

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Evolution is a fascinating field but can be rife with misunderstanding. One misconception is that evolution has some innate sense of direction or purpose. In reality, evolution is a mindless, plan-free phenomenon, driven into endless possibilities by random mutations, the most successful of which win out. There are some areas of evolutionary biology where benefits are murkier and, in some instances, where traits seem to make no sense at all. As important as the concept of survival of the fittest is to evolution, there are many examples that seem to undermine this idea. In fact, various aspects of evolutionary biology may seem counterintuitive and could even be seen as a reason to reject evolution as a whole. ...

Many species invest heavily in camouflage and other means of blending into the surroundings to avoid predators. So the physically heavy and downright ostentatious plumage of birds of paradise, peacocks and many other birds seems like a clear invitation to be eaten. But crucially they help these birds pass on their genes because they increase their chances of attracting a mate. This is what's known as sexual selection at its finest. It strengthens the theory of evolution in that these seemingly weaker individuals are actually showing how well they can do in the face of adversity. It's the evolutionary equivalent of using a pretty over-confident dating profile to impress potential partners.

When an anatomical structure appears frankly inept, it is probably a vestigial trait. This is a feature that no longer does whatever made it advantageous enough to evolve in the first place. If we could embody evolution as a person, then he or she would be creative but inherently lazy. If something is not being used then why bother maintaining it? It's hard to say why they haven't disappeared altogether but give it another million years and perhaps they will. Some snakes, for example, still show vestigial traits harking back to their four-legged ancestry. Male pythons have little claw-like structures towards the tail, which, although they aid courtship, are all that remain of their hind limbs.

Spandrels are in many ways, the rarest and hardest to see "weird" evolutionary quirks. The word comes from an architectural term for the triangular sections between arches in older, usually fancy, buildings. These zones were often ornately decorated but incidental to the real function of the structure of the building. An evolutionary spandrel is a physical structure or behavioural characteristic that is a by-product from some other functional adaptation. ... One well-studied example is seen in an island-dwelling population of Italian wall lizards, which spend less time basking in the sun than their mainland cousins. This behaviour can be seen as a spandrel because there's no obvious advantage to it.

One genuine exception is something that defines our species as modern human beings: the chin. No other animals, or even extinct human relatives such as Neanderthals, have one. As human diets changed, the bones and muscles in our jaws became smaller so we didn't waste energy on them but we were left with a protruding bone at the bottom of the face. And no one has come up with a wholly convincing reason why. Although the chin throws a spandrel

1) What is the principal argument that the author is making in this passage?

- ☒ Seemingly obscure and useless traits of creatures actually have a reason or explanation that ties in with evolution. ✓
- ☐ None of the biological traits and characteristics of humans and animals have a basis in functional adaptation or evolution.
- ☐ Sexual selection may have had a much larger role to play in the evolutionary process than was earlier believed.
- ☐ Some of the physical or biological traits like the 'chin' are merely quirks that exist for their own sake.

Video Explanation: ▼

Explanation: ▼

The argument the author presents is that traits which currently seem counterintuitive or redundant in living creatures, actually have a basis in evolution - examples in the passage include the attention seeking feathers of birds that attract mates, the human chin that has carried over from larger muscles and jaws for intensive chewing, etc. These examples help the author make arguments that "... strengthen(s) the theory of evolution in that these seemingly weaker individuals are actually showing how well they can do in the face of adversity." (Paragraph 2 - sentence 5) The author makes the same argument about vestigial too, proving that evolution has a role to play in traits that appear quirky or useless, if one studies them closely. This is also why option 2 is not the correct choice. Besides option 2 is the other end of the extreme, dismissing the role of evolution in any biological trait or characteristic altogether and is therefore not compatible with the views of the author in the passage. Option 3, is not the central argument, and is not true based on the information of the passage - in paragraph 2, the author describes how sexual selection is the reason some birds have ostentatious plumage. There is no mention of the role of sexual selection being larger than it is deemed to be. Option 4 is not correct because not only is it not the central premise of the passage but it is also incoherent with the information in the passage- "As human diets changed, the bones and muscles in our jaws became smaller so we didn't waste energy on them but we were left with a protruding bone at the bottom of the face...Although the chin throws a spandrel in the works, there is nearly always a reason or, at least, an explanation for the myriad traits we see across biology." The author means therefore, that the chin is not a quirk that exists for its own sake but can actually be traced back to its evolutionary purpose. Hence, [1].

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Time taken by you: 395 secs

Avg Time taken by all students: 233 secs

Your Attempt: Correct

% Students got it correct: 64 %

2) Which of the following is NOT true based on the information provided in the passage?

- ☐ Spandrels are incidental traits that appeared as a result of adaptation.
- ☐ Evolution is like a creative person that is lazy.
- ☒ The show of plumage in birds of paradise is for the purpose of camouflage. ✓
- ☐ Male pythons were known to have back limbs once upon a time.

Video Explanation: ▼

Explanation: ▼

Sentence 1 & 2 of paragraph 2 make this clear, whereby the author states that despite some species having traits that help them disappear into their surroundings, birds of paradise actually want to be noticed by potential mates. "Many species invest heavily in camouflage and other means of blending into the surroundings to avoid predators. So the physically heavy and downright ostentatious plumage of birds of paradise, peacocks and many other birds seems like a clear invitation to be eaten. But crucially they help these birds pass on their genes because they increase their chances of attracting a mate." Thus although their feathers are used for survival, they are not used for camouflage. Option 1 is true based on sentence 3 of paragraph 4, "An evolutionary spandrel is a physical structure or behavioural characteristic that is a by-product from some other functional adaptation." Option 2 is true based on the passage, because it is a mere re-statement of a line from the passage, Paragraph 3, sentence 3, "If we could embody evolution as a person, then he or she would be creative but inherently lazy." Option 4 is not the correct answer because it is true based on sentence 6 of paragraph 3, "Male pythons have little claw-like structures towards the tail, which, although they aid courtship, are all that remain of their hind limbs." This sentence makes it clear that the claws behind male pythons, originated from their once hind limbs. Therefore Option 4 is true. Hence, [3].

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The show of plumage in birds of paradise is for the purpose of camouflage.

Time taken by you: **22 secs**

Avg Time taken by all students: **85 secs**

Your Attempt: **Correct**

% Students got it correct: **61 %**

3) Which of the following, if true, would nullify the central argument of the passage?

- ☐ Survival of the fittest is considered vital in the evolutionary process.
- ☐ Vestigial traits or spandrels are functioning only during fetal development and not later.
- ☒ Some structures that were once thought of as vestigial are now understood to be useful. ✖
- ☐ Evolution eliminates only those random mutations or features that are harmful.

Video Explanation: ▼

Explanation: ▼

The central argument is that vestigial traits and spandrels are only apparently useless, but they have an evolutionary function. Option 4 implies that evolution may not eliminate useless features that are harmless. This means that there are features that are clearly useless and have no evolutionary significance. This makes the entire argument of the passage invalid. Option 1 is certainly assumed by the author. This can be deduced from sentence 5 of paragraph 1, "As important as the concept of survival of the fittest is to evolution, there are many examples that seem to undermine this idea." This sentence is based on the inherent assumption that survival of the fittest is perceived as a concept that is important to the theory of evolution. Option 2 is an assumption made in paragraph 2, whereby sexual selection in birds becomes a means of perpetuating their genes. Option 3 supports the main idea that vestigial traits are useful. Hence, [4].

Correct Answer: ▼

Time taken by you: **46 secs**

Avg Time taken by all students: **30 secs**

Your Attempt: **Wrong**

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4) According to the passage the difference between a vestigial structure and a spandrel is ...

- ☒ Both are useless structures or traits in the evolutionary history of organisms. ✗
- ☐ Vestigial structures provided an evolutionary benefit at some point in the long evolutionary process, but spandrels were remnants from the extinct ancestral forms of the creature.
- ☐ Vestigial structures performed evolutionary functions while spandrels were only support systems.
- ☐ Evolution discards vestigial structures over long period of time but spandrels are not.

Video Explanation: ▼

Explanation: ▼

Option 1 is factually incorrect. Option 2 describes spandrels incorrectly. Option 4 is incorrect as both are only apparently useless – hence it cannot be inferred that one or the other may be discarded. The third paragraph states about vestigial structures: This is a feature that no longer does whatever made it advantageous enough to evolve in the first place. The fourth paragraph explains a spandrel: An evolutionary spandrel is a physical structure or behavioural characteristic that is a by-product from some other functional adaptation. Hence, [3].

Correct Answer: ▼

Time taken by you: 109 secs

Avg Time taken by all students: 30 secs

Your Attempt: Wrong

% Students got it correct: 20 %

5) The passage supports the inference that ...

- ☒ Vestigial structures and spandrels provide sufficient ground to reject the idea of evolution. ✗
- ☐ The apparently useless features of evolution actually serve as evidence for the theory.
- ☐ Evolutionary biology provides innumerable examples of truly useless spandrels.
- ☐ The idea that evolution is a mindless, plan-free phenomenon is not sustainable on scrutiny.

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Explanation:

Option 1 is not sustainable because implicitly vestigial structures and spandrels reinforce the idea of evolution (as subtle proofs for the process). Hence option 2 is correct. Option 3 is contrary to the passage – the last sentence states that, "Although the chin throws a spandrel in the works, there is nearly always a reason or, at least, an explanation for the myriad traits we see across biology." Option 4 is incorrect. The author states it quite explicitly in the first paragraph that "In reality, evolution is a mindless, plan-free phenomenon, driven into endless possibilities by random mutations, the most successful of which win out." Hence, [2].

Correct Answer:

Time taken by you: **53 secs**

Avg Time taken by all students: **40 secs**

Your Attempt: **Wrong**

% Students got it correct: **42 %**

Loading...

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The problem of time is one of the greatest puzzles of modern physics. The first bit of the conundrum is cosmological. To understand time, scientists talk about finding a ‘First Cause’ or ‘initial condition’ – a description of the Universe at the very beginning (or at ‘time equals zero’). But to determine a system’s initial condition, we need to know the total system. We need to make measurements of the positions and velocities of its constituent parts, such as particles, atoms, fields and so forth. This problem hits a hard wall when we deal with the origin of the Universe itself, because we have no view from the outside. We can’t step outside the box in order to look within, because the box is all there is. A First Cause is not only unknowable, but also scientifically unintelligible.

The second part of the challenge is philosophical. Scientists have taken physical time to be the only real time – whereas experiential time, the subjective sense of time’s passing, is considered a cognitive fabrication of secondary importance. The youngAlbert Einsteinmade this position clear in his debate with philosopher Henri Bergson in the 1920s, when he claimed that the physicist’s time is the only time. With age, Einstein became more circumspect. Up to the time of his death, he remained deeply troubled about how to find a place for the human experience of time in the scientific worldview.

These quandaries rest on the presumption that physical time, with an absolute starting point, is the only real kind of time. But what if the question of the beginning of time is ill-posed? Many of us like to think that science can give us a complete, objective description of cosmic history, distinct from us and our perception of it. But this image of science is deeply flawed. In our urge for knowledge and control, we’ve created a vision of science as a series of discoveries about how reality is in itself, a God’s-eye view of nature.

Such an approach not only distorts the truth, but creates a false sense of distance between ourselves and the world. That divide arises from what we call the Blind Spot, which science itself cannot see. In the Blind Spot sitsexperience:the sheer presence and immediacy of lived perception.

Behind the Blind Spot sits the belief that physical reality has absolute primacy in human knowledge, a view that can be calledscientific materialism. In philosophical terms, it combines scientificobjectivism(science tells us about the real, mind-independent world) andphysicalism(science tells us that physical reality is all there is). Elementary particles, moments in time, genes, the brain – all these things are assumedto be fundamentally real. By contrast, experience, awareness and consciousness are taken to be secondary. The scientific task becomes about figuring out how to reduce them to something physical, such as the behaviour ofneural networks,the architecture of computational systems, or some measure of information.

1) Which of the following encapsulates the central argument of this discourse?

- ☐

Cosmological and philosophical challenges obstruct an uninhibited and scientific understanding of time.
- ☒

Scientific materialism often renders experiential reality as secondary, thereby leading to a distorted understanding of truth. ✓
- ☐

The problem of time could be solved if we could corroborate an understanding of the “First Cause” with that of the "Blind Spot".
- ☐

The behaviour of neural networks, the architecture of computational systems and an accurate measure of information are the only accurate means to measure experience, awareness and consciousness.

Video Explanation: ▼

Explanation: ▼

The central argument of this passage is that there is a ‘Blind Spot’ (or a gap) between the scientific explanations of physical reality, and the subjectivity of perceived human experience which is overlooked by science , often leading to a distorted understanding of reality. Option 2 mentions that scientific materialism, which is explained by the author as a combination of scientific objectivity and a dependence on physical reality, leads to a distorted understanding of truth by not focusing enough on that which is experiential (experienced). Option 1 is not correct because it talks about the two obstructions to a scientific understanding of the notion of time. While the author talks about time, and the misperception of it due to different variables, that is an example used to build the central argument about science, and not the central argument itself. Option 3, too is not the correct choice because it focuses on the problem of time which is not the central argument but, merely a reference used by the author to build the central argument. Option 4 can be eliminated because it is in complete contrast to what the author is trying to say. In paragraph 5, the author writes “Elementary particles, moments in time, genes, the brain – all these things are assumed to be fundamentally real. By contrast, experience, awareness and consciousness are taken to be secondary. The scientific task becomes about figuring out how to reduce them to something physical, such as the behaviour ofneural networks,the architecture of computational systems, or some measure of information.” Here the author says that to translate experience, awareness and consciousness into something like systems, behaviors and information is to reduce them. Hence, [2].

Correct Answer: ▼

Time taken by you: **225 secs**

Avg Time taken by all students: **244 secs**

Your Attempt: **Correct**

% Students got it correct: **43 %**

2) All of the following are in agreement with the passage, EXCEPT: —

- ☐

Einstein upheld the belief that ‘physicist’s time’ is the only time, i.e. objective physical time that has primacy over any other notion of time which is mere cognitive fabrication.
- ☐

The puzzle of time could be better understood, claim scientists, if we could trace back to the First Cause when time was equal to zero.
- ☐

The scientific attempt of making discoveries and collecting knowledge about cosmic history has a loophole like any other metanarrative that disguises itself as reality.
- ☒

Scientific discourse is centered on using physical reality as absolute. ✗

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Explanation:

Option 1 is not in agreement with the passage because the passage describes that Einstein who subscribed to the scientists view that ‘physicist’s time is the only time’ did not uphold the view in his later years. He became interested in experiential or relative time, “Up to the time of his death, he remained deeply troubled about how to find a place for the human experience of time in the scientific worldview.” Option 2is in agreement with the passage. This is clear in the very opening of the passage, Paragraph 1, sentence 3: “To understand time, scientists talk about finding a ‘First Cause’ or ‘initial condition’ – a description of the Universe at the very beginning (or at ‘time equals zero’).” Option 3 is also based on the argument the author presents in paragraph 3, stating that the objectivity of science often leaves out subjective perception. “Many of us like to think that science can give us a complete, objective description of cosmic history, distinct from us and our perception of it. But this image of science is deeply flawed. In our urge for knowledge and control, we’ve created a vision of science as a series of discoveries about how reality is in itself, a God’s-eye view of nature.” The loophole in Option 3 is the “Blind Spot” that the author talks of through the rest of this passage. Option 4 is a rephrasing of the first sentence of paragraph 5, “Behind the Blind Spot sits the belief that physical reality has absolute primacy in human knowledge, a view that can be calledscientific materialism.” Hence, [1].

Correct Answer:

Time taken by you: 145 secs

Avg Time taken by all students: 27 secs

Your Attempt: Wrong

% Students got it correct: 21 %

3) According to the passage, which of the following is NOT TRUE about “First Cause”?

- ☒ The First Cause is the foundational reason that caused the notion of time.
- ☐ The First Cause refers to a cosmological condition in which the notion of time was zero.
- ☐ The First Cause entails stepping outside the Universe to get an overview of it, which is impossible.
- ☐ The First Cause is an abstract cosmological concept- one which will never be known or understood.

Video Explanation:

Explanation:

Option 1is not true about “First Cause” in the context of this passage. It is the state when time was equal to zero, and not the “foundational reason” for time – it is not said to have ‘caused’ time. Based on the passage, option 2 is correct because the author states in paragraph 1 sentence 3 that scientists talk about a First Cause- or a condition in the Universe when time was zero: “To understand time, scientists talk about finding a ‘First Cause’ or ‘initial condition’ – a description of the Universe at the very beginning (or at ‘time equals zero’).” Option 3 is also true about First Cause; it can be deduced from paragraph 1, sentence 4-5, where the author states that in order to understand the First Cause, an outsider perspective of the Universe would be necessary, but the totality of our experience is contained in the Universe, and therefore stepping out of it is not possible. Option 4 is merely a reworded form of the last line in the first paragraph: “A First Cause is not only unknowable, but also scientifically unintelligible.” I.e. it will never be known or understood. Hence, [1].

Correct Answer:

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The problem of time is one of the greatest puzzles of modern physics. The first bit of the conundrum is cosmological. To understand time, scientists talk about finding a ‘First Cause’ or ‘initial condition’ – a description of the Universe at the very beginning (or at ‘time equals zero’). But to determine a system’s initial condition, we need to know the total system. We need to make measurements of the positions and velocities of its constituent parts, such as particles, atoms, fields and so forth. This problem hits a hard wall when we deal with the origin of the Universe itself, because we have no view from the outside. We can’t step outside the box in order to look within, because the box is all there is. A First Cause is not only unknowable, but also scientifically unintelligible.

The second part of the challenge is philosophical. Scientists have taken physical time to be the only real time – whereas experiential time, the subjective sense of time’s passing, is considered a cognitive fabrication of secondary importance. The youngAlbert Einsteinmade this position clear in his debate with philosopher Henri Bergson in the 1920s, when he claimed that the physicist’s time is the only time. With age, Einstein became more circumspect. Up to the time of his death, he remained deeply troubled about how to find a place for the human experience of time in the scientific worldview.

These quandaries rest on the presumption that physical time, with an absolute starting point, is the only real kind of time. But what if the question of the beginning of time is ill-posed? Many of us like to think that science can give us a complete, objective description of cosmic history, distinct from us and our perception of it. But this image of science is deeply flawed. In our urge for knowledge and control, we’ve created a vision of science as a series of discoveries about how reality is in itself, a God’s-eye view of nature.

Such an approach not only distorts the truth, but creates a false sense of distance between ourselves and the world. That divide arises from what we call the Blind Spot, which science itself cannot see. In the Blind Spot sitsexperience:the sheer presence and immediacy of lived perception.

Behind the Blind Spot sits the belief that physical reality has absolute primacy in human knowledge, a view that can be calledscientific materialism. In philosophical terms, it combines scientificobjectivism(science tells us about the real, mind-independent world) andphysicalism(science tells us that physical reality is all there is). Elementary particles, moments in time, genes, the brain – all these things are assumedto be fundamentally real. By contrast, experience, awareness and consciousness are taken to be secondary. The scientific task becomes about figuring out how to reduce them to something physical, such as the behaviour ofneural networks,the architecture of computational systems, or some measure of information.

Avg Time taken by all students: 70 secs

Your Attempt: Correct

% Students got it correct: 59 %

4) In paragraph 3, “In our urge for knowledge and control, we’ve created a vision of science as a series of discoveries about how reality is in itself, a God’s-eye view of nature”, what does the phrase “God’s-eye view of nature” stand for?

- ☐ A view of nature or reality based on theology.
- ☐ A view of nature or reality perceived through many different perspectives and levels of consciousness.
- ☐ An externalist perspective, from which the world consists of some fixed totality of mind independent objects.
- ☒ An emotionally detached view of things that involves possessing in-depth knowledge of everything physical and non-physical.

Video Explanation:

Explanation:

Throughout the passage the author talks about a God’s eye view - or an objective, external view of things that science takes, in contrast to an ant-eye view of human consciousness, or subjective experience which option 3 describes as ‘fixed totality of mind independent objects’. Option 1 can be eliminated because the passage does not speak of theology or religion; Option 2 is incorrect because it is referring to a subjective viewpoint, which is in conflict with the sentences in paragraph 3 that priced this sentence “Many of us like to think that science can give us a complete, objective description of cosmic history, distinct from us and our perception of it. But this image of science is deeply flawed.” The clue that helps eliminate Option 4, is the phrase ‘emotionally detached’ which is not apparent anywhere in the arguments presented in the passage. Hence, [3].

Correct Answer:

Time taken by you: 116 secs

Avg Time taken by all students: 44 secs

Your Attempt: Wrong

% Students got it correct: 41 %

5) The phrase, “With age, Einstein became more circumspect,” (paragraph 2) is used to ...

- ☐ indicate that the scientific idea of physical time with a definite beginning loses its significance to scientists as they age in time.
- ☐ show that Einstein could see the relation between the physical and psychological experience of time as he advanced in age.
- ☐ assert the inadequacy of science to an provide a description of time independent of our experience of it.
- ☒ to point out that the phenomenon of time is the greatest puzzle in physics as well as philosophy.

Video Explanation:

Questions: 6 to 34 Section : Verbal Ability & Reading Comprehension	Explanation: <div>Change Section here ▼</div>
<p>The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.</p> <p>The problem of time is one of the greatest puzzles of modern physics. The first bit of the conundrum is cosmological. To understand time, scientists talk about finding a ‘First Cause’ or ‘initial condition’ – a description of the Universe at the very beginning (or at ‘time equals zero’). But to determine a system’s initial condition, we need to know the total system. We need to make measurements of the positions and velocities of its constituent parts, such as particles, atoms, fields and so forth. This problem hits a hard wall when we deal with the origin of the Universe itself, because we have no view from the outside. We can’t step outside the box in order to look within, because the box is all there is. A First Cause is not only unknowable, but also scientifically unintelligible.</p> <p>The second part of the challenge is philosophical. Scientists have taken physical time to be the only real time – whereas experiential time, the subjective sense of time’s passing, is considered a cognitive fabrication of secondary importance. The youngAlbert Einsteinmade this position clear in his debate with philosopher Henri Bergson in the 1920s, when he claimed that the physicist’s time is the only time. With age, Einstein became more circumspect. Up to the time of his death, he remained deeply troubled about how to find a place for the human experience of time in the scientific worldview.</p> <p>These quandaries rest on the presumption that physical time, with an absolute starting point, is the only real kind of time. But what if the question of the beginning of time is ill-posed? Many of us like to think that science can give us a complete, objective description of cosmic history, distinct from us and our perception of it. But this image of science is deeply flawed. In our urge for knowledge and control, we’ve created a vision of science as a series of discoveries about how reality is in itself, a God’s-eye view of nature.</p> <p>Such an approach not only distorts the truth, but creates a false sense of distance between ourselves and the world. That divide arises from what we call the Blind Spot, which science itself cannot see. In the Blind Spot sitsexperience:the sheer presence and immediacy of lived perception.</p> <p>Behind the Blind Spot sits the belief that physical reality has absolute primacy in human knowledge, a view that can be calledscientific materialism. In philosophical terms, it combines scientificobjectivism(science tells us about the real, mind-independent world) andphysicalism(science tells us that physical reality is all there is). Elementary particles, moments in time, genes, the brain – all these things areassumedto be fundamentally real. By contrast, experience, awareness and consciousness are taken to be secondary. The scientific task becomes about figuring out how to reduce them to something physical, such as the behaviour ofneural networks,the architecture of computational systems, or some measure of information.</p>	<p>We need to understand the significance of Einstein’s experience to answer this question. Einstein, when he was young, subscribed to the physicist’s view of time as a physical phenomenon. But he became ‘more circumspect’ as he aged, and “up to his death remained deeply troubled about how to find a place for the human experience of time in the scientific worldview.” Hence Einstein was troubled by the inability to reconcile physicist’s time with experiential time. The third paragraph beginning with “these quandaries...” refers again to Einstein’s worries. Option 3 precisely points to the purpose of the writer - the inability of Einstein (science) to reconcile the two distinct conceptions of time. Option 1 is a distractor – ‘... scientists as they age in time’ is a simplistic interpretation. Option 2 is contrary to the passage – time remains ‘the greatest puzzle in modern physics.’ Option 4 may be factually correct but not the purpose of the quoted sentence. Hence, [3].</p> <p>Correct Answer: ▼</p> <p>Time taken by you: 34 secs</p> <p>Avg Time taken by all students: 83 secs</p> <p>Your Attempt: Wrong</p> <p>% Students got it correct: 40 %</p>

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The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour. People use their brains to remember. Can ant colonies do that? This question leads to another question: what is memory? For people, memory is the capacity to recall something that happened in the past. We also ask computers to reproduce past actions – the blending of the idea of the computer as brain and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons. But there is much we still don’t know about how those neural events come together, whether there are stored representations that we use to talk about something that happened in the past, or how we can keep performing a previously learned task such as reading or riding a bicycle.

Any living being can exhibit the simplest form of memory, a change due to past events. Look at a tree that has lost a branch. It remembers by how it grows around the wound, leaving traces in the pattern of the bark and the shape of the tree. You might be able to describe the last time you had the flu, or you might not. Either way, in some sense your body ‘remembers’, because some of your cells now have different antibodies, molecular receptors, which fit that particular virus.

Past events can alter the behaviour of both individual ants and ant colonies. Individual carpenter ants offered a sugar treat remembered its location for a few minutes; they were likely to return to where the food had been. Another species, the Sahara Desert ant, meanders around the barren desert, searching for food. It appears that an ant of this species can remember how far it walked, or how many steps it took, since the last time it was at the nest.

A red wood ant colony remembers its trail system leading to the same trees, year after year, although no single ant does. In the forests of Europe, they forage in high trees to feed on the excretions of aphids that in turn feed on the tree. Their nests are enormous mounds of pine needles situated in the same place for decades, occupied by many generations of colonies. Each ant tends to take the same trail day after day to the same tree. During the longwinter, the ants huddle together under the snow. The Finnish myrmecologist Rainer Rosengrenshowed that when the ants emerge in the spring, an older ant goes out with a young one along the older ant’s habitual trail. The older ant dies and the younger ant adopts that trail as its own, thus leading the colony to remember, or reproduce, the previous year’s trails.

1) What is the central argument that the author is making? —

- ☐ Different species of ants have different codes and means of functioning.
- ☒ Ant colonies possess memory, much like individual ants and most other living species. ✓
- ☐ Red wood ants have shown signs of significant retention and long term memory vis-à-vis the Sahara Desert ant.
- ☐ Ants share their memories in the form of linked traces stored in their neurons.

Video Explanation: ▼

Explanation: ▼

The passage predominantly describes the role of memory in ant colonies and individual ants, citing examples of redwood ant colonies, Sahara Desert ants and carpenter ants. The author constructs this argument by building a larger argument around what memory is, and how it shapes behaviour in trees, humans and ants. Option 1 is an incorrect option because although the passage makes reference to the retention and retrieval of memory among ant colonies and individual ants, it doesn’t make any reference to codes and means of functioning. Option 3 can be eliminated because the passage does not compare the red wood ants with the Sahara Desert Ant - In Paragraph 3 the author describes the memory of the Sahara desert ant, and in paragraph 4, he describes the red wood ant, without any comparison between the two. Option 4 is incorrect because the only reference the passage makes to the memories of ants is at the opening of the passage, “Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour.” There is no evidence in the passage of linked traces stored in the neurons. Hence, [2].

Correct Answer: ▼

Time taken by you: 241 secs

Avg Time taken by all students: 198 secs

Your Attempt: Correct

% Students got it correct: 60 %

2) All of the following are true about ants based on this passage EXCEPT: —

- ☐ Some ant colonies have been known to have older ants that train the younger ones to follow their trails.
- ☒ In all species of ants, individual ants exhibit the exact same memory as that of ant colonies. ✓
- ☐ It has been studied that like all other living beings, past events can lead to changes in the behaviour of ants.
- ☐ Certain species of ants can remember the location of food, and trace their way back to it.

Video Explanation: ▼

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour. People use their brains to remember. Can ant colonies do that? This question leads to another question: what is memory? For people, memory is the capacity to recall something that happened in the past. We also ask computers to reproduce past actions – the blending of the idea of the computer as brain and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons. But there is much we still don’t know about how those neural events come together, whether there are stored representations that we use to talk about something that happened in the past, or how we can keep performing a previously learned task such as reading or riding a bicycle.

Any living being can exhibit the simplest form of memory, a change due to past events. Look at a tree that has lost a branch. It remembers by how it grows around the wound, leaving traces in the pattern of the bark and the shape of the tree. You might be able to describe the last time you had the flu, or you might not. Either way, in some sense your body ‘remembers’, because some of your cells now have different antibodies, molecular receptors, which fit that particular virus.

Past events can alter the behaviour of both individual ants and ant colonies. Individual carpenter ants offered a sugar treat remembered its location for a few minutes; they were likely to return to where the food had been. Another species, the Sahara Desert ant, meanders around the barren desert, searching for food. It appears that an ant of this species can remember how far it walked, or how many steps it took, since the last time it was at the nest.

A red wood ant colony remembers its trail system leading to the same trees, year after year, although no single ant does. In the forests of Europe, they forage in high trees to feed on the excretions of aphids that in turn feed on the tree. Their nests are enormous mounds of pine needles situated in the same place for decades, occupied by many generations of colonies. Each ant tends to take the same trail day after day to the same tree. During the long winter, the ants huddle together under the snow. The Finnish myrmecologist Rainer Rosengren showed that when the ants emerge in the spring, an older ant goes out with a young one along the older ant’s habitual trail. The older ant dies and the younger ant adopts that trail as its own, thus leading the colony to remember, or reproduce, the previous year’s trails.

Although the author mentions in paragraph 3 that “Past events can alter the behaviour of both individual ants and ant colonies”, he makes no mention of them having the exact same memory. This can be further confirmed by the reference the author makes in paragraph 1, describing memory in ants and ant colonies, “Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour.” Thus, while ant colonies have collective memory, that generates their behaviour, they are also ‘interacting individuals’. Option 1 is incorrect because it is true based on the passage - in paragraph 4, the author cites the case of the red wood ants, where “an older ant goes out with a young one along the older ant’s habitual trail. The older ant dies and the younger ant adopts the trail as its own, thus leading the colony to remember, or reproduce, the previous year’s trails.” Option 3 is incorrect because it is true based on the passage 3 - “Past events can alter the behaviour of both individual ants and ant colonies.” Option 4 is also true based on the example of carpenter ants used in paragraph 3, sentence 2 - “Individual carpenter ants offered a sugar treat remembered its location for a few minutes; they were likely to return to where the food had been.” Hence, [2].

Correct Answer:

Time taken by you: **52 secs**

Avg Time taken by all students: **80 secs**

Your Attempt: **Correct**

% Students got it correct: **81 %**

3) “Either way, in some sense your body ‘remembers’, because some of your cells now have different antibodies, molecular receptors, which fit that particular virus,” (Paragraph 2). The sentence serves which of the following purposes?

- ☒ To build an argument through an example or reference. ✓
- ☐ To counter an argument presented earlier in the passage.
- ☐ To refute the conventional approach to what ‘memory’ is.
- ☐ To show how some memory exists not in the brain but only in the body.

Video Explanation:

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour. People use their brains to remember. Can ant colonies do that? This question leads to another question: what is memory? For people, memory is the capacity to recall something that happened in the past. We also ask computers to reproduce past actions – the blending of the idea of the computer as brain and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons. But there is much we still don’t know about how those neural events come together, whether there are stored representations that we use to talk about something that happened in the past, or how we can keep performing a previously learned task such as reading or riding a bicycle.

Any living being can exhibit the simplest form of memory, a change due to past events. Look at a tree that has lost a branch. It remembers by how it grows around the wound, leaving traces in the pattern of the bark and the shape of the tree. You might be able to describe the last time you had the flu, or you might not. Either way, in some sense your body ‘remembers’, because some of your cells now have different antibodies, molecular receptors, which fit that particular virus.

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It is best to understand why the author has used this sentence by studying the context - This sentence appears in paragraph 2 of the passage, where the author is explaining what memory is in its simplest form. First, the paragraph cites the examples of trees and then the example of the human body, in supporting the argument that, “Any living being can exhibit the simplest form of memory, a change due to past events.” (paragraph 2, sentence 1). Option 2 and 3 are not correct options because the author is neither contradicting his argument, nor is he refuting what memory is conventionally described as. If anything, he is confirming that this is an example of the simplest form of memory. Option 4 is not the correct choice , because the author explains how memory involves the brain and neurons, in paragraph 1 - “ ...and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons.” He then goes on to describe how these changes lead to changes in behaviour, and does not distinguish between memory in the body v/s memory in the brain. Hence, [1].

Correct Answer:

Time taken by you: 104 secs

Avg Time taken by all students: 52 secs

Your Attempt: Correct

% Students got it correct: 54 %

4) Which of the following is NOT a trait of red wood ants?

- ☐ Red wood ants are known to have huge nests that occupy the same place for decades on end.
- ☐ In winter red wood ants live under the snow only to emerge in spring.
- ☒ In red wood ants the younger ants establish their own trails by taking older ants with them.
- ☐ Red wood ants hunt down high trees for the droppings of other insects.

Video Explanation:

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour. People use their brains to remember. Can ant colonies do that? This question leads to another question: what is memory? For people, memory is the capacity to recall something that happened in the past. We also ask computers to reproduce past actions – the blending of the idea of the computer as brain and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons. But there is much we still don’t know about how those neural events come together, whether there are stored representations that we use to talk about something that happened in the past, or how we can keep performing a previously learned task such as reading or riding a bicycle.

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The passage mentions something quite contrary to the option. According to the passage it is the older ants that actually take the younger ones along the trails that are passed on from generation to generation of ant colonies - “The Finnish myrmecologist Rainer Rosengren showed that when the ants emerge in the spring, an older ant goes out with a young one along the older ant’s habitual trail. The older ant dies and the younger ant adopts that trail as its own, thus leading the colony to remember, or reproduce, the previous year’s trails.” Option 1 is a trait of red wood ants, paragraph 4, sentence 3- “Their nests are enormous mounds of pine needles situated in the same place for decades, occupied by many generations of colonies.” Option 2 is a trait of the red wood ants, which can be observed from sentence 5 & 6 of paragraph 4; Option 4 is also true since the passage mentions red wood ants feeding on the “excretions of aphids” Paragraph 4, sentence 2. Hence, [3].

Correct Answer: ▼

Time taken by you: 58 secs

Avg Time taken by all students: 59 secs

Your Attempt: Correct

% Students got it correct: 60 %

5) Which of the following observations about the ant colony, if true, would provide further support to the author’s thesis? —

- ☐ When the movement of the ant colony was disturbed, the ants switched tasks and positions and the patterns of ant colony could not shift back to the undisturbed state.
- ☐ A foraging ant who has found some food does not recruit others because there are not likely to be other foods nearby.
- ☒ The ant colony’s shape changes every day as individual ants trace different foraging paths, switch tasks and positions in the colony, but the colony returns the original shape. ✓
- ☐ Foraging ants individually search for scattered foods, without leaving any chemical trail and return to the nest with the food they may have found.

Video Explanation: ▼

Explanation: ▼

The author’s thesis needs to be clearly understood before you can attempt this question. The thesis is the answer to question number 1. “Ant colonies possess memory, much like individual ants and most other living species.” We need to look for an option that reinforces the idea that ants have individual memories and the colony has a collective memory. Option 3 reinforces both – the individual ants tracing different routes and returning to different positions reinforces individual memory. Yet the colony returning to the original shape reinforces collective memory. Option 1 negates both individual and collective memory. Options 2 and 4 are related to individual memory alone. Hence, [3].

Correct Answer: ▼

Time taken by you: 118 secs

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

Like a brain, an ant colony operates without central control. Each is a set of interacting individuals, either neurons or ants, using simple chemical interactions that in the aggregate generate their behaviour. People use their brains to remember. Can ant colonies do that? This question leads to another question: what is memory? For people, memory is the capacity to recall something that happened in the past. We also ask computers to reproduce past actions – the blending of the idea of the computer as brain and brain as computer has led us to take ‘memory’ to mean something like the information stored on a hard drive. We know that our memory relies on changes in how much a set of linked neurons stimulate each other; that it is reinforced somehow during sleep; and that recent and long-term memory involve different circuits of connected neurons. But there is much we still don’t know about how those neural events come together, whether there are stored representations that we use to talk about something that happened in the past, or how we can keep performing a previously learned task such as reading or riding a bicycle.

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Your Attempt: Correct

% Students got it correct: 52 %

Loading...

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The most central assumption in economics is that human beings are rational maximizers of their individual satisfactions, and, in turn, respond to incentives. A rational maximizer of personal satisfaction adjusts means to ends in the most efficient way possible. It is important to realize that economics, as understood here, is not restricted to analysis of monetary issues; there are nonmonetary as well as monetary satisfactions. Every potential satisfaction is implicated in the calculus of economic satisfactions and therefore can be investigated according to economic or means-end rationality and the trade-off of costs and benefits. Normally what is aimed at through economic reasoning is the improvement of efficiency.

A more efficient allocation is one that increases the net value of resources. Efficiency in the allocation of resources is distinguished from equity, which is concerned with justice in the distribution of wealth. Because some people value specific goods higher or lower than others, economic efficiency can often be raised through voluntary transfers of goods. The most common example of a transfer promoting efficiency is that of a freely entered into contractual relationship. Because one party to the transaction values money more than the item owned, and the other values the item owned more than the asking price, the exchange produces a net gain in economic goods. Each person ends up better off than before. Some economists have gone so far as to argue that such a contractual exchange is morally optimal because it works within both Kantian and utilitarian theories of morality. They argue that it works with Kantian theories because a contract is thought to represent a good example of interaction between free and rational agents. It works with utilitarianism because the idea of wealth maximization intuitively translates into more utility.

Economists have a variety of terms to describe possible outcomes of economic exchanges. For instance Pareto optimality is defined as a point where resources are allocated such that no one is willing to trade further. Pareto optimality is the eventual endpoint of a series of Pareto superior moves. A Pareto superior change makes at least one person better off without making anyone worse off. Because no one is worse off after the trade there are no losers in Pareto improvements, although there may be many different Pareto optimal endpoints. Furthermore, economists have developed the concept of Kaldor-Hicks efficiency to compensate for obstacles to freely contracted exchanges. Kaldor-Hicks efficiency, or potential Pareto superiority, results when the overall economic gains outweigh the losses. In other words, the gains in economic efficiency are large enough that the winners could, if they had to, compensate the losers in the new allocation of goods and still remain better off.

1) “Normally what is aimed at through economic reasoning is the improvement of efficiency.” [Paragraph 1] What does ‘economic reasoning’ mean? —

- ☐ When humans are presented with various options under the conditions of scarcity, they would choose the option that maximizes their individual satisfaction.
- ☒ People weigh the relative costs and benefits of each alternative when faced with a choice and then choose the one that provides them with the greatest anticipated benefits. ✓
- ☐ When humans are presented with various options, their preferences do not invalidate the economic analysis of alternatives, even if their choice is irrational.
- ☐ Because humans are emotional and easily distracted beings, they make decisions that are not in their self-interest.

Video Explanation: ▼

Explanation: ▼

The first paragraph explains what ‘economic reasoning’ means. Option 2 summarizes the paragraph except for the nonmonetary part, and is the best option. Option 1 is factually correct but uses the word ‘scarcity’, which is unwarranted. Option 3 is a distractor. It is verbose and merely states that the choice is irrational – which is contrary to ‘economic reasoning’. Option 4, similarly, is contrary to ‘economic reasoning’. Hence, [2].

Correct Answer: ▼

Time taken by you: **361 secs**

Avg Time taken by all students: **222 secs**

Your Attempt: **Correct**

% Students got it correct: **65 %**

2) All these are examples of ‘efficiency in the allocation of resources’ EXCEPT: —

- ☐ Seats are reserved for economically backward classes in government jobs.
- ☐ Most of the inventory in stock in a toy shop is a toy that is in the greatest demand.
- ☐ An expressway that has been designed to give the maximum mileage per litre of fuel.
- ☐ Spare capacity of a manufacturing unit is leased to a competitor at a reasonable rent.

Video Explanation: ▼

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The most central assumption in economics is that human beings are rational maximizers of their individual satisfactions, and, in turn, respond to incentives. A rational maximizer of personal satisfaction adjusts means to ends in the most efficient way possible. It is important to realize that economics, as understood here, is not restricted to analysis of monetary issues; there are nonmonetary as well as monetary satisfactions. Every potential satisfaction is implicated in the calculus of economic satisfactions and therefore can be investigated according to economic or means-end rationality and the trade-off of costs and benefits. Normally what is aimed at through economic reasoning is the improvement of efficiency.

A more efficient allocation is one that increases the net value of resources. Efficiency in the allocation of resources is distinguished from equity, which is concerned with justice in the distribution of wealth. Because some people value specific goods higher or lower than others, economic efficiency can often be raised through voluntary transfers of goods. The most common example of a transfer promoting efficiency is that of a freely entered into contractual relationship. Because one party to the transaction values money more than the item owned, and the other values the item owned more than the asking price, the exchange produces a net gain in economic goods. Each person ends up better off than before. Some economists have gone so far as to argue that such a contractual exchange is morally optimal because it works within both Kantian and utilitarian theories of morality. They argue that it works with Kantian theories because a contract is thought to represent a good example of interaction between free and rational agents. It works with utilitarianism because the idea of wealth maximization intuitively translates into more utility.

Economists have a variety of terms to describe possible outcomes of economic exchanges. For instance Pareto optimality is defined as a point where resources are allocated such that no one is willing to trade further. Pareto optimality is the eventual endpoint of a series of Pareto superior moves. A Pareto superior change makes at least one person better off without making anyone worse off. Because no one is worse off after the trade there are no losers in Pareto improvements, although there may be many different Pareto optimal endpoints. Furthermore, economists have developed the concept of Kaldor-Hicks efficiency to compensate for obstacles to freely contracted exchanges. Kaldor-Hicks efficiency, or potential Pareto superiority, results when the overall economic gains outweigh the losses. In other words, the gains in economic efficiency are large enough that the winners could, if they had to, compensate the losers in the new allocation of goods and still remain better off.

The answer is based on the first two sentences of the second paragraph: “A more efficient allocation is one that increases the net value of resources. Efficiency in the allocation of resources is distinguished from equity, which is concerned with justice in the distribution of wealth.” Options 2, 3 and 4 depict situations where the net value of resources is maximized. In the case depicted in option 1, those who benefit from reservation would value it more than others who are not under reservation. The latter may feel they are unduly deprived. Hence, [1].

Correct Answer:

Time taken by you: 8 secs

Avg Time taken by all students: 67 secs

Your Attempt: Skipped

% Students got it correct: 62 %

3) “...contractual exchange is morally optimal” in utilitarianism [paragraph 2] because...

- ☐ It considers subjugation of one’s interests in order to fulfill another’s, as morally superior.
- ☐ The exchanged economic good is considered ‘morally’ appropriate by the beneficiary as well as by the benefactor.
- ☐ It places the locus of right and wrong solely on the outcomes.
- ☒ The exchange happens voluntarily between two ‘free’ and ‘rational’ agents.

Video Explanation:

Explanation:

The second paragraph states, “It (moral optimality) works with utilitarianism because the idea of wealth maximization intuitively translates into more utility.” In other words, in utilitarianism there is no other consideration than maximization of wealth. Option 3 states the same as a preoccupation with outcomes, not considering whether something is good or bad. Options 1 and 2 ascribe moral dimensions to the exchange, hence do not relate to utilitarianism. Option 4 is stated in the paragraph in connection with Kantian theory of morality. Hence, [3].

Correct Answer:

Time taken by you: 76 secs

Avg Time taken by all students: 8 secs

Your Attempt: Wrong

% Students got it correct: 7 %

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The most central assumption in economics is that human beings are rational maximizers of their individual satisfactions, and, in turn, respond to incentives. A rational maximizer of personal satisfaction adjusts means to ends in the most efficient way possible. It is important to realize that economics, as understood here, is not restricted to analysis of monetary issues; there are nonmonetary as well as monetary satisfactions. Every potential satisfaction is implicated in the calculus of economic satisfactions and therefore can be investigated according to economic or means-end rationality and the trade-off of costs and benefits. Normally what is aimed at through economic reasoning is the improvement of efficiency.

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Economists have a variety of terms to describe possible outcomes of economic exchanges. For instance Pareto optimality is defined as a point where resources are allocated such that no one is willing to trade further. Pareto optimality is the eventual endpoint of a series of Pareto superior moves. A Pareto superior change makes at least one person better off without making anyone worse off. Because no one is worse off after the trade there are no losers in Pareto improvements, although there may be many different Pareto optimal endpoints. Furthermore, economists have developed the concept of Kaldor-Hicks efficiency to compensate for obstacles to freely contracted exchanges. Kaldor-Hicks efficiency, or potential Pareto superiority, results when the overall economic gains outweigh the losses. In other words, the gains in economic efficiency are large enough that the winners could, if they had to, compensate the losers in the new allocation of goods and still remain better off.

- 4) According to the passage, Kaldor-Hicks efficiency... —
- ☐ produces more benefits than costs.
 - ☐ is at all times a true pareto improvement.
 - ☒ is the eventual endpoint of pareto superior moves. ❌
 - ☐ ensures that no one person is better off than others.

Video Explanation: ▼

Explanation: ▼

Under the Kaldor-Hicks efficiency test, an outcome is efficient if those who are made better off could in theory compensate those who are made worse off and so produce a Pareto efficient outcome. So, it follows that it produces more benefits than costs. Option 2 is not correct as pareto improvement leaves no one worse off, but Kaldor – Hicks efficiency can. Option 3 is incorrect as the eventual endpoint of pareto superior moves is termed pareto optimality, and not Kaldor-Hicks efficiency. Option 4 is contradictory; as per Kaldor-Hicks efficiency, the gains after an economic exchange are large enough that the winners could, if they had to, compensate the losers in the new allocation of goods and still remain better off. Hence, [1].

Correct Answer: ▼

Time taken by you: **104 secs**

Avg Time taken by all students: **55 secs**

Your Attempt: **Wrong**

% Students got it correct: **56 %**

- 5) Which of the following, if true, would undermine the passage's main argument?
- ☐ People evaluate the costs and benefits of different alternatives and choose the best to maximize their happiness.
 - ☐ When incentives change, people's behaviour changes in unpredictable ways.
 - ☐ Human beings possess the innate wisdom to reject factors that undermine optimal economic efficiency.
 - ☐ People recognize that an important type of cost is opportunity cost: the next best alternative that people give up when they make a choice.

Video Explanation: ▼

The passage below is accompanied by a set of 5 questions. Choose the best answer for each question.

The most central assumption in economics is that human beings are rational maximizers of their individual satisfactions, and, in turn, respond to incentives. A rational maximizer of personal satisfaction adjusts means to ends in the most efficient way possible. It is important to realize that economics, as understood here, is not restricted to analysis of monetary issues; there are nonmonetary as well as monetary satisfactions. Every potential satisfaction is implicated in the calculus of economic satisfactions and therefore can be investigated according to economic or means-end rationality and the trade-off of costs and benefits. Normally what is aimed at through economic reasoning is the improvement of efficiency.

A more efficient allocation is one that increases the net value of resources. Efficiency in the allocation of resources is distinguished from equity, which is concerned with justice in the distribution of wealth. Because some people value specific goods higher or lower than others, economic efficiency can often be raised through voluntary transfers of goods. The most common example of a transfer promoting efficiency is that of a freely entered into contractual relationship. Because one party to the transaction values money more than the item owned, and the other values the item owned more than the asking price, the exchange produces a net gain in economic goods. Each person ends up better off than before. Some economists have gone so far as to argue that such a contractual exchange is morally optimal because it works within both Kantian and utilitarian theories of morality. They argue that it works with Kantian theories because a contract is thought to represent a good example of interaction between free and rational agents. It works with utilitarianism because the idea of wealth maximization intuitively translates into more utility.

Economists have a variety of terms to describe possible outcomes of economic exchanges. For instance Pareto optimality is defined as a point where resources are allocated such that no one is willing to trade further. Pareto optimality is the eventual endpoint of a series of Pareto superior moves. A Pareto superior change makes at least one person better off without making anyone worse off. Because no one is worse off after the trade there are no losers in Pareto improvements, although there may be many different Pareto optimal endpoints. Furthermore, economists have developed the concept of Kaldor-Hicks efficiency to compensate for obstacles to freely contracted exchanges. Kaldor-Hicks efficiency, or potential Pareto superiority, results when the overall economic gains outweigh the losses. In other words, the gains in economic efficiency are large enough that the winners could, if they had to, compensate the losers in the new allocation of goods and still remain better off.

“The most central assumption in economics is that human beings are rational maximizes of their individual satisfactions, and, in turn, respond to incentives....” The passage is then developed fully from this assumption. The central assumption is negated by option 2. In effect option 2 states that “...people's behaviour changes in unpredictable ways,” or that they are not rational. The other options too characterize rational behaviour. Option 4 is an example rational behaviour – the ability to recognize costs other than that of money – opportunity cost being one of them. Hence, [2].

Correct Answer:

Time taken by you: 3 secs

Avg Time taken by all students: 26 secs

Your Attempt: Skipped

% Students got it correct: 35 %

Loading...

The passage below is accompanied by a set of 4 questions. Choose the best answer for each question.

Laypersons and academics alike have largely viewed creativity as a positive force, a notion challenged by the philosopher and educator Robert McLaren of California State University, Fullerton in 1993. McLaren proposed that creativity had a dark side. As time went on, newer concepts –negative and malevolent creativity – included conceiving original ways to cheat on tests or doing purposeful harm to others, for instance, innovating new ways to execute terrorist attacks.

We looked at the problem through what psychologists call the four Ps of creativity – person (the individual engaging in the act), process (the strategy employed), product (the creative outcome itself), and press (the situation at hand.) After a series of five experiments, we concluded that negative creativity (product) is most likely to be displayed by highly intelligent persons, with subclinical negative personality traits such as psychopathy, especially in open-ended situations where deception can succeed. When creative people had a negative, morally questionable goal up-front, they were also more likely to lie.

We confirmed the contention that the dark side of creativity exists, and is one that it's important to acknowledge and understand. People can get hurt in surprising and original ways by practitioners of this dark craft. And, just as important, an entire set of misbehaviours with the potential to help us learn more about human creativity may be going unnoticed and ignored.

What if, after knowing that the dark side exists, we consciously try to use it? Is that really always bad? Perhaps we won't lie to get into a theatre – but what if a surprise birthday party for a friend requires sly and crafty planning, coordination, and a great deal of deception and misdirection? Can we then channel our dark energies to bring joy to others? Sure; but this can become a slippery slope. If the goal switches to planning a surprise theft, the same skills can harm others.

The dark art has been here all along. Just consider some innovative advertising campaigns deriding a competitor's product in favour of one's own: the cola wars, the burger wars and the coffee wars are all notorious for hinting at the competition's lower quality, with direct or indirect references. Is this dark? Sure; it's an underhand way to get through to your undecided consumer. Is it creative? Of course! Should it be used? Definitely – it's meant to increase your profit in a competitive world.

1) What is the central argument presented by the author in the passage?

- ☐ Without a dark side a person's creativity goes to waste.
- ☐ Negative personality traits are markers of a person's creativity.
- ☐ Dark humour can be very harmful.
- ☒ There is a dark side to creativity that is negative and malevolent. ✓

Video Explanation: ▼

Explanation: ▼

The cue to can be found in sentence 2 & 3 of paragraph 1: "McLaren proposed that creativity had a dark side, and that viewing it without a social or moral lens would lead to limited understanding. As time went on, newer concepts – negative and malevolent creativity – included conceiving original ways to cheat on tests or doing purposeful harm to others, for instance, innovating new ways to execute terrorist attacks." Although the passage makes a case for negativity and creativity, it does not in any way consider negativity to be a marker of creativity, i.e. it does not state that one must have negative personality traits in order to be creative. Hence, option 2 is incorrect. While option 3 is true based on the last paragraph of the passage, it is not the central idea of the passage. The example of Louis CK is merely used by the author to explain the dark side of creativity, and is not the central premise of the passage. A clue to this can be found in the sentence, "Dark humor should take a bow, as well" with which the paragraph opens. This makes it evident that dark humor is one of many things the author is referring to and not the central idea. Hence, [4].

Correct Answer: ▼

Time taken by you: **197 secs**

Avg Time taken by all students: **212 secs**

% Students got it correct: **78 %**

The passage below is accompanied by a set of 4 questions. Choose the best answer for each question.

Laypersons and academics alike have largely viewed creativity as a positive force, a notion challenged by the philosopher and educator Robert McLaren of California State University, Fullerton in 1993. McLaren proposed that creativity had a dark side. As time went on, newer concepts –negative and malevolent creativity – included conceiving original ways to cheat on tests or doing purposeful harm to others, for instance, innovating new ways to execute terrorist attacks.

We looked at the problem through what psychologists call the four Ps of creativity – person (the individual engaging in the act), process (the strategy employed), product (the creative outcome itself), and press (the situation at hand.) After a series of five experiments, we concluded that negative creativity (product) is most likely to be displayed by highly intelligent persons, with subclinical negative personality traits such as psychopathy, especially in open-ended situations where deception can succeed. When creative people had a negative, morally questionable goal up-front, they were also more likely to lie.

We confirmed the contention that the dark side of creativity exists, and is one that it's important to acknowledge and understand. People can get hurt in surprising and original ways by practitioners of this dark craft. And, just as important, an entire set of misbehaviours with the potential to help us learn more about human creativity may be going unnoticed and ignored.

What if, after knowing that the dark side exists, we consciously try to use it? Is that really always bad? Perhaps we won't lie to get into a theatre – but what if a surprise birthday party for a friend requires sly and crafty planning, coordination, and a great deal of deception and misdirection? Can we then channel our dark energies to bring joy to others? Sure; but this can become a slippery slope. If the goal switches to planning a surprise theft, the same skills can harm others.

The dark art has been here all along. Just consider some innovative advertising campaigns deriding a competitor's product in favour of one's own: the cola wars, the burger wars and the coffee wars are all notorious for hinting at the competition's lower quality, with direct or indirect references. Is this dark? Sure; it's an underhand way to get through to your undecided consumer. Is it creative? Of course! Should it be used? Definitely – it's meant to increase your profit in a competitive world.

2) The phrase, "Sure; but this can become a slippery slope" (Paragraph 4) implies,

- ☒ If one rationalizes the negative side of creativity it could be potentially harmful. ✓
- ☐ To explain how one's creativity can slip down if one begins to become negative.
- ☐ A person's intelligence declines if they harness negative creativity.
- ☐ The dark side of creativity declines over time.

Video Explanation: ▼

Explanation: ▼

The phrase "slippery slope" means 'an idea or course of action which will lead to something unacceptable, wrong, or disastrous'. The author uses this in relation to the end goal of creativity differentiating between using creativity for planning a birthday party v/s using it to perform a surprise theft. Sentences 3 & 4 of paragraph 4 help in understanding this: "Can we then channel our dark energies to bring joy to others? Sure; but this can become a slippery slope. If the goal switches to planning a surprise theft, the same skills can harm others." What this means is that if one slips into the trap of negatively harnessing creativity, it can cause damage. Option 2 is incorrect, because the sentence does not make any claim about a reduction in creativity. Option 3 is also incorrect, because neither preceding nor following sentences speak about a person's intelligence. Option 4 is an incorrect option because the author does not make a correlation between the dark side of creativity and time. Hence, [1].

Correct Answer: ▼

Time taken by you: **74 secs**

Avg Time taken by all students: **71 secs**

Your Attempt: **Correct**

% Students got it correct: **74 %**

The passage below is accompanied by a set of 4 questions. Choose the best answer for each question.

Laypersons and academics alike have largely viewed creativity as a positive force, a notion challenged by the philosopher and educator Robert McLaren of California State University, Fullerton in 1993. McLaren proposed that creativity had a dark side. As time went on, newer concepts –negative and malevolent creativity – included conceiving original ways to cheat on tests or doing purposeful harm to others, for instance, innovating new ways to execute terrorist attacks.

We looked at the problem through what psychologists call the four Ps of creativity – person (the individual engaging in the act), process (the strategy employed), product (the creative outcome itself), and press (the situation at hand.) After a series of five experiments, we concluded that negative creativity (product) is most likely to be displayed by highly intelligent persons, with subclinical negative personality traits such as psychopathy, especially in open-ended situations where deception can succeed. When creative people had a negative, morally questionable goal up-front, they were also more likely to lie.

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What if, after knowing that the dark side exists, we consciously try to use it? Is that really always bad? Perhaps we won't lie to get into a theatre – but what if a surprise birthday party for a friend requires sly and crafty planning, coordination, and a great deal of deception and misdirection? Can we then channel our dark energies to bring joy to others? Sure; but this can become a slippery slope. If the goal switches to planning a surprise theft, the same skills can harm others.

The dark art has been here all along. Just consider some innovative advertising campaigns deriding a competitor's product in favour of one's own: the cola wars, the burger wars and the coffee wars are all notorious for hinting at the competition's lower quality, with direct or indirect references. Is this dark? Sure; it's an underhand way to get through to your undecided consumer. Is it creative? Of course! Should it be used? Definitely – it's meant to increase your profit in a competitive world.

3) Based on the passage, all of the following are true **EXCEPT**:

- ☐ Dark art has always been a part of innovative advertising campaigns.
- ☒ In advertising, products are often pitted against each other. ✖
- ☐ Some advertisements are aimed at deriding an indecisive customer.
- ☐ Advertising employs the side of creativity to increase profits.

Video Explanation: ▼

Explanation: ▼

While the passage makes a reference to an indecisive customer, it does so in the context of advertisers cashing in on a customer's indecisiveness i.e. using it to their advantage - paragraph 5, sentence 3, "Sure; it's an underhand way to get through to your undecided consumer." It does not say anything about ridiculing it. Hence Option 3 is not true based on the passage. Option 1 is true based on sentence 1 and 2 of paragraph 5, "The dark art has been here all along. Just consider some innovative advertising campaigns deriding a competitor's product in favour of one's own..." Option 2 is also true. In sentence 2 of the same paragraph, the author writes, "Just consider some innovative advertising campaigns deriding a competitor's product in favour of one's own: the cola wars, the burger wars and the coffee wars are all notorious for hinting at the competition's lower quality, with direct or indirect references." Thus it is true that advertising aims at products competing with each other. Option 4 is also true. This can be deduced from the last sentence of paragraph 5, the author writes, "Definitely – it's (advertising is) meant to increase your profit in a competitive world. Hence, [3].

Correct Answer: ▼

Time taken by you: **164 secs**

Avg Time taken by all students: **48 secs**

Your Attempt: **Wrong**

% Students got it correct: **59 %**

The passage below is accompanied by a set of 4 questions. Choose the best answer for each question.

Laypersons and academics alike have largely viewed creativity as a positive force, a notion challenged by the philosopher and educator Robert McLaren of California State University, Fullerton in 1993. McLaren proposed that creativity had a dark side. As time went on, newer concepts –negative and malevolent creativity – included conceiving original ways to cheat on tests or doing purposeful harm to others, for instance, innovating new ways to execute terrorist attacks.

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4) In the second paragraph, the author uses "problem" to refer to the

- ☐ viewing of creativity without a social or moral lens.
- ☐ innovating new ways to execute terrorist attacks.
- ☐ high levels of intelligence in negatively creative persons.
- ☒ existence of a dark side to creativity. ✖

Video Explanation: ▼

Explanation: ▼

The first paragraph states laymen and academics view creativity as positive. McLaren, however, proposed a dark side to it – when it is viewed without a moral lens. This leads to our limited understanding of creativity. The problem lay in creativity being understood without the social and moral lens. Hence option 1 is the problem. Option 2 is an example, and option 3 is an aspect of creativity. Option 4 in itself is not the problem – the problem is limited understanding of creativity. Hence,[1].

Correct Answer: ▼

Time taken by you: **79 secs**

Avg Time taken by all students: **6 secs**

Your Attempt: **Wrong**

% Students got it correct: **6 %**

Loading...

The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Satellite imagery, like Google Earth, makes it easy for ecologists halfway around the world to check up on tropical forests—see illegal roads and logging, for example. But the info is limited. Satellite data often tells you what happens after it's happened. Sound recordings can supplement satellite data, as another conservation tool. So you can hear things like chainsaws or gunshots in real time. So you can get out ahead of potential deforestation before it occurs. Small audio recorders, some of which are solar-powered and hooked to cell phone grids for data upload, also give ecologists the ability to eavesdrop on a jungle's biodiversity over time. If you're in a primary forest, you'll tend to see all the frequencies of the soundscape occupied by different species. As you move into a more disturbed ecosystem, you'd start to see more gaps across the frequencies of that soundscape. Certain insects dominate. And the diversity of calls declines as disturbance increases.

- ☐ While the satellite imagery and audio recordings can be used as conservation tools, algorithms are a much more powerful to get a richer picture of changing tropical biodiversity.
- ☐ Audio recordings combined with satellite imagery can help ecologists track illegal roads, selective logging and disturbed ecosystems in tropical forests.
- ☒ By coupling audio recordings with satellite imagery, ecologists can keep their eyes and ears on protected tropical forests and monitor animal biodiversity for conservation. ✓
- ☐ Satellite imagery conventionally used as a tool for conservation has limited scope unless supplemented by soundscapes of the ecosystem for the protection of tropical forests.



Congratulations, you got it correct!

Explanation:



The passage is descriptive and the author explains how combining (audio recording) 'soundscape' with satellite imagery can help track the changes to ecosystem in real time and overcome the limitations of depending only on data form satellite imagery (Google earth). Option 1 mentions algorithms being more powerful and hence incorrect. Option 2 is almost right except that it misses the important element about conservation, which is included in option 3. Hence option 3 expresses the author's position better. 'Unless' in option [4] makes it conditional and, therefore, incorrect. Hence, [3].

Correct Answer:



Time taken by you: **86 secs**

Avg Time taken by all students: **81 secs**

Your Attempt: **Correct**

% Students got it correct: **36 %**

The passage given below is followed by four summaries. Choose the option that best captures the author's position.

A newly released study, among others, notes that blacks have the highest cancer mortality rate when compared to other racial and ethnic groups. People living in poverty have lower rates of routine screening and a lower likelihood of getting the best possible treatment. In the U.S., Poverty USA reported that in 2016, Native Americans experienced the highest rate of poverty at 27.6 per cent followed by blacks at 26.3 per cent and Hispanics at 23.4 per cent. For whites, the poverty rate is 12.4 per cent, and for Asians 12.3 per cent. This finding is particularly important as the stage at cancer diagnosis influences survival. Surviving cancer should not be determined by your ethnicity or your income level. But until the gap in access to care is eliminated, that will be the prognosis.

- ☐ Income and ethnicity are closely linked to getting the best possible treatment for cancer.
- ☐ Economic factors and ethnicity determine mortality gap between blacks and whites.
- ☐ People living in poverty are more susceptible to cancer and cancer mortality.
- ☒ Often, ethnicity and income level determine whether a patient survives cancer. ✓



Congratulations, you got it correct!

**Explanation:**

A study shows that blacks have the highest mortality rates compared to other racial and ethnic groups. Blacks also have higher cancer mortality rate than other ethnic groups. Poverty determines access to treatment – and implicitly the possibility of survival. The author’s position is that the factors affecting cancer mortality are ethnicity and poverty. Option 1 does not mention mortality rate due to cancer. Option 2 does not mention cancer at all. Option 3 talks about susceptibility to cancer and does not include ethnicity. Hence options 1, 2 and 3 are incorrect. Option 4 expresses the author’s position in brief. Hence, [4].

Correct Answer:

Time taken by you: **90 secs**

Avg Time taken by all students: **56 secs**

Your Attempt: **Correct**

% Students got it correct: **38 %**

The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Affirmative action began as a government remedy to the effects of long-standing discrimination against minority groups and has consisted of policies, programs, and procedures that give preference to minorities and women in job hiring, admission to institutions of higher education, the awarding of government contracts, and other social benefits. The typical criteria for affirmative action are race, disability, gender, ethnic origin, and age.

- ☐ The educational and employment opportunities of minority groups are largely improved by governmental policies that give them preferential treatment.
- ☐ Affirmative action guarantees preferential treatment to minorities based on their race, disability, gender and age.
- ☒ Affirmative action is an active effort to improve employment or educational opportunities for minority groups and for women. ✓
- ☐ Government policies for preferential treatment to minorities can remedy the effect of long standing discrimination in society.



Congratulations, you got it correct!

Explanation:



Option 1 says ‘opportunities are largely improved.’ This is not correct. Option 2 does not mention the opportunities – educational and job hiring. Option 4 also fails to mention the nature of preferential treatment. Option 3 states the essence of the paragraph. Hence, [3].

Correct Answer:



Time taken by you: **108 secs**

Avg Time taken by all students: **59 secs**

Your Attempt: **Correct**

% Students got it correct: **45 %**

The four sentences labelled (1, 2, 3, 4) given in this question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a number. Decide on the proper sequence of order of the sentences and key in this sequence of four numbers as your answer.

1. It is fun to engage in the activity of gaining knowledge; knowing everything in advance would have been much more boring.
2. The scientific enterprise is all about expanding the landmass of this island.
3. Still, it would be shocking to learn all at once of the discoveries of an alien civilization that had been doing scientific and technological exploration for billions of years.
4. Despite the impression one gets from textbooks, our current knowledge of the universe represents a small island in a vast ocean of ignorance.



Oops, you got it wrong!

**Explanation:**

Answer: Option **4213**. The phrase, ‘this island’ in sentence 2 connects to ‘a small island in the vast ocean of ignorance’ in sentence 4 – hence 42 is a mandatory pair. ‘...the activity of gaining knowledge’ in sentence 1 is an explanation of ‘the scientific enterprise is all about.’ Hence 42 is followed by sentence 1. The contrast in sentence 3 beginning with ‘still’ comes suitably after sentence 1. 4-2 and 1-3 being mandatory pairs, 1342 is another plausible sequence. (The emphasis changes from the theme of 'limited scientific knowledge of the universe to the 'fun activity of gaining knowledge') However, “to learn all at once of the discoveries of an alien civilization...” in sentence 3 makes better sense when the idea of “our (limited) current knowledge of the universe...” is already introduced. Hence, 4213

Correct Answer:

Time taken by you: **57 secs**

Avg Time taken by all students: **44 secs**

Your Attempt: **Wrong**

% Students got it correct: **28 %**

The four sentences labelled (1, 2, 3, 4) given in this question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a number. Decide on the proper sequence of order of the sentences and key in this sequence of four numbers as your answer.

1. In countries lacking the will or capacity to root out organized crime and corruption, compelling transparency and accountability can have perverse results.
2. As a result, the impact of investigative journalism varies widely by country and over time.
3. In countries where law-enforcement authorities are independent from the central government and private interests, investigative reporting can have an immediate impact on preventing corruption and state capture.
4. While journalists increasingly cooperate across borders, national law-enforcement authorities are still playing catch-up in combating crime and corruption.



Oops, you got it wrong!

Explanation:



Sentence 2 can only be result of what is stated in sentence 4. Hence 2 must follow 4. Neither 1 nor 3 can be placed before the 4-2 pair. Thus, the pair 42 starts the paragraph and sentence 3 and 1 follow the pair in that order. Compelling transparency and accountability refers to the ‘investigative reporting’ mentioned in 3; Hence 31 is the correct order after 42. Hence, 4231.

Correct Answer:



Time taken by you: **83 secs**

Avg Time taken by all students: **6 secs**

Your Attempt: **Wrong**

% Students got it correct: **5 %**

The four sentences labelled (1, 2, 3, 4) given in this question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a number. Decide on the proper sequence of order of the sentences and key in this sequence of four numbers as your answer.

1. Research shows in both humans and mice, rocking to sleep may have significant health benefits such as better quality of sleep and even improved long-term memory formation.
2. Rocking babies to sleep—to both quiet the wails of youth and preserve the sanity of young parents—has been commonplace dating back to prehistory.
3. Even in people who were already good sleepers, rocking shortened the time it took for subjects to fall asleep, and also to reach non-REM sleep, which correlates with improved sleep quality.
4. Similarly, rhythmic motions like the muted clank of a train ride coax many of us adults into an instant slumber.



Oops, you got it wrong!

01:34

Explanation:

Sentences 1 and 3 are mandatory in that order because sentence 1 mentions the ‘better quality of sleep’ resulting from ‘rocking’. Sentence 3 with “even in people who were already good sleepers rocking ... improved quality’ follows logically from sentence 1. Sentences 2 and 4 in that order is chronologically correct – that historically and currently rocking has been found to induce sleep. With two mandatory pairs 2413 and 1324 are the two possibilities. 2413 is logically a better sequence as the improved quality of sleep follows from the historically and currently observed relationship between rocking and sleep. Hence, 2413.

Correct Answer:Time taken by you: **107 secs**Avg Time taken by all students: **8 secs**Your Attempt: **Wrong**% Students got it correct: **6 %**

The four sentences labelled (1, 2, 3, 4) given in this question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a number. Decide on the proper sequence of order of the sentences and key in this sequence of four numbers as your answer.

1. These initiatives are inspired by the strict prohibitions in the Qur'an against the payment of interest.
2. Across the Muslim world today ambitious experiments are underway to create an Islamic alternative to conventional finance.
3. In so doing, these experts offer an alternative to the debt-fueled excesses and recurrent crises that have roiled economies around the world in recent years.
4. Whereas interest-based lending is the primary mechanism for the mobilization of capital in financial centers such as Wall Street, Islamic finance experts are devising instruments that pose investment as the central mechanism.



Oops, you got it wrong!

**Explanation:**

Options 1, 3 and 4 cannot start the paragraph because they begin with reference to something else. Sentence 2 thus starts the paragraph. The phrase, 'ambitious experiments' in 2 are referred to as 'these initiatives in sentence 1. Hence 2-1 begins the paragraph. "Islamic finance experts are devising instruments..." in sentence 4 is continued as "in so doing these experts offer..." in sentence 3. Thus 4-3 comes after 21. Hence, 2143.

Correct Answer:

Time taken by you: **87 secs**

Avg Time taken by all students: **40 secs**

Your Attempt: **Wrong**

% Students got it correct: **31 %**

Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

1. Behaviourists have already marked the alarming changes in communication skills and empathy among tech-addicted kids.
2. Experts advise that kids should spend more time outdoors engaging in normal play.
3. So it's cause for concern that Paediatrics & Child Health reports that in a two-year span mobile media use among kids aged two to four more than doubled: from 39% to 80% in the U.S.
4. Kids who are heavy users of video games, social media, TV and cell phones are more prone to depression and anxiety.
5. One of the things you're messing with if you are on a screen all day is the development of your emotional intelligence when you are young and still growing.



Oops, you got it wrong!

**Explanation:**

Sentence 1 is a good starter in itself – and states the theme of the paragraph. Sentence 5 or, more meaningfully, sentence 4 can follow sentence 1. The theme of the paragraph is how tech addiction affects their emotional intelligence causes depression and anxiety. So, it's cause for concern that ... mobile media use among kids aged two to four (has) more than doubled in recent years. Sentence 2 is not related to the theme of the effects and the concerns related to tech addiction in children. Hence, 2.

Correct Answer:

Time taken by you: **40 secs**

Avg Time taken by all students: **33 secs**

Your Attempt: **Wrong**

% Students got it correct: **29 %**

Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

1. With climate change, coffee is going to be one of those genera that are going to be highly impacted because of its limited suitability for wider eco-regions.
2. Coffee species are notoriously difficult to conserve for a variety of reasons.
3. We definitely need to develop cryopreservation capabilities if we're interested in preserving the wild relatives of many of our tropical crop species.
4. Also, whereas the Coffee genus is represented around the globe, each wild species has a very small natural distribution.
5. Each species has very specific climate requirements and is highly specialized to tolerate a narrow range of habitat conditions.



Congratulations, you got it correct!

Explanation:



Sentence 2 explicitly states the theme, and gives us the clue for what to look for further – the variety of reasons explaining why conservation of coffee is notoriously difficult. Sentence 1 gives one reason. Sentence 4 gives another reason. If we try to relate the remaining sentences 3 and 5 to the theme, we find that ‘each species’ in sentence 5 refers to each species of coffee, and states another reason why conservation of coffee is difficult. Sentence 3 is too general, and talks about the need for cryopreservation capabilities which is not directly related to the theme of the other four sentences. Hence, 3.

Correct Answer:



Time taken by you: **44 secs**

Avg Time taken by all students: **41 secs**

Your Attempt: **Correct**

% Students got it correct: **42 %**

Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

1. Without a way to prove who you are, you would face huge problems going to school, seeing a doctor, receiving government services, getting a bank account, finding a job, traveling across a border, or having access to many other rights and services most of us take for granted.
2. We have many ways to prove our identity: a birth certificate, a driver's license, a Social Security card, or a passport.
3. But imagine for a moment that you are one of the estimated one billion people in the world—most of them among the poorest and the most vulnerable—who have no official identification.
4. At the same time, there is growing awareness in the global community that with a proof of ID, the world's poorest people have a powerful tool to be seen, heard, and improve their lives.
5. Without an ID, you would be nameless in the eyes of the government and largely ignored.



Oops, you got it wrong!



01:22

Explanation:



Answer: Option 4. The clue to discovering the theme lies in sentence 1 and then sentence 5. Both talk about the situation ‘when someone is “without an ID....” Sentence 3 beginning with ‘but’ ask us to ‘imagine for a moment that you are one of the estimated one billion people in the world...who have no official identification.’ Thus it is still related to the theme of sentences 1 and 5. Thus sentences 1, 2 and 5 are closely related. “But” in sentence 3 helps us to relate sentence 3 to sentence 2 as We have many ways to prove our identity..... but imagine you are one of those who have no official identification. So sentence 4 beginning with ‘at the same time... ‘is a misfit. Hence, 4

Correct Answer:



Time taken by you: **35 secs**

Avg Time taken by all students: **71 secs**

Your Attempt: **Wrong**

% Students got it correct: **39 %**

