

Solutions of Mock CAT – 14 2017

Scorecard (procreview.jsp? qsetId=dJfel0GICE4=&qsetName=Mock CAT – 14 2017)	Accuracy (AccSelectGraph.jsp? qsetId=dJfel0GICE4=&qsetName=Mock CAT – 14 2017)	Qs Analysis (QsAnalysis.jsp? qsetId=dJfel0GICE4=&qsetName=Mock CAT – 14 2017)	Video Attempt (VideoAnalysis.jsp? qsetId=dJfel0GICE4=&qsetName=Mc CAT – 14 2017)
VRC	DILR		QA

Sec 1

Directions for questions 1-3: Each of the following questions consists of a set of five sentences. These sentences need to be arranged in a coherent manner to create a meaningful paragraph. Type in the correct order of the sentences in the space provided below the question.

Q.1

1. "My work permit expires in September, so I have until September," the 30-year-old Daca recipient said.
2. Among Solis's most pressing concerns is the fact that she provided the federal government with extensive information about herself in order to receive DACA in the first place.
3. For Solis, that means preparing for a future without her well-paid job at an insurance company and her rent-controlled apartment in her hometown of Oakland.
4. "I need to work as much as I can right now and save as much money as I can."
5. Five years after Barack Obama's implementation of Deferred Action for Childhood Arrivals (DACA) allowed recipients to get driver's licenses, attend college, begin careers, purchase homes, and do all the other things that US citizens take for granted, Dreamers now face the reality that it could all be taken away.

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Q.2

1. He kicked out and hurt his foot and, in a rage, picked up a steel bucket filled with sand, swung it hard and when he let it go the glass shattered.
2. A surge of ecstasy washed through him, stilling any pain or disquiet he might have felt at the blood pouring freely from a cut just below his left eye.
3. The glass double-doors of the building were locked and the brass handles secured with a triple loop of chain joined with a brass padlock.
4. All the lifts had out-of-order signs, so he took the stairs to the sixth floor where he worked.
5. The reception was dark and empty, and he walked through over crunchy marble to the atrium where a stand of trees had grown explosively, bursting the canopy, violet and orange blooms singing out of the lush foliage.

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Q.3

1. Weber had connected his theory of the scattering of gravity waves, designed to show the increased sensitivity of his gravity wave antenna, to the scattering of neutrinos.
2. In the course of this defence Weber made a very unorthodox and startling suggestion regarding the scattering of neutrinos.
3. Weber's claim was soon rejected by virtually all of the physics community, although Weber himself continued to defend his work.
4. An interesting case of this involves Joseph Weber, who pioneered the development of an experimental apparatus designed to detect gravity waves, and who later claimed to have observed those waves.
5. How does the physics community deal with the subsequent work of a scientist whose earlier work has been regarded as incorrect?

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Directions for questions 4-6: The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.

In the Odyssey, Homer describes the island of the 'insolent and lawless' Cyclopes – wild men living outside the *polis* and political life:

"Neither assemblies for council have they, nor appointed laws, but they dwell on the peaks of mountains in hollow caves, and each one is lawgiver to his children and his wives, and they have no regard for one another."

They live individualistically; their laws govern only their own families. With their limited vision, they have little sense of a public sphere. But what makes the Cyclopes so lawless and monstrous, according to Homer, is not simply their lack of an eye, but their lack of an assembly or *agora*. The *agora* was at the heart of the *polis*. It was an open square situated towards the centre of the city, and for many historians provides the hallmark of the Greek city-state: as the classicist Paul Cartledge at the University of Cambridge says, it was 'one of the most basic distinguishing markers of ancient Greek culture and civilisation'. In later years, the agora gained market stalls and temples, council buildings and law courts, becoming, in the words of the historian John Ma at Columbia University, 'the public space *par excellence*, owned and controlled by the community'.

At the heart of these conceptions is the idea of the agora as a place of 'bringing together', a 'meeting place'. The archaeologist Malcolm Bell III at the University of Virginia calls it 'a multivalent gathering place, not just a political centre'. The classicist John Camp at Randolph-Macon College in Virginia describes it as the city-state's 'heart and soul'. And into this empty space historians and political theorists have poured their own egalitarian ideals. It was 'democratic space', a 'communal space', a 'melting pot'. Such depictions are uncontroversial, and capture much of the flavour of the agora in the later classical era (480-323 BCE) where public and private, politics and profit mingled. But whether they explain the beginnings of the agora in the first place seems less clear. For one might ask: why might a young community feel the need to create a space in which to meet? Certainly people need a place to meet around a water hole, on a street corner; many African villages conduct their meetings under the shade of a tree. But that people need a space for meeting seems less obvious – and wasn't there plenty of space around anyway? For what is important about the agora is that it is not simply a space, but rather a defined space, a bounded absence. An upright stone marking the edge of the agora from Epidaurus on the Peloponnese is inscribed: 'boundary of the agora But what might this boundary mean?

Q.4

Which of the following can be inferred to most likely be a reason to mark a boundary at the edge of an or *agora*?

- ☐ 1 Showing that outside the or *agora* (like the island of the Cyclopes) individual laws may rule, but inside it, the laws of the *polis* apply
- ☐ 2 Demarcating a boundary between what lies outside the or *agora*, and what inside - allowing restrictions on what cannot be built there.
- ☐ 3 Reserving space for up-coming structures related to the *polis* such as market stalls and temples, council buildings and law courts - important in a young community
- ☐ 4 Creating a clear demarcation in the minds of the citizens of the Greek city between where the *agora* starts, and the city ends

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Q.5
Which of the following pairs best represents a difference between what we *likely know is true*, and what we *think is true* about the agora?

- 1 ☐ It was a democratic space, a communal space, a melting pot; these facets of the agora explain its beginnings
- 2 ☐ The Cyclopes lacked one; it was one of the most basic distinguishing markers of ancient Greek culture and civilisation
- 3 ☐ It was one of the most basic distinguishing markers of ancient Greek culture and
- 4 ☐ civilisation; it was the public space *par excellence*, owned and controlled by the community

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Q.6
Which of the following gives the most likely relationship between the *agora* and the *polis*?

- 1 ☐ In ancient Greek city-states: the *agora* was its hallmark; the *polis* surrounded, encapsulated and supported the *agora*.
- 2 ☐ In ancient Greek culture: the *agora* represented the heart or the centre; the *polis* represented the soul or the political philosophy.
- 3 ☐ In ancient Greece: the *agora* with markets, temples, and courts was where public life flourished; the *polis* was where political life flourished
- 4 ☐ In ancient Greek cities: the *agora* was its heart and soul; the citizens of the *polis* assembled in the *agora*.

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Directions for questions 7 and 8: Each of the following questions consists of a paragraph followed by four summaries. Choose the option that best capture the essence of the paragraph. Type in the option number in the space provided below the question.

Q.7
About this time I began to suspect I was never named; people called me Mary because it was convenient, or because they had heard others call me Mary, I was in the beginning named after someone else who was named Mary but I was neither this person nor the one they called Mary after her, I was nameless, and in this state I perpetually wandered among fruit and flowers and foliage, among vines and overhanging rock and untamed animals, none of whom I could name, none of whom knew my name, nor, if they did, could they speak it. I read once that the Amazon was called the Green Hell, and if that is a name, I take it, if only as a substitute for my unknown name, which not even my parents knew when they named me Mary, after a woman who scrubbed her kitchen floor on her hands and knees, once a week, with a stiff brush. She was kind to me and I loved her, and since her death I have dreamt of her many times, either

searching for her or speaking to her, but never once in my dreams have I called her Mary, which, I suspect, is not her name, or if it once was, is no longer.

1. Mary, the narrator, finds some solace in being freed of her name.
2. Mary's name has led her to suffer from an identity disorder.
3. Naming can influence the change of one's identity and, in turn, change one's destiny.
4. One's name and one's alter ego always clash.

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Q.8

The quest for increased personal productivity – for making the best possible use of your limited time – is a dominant motif of our age. Two books on the topic by the New York Times journalist Charles Duhigg have spent more than 60 weeks on the US bestseller lists between them, and the improbable titular promise of another book, *The Four Hour Work Week*, has seduced a reported 1.35m readers worldwide. There are blogs offering tips on productive dating and on the potential result of productive dating, productive parenting; signs have been spotted in American hotels wishing visitors a "productive stay". The archetypal Silicon Valley start-up, in the last few years, has been one that promises to free up time and mental capacity by eliminating some irritating "friction" of daily life – shopping or laundry, or even eating, in the case of the sludgy, beige meal replacement Soylent – almost always for the purpose of doing more work.

1. The quest for productive stay is inherently fruitless and doesn't add any value.
2. There is a quest among people to do more work and increase productivity which has resulted in some books being written on the topic.
3. There is a disdain among people for some friction of daily life which can be eliminated by some productive tips.
4. People today don't want to be bothered with menial labour and want to use all their time working in a productive manner.

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Directions for questions 9-14: The passage given below is followed by a set of six questions. Choose the most appropriate answer to each question.

If you tilt your head just so when you're watching *The Dark Tower*, you can almost see the movie it was trying to be, a mystical saga spanning numerous worlds and genres. Stephen King spent almost 35 years writing stories about Roland the Gunslinger, Jake Chambers, and the Man in Black, as well as dozens of other characters, and although plans to develop the seven-book (and then some) cycle as a multi-film series never came to pass, the movie wants to convey that sense of scale. There are whispers of a war that has been raging since the beginning of time, against a threat that is larger than the universe itself, of worlds that have been and worlds yet to be. And then there is the sight of Jake Chambers (Tom Taylor), a teenage boy from New York City, being attacked by the floor of a decrepit house, which as it envelops him starts to look suspiciously like it's been fashioned out of a cardboard box. In an era less focused on the construction of cinematic universes, *The Dark Tower* might have been a faintly cheesy cult classic, one where the low-grade special effects and "Scene Missing" lacunae were part of its charm. But the movie doesn't have the conviction that might allow you to look past its manifold shortcomings and there's nothing charming about it. There's so much potential in what remains of King's stories that for a good while, that's enough. Jake, a troubled teenager whose disturbing dreams turn out to be manifestations of his nascent psychic powers—called "the shine," one of many ways in which the story functions as an overarching framework for all of King's novels—and those powers lead him to a portal to Mid-World, one among countless other inhabited planets strewn across the universe, and possibly separated in time as well as space. It's there he meets Roland (Idris Elba), a kind of gun-toting warrior knight who is also a descendent of King Arthur, and learns about the Man in Black (Matthew McConaughey), an all-powerful sorcerer whose aim is to destroy the Dark Tower that keeps the universe in balance. Incorporating ancient myths and futuristic technology, magical spells and marksmanship, it mixes elements from so many kinds of stories that the mixing itself comes to be the point. It's all the same tale, whether it's played out with six-shooters or sky-rending blasts of light. Although it may be merely a clever ruse to keep fans of King's books from complaining about this or that omission, the film's makers announced last year that *The Dark Tower* is actually a sequel to King's books rather than an adaptation of them, since the novels suggest that some version of the battle between Roland and the Man in Black is always going on and always will be. Perhaps that's why the movie feels like it's always running in circles.

Although *The Dark Tower* has hints of the science fiction, fantasy, and western genres, to name only a few, *Arcel* doesn't have a particular feel for any of them. The cinematography is flat and colorless, and it makes the sets look cheap and flimsy. At a trim 95 minutes, the movie is always in a hurry to get somewhere, but we never linger long enough to get a real sense of place, even though some of its locations, like the mountaintop command base that the Man in Black—whose real name, incidentally, is Walter—and his minions inhabit, or the rustic village where Roland and Jake take shelter, are intriguing enough to be worth poking around awhile. The story is a journey at heart, but the movie keeps rushing to the next destination. Even if you haven't been following the behind-the-scenes reports of *The Dark Tower's* own tumultuous journey to the screen, it's easy to spot the hallmarks of a troubled production—Taylor appears to have gone through puberty in between principal photography and reshoots, so that his voice drops an octave from one scene to the next, and sometimes one shot to the next. But the movie would have been better as a shaggy, off-the-rails mess than the gutted husk as which it's ended up.

Q.9

The statement that best captures the author's attitude towards the movie in the passage is:

- 1 ☐ Watching it from the correct angle and perspective is important to understanding the different genres the movie spans
- 2 ☐ Inspite of its numerous shortcomings, it has its good parts due to the potential of King's scriptwriting shining through
- 3 ☐ Had the current era focused less on construction of cinematic universes, it would have been a charming movie because of its "low-grade special effects and "Scene Missing" lacunae
- 4 ☐ The movie's numerous shortcomings override the potential that King's writing brings to the table

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Q.10

The author mentions Jake Chambers (Tom Taylor) in the passage in order to:

- 1 ☐ point out that while the movie has two different names for the same person, they are actually one and the same
- 2 ☐ contrast how the movie showcases Jake as compared to Roland and the Man in Black by talking about one first and the other later
- 3 ☐ set up a palpable sense of anticipation in the lead-up to the discussion of the protagonist in the movie
- 4 ☐ contrast the intended grand vision during the movie's ideation with its not-so-grand implementation

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Q.11

Which options accurately represents the emotions, and characterizations ascribed to *The Dark Tower* (and/or its contents)?

- ☐ 1 The journey of *The Dark Tower* as a movie, like the journey in the movie, is rushed – which is to the detriment of both
- ☐ 2 It is in a hurry to get somewhere, in spite of its 95 minutes, which makes the interesting locales in the movie not worth their while
- ☐ 3 While trying to communicate the journey inherent in King's books, the movie's own journey has been troubled
- ☐ 4 The myriad genres and worlds that it spans likely lead it to get a sensation akin to that of sub-clinical but manifested multiple personality disorder

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Although *The Dark Tower* has hints of the science fiction, fantasy, and western genres, to name only a few, Arcel doesn't have a particular feel for any of them. The cinematography is flat and colorless, and it makes the sets look cheap and flimsy. At a trim 95 minutes, the movie is always in a hurry to get somewhere, but we never linger long enough to get a real sense of place, even though some of its locations, like the mountaintop command base that the Man in Black—whose real name, incidentally, is Walter—and his minions inhabit, or the rustic village where Roland and Jake take shelter, are intriguing enough to be worth poking around awhile. The story is a journey at heart, but the movie keeps rushing to the next destination. Even if you haven't been following the behind-the-scenes reports of *The Dark Tower's* own tumultuous journey to the screen, it's easy to spot the hallmarks of a troubled production—Taylor appears to have gone through puberty in between principal photography and reshoots, so that his voice drops an octave from one scene to the next, and sometimes one shot to the next. But the movie would have been better as a shaggy, off-the-rails mess than the gutted husk as which it's ended up.

Q.12

Which of the following options best captures the essence of *The Dark Tower* as discussed in the passage?

- 1 ☐ On manifold fronts, the movie fails to capitalize on the potential provided by King's 35-year-story.
- 2 ☐ The potential present in King's story is lost in translation due to the flat cinematography, the hurriedness and the troubled production
- 3 ☐ *The Dark Tower* falls flat on its face in the midst of trying to run a marathon
- 4 ☐ The viewers tilt is an important aspect in deciding the takeaway for the viewer from *The Dark Tower*

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Q.13

Which of the following options can most likely be inferred regarding the characters in *The Dark Tower*?

- 1 ☐ Roland the Gunslinger, Jake Chambers and the Man in Black form a triumvirate battling for control of the Dark Tower
- 2 ☐ Since they are part of a sequel, their actions, motivations, and characterisations are substantially different from those in the books
- 3 ☐ Roland likely had support in his fight against the Man in Black for control of *The Dark Tower*
- 4 ☐ Just like Walter, and Roland, Jake Chambers also had an epithet describing him in the books and the movies

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Q.14

The primary tone of the passage is:

- 1 ☐ sarcastic
- 2 ☐ analytical
- 3 ☐ opinionated
- 4 ☐ balanced

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Answer key/Solution

Direction for questions 15-17: Read the following paragraphs and answer the questions that follow.

Q.15

I would like to respond to the Home Minister's request at the start of our debate that instead of merely criticising the Government and describing the climate of mounting of intolerance in the country, that we should offer some practical suggestions as to what the Government can do to resolve this crisis. My principal suggestion is that it is time for the Government to take its own slogans seriously and put India First. India's great strength, and the source of much of its soft power and the respect in which it is held in the world, is our precious legacy of civilizational pluralism, coupled with our robust democracy. The Indian adventure is that of human beings of different ethnicities and religions, languages and beliefs, working together under the same roof, dreaming the same dreams.

Which of the following, if true, most strongly weakens the above argument?

1. The government has tried to put India first without much success in the recent years.
2. Indians can never be united as there is an inherent friction among the different groups.
3. Fostering faith, tolerance, and unity among its citizens are desirable goals for any government.
4. The recent increase in crimes has put a dent on the image of India.

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Answer key/Solution

Direction for questions 15-17: Read the following paragraphs and answer the questions that follow.

Q.16

Many organizations are helping people in poor countries to gain access to credit. Most of these credit loans are repaid, and they have created many industries, such as farms, that help create a sustainable provision for people and also develop nations economically. If these people do not have access to credit, they cannot start up industries that combat poverty.

Which of the following, if true, validates the above argument?

1. Start up industries don't depend solely on credit and there are many other ways of improving the economy of poor nations.
2. Economic development is the surest way of uplifting an economically backward nation in an all round manner.
3. Kenya, a poor nation, has been helped by gaining access to more foreign direct investment and the number of mass death due to starvation has gone down.
4. The tradition of giving credit is an ancient practice in many African countries.

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Answer key/Solution

Direction for questions 15-17: Read the following paragraphs and answer the questions that follow.

Q.17

If you trek, you must be an adventurer. There is a lot of adventure outside this world. Hence, if you want to live a meaningful life, you must trek.

Which of the following is an argument similar to the one given above?

1. One becomes enlightened when one enters the world of books. This world contains a plethora of reading material. So if you read, you have lived a life which is worth it.
2. There is a lot of food available in this party. Eating excessive food makes one sick. He is eating a lot right now. He is going to be sick.
3. In order to be successful, one must be physically fit. Arnav is not physically fit. Hence, Arnav can never be successful.
4. One's sacrosanct duty in this world is to care for one's old parents. Not following this duty violates a sacred code. Hence, if one has violated a sacred code, one must have neglected one's old parents.

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Answer key/Solution

Directions for questions 18-20: The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.

Over the next five years, Filoche and Mayboroda brought in additional collaborators and improved the landscape function's predictive power - they described a new version of the landscape function — which, in simple terms, is the reciprocal of the original one — that exactly predicts where electrons w localize and at what energy level. "The power of the landscape function is letting you govern the waves, letting you design the system in which you can actually control the localization, [rather than letting] it be given by the gods," said Mayboroda. And that, as it turns out, is exactly what you need to build a better LED.

LEDs are often hailed as the future of lighting. They're much better at efficiently converting energy into light than conventional bulbs. But LEDs are still a bit like a found resource: We've got this thing, we know it's useful, but we don't completely understand how to make it better. "You lack control in this situation. You don't know why you've performed well, and you don't know what to do to go even further," Filoche said. What we do know is that LEDs work through localization. LEDs contain thin layers of semiconducting materials bounded by electrodes. Those electrodes apply a voltage that sets the electron in motion. The electrons move by hopping from one atom to another, assuming new positions in the "potential" energy map as they do so. As the electrons move, they leave behind positively charged "holes" that interact with electrons in important ways. As for the electrons themselves, when they move from positions of higher energy to positions of lower energy, under the right circumstances they emit the difference as a photon of light. Concentrate enough o these photons and you can banish the dark.

Of course, electrons don't always go where you want them to. Modern LEDs are made from wafers of a semiconducting alloy, gallium nitride, which surround even thinner layers of a related alloy, indium gallium nitride. These thin interior layers are evocatively called a "quantum well" — when electrons fall in, they localize at lower energy levels. If they localize in the presence of a hole, the energy difference is emitted as a photon of light; if they localize without a hole, the energy difference is emitted as a photon of heat and the whole effort is for naught. So that's the setup: You want electrons to localize i quantum wells in the presence of holes to emit light. For a number of reasons, gallium nitride is a good material in which to make this happen, but it also h drawbacks — due to the way it's manufactured, you end up with a material that's very irregular at the atomic level.

Q.18

After reading the passage and understanding it, it can be inferred that the function mentioned in the passage is most likely to be:

- 1 ☐ the measurement of the suitability of indium gallium nitride to create a functional "quantum well" - without having too many impurities in it.
- 2 ☐ a measurement of localization, letting you govern the waves, and design the system rather than letting it be given by the gods.
- 3 ☐ a mathematical function that provides an output that can help build a better LED through more suitable localization in "quantum wells".
- 4 ☐ a scientific function that predicts the power of the landscape, helps control localization and is likely to result in a better LED.

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Q.19

Which of the following is likely true, based on the passage's description of the functioning of an LED?

- 1 ☐ A more-expensive combination of materials that controls localization better would result in lower absolute heat, and higher absolute light.
- 2 ☐ A less-expensive combination of materials that controls localization worse would result in higher absolute heat, and lower absolute light.
- 3 ☐ A less-expensive combination of materials will control localization worse, resulting in higher relative heat, and lower relative light.
- 4 ☐ A more-expensive combination of materials that controls localization better would result in lower relative heat, and higher relative light.

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Q.20

The main point of writing this passage is to:

- 1 ☐ show how LEDs are the future of lighting - they are the ones best placed to banish the dark.
- 2 ☐ discuss the differences between modern LEDs and future LEDs, in terms of the control that we have over localization.
- 3 ☐ point out how improving the predictive power of science can help improve products based on principles associated with that prediction
- 4 ☐ discuss how Filoche and Mayboroda helped improve prediction of localization, single-handedly, resulting in significant potential improvements to LEDs

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Directions for question 21: 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.21

Stories are powerful because our minds are hardwired to relate to them. More than prompt an emotional response, story structure actually serves an important brain function—it is an “organizing principle for human action.” Stories are about characters, who bring life and meaning to the story. By seeing through the eyes and experience of a character, a reader identifies with the subject, which sparks his empathy. Thus a reader readily absorbs a story’s message. But that’s not all. Studies also show that story structure improves a reader’s ability to remember, motivates a reader to learn and helps sustain his interest in the story’s subject. If stories can do all that for the reader, can they do the same for the writer?

1. Stories help writers by making them understand the characters better. It makes the process of writing more fruitful.
2. Stories help the readers by providing some necessary training for improving certain brain functions.
3. Stories help the readers and writers by striking an emotional chord with both the groups in the manner of sparking their empathy and brain functions.
4. By sparking one’s empathy, stories make a powerful tool to condition the readers’ brain to absorb the story’s message.

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Answer key/Solution

Directions for questions 22-27: The passage given below is followed by a set of six questions. Choose the most appropriate answer to each question.

If you have ever entered into a debate with a climate change denier, you know that no amount of “facts” or “information” will resolve the dispute. That’s because the debate in the end has nothing to do with facts, but rather with the narratives we use to frame our relationship to the natural world. This is why it is unfortunate that environmentalism seems to have been reduced to a movement largely concerned with translating scientific understanding into sound policy. While science is undoubtedly a central source of our understanding of the environment, it is a shame that we have ignored the role that the humanities — particularly theology, philosophy, and the arts — have played in cultivating an ethos of care for the planet. For what is really at stake here is not only the environment, but also the quality of our human community. This state of affairs is especially unfortunate since American environmentalism itself, as Mark Stoll makes clear, owes as much to religious and artistic thought as it does to the development of scientific understanding. In other words, environmentalism in its 19th- and early 20th-century iterations was astonishingly open about its values even while it maintained fidelity to the discoveries of science. Indeed, Stoll provides a history of how theology, the arts, and the sciences stimulated each other to deeper understandings of our relationship to nature. It is clear that such figures as Thomas Cole, Ralph Waldo Emerson, George Perkins Marsh, John Muir, and Henry David Thoreau drew the moral force of their arguments from the lessons they learned from theology, and were drawn to an ecological understanding of the world precisely because of — not despite — their metaphysical views and artistic impulses.

Stoll discovers, for example, that environmentalism’s major proponents during this period were in the vast majority indebted to Calvinist theology, either as Presbyterians or Congregationalists, a fact that gave environmentalism its persuasive tone, indeed its “moral and political center.” The takeaway from Stoll’s indispensable and game-changing study is quite simple but profoundly important: “a religious perspective gives the history and development of environmentalism a trajectory, unity, and power.” Which begs the questions: Where is that “moral and political center” today? What might still give the environmental cause the kind of urgency and attention it deserves? And what might the role of religion be when, in the mouths of such “theologians” as Sarah Palin or James Inhofe, we hear religious justification for denying the very possibility of climate change? Why is it that environmental concern today is lower among the religiously active than among the religiously unaffiliated? Doesn’t it seem, then, that religion is the problem rather than the Solution?

Stoll’s study provides a helpful guide to address such questions. In his history, it becomes clear that the past achievements of environmentalism in America — for instance, the conservation movement that resulted in the protection of national parks and wilderness areas, as well as major environmental legislation — owe a great deal to the religious rhetoric of early environmentalism, as well as to a confluence between religion, science, and the arts. We see this, for example, in John Muir’s passionate and poetic jeremiads on behalf of American wilderness. Indeed, what fueled the environmentalist fire was often a theology that transmigrated from a strictly sectarian context to the social and civic sphere, and facilitated a more ecumenical language of moral urgency saving the earth was a matter of our own salvation, degradation was a sin. Stoll insists that the writings of Calvin were particularly influential since he conceived of Reform more as a communitarian and social matter than merely a question of individual salvation. Not all Christians saw it that way, of course. Stoll points to an earlier version of today’s “culture wars” played out between the more communitarian and pro-environmental ethos of Northern theology which drew from the experience of the New England towns, on the one hand, and the more libertarian and individualistic ethos of Southern theology drawn

from the experience of the plantations, on the other. A disturbing implication of Stoll's study is that the communitarian ethos is largely absent from elements in Christianity today, further deepening the divide between secular progressives and Christian conservatives.

Q.22

The primary issue with environmentalism that the author discusses in the passage is that:

- 1 ☐ the religion-environmentalism nexus in its later iteration is detrimental - more of a hindrance than a panacea
- 2 ☐ science has been given precedence over the humanities, whose incorporation would have led to a synergistic influence
- 3 ☐ theologians denying environmental change leads to lower environmental concern among the religiously active as compared to the religiously unaffiliated
- 4 ☐ apart from Calvinists, Presbyterians and Congregationalists, other religious denominations did not contribute to environmentalism

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Answer key/Solution

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Q.23

The truth of the matter with respect to climate change deniers is that:

- 1 ☐ they just need enough "facts" and "information" presented using the right subjects in order to convince them
- 2 ☐ paradoxically, the narratives they use to frame their relationships to the natural world are analogous to the ones used by environmentalists
- 3 ☐ as with environmentalists, the narratives they use to frame their relationships to the natural worlds determines outcomes
- 4 ☐ climate change deniers, apart from narratives, likely have good debating and argumentative skills

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Answer key/Solution

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Q.24

The religious perspective, as discussed in the passage with reference to environmentalism:

- ☐ 1 is simple but profound – it gave the latter's history and development a trajectory, unity, and power
- ☐ 2 helped created a non-denominational context (as opposed to a denominational one) of moral priorities
- ☐ 3 created a divide between secular progressives and Christian Conservatives due to the disturbing implications of Stoll's study
- ☐ 4 has resulted in lower environmental concern among the among the religiously active than among the religiously unaffiliated

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Q.25

Which of the following is not a technique that is present in the passage?

- ☐ The use of conditional statements in order to discuss conditions contrary to fact.
- ☐ The use of questions in order to discuss possibilities without stating an opinion regarding those possibilities
- ☐ The substantiation and buttressing of facts through the presenting of third-party opinions and research.
- ☐ The use of an analytical tone — comprising the use of facts, and opinions based on analysis of those facts

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Q.26

Which of the following is not among the themes in the passage?

- 1 ☐ That religion today, absent its past focus on community, increases the division between those who are secular, and those who are theologically conservative.
- 2 ☐ That the synergy between religion and environmentalism may not be so equivocal in future as it was in the past
- 3 ☐ That with some people, it is not facts, but the beliefs that they possess, that determine their view of the world
- 4 ☐ That it is possible to be incorporate religious views and viewpoints while still being true to science

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Q.27

To foster environmentalism among students, the author of the passage would most likely agree that the curriculum in a school should focus on:

- 1 ☐ science and humanities (philosophy, the arts, sociology, gender studies), but not religion, since religion is a problem rather than the Solution
- 2 ☐ science, and humanities such as the arts, economics, anthropology, philosophy, and religion, since environmentalism's major proponents were indebted to Calvinist theology
- 3 ☐ all humanities, without delving too deeply into science, letting the focus be on translating scientific understanding into robust policy
- 4 ☐ a syncretic, synergistic development of science and the humanities, helping create a willingness to consider new values while being true to science

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Directions for question 28: 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.28

Over the past few years I've had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn't going—so far as I can tell—but it's changing. I'm not thinking the way I used to think. I can feel it most strongly when I'm reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's rarely the case anymore. Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, begin looking for something else to do. I feel as if I'm always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle.

1. The author is afraid of some unknown power tinkering with his brain and taking his mind away.
2. The internet is making all of us dumber by interfering with our ability to concentrate and read.
3. The author is narrating the story of how he has lost his ability to be immersed in a book easily.
4. The author is ageing and is unable to cope with the loss of his concentration while reading.

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Directions for questions 29-34: The passage given below is followed by a set of six questions. Choose the most appropriate answer to each question.

The fallout following the horrific 2015 murders of nine churchgoers in Charleston, South Carolina's Emanuel A.M.E. Church proved to be a critical turning point in my thinking. After photographs of the shooter, Dylann Roof, posing with Confederate battle flags were published, calls rang out to remove both the banners and rebel monuments from public spaces. For me, the lowering of the Confederate battle flag in Columbia and elsewhere needed little justification as it'd been embraced as a symbol of "massive resistance" during the civil-rights movement. But I still held firm to my view of the monuments.

That summer, I travelled for the first time to Prague, in the former Soviet-bloc country of Czechoslovakia. I noticed almost immediately the concrete foundations and empty pedestals where monuments to communist leaders once stood. Some statues had been relocated to museums, while others were destroyed; skate boarders and sunbathers had since claimed their spot. The experience forced me to reconsider my position on the markers back home. I imagined stepping back in time to convince the residents of Prague that the monuments helped them face their past, or gave teachers an important tool with which to engage their students. This proved to be a futile exercise. Regardless of their destination, the monuments were exactly where they needed to be as determined by the community members themselves. Even empty pedestals offer important lessons that demand to be told. After all, the people of Prague were not trying to erase their history or turn away from the lessons it might offer. They had lived this past and it would remain with them. The removal of monuments to Stalin and Lenin lifted the weight of the memory of oppression, allowing the Czech people to begin to imagine a new direction for their nation. They understood "that history can't be a sword to justify injustice or a shield against progress," as Barack Obama explained in his eulogy for the Charleston victims.

In the time since that visit, I have listened much more closely to the concerns of those who live in the shadows of Confederate statues, who see their removal as the next step in achieving a more equitable society. Nowhere have these voices been more passionate and forceful than in New Orleans, where workers this spring took down four Confederate and Reconstruction monuments. Local activists argued convincingly that they don't need reminders of the history of racial injustice, because it is present all around them. The city's mayor, Mitch Landrieu, has spoken about the need to acknowledge the damage these figures continue to do:

Can you look into that young girl's eyes and convince her that Robert E. Lee is there to encourage her? Do you think she will feel inspired and hopeful by that story? Do these monuments help her see a future with limitless potential? Have you ever thought that if her potential is limited, yours and mine are, too?

I cannot. The removal of Confederate monuments across the country will not prevent me from doing my job as a history educator and public historian. Even empty pedestals offer important lessons that demand to be told—in fact, the statues' removal from positions of alleged moral authority is arguably the most important chapter in their long and controversial history. And neither can some of my former students, who were among the counter-protesters in Charlottesville.

While watching the violence play out on television, it occurred to me that some demonstrators were completing a process of personal reckoning that may have begun in the classroom. They understood this history. They understood it so well that they were willing to risk danger for the benefit of their community today and tomorrow. The national debate over the monuments' future is not unlike what happened in Prague and other cities at the end of the Cold War. And I hope they meet the same fate. Confederate monuments were erected and dedicated by white southerners as an expression of their collective values—chief among them a commitment to white supremacy that secessionists were willing to die for. Many descendants of those southerners have decided, as the freedmen and their descendants already had, that the Lost Cause does not represent them—not as members of their respective communities, and not as Americans.

Q.29

While talking about Confederate monuments, the author does not:

- 1 ☐ get into a thought experiment in order to better understand the perspectives of different people.
- 2 ☐ appeal to a stand taken by a respected authority in order to emphasise a point of view.
- 3 ☐ demonstrate the reasons for an important turning point in his viewpoint.
- 4 ☐ use a double negative in order to emphasise the positive.

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Q.30

After a careful reading of the passage, it is clear that one of the main purposes of the author in writing it is to make the point that:

- ☐ the descendants of southerners, and the descendants of freedmen are correct - as opposed to the original southerners
- ☐ in order to determine correctness among multiple points of view, it is important to put yourself in the other person's shoes
- ☐ reasoning and thought process play an important part in decision-making for the author - he would like to do the right thing for the right reason
- ☐ the example of Dylann Roof, the thought experiment in Prague, the statement by Mitch Landrieu and the counter-protestors - all justify the removed monuments

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Q.31

The viewpoint of the author with respect to:

- 1 ☐ confederate monuments takes a 180-degree turn across the course of the passage
- 2 ☐ confederate monuments takes a 360-degree turn across the course of the passage
- 3 ☐ the confederate battle flag takes a 180-degree turn across the course of the passage
- 4 ☐ monuments in Prague takes a 180-degree turn across the course of the passage

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Answer key/Solution

Directions for questions 29-34: The passage given below is followed by a set of six questions. Choose the most appropriate answer to each question.

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I cannot. The removal of Confederate monuments across the country will not prevent me from doing my job as a history educator and public historian. Even empty pedestals offer important lessons that demand to be told—in fact, the statues' removal from positions of alleged moral authority is arguably the most important chapter in their long and controversial history. And neither can some of my former students, who were among the counter-protesters in Charlottesville.

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Q.32

A discerning reader observes that the author says in the passage that he cannot:

- 1 ☐ think that a young girl will feel inspired and hopeful by the story of Robert E. Lee
- 2 ☐ cannot be prevented from doing his job as a history educator and public historian by the removal of Confederate monuments – where ever they are
- 3 ☐ help a young girl see a future with limitless potential or limit her potential at the cost of limiting everyone's.
- 4 ☐ look into a young girl's eyes and convince her that Robert E. Lee is there to encourage her

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Answer key/Solution

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Q.33

It can be inferred that the important lessons that are demanded to be told, offered by empty pedestals, are with respect to:

- 1 ☐ the exact location of the statues and monuments that occupied those pedestals as determined by the community members
- 2 ☐ how the absence of a statute or a monument, is impactful as much as its presence is.
- 3 ☐ how the the monuments' removal from positions of alleged moral authority is the most important chapter in their history
- 4 ☐ the ultimate destinations taken by the statutes and monuments that occupied those pedestals

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Q.34

With reference to the empty pedestals in Prague, and the potentially empty pedestals in the author's country:

- 1 ☐ some empty pedestals had statues, and some had monuments, but this was not dependent on whether the pedestal was in Prague or in the author's country
- 2 ☐ statues and monuments refer to the same entities viewed from two different perspectives
- 3 ☐ the difference between statues and monuments is not discussed in the passage, even though it exists
- 4 ☐ whether empty pedestals had (or have) statues or monuments was (or is) dependent on whether the pedestal is Prague or in the author's country

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Answer key/Solution

Sec 2

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

Eight players - A, B, C, D, E, F, G and H- participated in a chess tournament. Each of the eight players played with every other player exactly once. One point is awarded for a win and 0 point for a loss. In case of draw, half a point are awarded to each of the two player. At the end of the tournament, the player with the highest number of points is ranked first and he will be the winner of the tournament. The player with the second highest number of points is ranked second, the player with the third highest number of points is ranked third and so on. If two players end up with the same number of points, the one with more number of wins is ranked better between the two. If two players have the same number of points as well as the number of wins, both of them will be ranked the same. The following is a partially filled table of points scored by the players at the end of the tournament. The point scored by a player is shown in the respective rows. For example in the tournament between A and C, A scored 1 point.

Player	A	B	C	D	E	F	G	H
A	X	0.5	1		1		1	0
B		X		1	0		1	1
C		0	X	0.5	1		0.5	1
D	0.5			X	0.5	1		
E					X			
F	1	0.5	1		0.5	X		
G				0.5	0	1	X	1
H				0.5	1	0.5		X

Q.35

The player who was ranked third at the end of the tournament is

- 1 ☐ A
- 2 ☐ B
- 3 ☐ H
- 4 ☐ F



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Answer key/Solution

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C		0	X	0.5	1		0.5	1
D	0.5			X	0.5	1		
E					X			
F	1	0.5	1		0.5	X		
G				0.5	0	1	X	1
H				0.5	1	0.5		X

Q.36

Which of the following players had the maximum number of draws?

1 ☐ A2 ☐ H3 ☐ F4 ☐ D

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Answer key/Solution

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C		0	X	0.5	1		0.5	1
D	0.5			X	0.5	1		
E					X			
F	1	0.5	1		0.5	X		
G				0.5	0	1	X	1
H				0.5	1	0.5		X

Q.37

How many of them was got the same rank at the end of the tournament?

1 ☐ 42 ☐ 33 ☐ 24 ☐ 1

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Answer key/Solution

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C		0	X	0.5	1		0.5	1
D	0.5			X	0.5	1		
E					X			
F	1	0.5	1		0.5	X		
G				0.5	0	1	X	1
H				0.5	1	0.5		X

Q.38

The player who was ranked first at the end of the tournament is

1 ☐ H

2 ☐ A

3 ☐ B

4 ☐ F



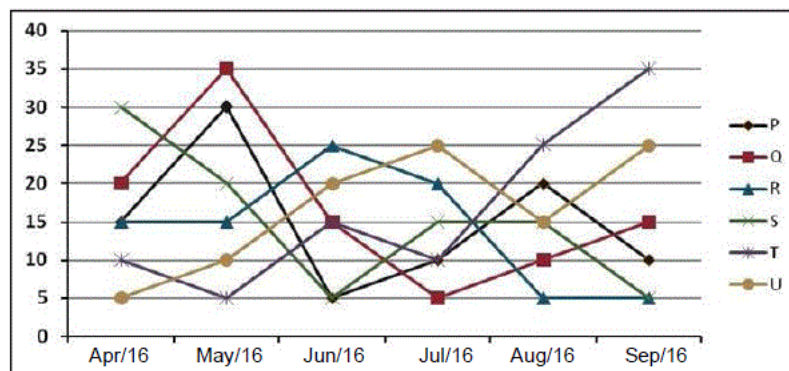
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Answer key/Solution

Directions for questions 39 to 41: Answer the questions on the basis of the information given below.

A company namely ABC Limited manufactures 100 units each of the six products – P, Q, R, S, T and U – in March every year, and sells them over the next six months. Certain number of units may remain unsold even after six months. The line graph given below depicts the number of units of each product that is sold in each of the six months from April 2016 to September 2016.



Until the product gets sold, the company has to store them in its warehouse. There is a cost associated with storing them in the warehouse and this cost is called the inventory carrying cost. The inventory carrying cost is calculated per unit of every product, on a monthly basis. The table given below gives the cost of manufacturing, the selling price, the inventory carrying cost of every product. Inventory carrying cost ceases to be applicable from the month in which a product is sold. For example, the inventory carrying cost on product P that were sold in May, 2016 was Rs. 10 per unit and on those that were sold

in June, 2016 was Rs.20 per unit and so on.

Net profit = (Selling price) – (Manufacturing cost + Inventory carrying cost)

	P	Q	R	S	T	U
Selling Price (Rs./unit)	120	90	140	110	150	80
Manufacturing Cost (Rs./unit)	45	35	55	40	60	30
Inventory Carrying Cost (Rs./unit per month)	10	5	15	10	15	5

Q.39

What is the total net profit earned on those units of product Q that are sold till July 2016?

1 ☐ Rs.3725

2 ☐ Rs.3750

3 ☐ Rs.3850

4 ☐ Rs.4125



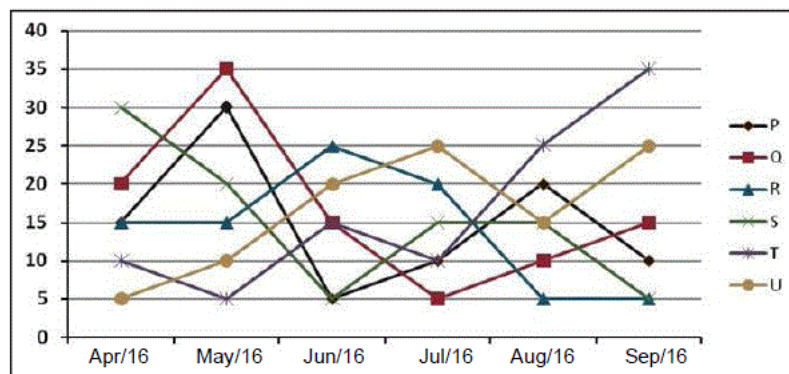
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Manufacturing Cost (Rs./unit)	45	35	55	40	60	30
Inventory Carrying Cost (Rs./unit per month)	10	5	15	10	15	5

Q.40

A vendor agrees to buy all units of Product T that are remaining in Aug-16 provided the company gives him a discount on the selling price. How much

discount (in Rs. per unit of product) should the company give the vendor so that by selling all the remaining units of T in Aug-16, have made the same Total Net Profit on Product T as would have made as per current scenario given in the table?

- 1 ☐ Rs.7.50
- 2 ☐ Rs.7.75
- 3 ☐ Rs.8.25
- 4 ☐ Rs.8.75

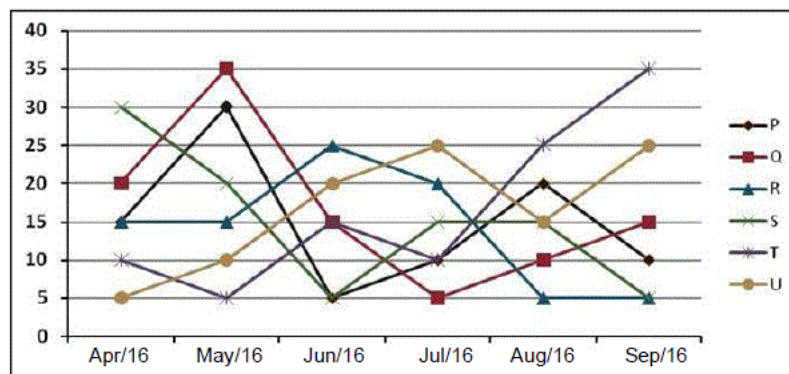
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Selling Price (Rs./unit)	120	90	140	110	150	80
Manufacturing Cost (Rs./unit)	45	35	55	40	60	30
Inventory Carrying Cost (Rs./unit per month)	10	5	15	10	15	5

Q.41

What is the net profit earned per unit by selling P in the second quarter of 2016 (i.e. from April-2016 to June-2016)?

- 1 ☐ Rs.63
- 2 ☐ Rs.65
- 3 ☐ Rs.67
- 4 ☐ Rs.69



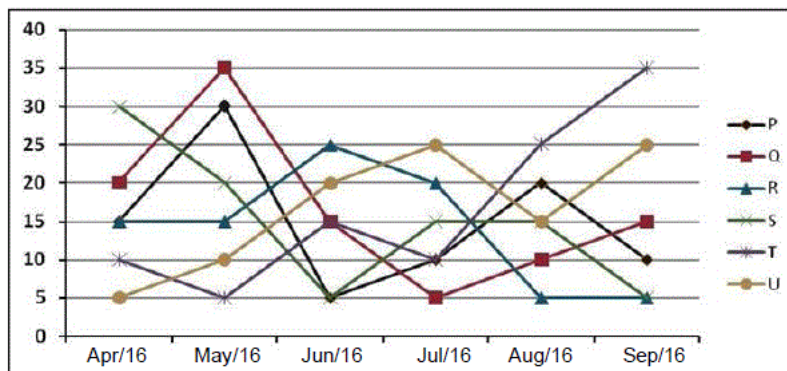
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Answer key/Solution

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Manufacturing Cost (Rs./unit)	45	35	55	40	60	30
Inventory Carrying Cost (Rs./unit per month)	10	5	15	10	15	5

Q.42

What is the approximate average of net profit earned on the products that are sold in the month April 2016?

1 ☐ Rs.55

2 ☐ Rs.63

3 ☐ Rs.71

4 ☐ Rs.67



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Answer key/Solution

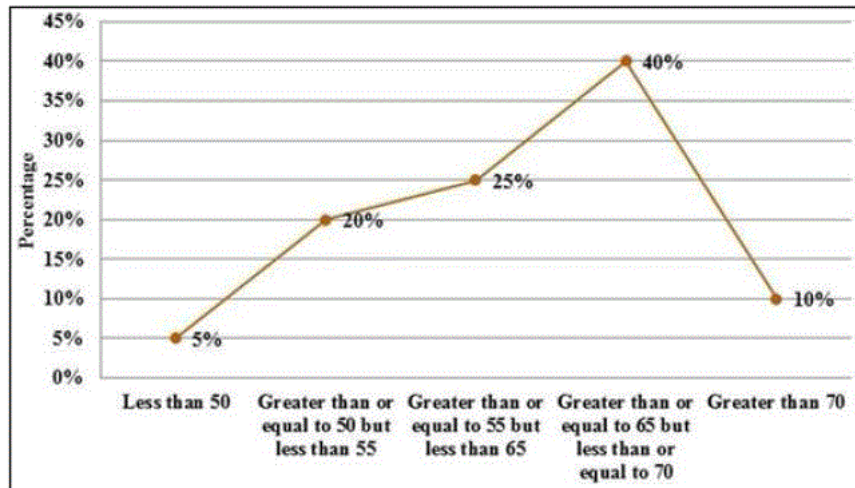
Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

The students in a dance academy are divided into six different groups namely Salsa, Tango, Ballroom, Hip Hop, Rumba and Jazz. The following table provides information about the number of boys and girls in the different dance groups.

Dance Groups	Number of Boys	Number of Girls
Salsa	60	40
Tango	80	100
Ballroom	120	50
Hip Hop	70	30
Rumba	45	25
Jazz	60	80

The students are further divided into 5 different categories based upon their marks scored in the dance competition. The five categories are 'less than 50', 'greater than or equal to 50 but less than 55', 'greater than or equal to 55 but less than 65', 'greater than or equal to 65 but less than or equal to 70' and 'greater than 70'.

The following line graph provides information about the number of students in each of the above five categories as a percentage of the total number of students.



Q.43

At most how many boys scored not more than 70?



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Answer key/Solution

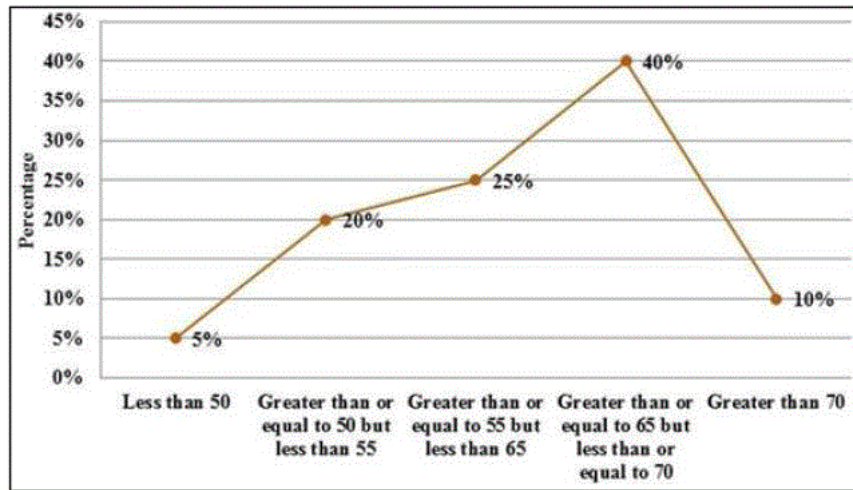
Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

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The students are further divided into 5 different categories based upon their marks scored in the dance competition. The five categories are 'less than 50', 'greater than or equal to 50 but less than 55', 'greater than or equal to 55 but less than 65', 'greater than or equal to 65 but less than or equal to 70' and 'greater than 70'.

The following line graph provides information about the number of students in each of the above five categories as a percentage of the total number of students.



Q.44

If all the students from Ballroom dance group scored less than 55, then at most how many girls scored less than 55?

✖

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Answer key/Solution

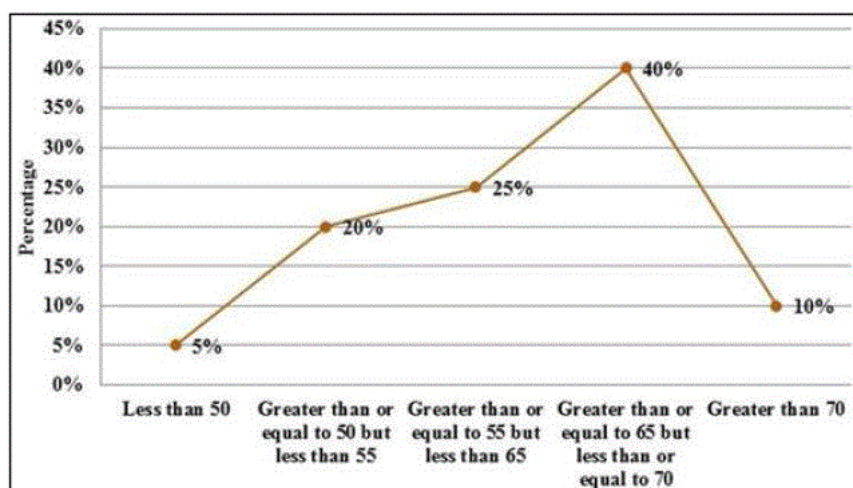
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The students are further divided into 5 different categories based upon their marks scored in the dance competition. The five categories are 'less than 50', 'greater than or equal to 50 but less than 55', 'greater than or equal to 55 but less than 65', 'greater than or equal to 65 but less than or equal to 70' and 'greater than 70'.

The following line graph provides information about the number of students in each of the above five categories as a percentage of the total number of students.



Q.45

In how many groups the absolute difference between the number of boys and that of girls is at least 30% of the absolute difference between the total number of boys and that of girls in the dance academy.



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Answer key/Solution

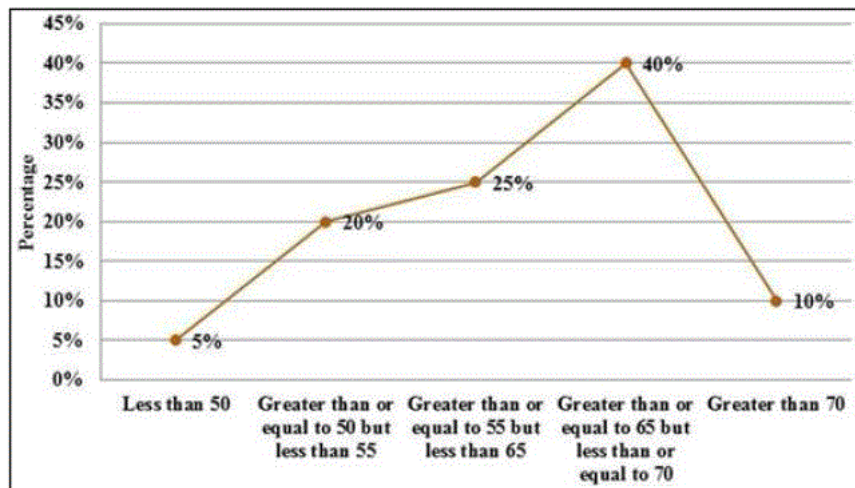
Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

The students in a dance academy are divided into six different groups namely Salsa, Tango, Ballroom, Hip Hop, Rumba and Jazz. The following table provides information about the number of boys and girls in the different dance groups.

Dance Groups	Number of Boys	Number of Girls
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Jazz	60	80

The students are further divided into 5 different categories based upon their marks scored in the dance competition. The five categories are 'less than 50', 'greater than or equal to 50 but less than 55', 'greater than or equal to 55 but less than 65', 'greater than or equal to 65 but less than or equal to 70' and 'greater than 70'.

The following line graph provides information about the number of students in each of the above five categories as a percentage of the total number of students.



Q.46

If all the girls from dance group Salsa, Tango, Ballroom and Hip Hop scored less than 65, then at most how many girls could score in the range of greater than or equal to 65 but less than or equal to 70?



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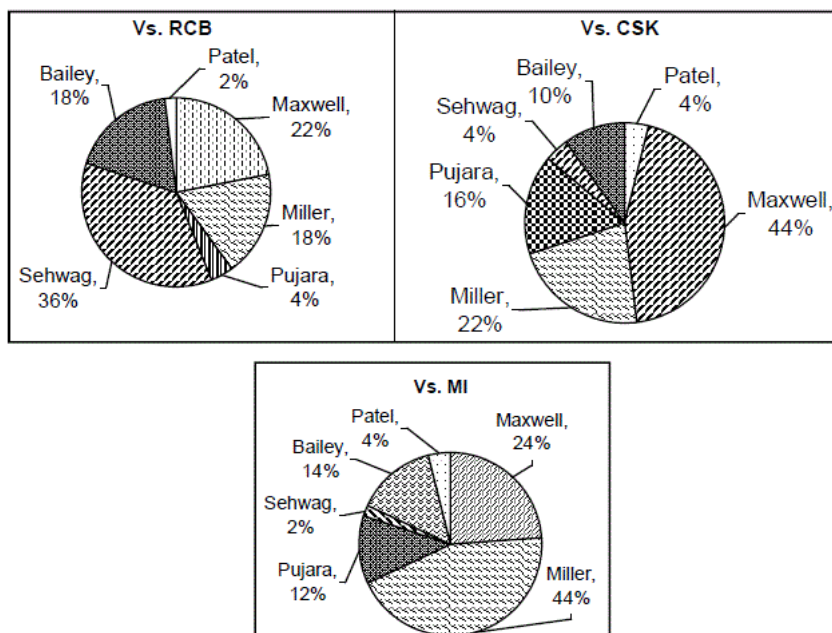
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Answer key/Solution

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

The following three pie charts show the percentage of runs scored by six batsman– Maxwell, Miller, Pujara, Sehwa, Bailey and Patel of a T20 cricket team

KCB in three matches, with one match each against of RCB, CSK and MI, in IPL 2017. In three T 20 matches the total number of runs scored by them are 500. Minimum score in any match was not less than 100 and maximum score in any match was not more than 250. The total runs scored by KCB against RC was not more than that against CSK, which, in turn, not more than against MI. Assume there was no run scored in the form of extras (i.e., no wides, no leg byes etc.).



Q.47

What could be the maximum number of sixes hit by Miller in all the three matches put together, if he hit at least one four in each match?

1 ☐ 23

2 ☐ 24

3 ☐ 22

4 ☐ 25

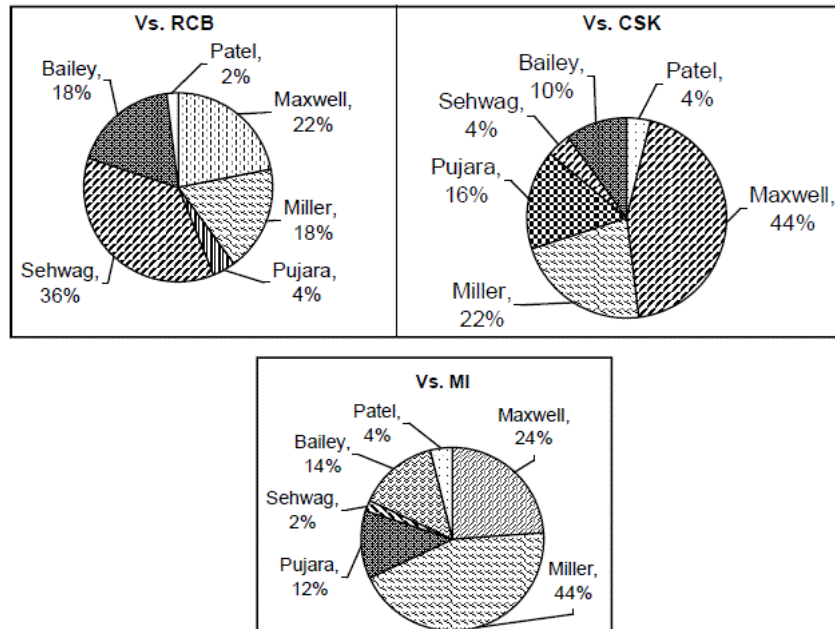
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Answer key/Solution

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

The following three pie charts show the percentage of runs scored by six batsman– Maxwell, Miller, Pujara, Sehwag, Bailey and Patel of a T20 cricket team KCB in three matches, with one match each against of RCB, CSK and MI, in IPL 2017. In three T 20 matches the total number of runs scored by them are 500. Minimum score in any match was not less than 100 and maximum score in any match was not more than 250. The total runs scored by KCB against RC was not more than that against CSK, which, in turn, not more than against MI. Assume there was no run scored in the form of extras (i.e., no wides, no leg byes etc.).



Q.48

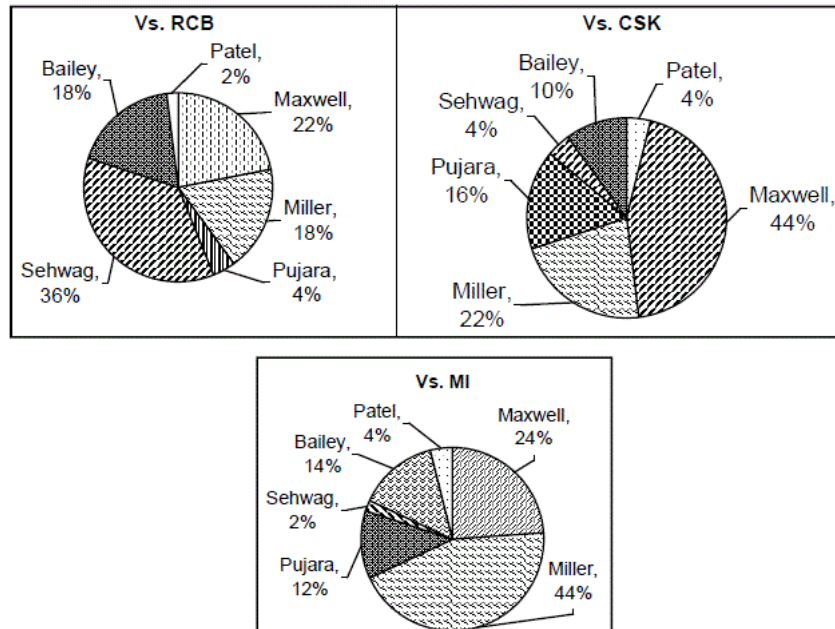
What could be the minimum number of balls faced by Bailey, if there were no overthrows?

- 1 ☐ 13
- 2 ☐ 15
- 3 ☐ 12
- 4 ☐ Cannot be determined

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

The following three pie charts show the percentage of runs scored by six batsman– Maxwell, Miller, Pujara, Sehwaq, Bailey and Patel of a T20 cricket team KCB in three matches, with one match each against of RCB, CSK and MI, in IPL 2017. In three T 20 matches the total number of runs scored by them are 500. Minimum score in any match was not less than 100 and maximum score in any match was not more than 250. The total runs scored by KCB against RC was not more than that against CSK, which, in turn, not more than against MI. Assume there was no run scored in the form of extras (i.e., no wides, no leg byes etc.).



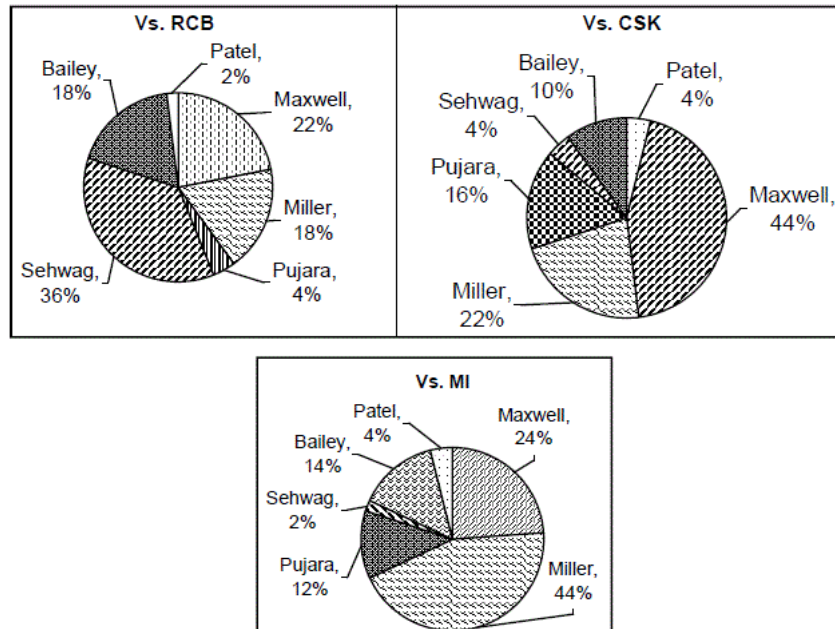
Q.49

If Sehwag scored the minimum runs possible, what is the difference in the runs scored by Maxwell and Miller?

1 ☐ 132 ☐ 223 ☐ 284 ☐ 30
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Directions for questions 47 to 50: Answer the questions on the basis of the information given below.

The following three pie charts show the percentage of runs scored by six batsman– Maxwell, Miller, Pujara, Sehwag, Bailey and Patel of a T20 cricket team KCB in three matches, with one match each against of RCB, CSK and MI, in IPL 2017. In three T 20 matches the total number of runs scored by them are 500. Minimum score in any match was not less than 100 and maximum score in any match was not more than 250. The total runs scored by KCB against RC was not more than that against CSK, which, in turn, not more than against MI. Assume there was no run scored in the form of extras (i.e., no wides, no leg byes etc.).



Q.50

Which of the following cannot be the number of runs that Pujara could have scored in all the three matches put together?

1 ☐ 542 ☐ 583 ☐ 604 ☐ 48
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Directions for question 51 to 54: Answer the questions on the basis of the information given below.

A group of twelve friends -A, B, C, D, E, F, G, H, I, J, K and L- went for a picnic. Among the twelve friends four are boys and the rest are girls. They had hire a twelve seater bus. The bus had four rows and three columns. The front row is 1st row and the row behind it is the 2nd row and so on, and according to driver's sitting position the left most side column is the 1st column and the right most side is the 3rd column. It is also known that:

(i) No two boys are sitting next to each other either left, right, front, behind or diagonally.

(ii) At least one boy is sitting in each row.

(iii) A is a boy and is sitting immediately behind E and in front of D.

(iv) L, B, F and C are sitting in the same column in 1st, 2nd, 3rd and 4th row respectively.

(v) J is a girl who is sitting in front of H and behind K.

Q.51

If K was a boy sitting in the 2nd row and 3rd column, then who could be sitting in the 1st row and the 1st column?

1 ☐ G2 ☐ E3 ☐ L4 ☐ Cannot be determined
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Directions for question 51 to 54: Answer the questions on the basis of the information given below.

A group of twelve friends -A, B, C, D, E, F, G, H, I, J, K and L- went for a picninc. Among the twelve friends four are boys and the rest are girls. They had hire a twelve seater bus. The bus had four rows and three columns. The front row is 1st row and the row behind it is the 2nd row and so on, and according to driver's sitting position the left most side column is the 1st column and the right most side is the 3rd column . It is also known that:

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- (ii) At least one boy is sitting in each row.
- (iii) A is a boy and is sitting immediately behind E and in front of D.
- (iv) L, B, F and C are sitting in the same column in 1st, 2nd, 3rd and 4th row respectively.
- (v) J is a girl who is sitting in front of H and behind K.

Q.52

If H was sitting between F and D in the same row, then who among the following is definitely a boy?

1 ☐ E

2 ☐ G

3 ☐ I

4 ☐ F

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Answer key/Solution

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

A group of twelve friends -A, B, C, D, E, F, G, H, I, J, K and L- went for a picninc. Among the twelve friends four are boys and the rest are girls. They had hire a twelve seater bus. The bus had four rows and three columns. The front row is 1st row and the row behind it is the 2nd row and so on, and according to driver's sitting position the left most side column is the 1st column and the right most side is the 3rd column . It is also known that:

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- (iii) A is a boy and is sitting immediately behind E and in front of D.
- (iv) L, B, F and C are sitting in the same column in 1st, 2nd, 3rd and 4th row respectively.
- (v) J is a girl who is sitting in front of H and behind K.

Q.53

If F was sitting in the 2nd column, then find the total number of ways in which 12 friends could be seated?

1 ☐ 3

2 ☐ 12

3 ☐ 14

4 ☐ 8

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Answer key/Solution

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

A group of twelve friends -A, B, C, D, E, F, G, H, I, J, K and L- went for a picninc. Among the twelve friends four are boys and the rest are girls. They had hire a twelve seater bus. The bus had four rows and three columns. The front row is 1st row and the row behind it is the 2nd row and so on, and according to driver's sitting position the left most side column is the 1st column and the right most side is the 3rd column . It is also known that:

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- (ii) At least one boy is sitting in each row.
- (iii) A is a boy and is sitting immediately behind E and in front of D.
- (iv) L, B, F and C are sitting in the same column in 1st, 2nd, 3rd and 4th row respectively.
- (v) J is a girl who is sitting in front of H and behind K.

Q.54

If C was sitting in the 2nd column and H is in the 3rd row, then who among the following could be seated in the 1st row?

1 ☐ G

- 2 ☐ I
- 3 ☐ E
- 4 ☐ Cannot be determined

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

Seven items – S1, S2, S3, S4, S5, S6 and S7 – are to be auctioned by bidding. Each of the seven items has a Reserve Price (RP) and Winning Bid Price (WBP). The RPs for the seven items are Rs 500, Rs 500, Rs. 1000, Rs. 1000, Rs. 1500, Rs. 2500 and Rs. 3000, not necessarily in the same order. The WBPs are also multiples of 500. Three bidders Akash, Bhaskar and Chandra bid for these seven items. Each one ended up buying a different number of items at the end of the auction. The following information is also known about the bidding at the auction:

- (i) Each of the three bidders got at least one item, and one item, which had the least RP, was unsold at the end of the auction.
- (ii) S2 and S7 had the same RP and these two items bought by two different persons.
- (iii) The WBP of S2 was three times that of S7 and RP of S6 was three times RP of S3.
- (iv) Akash bought both S3 and S7 at their respective RPs, and Chandra bought S6 at its WBP, which is Rs. 2500.
- (v) The sum of WBP for Chandra was Rs. 5500, and Bhaskar bought S4, which had the highest RP.
- (vi) Only two items had the WBP equal to the RP of those respective items and these two items were bought by the same person.
- (vii) For each of the bidders, the sum of WBPs of the items bought by him was the same as that of the each of the other two bidders.

Q.55

Which of the following persons bought three items in the auction?

- 1 ☐ Akash
- 2 ☐ Bhaskar
- 3 ☐ Chandra
- 4 ☐ Cannot be determined

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

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- (v) The sum of WBP for Chandra was Rs. 5500, and Bhaskar bought S4, which had the highest RP.
- (vi) Only two items had the WBP equal to the RP of those respective items and these two items were bought by the same person.
- (vii) For each of the bidders, the sum of WBPs of the items bought by him was the same as that of the each of the other two bidders.

Q.56

The highest value of the absolute difference between the WBP and the RP was

- 1 ☐ Rs 1000
- 2 ☐ Rs 1500
- 3 ☐ Rs 3000
- 4 ☐ Rs 2500



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Answer key/Solution

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- (vi) Only two items had the WBP equal to the RP of those respective items and these two items were bought by the same person.
- (vii) For each of the bidders, the sum of WBPs of the items bought by him was the same as that of the each of the other two bidders.

Q.57

Which item was unsold at the end of the auction?

1 ☐ S12 ☐ S53 ☐ Either (1) or (2)4 ☐ None of these

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Answer key/Solution

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

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- (vi) Only two items had the WBP equal to the RP of those respective items and these two items were bought by the same person.
- (vii) For each of the bidders, the sum of WBPs of the items bought by him was the same as that of the each of the other two bidders.

Q.58

Among the three bidders, who has paid the least difference between the WBP and the RP, when all the items that were auctioned and sold are taken into account?

1 ☐ Akash2 ☐ Bhaskar3 ☐ Chandra4 ☐ Cannot be determined

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

A quiz contest was organized among five students - Abhishek, Bina, Caren, Dipen and Esha. The following information was given about the attempts and marks obtained by these five students.

There were only two types of questions. First type carried 3 marks for a correct answer and –1 for a wrong answer. The Second type carried 5 marks for a correct answer and –2 for a wrong answer.

There were 5 questions of the First type and 3 questions of the Second type. No marks were deducted for un-attempted questions.

All the five students got net scores that were multiples of 5. And No two students attempted the same number of questions and the minimum number of attempts was 3.

The lowest net score among the five students was 5. Bina and the person with the highest net score had a difference of 5 marks Abhishek scored 10 marks with exactly one wrong answer. Bina got all her attempts right and she attempted all the questions of only one type. Caren scored the lowest marks with exactly one mistake. No one attempted all eight questions and the highest score was not scored by the student who attempted 6 questions.

Q.59

What is the highest marks scored in the quiz?

1 ☐ 15

2 ☐ 20

3 ☐ 25

4 ☐ Cannot be determined

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

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The lowest net score among the five students was 5. Bina and the person with the highest net score had a difference of 5 marks Abhishek scored 10 marks with exactly one wrong answer. Bina got all her attempts right and she attempted all the questions of only one type. Caren scored the lowest marks with exactly one mistake. No one attempted all eight questions and the highest score was not scored by the student who attempted 6 questions.

Q.60

How many questions did Esha attempt?

1 ☐ 5

2 ☐ 6

3 ☐ 7

4 ☐ Cannot be determined

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[🔍 Answer key/Solution](#)

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

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The lowest net score among the five students was 5. Bina and the person with the highest net score had a difference of 5 marks Abhishek scored 10 marks with exactly one wrong answer. Bina got all her attempts right and she attempted all the questions of only one type. Caren scored the lowest marks with exactly one mistake. No one attempted all eight questions and the highest score was not scored by the student who attempted 6 questions.

Q.61

If it is given that the person who had attempted the most number of questions was not Dipen, then who scored the highest marks in the quiz?

- 1 ☐ Dipen
- 2 ☐ Esha
- 3 ☐ Bina
- 4 ☐ Cannot be determined

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

A quiz contest was organized among five students - Abhishek, Bina, Caren, Dipen and Esha. The following information was given about the attempts and marks obtained by these five students.

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Q.62

The sum of the marks scored by the five students put together cannot be more than

- 1 ☐ 50
- 2 ☐ 60
- 3 ☐ 65
- 4 ☐ 70

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

Gopal, who works in a software company in Hyderabad, lives in bachelor quarter. He has his dinner outside every night from Monday to Friday. He has his dinner at one of the four restaurants – Taj hotel, Oberoi hotel, Kakatiya Grandhotel or Fernhotel – on each day from Monday to Friday. It is also known that:

- (i) He does not have dinner at any restaurant for more than two consecutive days. On Mondays, he eats only at either Kakatiya Grand or Fern.
- (ii) If he eats at Kakatiya Grand on a day, the next day, he will not eat at either Oberoi or Fern.
- (iii) If he eats at Oberoi on a day, the next day, he will eat only at Kakatiya Grand.
- (iv) If he eats at Fern on a day, the next day, he will not eat at either Taj or Kakatiya Grand.
- (v) If he eats at Taj on a day, the next day, he will eat only at either Fern or Oberoi.

Q.63

In how many different ways can Gopal have his dinner from Monday to Friday?

Fill "1 if your answer is 11"

Fill "2 if your answer is 13"

Fill "3 if your answer is 12"

Fill "4 if your answer is 14"

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Answer key/Solution

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

Gopal, who works in a software company in Hyderabad, lives in bachelor quarter. He has his dinner outside every night from Monday to Friday. He has his dinner at one of the four restaurants – Taj hotel, Oberoi hotel, Kakatiya Grandhotel or Fernhotel – on each day from Monday to Friday. It is also known that:

- (i) He does not have dinner at any restaurant for more than two consecutive days. On Mondays, he eats only at either Kakatiya Grand or Fern.
- (ii) If he eats at Kakatiya Grand on a day, the next day, he will not eat at either Oberoi or Fern.
- (iii) If he eats at Oberoi on a day, the next day, he will eat only at Kakatiya Grand.
- (iv) If he eats at Fern on a day, the next day, he will not eat at either Taj or Kakatiya Grand.
- (v) If he eats at Taj on a day, the next day, he will eat only at either Fern or Oberoi.

Q.64

If Gopal has dinner at Oberoi on a Friday, then which of the following restaurants would he definitely have not had dinner on the Tuesday of the Same Week?

Fill "1 if your answer is Taj"

Fill "2 if your answer is Oberoi"

Fill "3 if your answer is Kakatiya Grand"

Fill "4 if your answer is Fern"

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Answer key/Solution

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

Gopal, who works in a software company in Hyderabad, lives in bachelor quarter. He has his dinner outside every night from Monday to Friday. He has his dinner at one of the four restaurants – Taj hotel, Oberoi hotel, Kakatiya Grandhotel or Fernhotel – on each day from Monday to Friday. It is also known that:

- (i) He does not have dinner at any restaurant for more than two consecutive days. On Mondays, he eats only at either Kakatiya Grand or Fern.
- (ii) If he eats at Kakatiya Grand on a day, the next day, he will not eat at either Oberoi or Fern.
- (iii) If he eats at Oberoi on a day, the next day, he will eat only at Kakatiya Grand.
- (iv) If he eats at Fern on a day, the next day, he will not eat at either Taj or Kakatiya Grand.
- (v) If he eats at Taj on a day, the next day, he will eat only at either Fern or Oberoi.

Q.65

If Gopal has dinner on a Tuesday at Oberoi, then at which of the following restaurants will he definitely not have dinner on Friday of that week?

Fill "1 if your answer is Taj"

Fill "2 if your answer is Oberoi"

Fill "3 if your answer is Kakatiya Grand"

Fill "4 if your answer is Fern"

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

Gopal, who works in a software company in Hyderabad, lives in bachelor quarter. He has his dinner outside every night from Monday to Friday. He has his dinner at one of the four restaurants – Taj hotel, Oberoi hotel, Kakatiya Grandhotel or Fernhotel – on each day from Monday to Friday. It is also known that:

- (i) He does not have dinner at any restaurant for more than two consecutive days. On Mondays, he eats only at either Kakatiya Grand or Fern.
- (ii) If he eats at Kakatiya Grand on a day, the next day, he will not eat at either Oberoi or Fern.
- (iii) If he eats at Oberoi on a day, the next day, he will eat only at Kakatiya Grand.
- (iv) If he eats at Fern on a day, the next day, he will not eat at either Taj or Kakatiya Grand.
- (v) If he eats at Taj on a day, the next day, he will eat only at either Fern or Oberoi.

Q.66

If Gopal has dinner on a Wednesday at Fern, then at which of the following restaurants will he not have dinner either on Thursday or on Friday of that week?

Fill "1 if your answer is Taj"

Fill "2 if your answer is Oberoi"

Fill "3 if your answer is Kakatiya Grand"

Fill "4 if your answer is Fern"

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Sec 3

Q.67

If $2^m + 3^n = k^2$, where $m = 0$ and k and n are natural number, find the value of $(k + n)$.

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Q.68

Given that today is Saturday, what day of the week will it be 345^{111} days from today?

1 ☐ Wednesday

2 ☐ Saturday

3 ☐ Monday

4 ☐ Sunday

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Q.69

Find the number of consecutive zeroes at the end of the number $(10! + 50! + 90! + 100!)(15! + 25! + 50!)$

1 ☐ 24(15! + 25! + 50!)

2 ☐ $15! + 25! + 50!$

3 ☐ $2(15! + 25! + 50!)$

4 ☐ None of these

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Answer key/Solution

Q.70

Along a road lie an odd number of stones placed at intervals of 20 m. These stones have to be assembled around the middle stone. A person can carry only one stone at a time. A man carried out the job starting with the stone in the middle, carrying stones in succession, thereby covering a distance of 9.6 km. Then the number of stones is

1 ☐ 35

2 ☐ 15

3 ☐ 29

4 ☐ 31

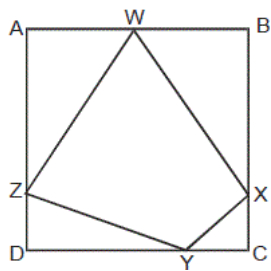
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Answer key/Solution

Q.71

In the figure given below, ABCD is a square. W, X, Y and Z are points on the sides AB, BC, CD and DA respectively such that $AW : WB = 1 : 1$, $BX : XC = 3 : 2$, $DY : YC = 4 : 1$ and $AZ : ZD = 3 : 1$. What is the ratio of the area of square ABCD to that of quadrilateral WXYZ?



1 ☐ 1600 : 823

2 ☐ 800 : 419

3 ☐ 400 : 209

4 ☐ 200 : 104

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Answer key/Solution

Q.72

The economy of Xiberia consists of exactly two industries – mining and manufacturing. It was expected that the economy would grow by 18% if the mining grew by 10% and manufacturing grew by 20%. If the manufacturing grew by 10%, and the economy by 18%, then by what percent did mining grow?

1 ☐ 25%

2 ☐ 37.5%3 ☐ 50 %4 ☐ 67.5%

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Answer key/Solution

Q.73

If 'n' Arithmetic Means are inserted between two numbers 5 and 95 and sum of these 'n' Arithmetic means is 2200, what are the respective values of 'n' and the common difference of the Arithmetic Progression so formed?

1 ☐ 44 and 22 ☐ 44 and 13 ☐ 33 and 34 ☐ 44 and 4

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Answer key/Solution

Q.74

ABC is a triangle with AB = 8 cm and $\angle ACB = 45^\circ$. Find the circumradius of $\triangle ABC$.

1 ☐ $4\sqrt{2}$ cm2 ☐ $\sqrt{4}$ cm3 ☐ $8\sqrt{2}$ cm4 ☐ Cannot be determined

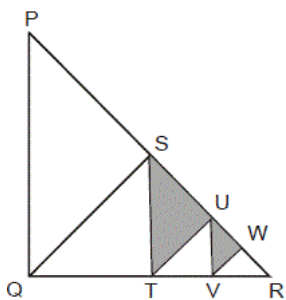
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Answer key/Solution

Q.75

In right-angled triangle PQR, PQ = QR. The segments QS, TU and VW are perpendicular to PR, and the line ST and UV are perpendicular to QR, as shown below. What fraction of $\triangle PQR$ is shaded?

1 ☐ $3/16$ 2 ☐ $3/8$

3 ☐ 5/164 ☐ 5/32[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.76**

The width of a room is half of its length and the height is 2 cm more than its width. If the area of the four walls of the room is 720 cm^2 , then what is the volume (in cm^3) of the room?

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.77**

The sum of the reciprocals of the factors of 120 is

1 ☐ 22 ☐ 43 ☐ 34 ☐ 5[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.78**

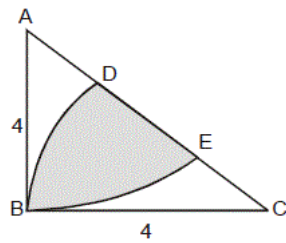
ABC printer prints wedding cards. A fixed number of cards is printed at a certain rate and all cards above the fixed number are printed at a lower rate. Anish, Chetan and Bipin got their wedding cards printed at Rs. 9,000, Rs. 6,600 and Rs. 14,600 respectively. Bipin got printed 1700 cards and this was equal to the cards that Anish and Chetan together got printed. What is the absolute difference between the number of cards that Chetan and Anish got printed?

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.79**

Find the value of

$$\frac{1}{2} + \left[\frac{1}{3} + \frac{2}{3}\right] + \left[\frac{1}{4} + \frac{2}{4} + \frac{3}{4}\right] + \dots + \left[\frac{1}{100} + \frac{2}{100} + \frac{3}{100} + \dots + \frac{99}{100}\right]$$
[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.80**

ABC is an isosceles right-angled triangle with $AB = BC = 4$ cm. A circular arc of radius 4 cm with centre C meets the hypotenuse at D, and a circular arc of radius 4 cm with centre A meets the hypotenuse at E as shown in the given figure. Find the area of the shaded region BDE.



1 ☐ $(2\pi - 4)$

2 ☐ $(4\pi - 8)$

3 ☐ $(4\pi - 2)$

4 ☐ $(2\pi - 8)$

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Answer key/Solution

Q.81

A manufacturer sells a product to a wholeseller at 10% profit. Then the wholeseller sells it to the dealer and the dealer to the retailer at the margin of 25% each. The retailer marks up the price by 20% and then offers a 15% discount to the customer. Had the customer bought it from the manufacturer directly (the manufacture would still keep his 10% profit), what would have been approximate percentage reduction in price at which he bought the product from manufacturer compare to the price at which he bought the product from the retailer?

1 ☐ 37.25%

2 ☐ 25.72%

3 ☐ 33.45%

4 ☐ 21.56%

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Answer key/Solution

Q.82

Two riders on horseback with a gun and a bulletproof shield were moving towards each other at a constant speed of 25 kmph and 5 kmph respectively. When they were 300 km apart, they started firing bullets at each other with the speed of the fired bullets being 2000 kmph. When a bullet fired by rider 1 hit the shield of rider 2, rider 2 fired a bullet and vice versa and the process continued like this. Neglecting the time spent between the instant at which the bullet hits the shield and the rider fires the shot, find the total distance (in km) covered by all the bullets shot by both the riders.

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Q.83

A trader sells one-third of his goods at 15% profit, sells half of the goods at 20% profit and sells the remaining at 30% profit. What is the overall percentage profit?

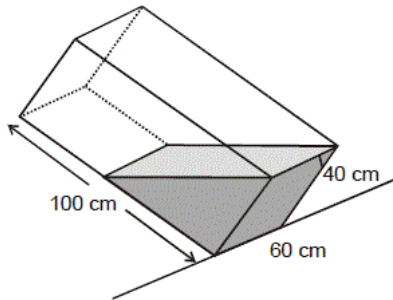
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Answer key/Solution

Q.84

A fish tank is 100 cm long, 60 cm wide and 40 cm high. If it is tilted, as shown, resting on the 60 cm edge, then water reaches the midpoint of the face having dimensions 100 cm by 60 cm as shown in the figure given below. If it is then put down so that the base having dimensions 100 cm by 60 cm is horizontal now what is the depth (in cm) of the water in the final position?

1 ☐ 102 ☐ 123 ☐ 154 ☐ 8
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Q.85

Nathu and Muthu have their shops next to each other but they buy their goods from different wholesalers such that the cost of goods for Nathu is 20% higher than that for Muthu. However, Nathu sells his goods at a price that is 40% higher than the selling price of Muthu, who sells his goods at a price that is 1.5 times his cost price. What is the ratio of the profit percentages of Muthu and Nathu?

1 ☐ 1 : 32 ☐ 3 : 23 ☐ 2 : 34 ☐ 3 : 1
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Q.86

In an examination, a candidate wrote 5 papers having equal maximum possible marks. The marks he secured in these are in the ratio 4 : 5 : 6 : 7 : 8. The average of his highest and lowest scores is 48%. Find the number of papers in which he scored not less than 60%?

1 ☐ 42 ☐ 33 ☐ 24 ☐ 1
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[🔍 Answer key/Solution](#)**Q.87**

Five horses, Red, White, Grey, Black and Spotted, participated in a race. As per the rules of the race, the persons betting on the winning horse get four times the bet amount and those betting on the horse that came in second get thrice the bet amount. Moreover, the bet amount is returned to those betting on the horse that came in third, and the rest lose the bet amount. Raju bets Rs. 3000, Rs. 2000 and Rs. 1000 on Red, White and Black horses respectively and ends up with no profit and no loss. Which of the following cannot be true?

- 1 ☐ At least two horses finished before Spotted
- 2 ☐ Red finished last
- 3 ☐ There were three horses between Black and Spotted
- 4 ☐ There were three horses between White and Red

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A and B together can do a piece of work in 15 days. A alone can do the same work in 60 days. A and B work together on the work for 9 days at their original efficiency. After that B's efficiency reduces by 33.33% and A keeps working at his original efficiency. In how many days will they complete the remaining work?

- 1 ☐ 20/3
- 2 ☐ 8
- 3 ☐ 6
- 4 ☐ 7

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Harsh, Madhu and Anshu can complete a piece of work in 90, 60 and 45 days respectively. After working for x days together, Harsh left. After y more days Madhu left and Anshu completed the remaining work. Had Madhu not left they could have completed the work in $(y + 4)$ days after Harsh had left. Had none of them left, then they would have completed the work in $x + 7$ days. Find the value of $x + y$.

- 1 ☐ 20
- 2 ☐ 18
- 3 ☐ 15
- 4 ☐ 13

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Find the minimum value of $\frac{\log a \times \log b \times \log c}{\log a \times \log b \times \log c}$.

(where a, b and c are real number greater than 1)

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Answer key/Solution

Q.91

A circle passes through a point $(2+\sqrt{2}, 0)$ and the lines $x = y$ and $x = -y$ are the tangents to the circle. Find the radius of the circle.

1 ☐ 1 unit

2 ☐ 2 units

3 ☐ $\sqrt{2}$ units

4 ☐ $(1+\sqrt{2})$ units

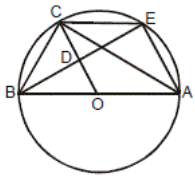
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Answer key/Solution

Q.92

In the figure given below, AB is diameter of the circle with centre O. If $\angle CAB = 25^\circ$ and BE, perpendicular to CO, is bisected by CO at D, then find $\angle ACE$.



1 ☐ 15°

2 ☐ 20°

3 ☐ 40°

4 ☐ Cannot be determined

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Answer key/Solution

Q.93

Let $S = \{1, 2, 3, \dots, 9\}$. Find the number of order triplets (a, b, c) formed from the set S such that at least one of a, b, c is 1.

1 ☐ 512

2 ☐ 256

3 ☐ 217

4 ☐ 177

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Answer key/Solution

Q.94

A function is defined by $f(x) = bx^2 + cx + d$. If $f(x + 1) - f(x) = 8x + 3$, then what is the value of $\{b, c\}$?

1 ☐ $\{2, 1\}$ 2 ☐ $\{4, -1\}$ 3 ☐ $\{-1, 4\}$ 4 ☐ $\{-1, -1\}$ [FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.95**

If $\log_x 196 = a$ and $\log_x (3/2) = b$, find $\log_x 441$

1 ☐ $(a + 3b)^2$ 2 ☐ $(a + 2b)^5$ 3 ☐ $(a + 3b)$ 4 ☐ $(a + 2b)$ [FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.96**

The probabilities that a student passes in Mathematics, Physics and Chemistry are m , p and c respectively. For these subjects, the student has a 75% chance of passing in at least one, a 50% chance of passing in at least two and 40% chance of passing in exactly two. Which of the following relations are true?

1 ☐ $p + m + c = \left(\frac{19}{20}\right)$ 2 ☐ $p + m + c = \left(\frac{27}{20}\right)$ 3 ☐ $pmc = \left(\frac{1}{10}\right)$ 4 ☐ $pmc = \left(\frac{1}{4}\right)$ [FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.97**

Rs. 1000 are distributed among A, B and C. If Rs. 10, 20 and 30 are subtracted from A's, B's and C's share respectively, then the shares of A, B and C are in the ratio 13 : 15 : 19. Find C's original share (in Rs.).

1 ☐ 370

2 ☐ 410

3 ☐ 450

4 ☐ 500

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Q.98

A box contains a total of 400 tickets that come in five colours : blue, green, red, yellow and violet. The ratio of tickets coloured blue, green and red is 1 : 2 : 4 respectively. The ratio of tickets coloured green, yellow and violet is 1: 3: 6 respectively. What is the smallest number of tickets that must be drawn to ensure that at least 50 tickets of one colour are selected?

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Answer key/Solution

Q.99

What are the number of equations that can be formed of the form $px^2 + qx + 1 = 0$ having real roots, if p and $q \in \{1, 2, 3, 4, 5\}$?

1 ☐ 8

2 ☐ 10

3 ☐ 12

4 ☐ 13

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Answer key/Solution

Q.100

In a board exam, the registration number of the candidates is of the form PXYZ PABCD, where each letter used in the registration number stands for a single digit whole number such that P can take any value from 2 to 9 and other letters can take any value from 0 to 9. The first four digits constitute the center code. What is the minimum number of center codes needed if there are 3.2 million candidates taking the examination?

1 ☐ 36

2 ☐ 40

3 ☐ 44

4 ☐ 45

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