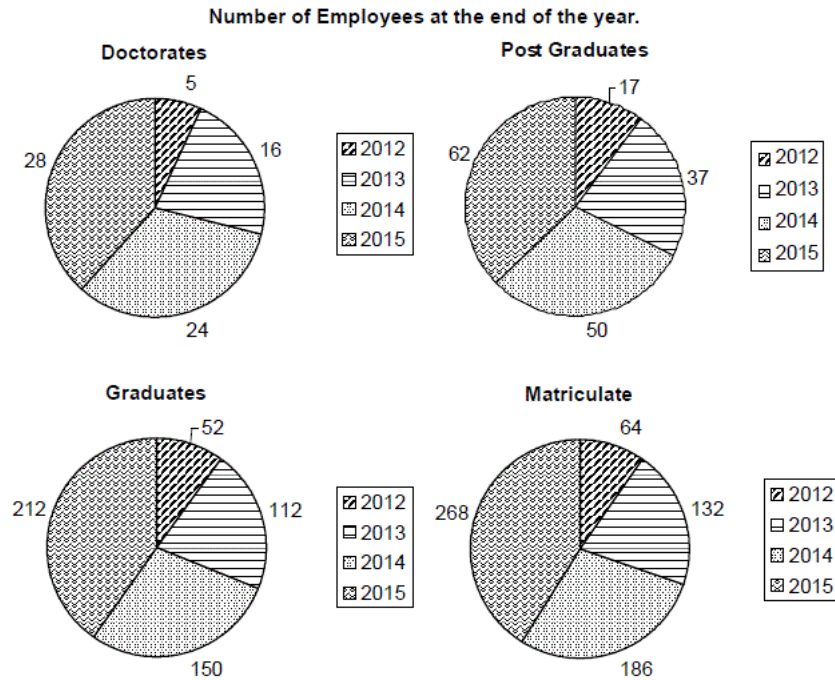
FeedBack

Bookmark

Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

The following pie charts give the number of employees at UltraTech at the end of the year for the period 2012 to 2015. The charts also capture the education qualification of the employees. UltraTech does not employ people who are not at least matriculates and once a person gets recruited, he cannot pursue further education. It is also known that no employee of the company left the job during the given period.



NOTE: It is necessary for a doctorate to be a post graduate, for a post graduate to be a graduate and for a graduate to be a matriculate. This means that the number of matriculates also include those who went on to do their graduation, post graduation, doctorates. Similar is the case for the numbers of graduate and post graduates.

Q.36

How many post graduates who were not doctorates joined UltraTech in 2014 and 2015 put together?

- 1 ☐ 14
- 2 ☐ 13
- 3 ☐ 12
- 4 ☐ Cannot be determined



FeedBack

Bookmark

Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

The following pie charts give the number of employees at UltraTech at the end of the year for the period 2012 to 2015. The charts also capture the education qualification of the employees. UltraTech does not employ people who are not at least matriculates and once a person gets recruited, he cannot pursue further education. It is also known that no employee of the company left the job during the given period.



NOTE: It is necessary for a doctorate to be a post graduate, for a post graduate to be a graduate and for a graduate to be a matriculate. This means that the number of matriculates also include those who went on to do their graduation, post graduation, doctorates. Similar is the case for the numbers of graduate and post graduates.

Q.37

How many employees joined UltraTech in the year 2013?

- 1 ☐ 68
- 2 ☐ 91
- 3 ☐ 84
- 4 ☐ Cannot be determined



FeedBack

Bookmark

Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

The following pie charts give the number of employees at UltraTech at the end of the year for the period 2012 to 2015. The charts also capture the education qualification of the employees. UltraTech does not employ people who are not at least matriculates and once a person gets recruited, he cannot pursue further education. It is also known that no employee of the company left the job during the given period.



NOTE: It is necessary for a doctorate to be a post graduate, for a post graduate to be a graduate and for a graduate to be a matriculate. This means that the number of matriculates also include those who went on to do their graduation, post graduation, doctorates. Similar is the case for the numbers of graduate and post graduates.

Q.38

What was the absolute difference between the number of doctorates who joined Ultra Tech in the year 2013 and 2015?

- 1 ☐ 2
- 2 ☐ 5
- 3 ☐ 7
- 4 ☐ 9



FeedBack

Bookmark

Answer key/Solution

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a face-off between India and Pakistan, 5 soldiers from each side are facing each other, with one Indian soldier facing exactly one Pakistani soldier. Two of the Pakistani soldiers are terrorists and one of the Indian soldiers is a traitor who has planted landmines on which two other Indian soldiers are standing. One soldier on each side is carrying a Bazooka. It is also known that:

- I. Neither of those Pakistani soldiers who are terrorists is facing the Indian traitor.
- II. Exactly one Indian soldier is standing between the two Indian soldiers who are standing on the landmine. The same is true for the two Pakistani soldiers who are terrorists.
- III. The Pakistani soldier standing between the soldiers who are terrorists is facing one of the Indian soldiers standing on landmines.
- IV. The Indian soldier who is carrying the Bazooka and is not the traitor, is the neighbor of only one soldier who is standing on the landmine.
- V. One of the soldiers carrying the Bazooka is standing in the middle of its defense line and the other on the extreme end.

Q.39

Which of the following statements is definitely true?

- 1 ☐ One of the soldiers carrying the Bazooka is a terrorist and is standing in the middle of the defense line of Pakistan.
- 2 ☐ One of the soldiers carrying the Bazooka is a terrorist and is standing at one of the extreme ends of the defense line of Pakistan.
- 3 ☐ The Indian soldier carrying the Bazooka is standing in the middle of its defense line.
- 4 ☐ The Indian soldier carrying the Bazooka is standing in the middle of the soldiers standing on landmine.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a face-off between India and Pakistan, 5 soldiers from each side are facing each other, with one Indian soldier facing exactly one Pakistani soldier. Two of the Pakistani soldiers are terrorists and one of the Indian soldiers is a traitor who has planted landmines on which two other Indian soldiers are standing. One soldier on each side is carrying a Bazooka. It is also known that:

- I. Neither of those Pakistani soldiers who are terrorists is facing the Indian traitor.
- II. Exactly one Indian soldiers is standing between the two Indian soldiers who are standing on the landmine. The same is true for the two Pakistani soldier who are terrorists.
- III. The Pakistani soldier standing between the soldiers who are terrorists is facing one of the Indian soldiers standing on landmines.
- IV. The Indian soldier who is carrying the Bazooka and is not the traitor, is the neighbor of only one soldier who is standing on the landmine.
- V. One of the soldiers carrying the Bazooka is standing in the middle of its defense line and the other on the extreme end.

Q.40

Which of the following is not a neighbor of the soldiers standing on landmine?

- 1 ☐ Indian traitor
- 2 ☐ Soldier with the Bazooka
- 3 ☐ A soldier who is neither an Indian traitor nor carrying the Bazooka
- 4 ☐ None of these

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

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- I. Neither of those Pakistani soldiers who are terrorists is facing the Indian traitor.
- II. Exactly one Indian soldiers is standing between the two Indian soldiers who are standing on the landmine. The same is true for the two Pakistani soldier who are terrorists.
- III. The Pakistani soldier standing between the soldiers who are terrorists is facing one of the Indian soldiers standing on landmines.
- IV. The Indian soldier who is carrying the Bazooka and is not the traitor, is the neighbor of only one soldier who is standing on the landmine.
- V. One of the soldiers carrying the Bazooka is standing in the middle of its defense line and the other on the extreme end.

Q.41

Which of the following pairs of soldiers are facing each other?

- 1 ☐ Terrorist with Bazooka and the Indian traitor.
- 2 ☐ One of the Indian soldiers standing on landmine and a Pakistani soldier with Bazooka.
- 3 ☐ Terrorist without Bazooka and the Indian soldier with Bazooka.
- 4 ☐ Indian soldier with Bazooka and a Pakistani soldier who is neither a terrorist nor carrying the Bazooka.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a face-off between India and Pakistan, 5 soldiers from each side are facing each other, with one Indian soldier facing exactly one Pakistani soldier. Two of the Pakistani soldiers are terrorists and one of the Indian soldiers is a traitor who has planted landmines on which two other Indian soldiers are standing. One soldier on each side is carrying a Bazooka. It is also known that:

- I. Neither of those Pakistani soldiers who are terrorists is facing the Indian traitor.
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- III. The Pakistani soldier standing between the soldiers who are terrorists is facing one of the Indian soldiers standing on landmines.
- IV. The Indian soldier who is carrying the Bazooka and is not the traitor, is the neighbor of only one soldier who is standing on the landmine.
- V. One of the soldiers carrying the Bazooka is standing in the middle of its defense line and the other on the extreme end.

Q.42

Who among the following is standing opposite the terrorist with Bazooka?

- 1 ☐ Indian soldier with Bazooka
- 2 ☐ Indian soldier standing on the landmine
- 3 ☐ The Indian traitor
- 4 ☐ None of these



FeedBack

Bookmark

Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Seven students – Jagan, Kamal, Lakhan, Manoj, Nipun, Parul and Rahul – of a leading B-school joined three different clubs from among Marketing, Finance and Placement. Each student joined exactly one out of the three clubs. Further, it is known that:

- I. Kamal Joined the Placement club.
- II. Lakhan and Manoj joined the same club.
- III. Rahul Joined either the Marketing club or the Finance club.
- IV. The number of students who joined the Placement club is twice of the number of students who joined the Marketing club.
- V. Nipun and Rahul joined different clubs. The same is true for Jagan and Parul.
- VI. Exactly one student Joined the Finance club.

Q.43

If Jagan Joined the Finance club, then which club did Nipun join?

- 1 ☐ Placement
- 2 ☐ Marketing
- 3 ☐ Finance
- 4 ☐ Either (1) or (2)



FeedBack

Bookmark

Answer key/Solution

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Seven students – Jagan, Kamal, Lakhan, Manoj, Nipun, Parul and Rahul – of a leading B-school joined three different clubs from among Marketing, Finance and Placement. Each student joined exactly one out of the three clubs. Further, it is known that:

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- III. Rahul Joined either the Marketing club or the Finance club.
- IV. The number of students who joined the Placement club is twice of the number of students who joined the Marketing club.

V. Nipun and Rahul joined different clubs. The same is true for Jagan and Parul.
VI. Exactly one student Joined the Finance club.

Q.44

Each of the following options contains a list of students who could join the same club EXCEPT:

1 ☐ Jagan, Kamal and Manoj

2 ☐ Jagan, Lakhan and Manoj

3 ☐ Kamal, Lakhan and Parul

4 ☐ Kamal, Parul and Rahul



FeedBack

Bookmark

Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Seven students – Jagan, Kamal, Lakhan, Manoj, Nipun, Parul and Rahul – of a leading B-school joined three different clubs from among Marketing, Finance and Placement. Each student joined exactly one out of the three clubs. Further, it is known that:

I. Kamal Joined the Placement club.

II. Lakhan and Manoj joined the same club.

III. Rahul Joined either the Marketing club or the Finance club.

IV. The number of students who joined the Placement club is twice of the number of students who joined the Marketing club.

V. Nipun and Rahul joined different clubs. The same is true for Jagan and Parul.

VI. Exactly one student Joined the Finance club.

Q.45

Which club did Manoj join?

1 ☐ Finance

2 ☐ Marketing

3 ☐ Placement

4 ☐ Cannot be determined



FeedBack

Bookmark

Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Seven students – Jagan, Kamal, Lakhan, Manoj, Nipun, Parul and Rahul – of a leading B-school joined three different clubs from among Marketing, Finance and Placement. Each student joined exactly one out of the three clubs. Further, it is known that:

I. Kamal Joined the Placement club.

II. Lakhan and Manoj joined the same club.

III. Rahul Joined either the Marketing club or the Finance club.

IV. The number of students who joined the Placement club is twice of the number of students who joined the Marketing club.

V. Nipun and Rahul joined different clubs. The same is true for Jagan and Parul.

VI. Exactly one student Joined the Finance club.

Q.46

If Rahul Joined the Finance club, who among the following did definitely not join the Placement club?

1 ☐ Jagan

2 ☐ Kamal

3 ☐ Nipun

4 ☐ None of these

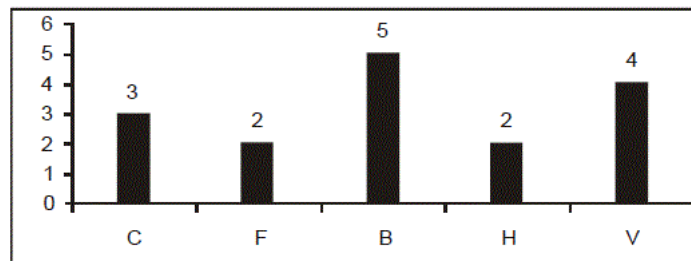
FeedBack

Bookmark

Answer key/Solution

Directions for questions 47 to 50: Answer the question on the basis of the information given below.

Each of the six siblings namely Azhar, Atif, Aslam, Aaqib, Armaan and Ahmad are asked to choose three sports out of six different sports namely Cricket, Football, Hockey, Basketball, Swimming and Volleyball. The number of siblings who chose Cricket, Football, Hockey, Basketball, Swimming and Volleyball is denoted by C, F, H, B, S and V respectively. The following bar graph gives the values of C, F, H, B and V.



Additional Information:

- I. Atif has chosen exactly one sport, which Armaan did not choose.
- II. Exactly two sports chosen by Azhar and Aslam were the same. The three sports chosen by Aslam and Ahmad were the same.
- III. Ahmad chose Cricket as well as Swimming, and Armaan did not choose Basketball.

Q.47

Which of the following sports was definitely chosen by Azhar?

Fill "1 if your answer is Swimming"

Fill "2 if your answer is Cricket"

Fill "3 if your answer is Basketball"

Fill "4 if your answer is Both (2) and (3)"

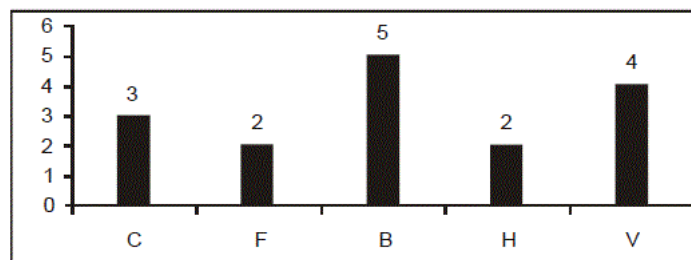
FeedBack

Bookmark

Answer key/Solution

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Additional Information:

- I. Atif has chosen exactly one sport, which Armaan did not choose.
- II. Exactly two sports chosen by Azhar and Aslam were the same. The three sports chosen by Aslam and Ahmad were the same.
- III. Ahmad chose Cricket as well as Swimming, and Armaan did not choose Basketball.

Q.48

For how many siblings, the three sports chosen by them can be uniquely determined?

Fill "1 if your answer is Six"

Fill "2 if your answer is Two"

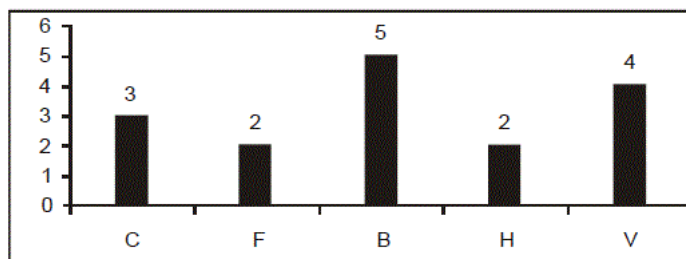
Fill "3 if your answer is Four"

Fill "4 if your answer is Three"

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 47 to 50: Answer the question on the basis of the information given below.

Each of the six siblings namely Azhar, Atif, Aslam, Aaqib, Armaan and Ahmad are asked to choose three sports out of six different sports namely Cricket, Football, Hockey, Basketball, Swimming and Volleyball. The number of siblings who chose Cricket, Football, Hockey, Basketball, Swimming and Volleyball is denoted by C, F, H, B, S and V respectively. The following bar graph gives the values of C, F, H, B and V.



Additional Information:

I. Atif has chosen exactly one sport, which Armaan did not choose.

II. Exactly two sports chosen by Azhar and Aslam were the same. The three sports chosen by Aslam and Ahmad were the same.

III. Ahmad chose Cricket as well as Swimming, and Armaan did not choose Basketball.

Q.49

Which of the following two siblings chose Hockey?

Fill "1 if your answer is Armaan and Aaqib"

Fill "2 if your answer is Aaqib and Atif"

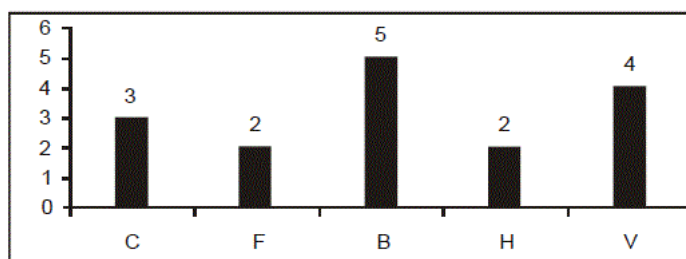
Fill "3 if your answer is Atif and Armaan"

Fill "4 if your answer is Cannot be determined"

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 47 to 50: Answer the question on the basis of the information given below.

Each of the six siblings namely Azhar, Atif, Aslam, Aaqib, Armaan and Ahmad are asked to choose three sports out of six different sports namely Cricket, Football, Hockey, Basketball, Swimming and Volleyball. The number of siblings who chose Cricket, Football, Hockey, Basketball, Swimming and Volleyball is denoted by C, F, H, B, S and V respectively. The following bar graph gives the values of C, F, H, B and V.



Additional Information:

I. Atif has chosen exactly one sport, which Armaan did not choose.

II. Exactly two sports chosen by Azhar and Aslam were the same. The three sports chosen by Aslam and Ahmad were the same.

III. Ahmad chose Cricket as well as Swimming, and Armaan did not choose Basketball.

Q.50

The three sports chosen by Armaan were

Fill "1 if your answer is Football, Hockey and Volleyball"

Fill "2 if your answer is Football, Hockey and Swimming"

Fill "3 if your answer is Cricket, Hockey and Volleyball"

Fill "4 if your answer is Football, Cricket and Swimming"

FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Exactly three out of the six persons namely Sam, Jane, Manohar, Harish, Carl and Austin had one coin each with them. Each of those three persons had a coin of denomination different from the other two. The coins were of denominations Rs. 5, Rs. 2 and Re. 1. Assume that other than these coins, no person had money in any other form. Five persons namely P, Q, R, S and T were asked to predict the names of the people having the coins of different denomination. The following table lists down the predictions made by P, Q, R, S and T.

	Rs. 5	Rs. 2	Re. 1
P	Sam	Manohar	Austin
Q	Austin	Jane	Harish
R	Manohar	Sam	Carl
S	Carl	Austin	Sam
T	Manohar	Sam	Harish

Further, it is known that:

I. Only one person predicted by P had a coin but did not have the coin of the same denomination as predicted by P.

II. Only one person predicted by Q had a coin but did not have the coin of the same denomination as predicted by Q.

III. Exactly two people predicted by S had a coin each with them but none had the coin of the same denomination as predicted by S.

Q.51

What was the sum of amount with Manohar, Sam and Carl?

1 ☐ Rs. 3

2 ☐ Rs. 6

3 ☐ Rs. 7

4 ☐ Cannot be determined



FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Exactly three out of the six persons namely Sam, Jane, Manohar, Harish, Carl and Austin had one coin each with them. Each of those three persons had a coin of denomination different from the other two. The coins were of denominations Rs. 5, Rs. 2 and Re. 1. Assume that other than these coins, no person had money in any other form. Five persons namely P, Q, R, S and T were asked to predict the names of the people having the coins of different denomination. The following table lists down the predictions made by P, Q, R, S and T.

	Rs. 5	Rs. 2	Re. 1
P	Sam	Manohar	Austin
Q	Austin	Jane	Harish
R	Manohar	Sam	Carl
S	Carl	Austin	Sam
T	Manohar	Sam	Harish

Further, it is known that:

- I. Only one person predicted by P had a coin but did not have the coin of the same denomination as predicted by P.
 II. Only one person predicted by Q had a coin but did not have the coin of the same denomination as predicted by Q.
 III. Exactly two people predicted by S had a coin each with them but none had the coin of the same denomination as predicted by S.

Q.52

What was the sum of amount with Austin, Jane and Harish?

1 ☐ Re. 12 ☐ Rs. 23 ☐ Rs. 54 ☐ Either (2) or (3)

FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Exactly three out of the six persons namely Sam, Jane, Manohar, Harish, Carl and Austin had one coin each with them. Each of those three persons had a coin of denomination different from the other two. The coins were of denominations Rs. 5, Rs. 2 and Re. 1. Assume that other than these coins, no person had money in any other form. Five persons namely P, Q, R, S and T were asked to predict the names of the people having the coins of different denomination. The following table lists down the predictions made by P, Q, R, S and T.

	Rs. 5	Rs. 2	Re. 1
P	Sam	Manohar	Austin
Q	Austin	Jane	Harish
R	Manohar	Sam	Carl
S	Carl	Austin	Sam
T	Manohar	Sam	Harish

Further, it is known that:

- I. Only one person predicted by P had a coin but did not have the coin of the same denomination as predicted by P.
 II. Only one person predicted by Q had a coin but did not have the coin of the same denomination as predicted by Q.
 III. Exactly two people predicted by S had a coin each with them but none had the coin of the same denomination as predicted by S.

Q.53

Which of the following statements, if given would be sufficient to determine the sum of amount with Manohar, Sam and Harish?

1 ☐ The amount of money with Sam was more than that with Carl.2 ☐ The amount of money with Carl was more than that with Manohar.3 ☐ The amount of money with Manohar was same as that with Austin.4 ☐ The amount of money with Austin was less than that with Jane.

FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Exactly three out of the six persons namely Sam, Jane, Manohar, Harish, Carl and Austin had one coin each with them. Each of those three persons had a coin of denomination different from the other two. The coins were of denominations Rs. 5, Rs. 2 and Re. 1. Assume that other than these coins, no person had money in any other form. Five persons namely P, Q, R, S and T were asked to predict the names of the people having the coins of different denomination. The following table lists down the predictions made by P, Q, R, S and T.

	Rs. 5	Rs. 2	Re. 1
P	Sam	Manohar	Austin
Q	Austin	Jane	Harish
R	Manohar	Sam	Carl
S	Carl	Austin	Sam
T	Manohar	Sam	Harish

Further, it is known that:

- I. Only one person predicted by P had a coin but did not have the coin of the same denomination as predicted by P.
- II. Only one person predicted by Q had a coin but did not have the coin of the same denomination as predicted by Q.
- III. Exactly two people predicted by S had a coin each with them but none had the coin of the same denomination as predicted by S.

Q.54

If the sum of amount (in Rs.) with Manohar, Sam and Harish was x, then which of the following could be a possible value of x?

- A. 2
- B. 0
- C. 7
- D. 8

1 ☐ A or C

2 ☐ A or D

3 ☐ A or B or C

4 ☐ B or D



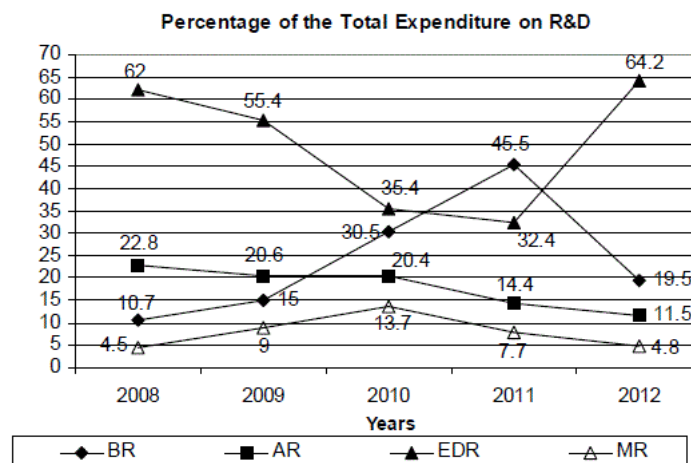
FeedBack

Bookmark

Answer key/Solution

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

The line graph given below shows the percentage break-up of the Gross Domestic Expenditure on four areas - Basic Research (BR), Applied Research (AR), Experimental Development Research (EDR) and Miscellaneous Research (MR) - of Research and Development (R&D) activity by a country in the period 2008-12.



Q.55

If the expenditure on AR in 2011 was 20% more than that in 2010, then by what percent was the expenditure on EDR in 2011 more than that in 2010?

1 ☐ 55.6

2 ☐ 50.4

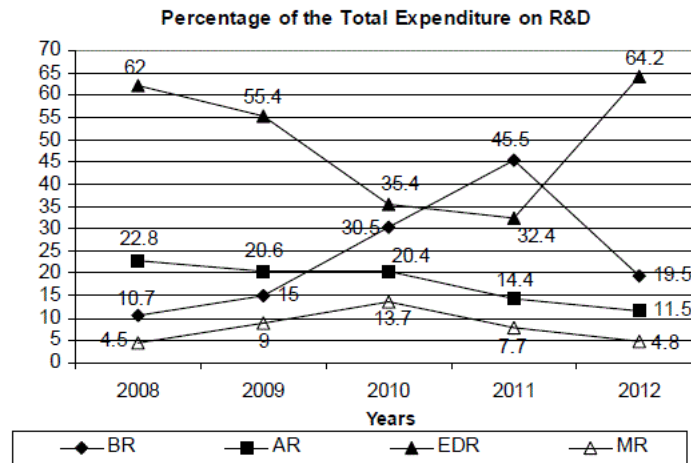
3 ☐ 66.5

4 ☐ 45.8


[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

The line graph given below shows the percentage break-up of the Gross Domestic Expenditure on four areas - Basic Research (BR), Applied Research (AR), Experimental Development Research (EDR) and Miscellaneous Research (MR) - of Research and Development (R&D) activity by a country in the period 2008-12.



Q.56

If the expenditure on R&D was equal in all the years during the given period, then how many areas witnessed a continual increase in expenditure during the given period?

1 ☐ 3

2 ☐ 1

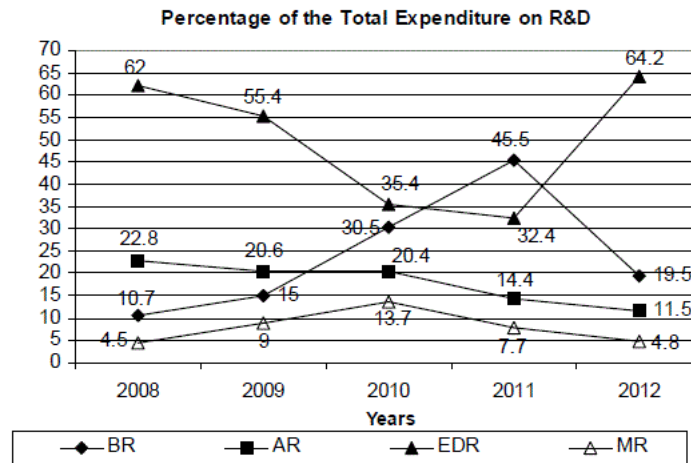
3 ☐ 2

4 ☐ 0


[FeedBack](#)
[Bookmark](#)
[Answer key/Solution](#)

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

The line graph given below shows the percentage break-up of the Gross Domestic Expenditure on four areas - Basic Research (BR), Applied Research (AR), Experimental Development Research (EDR) and Miscellaneous Research (MR) - of Research and Development (R&D) activity by a country in the period 2008-12.



Q.57

If the absolute difference between the expenditures on BR and AR in 2011 was \$46.65 mn and that in 2012 was \$16 mn, then the total expenditure on R&D in 2012 was what percent more than that in 2011?

1 ☐ 25.002 ☐ 33.333 ☐ 66.674 ☐ 35.00

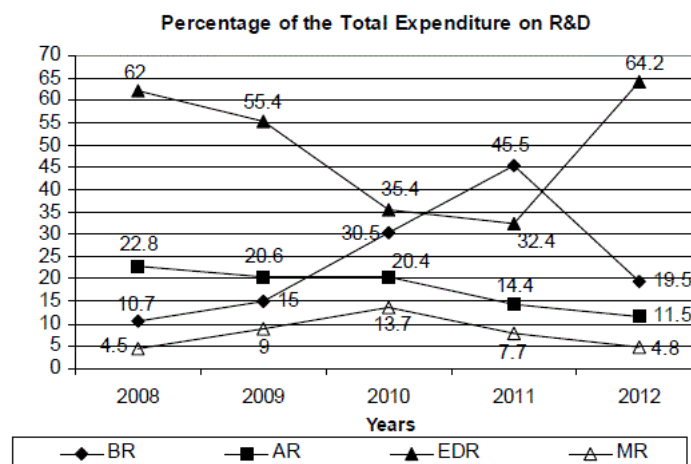
FeedBack

Bookmark

Answer key/Solution

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

The line graph given below shows the percentage break-up of the Gross Domestic Expenditure on four areas - Basic Research (BR), Applied Research (AR), Experimental Development Research (EDR) and Miscellaneous Research (MR) - of Research and Development (R&D) activity by a country in the period 2008-12.



Q.58

If the expenditure on EDR in 2010 and 2011 was equal, then by what percent was the gross domestic expenditure on the four areas in 2011 more than that in 2010?

1 ☐ 9.252 ☐ 6.503 ☐ 7.75

4 ☐ 8.50

FeedBack

Bookmark

Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

Five friends – A, B, C, D and E – participated in a race, comprising two rounds, conducted around a circular track. Before the race, each of the friend had a distinct rank out of 1, 2, 3, 4, and 5. After each round of the race, ranks of the five friends were revised based on the position the secured in these rounds. each round, the one who secured first position was given rank 1, the one who secured second position was given rank 2 and so on. The following observations were made:

After round 1:

- The sum of absolute differences between the rank before the race and after round 1 of the five friends is 8.
- For two pair of friends, the absolute difference between the ranks before the race and after round 1 was the same.
- The difference between the ranks after round 1 of D and E is the same as that of E and C. D finished round 1 of the race before E and C.
- The rank of A after round 1 was better than that of B and the ranks of both of them after round 1 were even numbers.

After round 2:

- The sum of absolute differences between the rank after round 1 and after round 2 of the five friends is 10.
- The absolute difference between ranks after round 1 and round 2 of the three friends was the same and it was 1.
- B did not get rank 1 after round 2.

Q.59

What was the rank of E after round 1?

1 ☐ 12 ☐ 23 ☐ 34 ☐ 4

FeedBack

Bookmark

Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

Five friends – A, B, C, D and E – participated in a race, comprising two rounds, conducted around a circular track. Before the race, each of the friend had a distinct rank out of 1, 2, 3, 4, and 5. After each round of the race, ranks of the five friends were revised based on the position the secured in these rounds. each round, the one who secured first position was given rank 1, the one who secured second position was given rank 2 and so on. The following observations were made:

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After round 2:

- The sum of absolute differences between the rank after round 1 and after round 2 of the five friends is 10.
- The absolute difference between ranks after round 1 and round 2 of the three friends was the same and it was 1.
- B did not get rank 1 after round 2.

Q.60

The sum of ranks of C before the race, after round 1 and after round 2 cannot be more than

1 ☐ 122 ☐ 93 ☐ 134 ☐ 11[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

Five friends – A, B, C, D and E – participated in a race, comprising two rounds, conducted around a circular track. Before the race, each of the friend had a distinct rank out of 1, 2, 3, 4, and 5. After each round of the race, ranks of the five friends were revised based on the position the secured in these rounds. each round, the one who secured first position was given rank 1, the one who secured second position was given rank 2 and so on. The following observations were made:

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- The rank of A after round 1 was better than that of B and the ranks of both of them after round 1 were even numbers.

After round 2:

- The sum of absolute differences between the rank after round 1 and after round 2 of the five friends is 10.
- The absolute difference between ranks after round 1 and round 2 of the three friends was the same and it was 1.
- B did not get rank 1 after round 2.

Q.61

Who among the following did not have rank 4 either before the race, after round 1 and after round 2?

1 ☐ A2 ☐ B3 ☐ C4 ☐ D[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

Five friends – A, B, C, D and E – participated in a race, comprising two rounds, conducted around a circular track. Before the race, each of the friend had a distinct rank out of 1, 2, 3, 4, and 5. After each round of the race, ranks of the five friends were revised based on the position the secured in these rounds. each round, the one who secured first position was given rank 1, the one who secured second position was given rank 2 and so on. The following observations were made:

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- The rank of A after round 1 was better than that of B and the ranks of both of them after round 1 were even numbers.

After round 2:

- The sum of absolute differences between the rank after round 1 and after round 2 of the five friends is 10.
- The absolute difference between ranks after round 1 and round 2 of the three friends was the same and it was 1.
- B did not get rank 1 after round 2.

Q.62

Which of the following options contains friends who could have secured rank 5 after round 2?

1 ☐ A, D and E

2 ☐ B, D and E

3 ☐ A, B and E

4 ☐ A, B and D

FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

Nine friends – A, B, C, D, E, F, H, I and J – joined a fitness center. The fitness center is closed on Monday. At the fitness center, a week starts from Tuesday and ends on Sunday. On each of the six days of a particular week, exactly three persons, out of the nine, visited the fitness center such that each person visited the fitness center on at least one day of that week. There are exactly four persons who visited the fitness center on more than two days. It is also known that:

(I) Both D and E visited the fitness center on three of the first four days of the week.

(II) H visits the fitness center only on those days when both A and B visit the fitness center.

(III) Each of B, I and J visited the fitness centre only once and on different days of the week.

(IV) C and F always visit the fitness center on the same day of the week.

(V) None of the persons visited the fitness center on three consecutive days of the week.

Q.63

Which of the following persons visited the fitness center on exactly three days?

Fill "1 if your answer is H"

Fill "2 if your answer is A"

Fill "3 if your answer is C"

Fill "4 if your answer is Cannot be determined"

FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

Nine friends – A, B, C, D, E, F, H, I and J – joined a fitness center. The fitness center is closed on Monday. At the fitness center, a week starts from Tuesday and ends on Sunday. On each of the six days of a particular week, exactly three persons, out of the nine, visited the fitness center such that each person visited the fitness center on at least one day of that week. There are exactly four persons who visited the fitness center on more than two days. It is also known that:

(I) Both D and E visited the fitness center on three of the first four days of the week.

(II) H visits the fitness center only on those days when both A and B visit the fitness center.

(III) Each of B, I and J visited the fitness centre only once and on different days of the week.

(IV) C and F always visit the fitness center on the same day of the week.

(V) None of the persons visited the fitness center on three consecutive days of the week.

Q.64

If A did not visit the fitness center on Sunday and J visited the fitness center only on Friday, which of the following could be the day on which I visited the fitness center?

Fill "1 if your answer is Wednesday"

Fill "2 if your answer is Thursday"

Fill "3 if your answer is Saturday"

Fill "4 if your answer is Sunday"

FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

Nine friends – A, B, C, D, E, F, H, I and J – joined a fitness center. The fitness center is closed on Monday. At the fitness center, a week starts from Tuesday and ends on Sunday. On each of the six days of a particular week, exactly three persons, out of the nine, visited the fitness center such that each person visited the fitness center on at least one day of that week. There are exactly four persons who visited the fitness center on more than two days. It is also known that:

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- (II) H visits the fitness center only on those days when both A and B visit the fitness center.
- (III) Each of B, I and J visited the fitness centre only once and on different days of the week.
- (IV) C and F always visit the fitness center on the same day of the week.
- (V) None of the persons visited the fitness center on three consecutive days of the week.

Q.65

If E and I visited the fitness center on Sunday and Friday respectively, on which day did J visit the fitness center?

Fill "1 if your answer is Tuesday"

Fill "2 if your answer is Wednesday"

Fill "3 if your answer is Thursday"

Fill "4 if your answer is Saturday"

FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

Nine friends – A, B, C, D, E, F, H, I and J – joined a fitness center. The fitness center is closed on Monday. At the fitness center, a week starts from Tuesday and ends on Sunday. On each of the six days of a particular week, exactly three persons, out of the nine, visited the fitness center such that each person visited the fitness center on at least one day of that week. There are exactly four persons who visited the fitness center on more than two days. It is also known that:

- (I) Both D and E visited the fitness center on three of the first four days of the week.
- (II) H visits the fitness center only on those days when both A and B visit the fitness center.
- (III) Each of B, I and J visited the fitness centre only once and on different days of the week.
- (IV) C and F always visit the fitness center on the same day of the week.
- (V) None of the persons visited the fitness center on three consecutive days of the week.

Q.66

Which of the following can visit the fitness center on four days?

Fill "1 if your answer is A"

Fill "2 if your answer is E"

Fill "3 if your answer is F"

Fill "4 if your answer is C"

FeedBack

Bookmark

Answer key/Solution

Sec 3

Q.67

Consider a square ABCD with midpoints E, F, G, H of AB, BC, CD and DA respectively. Let L denote the line passing through F and H. Consider points P and Q, on L and inside ABCD such that both angles APD and BQC are equal to 120° . What is the ratio of the area of ABQCDP to the remaining area inside ABCD?

1 ☐ $4\sqrt{2} : 3$

2 ☐ $(2 + \sqrt{3}) : 1$

3 ☐ $(10 - 3\sqrt{3}) : 9$

4 ☐ $(2\sqrt{3} - 1) : 1$

FeedBack

Bookmark

[Answer key/Solution](#)

Q.68

Three friends Amrit, Bilal and Chandan are playing a game namely Marble Fenko. Each of them has a certain number of marble balls. The total number of marble balls with all the three friends is 100. Six times the number of marble balls with Amrit is 384 more than the sum of the number of balls with Chandan and two times the number of balls with Bilal. The number of marble balls with Bilal cannot be less than

1 ☐ 242 ☐ 123 ☐ 64 ☐ 15

✖

[Answer key/Solution](#)

Q.69

A civil engineer was assigned to calculate the total number of largest possible square tiles that will be required to fit in a rectangular floor of dimensions $1065 \text{ cm} \times 923 \text{ cm}$ without any wastage of the tiles. What is the number of tiles required to cover the floor?

✓

[Answer key/Solution](#)

Q.70

If the value of $\log_{\frac{2}{3}}(2) + \log_{\frac{2}{3}}\left(\frac{2^2}{3}\right) + \log_{\frac{2}{3}}\left(\frac{2^3}{3^2}\right) + \log_{\frac{2}{3}}\left(\frac{2^4}{3^3}\right) + \dots$ 20 terms is equal to $X + 20\log_{\frac{2}{3}}(Y)$,

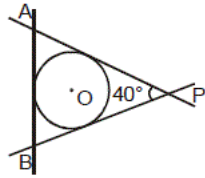
where X and Y are positive integers, find the value of X + Y.

1 ☐ 1822 ☐ 1483 ☐ 1964 ☐ 192

[Answer key/Solution](#)

Q.71

In the figure given below, three tangents on the circle with centre O form $\triangle APB$. If the measure of $\angle APB = 40^\circ$, then find the measure of $\angle AOB$.



1 ☐ 60°

2 ☐ 110°

3 ☐ 75°

4 ☐ 140°

Feedback

Bookmark

Answer key/Solution

Q.72

A certain number of students were standing in front of a gate in a single row at a distance of 20 meter each. Virat started distributing chocolates one by one to the students. The student standing first in the row is also 20 meters away from the gate. Virat carried only one chocolate at a time and returned to the gate after giving chocolate to each student including the last student. If he travelled 2.2 km, find the number of students in the row?

Feedback

Bookmark

Answer key/Solution

Q.73

There are two vessels – one is in the shape of a cylinder and the other in the shape of a right circular cone. Both the vessels have the same height and the same base radius. The cylindrical vessel and the conical vessel are filled with milk to half their heights. The cone is standing on its vertex. Now, water is added to the conical vessel up to the brim and emptied into the cylinder. What is the ratio of milk and water in the cylinder now?

1 ☐ 17 : 9

2 ☐ 3 : 1

3 ☐ 13 : 7

4 ☐ 3 : 2



Feedback

Bookmark

Answer key/Solution

Q.74

What is the sum of the squares of the roots of the equation $x^3 + ax^2 + bx = c$?

1 ☐ $a^2 - b$

2 ☐ $a^2 - 2b$

3 ☐ $a^2 + 2b$

4 ☐ $a^2 + 4b$

FeedBack

Bookmark

Answer key/Solution

Q.75

If $f(x) = (x^2 + [x]^2 - 2x[x])^{1/4}$, where x is real and $[x]$ denotes the greatest integer less than or equal to x , find the value of $f(10.64) \times f(100.64)$.

1 ☐ 0.8

2 ☐ 0.64

3 ☐ $10\sqrt{10}$

4 ☐ 1000

FeedBack

Bookmark

Answer key/Solution

Q.76

Find the number of composite odd natural numbers less than 100 and relative prime to 63.

FeedBack

Bookmark

Answer key/Solution

Q.77

The Indian Cricket Council has called a meeting of all its 15 members. They sit around a circular table to discuss the team selection for India's tour of West India. Sharad Pawar does not want to sit next to Jagmohan Dalmiya and Ravi Pushkaran wants to sit next to Shashi Tharoor. In how many ways can they be seated satisfying the above conditions?

1 ☐ $264 \times 11!$

2 ☐ $264 \times 15!$

3 ☐ $296 \times 13!$

4 ☐ $312 \times 13!$

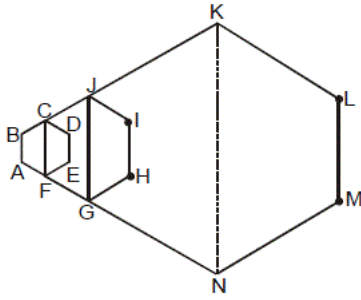
FeedBack

Bookmark

Answer key/Solution

Q.78

ABCDEF is a regular hexagon of side 1 unit. Two regular hexagons namely CFGHIJ and JGNMLK are drawn as shown in the figure given below. Find the area (in square units) of the hexagon ABKLMN.



1 ☐ $20\sqrt{3}$

2 ☐ $\frac{95\sqrt{3}}{4}$

3 ☐ $30\sqrt{3}$

4 ☐ $\frac{111\sqrt{3}}{4}$



FeedBack

Bookmark

Answer key/Solution

Q.79

'x', which is a factor of 'p', and $\frac{p}{x}$, which is an integer, have 1 as the only common factor. If 'p' is always divisible by $\left(x + \frac{p}{x} - 1\right)$, for $2 < x < p$, which of the following is a possible value of 'p'?

1 ☐ 24

2 ☐ 28

3 ☐ 36

4 ☐ 48

FeedBack

Bookmark

Answer key/Solution

Q.80

P is a set of positive integers, such that each of its elements is of the form $(3m - 2n)$, where m and n are distinct natural numbers less than 6. Which element of P can be expressed in the form $(3m - 2n)$ for two distinct sets of values of m and n?

1 ☐ 1

2 ☐ 3

3 ☐ 7

4 ☐ 10



FeedBack

Bookmark

Answer key/Solution

Q.81

If $\frac{50!}{10!}$ is completely divisible by 12^x , where x is a natural number, what is the maximum possible value of ' x '?



FeedBack

Bookmark

Answer key/Solution

Q.82

Find the number of solutions for positive integers a , b and c such that $a + b + c = 38$ and $a^2 + b^2 + c^2 = 722$.

FeedBack

Bookmark

Answer key/Solution

Q.83

Each of A, B and C, working alone, can complete a piece of work in 10 days, 20 days and 30 days respectively. They work in such a manner that on 1st day A and B work, on 2nd day B and C work and on 3rd day C and A work. If the work is to be continued in the same sequence, then on which day will the work be completed and who will complete it?

1 ☐ 9th day, B and C

2 ☐ 9th day, C and A

3 ☐ 10th day, A and B

4 ☐ 8th day, B and C



FeedBack

Bookmark

Answer key/Solution

Q.84

The Indian Olympic boxing team comprises 5 men and 4 women. They are made to sit in a row for a photograph. In how many ways can they be seated such that no 2 men sit next to each other?

1 ☐ $\frac{(4! \times 5!)}{2!}$

2 ☐ $\frac{(6! \times 5!)}{2!}$

3 ☐ $4! \times 5!$

4 ☐ $\frac{(2! \times 5!)}{4!}$



FeedBack

Bookmark

Answer key/Solution

Q.85

$g(P)$ represents the product of all the digits of P , e.g. $g(45) = 4 \times 5$. What is the value of $g(67) + g(68) + g(69) + \dots + g(122) + g(123)$?

1 ☐ 1381

2 ☐ 1281

3 ☐ 1481

4 ☐ 1581



FeedBack

Bookmark

Answer key/Solution

Q.86

A function ' f ' is defined for all natural numbers $n \geq 2$ as $f(n) = \left(1 - \frac{1}{n}\right) f(n-1)$. If $f(1) = 1$, then what

is the value of $\frac{1}{f(1)} + \frac{1}{f(2)} + \frac{1}{f(3)} + \dots + \frac{1}{f(9)}$?

1 ☐ 45

2 ☐ 54

3 ☐ 36

4 ☐ None of these

FeedBack

Bookmark

Answer key/Solution

Q.87

What is the remainder when $(12^{91} + 14^{91})$ is divided by 169?

1 ☐ 0

2 ☐ 1

3 ☐ 2

4 ☐ 13

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.88**

The distance between Melbourne and Sydney is 600km. Mark leaves by car at 1:00 AM and travels at a speed of 50km/hr for the 1st 6 hours. He completes the remaining journey at 100 km/hr. Mark returns at an average speed of 80 km/hr. The return journey takes

- 1 ☐ 1 hour more
- 2 ☐ 1.5 hours more
- 3 ☐ 1.5 hours less
- 4 ☐ 1 hour less

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.89**

Three vessels having volumes in the ratio of 1 : 2 : 3 are full with a mixture of coke and soda. In the first vessel, ratio of coke to soda is 2 : 3, in second 3 : 7 and in third 1 : 4. If the mixture in all the three vessels were mixed in a bigger container, then what is the ratio of coke and soda in the resulting mixture?

- 1 ☐ 4 : 11
- 2 ☐ 5 : 7
- 3 ☐ 7 : 11
- 4 ☐ None of these

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.90**

Pipes A and B can completely fill a water tank independently in 4 hrs and 5 hrs respectively. A pipe C can empty the completely filled tank in 3 hrs. Initially the tank is empty and all the pipes are closed. Pipe A is opened first at time $t = 0$ hrs and pipe C is opened at the instant when the tank is exactly half filled with water. Pipe B is opened after pipe C and at the instant when the tank is exactly one-fourth filled with water. Find the total time taken to fill the tank completely counting from $t = 0$ hrs.

- 1 ☐ $11\frac{3}{7}$ hrs.
- 2 ☐ 11 hrs.
- 3 ☐ $13\frac{3}{7}$ hrs.
- 4 ☐ 13 hrs.



[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.91**

Rahim plans to drive from city A to station C, at the speed of 70 km per hour, to catch a train arriving at C from B. He must reach C at least 15 minutes before the arrival of the train. The train leaves B, located 500 km south of A, at 8:00 am and travels at a speed of 50 km per hour. It is known that C is located at a position such that angle ABC is 60° and angle CAB is 30° . The latest time by which Rahim must leave A and still catch the train is closest to

1 ☐ 6 : 15 am2 ☐ 6 : 30 am3 ☐ 6 : 45 am4 ☐ 7 : 00 am[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.92**

Ramesh has a special set of cards for new game he invented. He has two packs of 6 cards each with their value ranging from 1 to 6. In the game, Ramesh mixes cards of two packs and shuffle them. He picks up 4 cards. What is probability that at least one pair of cards will have the same value?

1 ☐ 18/352 ☐ 17/333 ☐ 14/374 ☐ 16/33[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.93**

A ball is dropped from a height of 50 m. After striking the ground, it rebounds $\frac{1}{2}$ of the height from which it was dropped. After rebounding several times, the ball comes to rest. What is the total distance (in m) covered by the ball before coming to rest from the point it was dropped?

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.94**

Find the number of 3 digit numbers which are divisible by 5 and the sum of the digits is divisible by 3.

1 ☐ 302 ☐ 90

3 ☐ 604 ☐ 300[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.95

\$112,500 are divided among three bands Eagles, Doors and UB40 such that Eagles receives half as much as Doors and UB40 together received, and Doors receives $\frac{1}{4}$ th of what Eagles and UB40 receive together. The share of Eagles is more than that of Doors by

1 ☐ \$15,0002 ☐ \$30,0003 ☐ \$32,0004 ☐ \$15,500[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.96

What will be the 20th digit from the left in the number 60003⁴?

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Q.97

Rohan and Rinku start moving from a point A at the speed of 10 km/hr and 15 km/hr respectively. Rinku moves in the northward direction for 2 hours, then he takes a right turn and then after travelling 3 hours he reaches his destination point C. Rohan moves in the eastward direction for 2 hours, then he takes left turn and travells for 1 hour, then he takes a right turn and travells for 1 hour, then he starts moving in the south-east direction for 1 hour and reaches his destination point B. What is the distance between points B and C?

1 ☐ $25 + 2\sqrt{2}$ km2 ☐ $5\sqrt{25 + 3\sqrt{2}}$ km3 ☐ $5\sqrt{(27 + 2\sqrt{2})}$ km4 ☐ $5\sqrt{(29 + 2\sqrt{2})}$ km[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.98

Of the students at a certain school, 30% of the students are in class A, 30% of the students are in class B, and 40% of the students are in class C. Of the students in class A, 80% have a passing grade. Of the students in class B, 70% have a passing grade. Of the students in class C, 90% are making a passing grade. If a student is selected at random, what is the probability that the student has a passing grade?

1 ☐ 93%2 ☐ 75%3 ☐ 36%4 ☐ 81%

Q.99

Mr. David manufactures and sells a single product at a fixed price in a niche market. The selling price of each unit is Rs. 30. On the other hand, the cost, in rupees, of producing 'x' units is $240 + bx + cx^2$, where 'b' and 'c' are some constants. Mr. David noticed that doubling the daily production from 20 to 40 units increases the daily production cost by $66\frac{2}{3}\%$. However, an increase in daily production from 40 to 60 units results in an increase of only 50% in the daily production cost. Assume that demand is unlimited and Mr. David can sell as much as he can produce. His objective is to maximize the profit. How many units should Mr. David produce daily?

Q.100

ABCD is the upper face of a solid cube of side a units. Two points P and Q are chosen on AB and BC respectively, such that $PB = BQ = \frac{a}{4}$. A plane perpendicular to the upper face and passing through PQ cuts the cube. Find the volume of the solid that has been cut out from the cube.

1 ☐ $\frac{a^3}{16}$ 2 ☐ $\frac{a^3}{32}$ 3 ☐ $\frac{a^3}{48}$ 4 ☐ $\frac{5a^3}{64}$