

Mock CAT – 11 2019

Scorecard (procview.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSat Jan 11 21:14:14 IST
2020&qsetId=mZczJpJWIRs=&qsetName=Mock CAT – 11 2019)

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Qs Analysis (QsAnalysis.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSat Jan 11 21:14:14 IST
2020&qsetId=mZczJpJWIRs=&qsetName=Mock CAT – 11 2019)

Video Attempt (VideoAnalysis.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSat Jan 11 21:14:14 IST
2020&qsetId=mZczJpJWIRs=&qsetName=Mock CAT – 11 2019)

Solutions (Solution.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSat Jan 11 21:14:14 IST
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Bookmarks (Bookmarks.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSat Jan 11 21:14:14 IST
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VARC

DILR

QA

Direction for questions (1-4): Read the given passage and answer the questions that follow.

[...] For an employer, the benefit of part-time rather than full-time workers depends on the sector. When demand varies a lot, part-timers bring large productivity gains, according to an extensive study of employees in pharmacies. Companies where full-time employees work more than 48 hours a week could benefit from more part-timers, since productivity falls off above that threshold. But otherwise the evidence is mixed. In countries with fewer protections for part-timers, companies choose them for that reason.

Indeed, the gender pay gap could even widen further. One reason is growing demand for “flexible” workers, by which employers generally mean the opposite of what workers with caring responsibilities mean: permanently on-call rather than with predictable, mutually agreed hours and the ability to work from home. “I wouldn’t be surprised if this new demand for flexibility creates new types of biases against women,” says Mr Bassanini. Related to this is the rise of jobs with extremely short hours, mostly done by women.

Meanwhile the hourly reward for working in professions where very long hours are the norm, such as law and consulting, has risen dramatically. A study published by the National Bureau of Economic Research found that America’s gender pay gap would be as much as 46% smaller were it not for the increasingly disproportionate rewards for working extra hours since the 1980s. It estimates that average wages rise by 20% in an occupation for every 10% rise in average hours. This premium for uncompromising jobs means “women have been swimming upstream in terms of achieving wage parity,” write the authors. To make matters worse, says Youngjoo Cha of Indiana University, women in households where the man works more than 60 hours a week are three times as likely to stop work as women in households where the man works 35-50 hours a week. A wife working long hours does not make a man any more likely to quit.


As long as some people work punishing hours, the prospect of closing the gender pay gap appears remote. Men in the rich world are twice as likely as women to work more than 48 hours a week. In America 20% of American fathers, but just 6% of mothers, work more than 50 hours a week. This is one of several arguments made by campaigners for a four-day working week.


Yet even modern, family-oriented men face a dilemma. Their requests to work part-time are more likely than women’s to be rejected. And those who do work part-time risk discrimination. A study in which CVs were sent to prospective employers found that men whose CVs showed them as working part-time were just half as likely to get a call-back as those who were identical, except that they were working full-time. Part-time women faced no such discrimination. As long as such double standards exist, many couples will still choose to scale back her career, rather than his.

Q.1
What issue does the author highlight via the last sentence of the passage?

- 1 ☐ Societal hypocrisy in the form of bias against women
- 2 ☐ The gender pay gap that exists in the workplace
- 3 ☐ Employers giving preference to women in part time jobs
- 4 ☐ The gender bias against men who work part time

FeedBack

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 **Answer key/Solution**

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Q.2
According to the passage, all of the following are not definitely true EXCEPT:

- 1 ☐ In America, if a man works for more than 48 hours a week, his wife is most likely not working.
- 2 ☐ In rich countries, more men work for more than 48 hours a week than women.
- 3 ☐ If 46% more women work in America, the gender pay gap will be almost negligible.
- 4 ☐ Since 1980s, women working for more than 10% of their quota per week are likely to see a wage increase in America.

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Q.3
In the context of the passage, the relationship between part time job and productivity is:

- 1 ☐ varied.
- 2 ☐ skewed inversely.
- 3 ☐ directly proportionate.
- 4 ☐ inversely proportionate.

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- Q.4
- From the passage, it can be inferred that women are preferred over men when it comes to part time work because:
- 1 ☐ women have domestic responsibilities and can’t work for long hours.


2 ☐ women are more likely to do sustained part time work than men.

3 ☐ women are more productive than men when it comes to work which are not demanding.

4 ☐ women don’t depend on their CVs to get work but men do.

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The academy has moved to the fast lane. Corporatisation has sped up the clock, compromising teaching, scholarship, and collegiality. The 'slow movement' – originating in slow food – challenges the frantic pace and homogenisation of contemporary culture. We believe that adopting the principles of slow into the professional practice of academia is an effective way to alleviate time poverty, preserve humanistic education, and resist the destructive effects of the corporate university.

'Slow', Carlo Petrini makes clear in *Slow Food Nation*, is not really about speed. It's about the difference 'between attention and distraction; slowness, in fact, is not so much a question of duration as of an ability to distinguish and evaluate, with the propensity to cultivate pleasure, knowledge, and quality.'

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Distractedness and fragmentation characterise contemporary life. In order to protect the intellectual and pedagogic life of the university, we need to create opportunities to think and to shift our sense of time. This might mean getting away from having everything scheduled down to the minute. We can't do our best work if we are frantic.

It is also crucial to be aware of the structural changes in the university so we don't blame ourselves for not keeping up. And we should not forget the joy that is possible in teaching and scholarship. We are drawn to the slow movement because its critique of contemporary culture insists on the importance of pleasure and conviviality. Talking about individual stress and trying to find ways to foster wellbeing have political implications. If we are stressed, we feel powerless to change the larger context. In the corporate university, aggressive individualism and the familiar bottom line dominate at the expense of community and social critique.

Slow teaching is not about lowering standards. Rather, it is about reducing our distractedness so that we can focus on our students and our subjects. We need to be able to concentrate on creating a convivial classroom in which our students can meet the challenges – and we can foster the joys – of learning a discipline.

Slow scholarship is about resisting the pressure to reduce thinking to the imperative of immediate usefulness, marketability and grant generation. It's about preserving the idea of scholarship as open-ended enquiry. It will improve the quality of teaching and learning.

In the current climate, most of us simply don't have time for genuine collegiality. As academics become more isolated from each other, we are also becoming more compliant, more likely to see structural problems, including those of general working conditions, as individual failings. When that happens, resistance to corporatisation seems futile. Collegiality, properly understood as a community practice, is about mutual support rather than works-in-progress, about sharing our failures as well as our successes, and about collaboration as well as competition. It offers solidarity.

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Q.5

Which of the following best summarises Carlo Petrini's view as cited by the passage?

1 ☐ Being slow is not a necessary hindrance to the pursuit of knowledge.

2 ☐ If one distinguishes between attention and distraction, one can use slowness to cultivate knowledge and pleasure.

3 ☐ Slowness has the beneficial effects increasing one's desire to cultivate pleasure, knowledge, and quality.

4 ☐ Slowness is the ability to differentiate between speed and distraction.

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Q.6

The dramatic shift in the nature of teaching in the past generation has been attributed to all of the following EXCEPT:

1 ☐ Casualisation of labour

2 ☐ **Effect of consumer model of education**

3 ☐ **Broadening workloads**

4 ☐ **Increasing materialism in society**

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Q.7

Why does the author state that professors shouldn't schedule everything down to the minute?

1 ☐ Because they will be distracted and will become part of the contemporary life.

2 ☐ Because a breakneck speed impedes their ability to deliver their best.

3 ☐ Because this leads to the destruction of their intellect and teaching abilities.

4 ☐ Because they need the time to think and shift their focus.

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Q.8

Which of the following is the main conclusion of the author in this passage?

1 ☐ Teachers in the universities should lead the movement to create a new model for the next generation.

2 ☐ The university academics should strive to rid the institutions of systemic inequities.

3 ☐ A slow approach towards teaching will be relevant across all spectrum of society.

4 ☐ If the academia is to reach its true potential, a slow approach to teaching should be adopted.

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We acknowledge the systemic inequities in the university, but we believe that a slow approach is potentially relevant across the spectrum of academic positions. Slow time is inimical to the corporate university. Scholars in tenured positions, given the protection that we enjoy, have an obligation to try to improve in the working climate for all of us. We are concerned that the bar is being continually raised for faculty and for graduate students. We need to reflect on what we are modelling for each other and the next generation of academics.

Q.9

With which of the following would the author most likely to agree?

-
- 1 ☒ The collective success or failure of academics depends, to a certain extent, on a sense of solidarity.

- 2 ☐ In order to better our ultimate teaching standard, we must accept the initial lowering of standard.
- 3 ☐ People have forgotten genuine feelings for their friends due to the commercialisation of social institutions.
- 4 ☐ Slow scholarship will resist any pressure put in its way by rules and regulations.

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 Answer key/Solution

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[...] On Feb. 17, 478 B.C., the shadow of an annular eclipse spread across the Mediterranean Sea and crossed the Greek islands and peninsula of the Peloponnese, creating a “ring of fire” in the sky that was visible for almost six minutes. Anaxagoras, living in Athens, would have been living along the midline of annularity and surely would have seen the sight, but he could not, all by himself, in only six minutes, measure the size of the shadow across the countryside. And yet in a stroke of genius, he found the answer to his question: He simply went down to the seashore and asked arriving sailors what they had seen. At that time, Athens was the center of trade for ships from all over the eastern Mediterranean. If sailors at sea had seen a ring of fire in the sky, they would remember where they had been when they had seen it. The locations of all those who did and did not see the spectacle revealed the extent of the shadow across the surrounding seascape. Without going farther than the local seaport, Anaxagoras measured the moon.

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[...] In the Mediterranean of the third century B.C., bematists were men who could walk at a precise and constant pace, and they were paid to do so. You could hire such a man to accurately measure long distances across the landscape. Bematists were used along the Egyptian Nile, which during its annual floods erased the features marking the boundaries between fields. Bematists were particularly suited to pace off the long, flat, featureless landscape along the Nile south from Alexandria to Syene, which they found to be 5,000 stadia apart (around 520 modern miles, depending on the exact definition of stadia used). We know this distance because sometime in around 240 B.C., Eratosthenes of Cyrene, the chief librarian of Alexandria, used it to find the size of the world.

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Q.10

Which of the following best captures the thematic highlight of the passage?

1 ☐ Ancient astronomy developed mainly due to the scientific thoughts of its common men.

2 ☐ The story of the astronomy would not have progressed without scholars like Aristotle.

3 ☐ Astronomy advanced as a result of some people trying to better understand the cosmos.

4 ☐ Natural phenomena such as shadows and eclipses gave birth to modern astronomy.

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Q.11

As per the passage, all of the following are false EXCEPT:

- 1 ☐ **Anaxagoras was younger than both Aristotle and Eratosthenes.**
- 2 ☐ **The progression of astronomy is a tale of humans trying to live within their physical boundaries and vantage point.**
- 3 ☐ **Aristotle found that during lunar eclipses the shadow of Earth looked like geometric patterns.**
- 4 ☐ **Eratosthenes came to know that the Earth was round in shape.**

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 **Answer key/Solution**

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Q.12
Which of the following has not been cited as a contributing factor to the development of astronomy?

- 1 ☐ The rings surrounding planetary bodies
- 2 ☐ Eclipses
- 3 ☐ The distance between the Sun and the Earth
- 4 ☐ The longest day in a year

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Q.13

As per the passage, which of the following can be inferred about the *bematists*?

- 1 ☐ Their services were used to settle property disputes during floods.
- 2 ☐ They helped Eratosthenes in his quest.
- 3 ☐ Women were not allowed to become *bematists*.
- 4 ☐ They depended mainly on the Nile for their livelihood.

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Q.14

With which of the following would the author of the passage least likely agree?

-
- 1 ☐ The human curiosity has been propelling scientific curiosity from ancient times.
-
- 2 ☐ Humans have tried to go beyond their limited vantage point.
-
- 3 ☐ Without understanding the mechanism of eclipses, Anaxagoras wouldn’t have been able to measure the size of moon.
-
- 4 ☐ Athens was not a major hub of knowledge and trade during the ancient times.
-

Direction for questions (15-19): Read the given passage and answer the questions that follow.

[...] The eruption of Mount St. Helens on May 18, 1980, blew away the top 1,314 feet of the mountain, reducing the once symmetrical, glacier-covered summit to a horseshoe-shaped crater. An avalanche of rocks plugged the Toutle River Valley at the base of the mountain and created a 23-square-mile zone of barren, hummocky land. A 300-mile-an-hour lateral blast of hot air and debris flattened the surrounding forest. A cloud of ash climbed to 80,000 feet in 15 minutes and circled the globe in 15 days. Torrents of superheated air, gases and rocks—a mixture known as a pyroclastic flow—surged down the mountain's northern face for hours, destroying everything in its path. All told, the eruption blasted more than 230 square miles of forests, lakes, meadows and streams. It killed 57 people, making it the deadliest eruption in U.S. history, and millions of animals and plants. "Death is everywhere," the *Oregonian* newspaper reported. "The living are not welcome."

Today, life has returned with a vengeance. Where the avalanche obliterated everything, Dale has counted more than 150 species of wildflowers, shrubs and trees, with an average of ten new plant species gaining a foothold every year. She has also documented five conifer species, including western hemlock and Pacific silver fir, that aren't supposed to be there yet; according to standard ecological theory, those trees should sprout only after generations of other plants have improved the soil and provided some shade. It seems life can take hold even in the most desolate landscape, and in ways no scientist could have foreseen.

Charlie Crisafulli, a U.S. Forest Service ecologist, has been watching life return to the Pumice Plain, a six-square-mile area that was buried in ash and practically sterilized by the pyroclastic flows. Today, the mossy rain-fed ground cover glows chartreuse in the low light. Dense thickets of alders and willows, many 10 to 15 feet tall, grow along new streams that flow across the plain. Frogs croak, birds call. A small herd of elk grazes in the distance. Wildflowers dot the landscape with splashes of red, yellow, pink, white and purple.

It was these purple wildflowers, prairie lupines, that taught Crisafulli one of the key lessons of succession: the importance of chance. Lupines are not typically thought of as plants that colonize the middle of an empty landscape. They spread slowly, hug the ground, and have heavy seeds not easily borne on the wind. But in June 1982, Crisafulli and another ecologist, surveying the Pumice Plain by helicopter, spotted the first plant they'd seen for miles. They landed and found a flowering lupine, surrounded by a ring of seedlings. The deep ash and pumice held few nutrients, but lupines, like other plants in the pea family, get nitrogen from bacteria that live on their roots. Crisafulli established a 200-square-yard study plot around that pioneering plant. Within four years, he counted 16,000 lupines in the plot; three years later, 35,000. "People sometimes ask me how I can go back and study the exact same place year after year," he says. "I always tell them it's never the same."

The flourishing of life on the Pumice Plain may have begun with that lone lupine. Once the plants enriched the soil with nitrogen, adding organic material to it when they died, other plants and then animals soon followed. Within a decade of the eruption, Crisafulli had documented more than 27 plant species in the study plot. [...]

Q.15

Which of the following has not been mentioned as an immediate consequence of the eruption of Mount St. Helens?

- 1 ☐ A deadly flow obliterating everything in its path
- 2 ☐ The world being covered by a cloud of dust
- 3 ☐ The creation of a crater in the surrounding forest

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Q.16

The main finding of Charlie Crisafulli, as per the author, is that:

1 ☐ One can never be tired of studying the same space of Earth.

2 ☐ Life can flourish in an area even after a devastating natural catastrophe.

3 ☐ Volcanic eruptions are typically followed by a series of invasive plants returning to the place.

4 ☐ Change is the only constant when it comes to life on the planet.

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Q.17

As per the data given in the passage, Dale is most likely to be a/an:

1 ☐ professor of Botany.

- 2 ☐ research scholar.
- 3 ☐ environmental activist.
- 4 ☐ ecologist.

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[...] The eruption of Mount St. Helens on May 18, 1980, blew away the top 1,314 feet of the mountain, reducing the once symmetrical, glacier-covered summit to a horseshoe-shaped crater. An avalanche of rocks plugged the Toutle River Valley at the base of the mountain and created a 23-square-mile zone of barren, hummocky land. A 300-mile-an-hour lateral blast of hot air and debris flattened the surrounding forest. A cloud of ash climbed to 80,000 feet in 15 minutes and circled the globe in 15 days. Torrents of superheated air, gases and rocks—a mixture known as a pyroclastic flow—surged down the mountain's northern face for hours, destroying everything in its path. All told, the eruption blasted more than 230 square miles of forests, lakes, meadows and streams. It killed 57 people, making it the deadliest eruption in U.S. history, and millions of animals and plants. "Death is everywhere," the *Oregonian* newspaper reported. "The living are not welcome."

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Charlie Crisafulli, a U.S. Forest Service ecologist, has been watching life return to the Pumice Plain, a six-square-mile area that was buried in ash and practically sterilized by the pyroclastic flows. Today, the mossy rain-fed ground cover glows chartreuse in the low light. Dense thickets of alders and willows, many 10 to 15 feet tall, grow along new streams that flow across the plain. Frogs croak, birds call. A small herd of elk grazes in the distance. Wildflowers dot the landscape with splashes of red, yellow, pink, white and purple.

It was these purple wildflowers, prairie lupines, that taught Crisafulli one of the key lessons of succession: the importance of chance. Lupines are not typically thought of as plants that colonize the middle of an empty landscape. They spread slowly, hug the ground, and have heavy seeds not easily borne on the wind. But in June 1982, Crisafulli and another ecologist, surveying the Pumice Plain by helicopter, spotted the first plant they'd seen for miles. They landed and found a flowering lupine, surrounded by a ring of seedlings. The deep ash and pumice held few nutrients, but lupines, like other plants in the pea family, get nitrogen from bacteria that live on their roots. Crisafulli established a 200-square-yard study plot around that pioneering plant. Within four years, he counted 16,000 lupines in the plot; three years later, 35,000. "People sometimes ask me how I can go back and study the exact same place year after year," he says. "I always tell them it's never the same."

The flourishing of life on the Pumice Plain may have begun with that lone lupine. Once the plants enriched the soil with nitrogen, adding organic material to it when they died, other plants and then animals soon followed. Within a decade of the eruption, Crisafulli had documented more than 27 plant species in the study plot. [...]

Q.18

Which of the following can be inferred from the line: "life has returned with a vengeance"?

1 ☐ The Oregonian newspaper was wrong in hastily pronouncing its morbid utterings.

2 ☐ Mother Nature always finds a way to counter the effects of a natural disaster.

3 ☐ Mount St. Helens didn't remain barren for long after the volcanic eruption in 1980.

4 ☐ The Earth knows how to avenge even the deadliest of catastrophes.

FeedBack

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 Answer key/Solution

Direction for questions (15-19): Read the given passage and answer the questions that follow.

[...] The eruption of Mount St. Helens on May 18, 1980, blew away the top 1,314 feet of the mountain, reducing the once symmetrical, glacier-covered summit to a horseshoe-shaped crater. An avalanche of rocks plugged the Toutle River Valley at the base of the mountain and created a 23-square-mile zone of barren, hummocky land. A 300-mile-an-hour lateral blast of hot air and debris flattened the surrounding forest. A cloud of ash climbed to 80,000 feet in 15 minutes and circled the globe in 15 days. Torrents of superheated air, gases and rocks—a mixture known as a pyroclastic flow—surged down the mountain's northern face for hours, destroying everything in its path. All told, the eruption blasted more than 230 square miles of forests, lakes, meadows and streams. It killed 57 people, making it the deadliest eruption in U.S. history, and millions of animals and plants. "Death is everywhere," the *Oregonian* newspaper reported. "The living are not welcome."

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What is the central claim of the author in this passage?

- 1 ☐ Nature can make its presence felt even under the harshest of conditions.
- 2 ☐ Even the deadliest of volcanos couldn't defeat the spirit of scientists.
- 3 ☐ Scientists can never predict when and how the Earth bounces back from the brink of disaster.
- 4 ☐ The study of volcanos is a worthy pursuit as it helps one unravel the mystery of life flourishing in desolate landscapes.

FeedBack

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 Answer key/Solution

Direction for questions (20-24): Read the given passage and answer the questions that follow.

[...] The fact that race is unyielding enough to shut out someone from the national community, yet malleable enough for my students to believe that it explains a group's apparent assimilation, hints at what a shapeshifting adversary race is. Race is incredibly tenacious and unforgiving, a source of grave inequality and injustice. Yet over time, racial categories evolve and shift.

To really grasp race, we must accept a double paradox. The first one is a truism of antiracist educators: we can see race, but it's not real. The second is stranger: race has real consequences, but we can't see it with the naked eye. Race is a power relationship; racial categories are not about interesting cultural or physical differences, but about putting other people into groups in order to dominate, exploit and attack them. Fundamentally, race makes power visible by assigning it to physical bodies. The evidence of race right before our eyes is 'not' a visual trace of a physical reality, but a by-product of social perceptions, in which we are trained to see certain features as salient or significant. Race does not exist as a matter of biological fact, but only as a consequence of a process of 'racialisation'.

Occasionally there are historical moments when the creation of race and its political meaning get spelled out explicitly. The US Constitution divided people into white, Black, or Indian, which were meant to stand in for power categories: those eligible for citizenship, those subjected to brutal enslavement, and those targeted for genocide. In the first census, each resident counted as one person, each slave as three-fifths a person, and each Indian was not counted at all.

But racialisation is often more insidious. It means that we see things that don't exist, and fail to recognise things that do. The most powerful racial category is often invisible: whiteness. The benefit of being in power is that whites can imagine that they are the norm and that only 'other' people have race. An early US census instructed people to leave the race section blank if they were white, and indicate only if someone were something else ('B' for Black, 'M' for Mulatto). Whiteness was literally unmarked. [...]

Putting whiteness under inspection shows how powerful race is, despite the instability of racial categories. For decades, 'whiteness' was an explicit standard for citizenship. Blacks could technically be citizens, but enjoyed none of the legal benefits. Asians born outside the US were prohibited from becoming citizens until the mid-20th century. Eligibility for citizenship – painted as whiteness – has remained a category since its inscription in the Constitution, but those eligible for membership in that group have changed. Groups such as Germans, Irish, Italians, and Jews were popularly defined as non-citizens and non-white when they first arrived, and then became white. What we see as white today is not the same as it was 100 years ago. [...]

Q.20

The author's attitude towards the 'white race' can be said to be:

1 ☐ vitriolic.

2 ☐ empathetic.

3 ☐ curious.

4 ☐ evaluative.

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 Answer key/Solution

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Q.21

In the passage, the author cites all of the following as signs of ‘racialisation’ EXCEPT:

- 1 ☐ The ban on Asians born outside US from becoming US citizens
- 2 ☐ The apparent assimilation of one group in the US
- 3 ☐ The first census of US which assigned different personage to people of different racial category
- 4 ☐ Making whiteness the ‘norm’ in assigning citizenship in the US

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 Answer key/Solution

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Q.22

As per the passage, what is the real purpose behind the creation of racial categories?

- 1 ☐ To attack an adversarial group
- 2 ☐ To create power equations that favour the victorious party
- 3 ☐ To create bi-products of social perception
- 4 ☐ To subjugate the people seen as the 'other'

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 Answer key/Solution

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Q.23

Why does the author term race as a ‘shapeshifting adversary’ in the first paragraph?

- 1 ☐ Because it is both unyielding and malleable.
- 2 ☐ Because it evolves and shifts.
- 3 ☐ Because it projects a dual nature.
- 4 ☐ Because it is the source of grave inequality and injustice.

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 Answer key/Solution

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Q.24

Which of the following is true about the sentence ‘racialisation is often more insidious’?

- 1 ☐ What exists and what we can’t see define racialisation.
- 2 ☐ The impact of racialisation has only been documented once in the US history.
- 3 ☐ The true impact of racial categorisation is more often than not difficult to decipher.
- 4 ☐ The logic behind racialisation most of the times defies logic.

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 Answer key/Solution

Q.25

Directions for question (25): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. One is visible and the other invisible (subjective and objective).
2. Your internal world of thought, feelings, sensations, beliefs, and reaction is invisible and belongs to you.
3. Your external world enters through your five senses, and is shared by everyone.
4. You are living in two worlds: the external and the internal; yet they are both one.

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 Answer key/Solution

Q.26

Directions for question (26): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. It was like reading the first chapter of an intriguing book but then realizing it was out of the library on indefinite loan.
2. Mulligan did not ‘look’ like a man with his mainspring broken, but, then, it was impossible to tell.
3. It seemed belligerent, somehow, to give away so little of oneself.
4. And the facts of the case were so scant!

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 Answer key/Solution

Q.27

Directions for question (27): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Stellar growth last year prompted the US central bank, the Federal Reserve, to increase interest rates to calm things down.
2. Figures last week showed the US manufacturing sector in decline for the first time in a decade.
3. A combination of those higher borrowing costs, the end of the sugar rush and the tariff war with China has hit US industrial production.
4. Trump inherited a buoyant economy and then gave it a sugar rush of income tax cuts and corporate giveaways.

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 Answer key/Solution

Q.28

Directions for question (28): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Walmart, Nestlé, and McDonald's have all publicly committed to reduce greenhouse gas emissions.
2. McDonald's have pledged to reduce antibiotics use in their beef supply chains.
3. But the vast majority of beef suppliers do not have a policy to avoid routine use of antibiotics; only one – Marfrig – does.
4. And while Walmart has previously said it wants to achieve zero net deforestation in its supply chain by 2020, the research shows that Walmart suppliers such as Cranswick in the UK have no comprehensive policy on deforestation.

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 Answer key/Solution

Q.29

Directions for question (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.

1. The beautiful rhythm of his set-up and execution disappeared.
 2. It is not often he lets us into his soul.
 3. He looked to be shivering in the cloying embrace of Arthur Ashe Stadium.
 4. He railed against his age, his injury, and his opponent.
 5. But in his doomed denouement it was impossible to ignore the unravelling of his cool.
-

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 Answer key/Solution

Q.30

Directions for question (30): 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.

1. People very rarely lie in Westminster.
2. It's a little out of date, but some of the anecdotes are particularly useful.
3. The key is the verb: advisers will argue it doesn't cover a decision that has already been taken.
4. What they do is use their words so carefully that only a linguist experienced in 'politicalesse' can translate what they actually mean.
5. This might sound absurd, but it's true.

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 Answer key/Solution

Q.31

Directions for question (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.

1. Gay and lesbian activists have led the way popularising the idea that identity is biologically determined.
2. Throughout the struggle for marriage equality, supporters drew parallels with the oppression of African Americans, be that anti-miscegenation laws or legalised segregation.
3. Yet one stark difference between these civil rights movements has escaped notice.
4. The decision was a major achievement for a liberation movement that began nearly half a century ago.
5. Last month, the US Supreme Court affirmed the rights of same-sex couples to marry.

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 Answer key/Solution


Q.32


Directions for question (32): The passage given below is followed by four summaries. Choose the option that best captures the author’s position.

Working at Hengfeng Bank, an embattled Chinese lender, requires a thick skin these days. On August 30th the bank’s Communist Party committee summoned its members, including top executives, for a self-criticism session, of the sort common in the Maoist era. “No one talked about their achievements. They talked only of their shortcomings and problems. They pointed the knife blade at themselves,” the bank reported afterwards. “Blushing and sweating, they expelled their poison.” The revival of self-criticism under Xi Jinping, China’s president, has raised alarm about the direction in which he is steering the country. Other banks have also conducted similar sessions, a testament to Mr Xi’s assertion of party control over the economy. But in the case of Hengfeng, ravaged by corruption scandals and bailed out last month by the government, the sight of its employees examining their misdeeds was, in a way, reassuring.

- 1 ☐ The Chinese banking sector is undergoing troubled times and needs the government’s bail-out packages.
- 2 ☐ Many Chinese banks are now ready to face the consequences of their misdeeds by ownership-oriented seminars.
- 3 ☐ Hengfeng Bank, and some others have taken the initiative to do self-exploration of their mistakes, a sign of a broader trend of self-criticism in China.
- 4 ☐ The Chinese government has embraced the culture of self-criticism under Xi Jinping, and many banks have followed suit by conducting seminars to find Xi’s and their own mistakes.

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 **Answer key/Solution**

Q.33

Directions for question (33): The passage given below is followed by four summaries. Choose the option that best captures the author’s position.

Feminist scholars have long focused on men’s violence against women, tackling issues such as rape, sexual harassment, stalking, online abuse, incest, domestic violence, and murder. They argue that behaviours associated with masculinity are not necessarily natural, but are learned. This has led to important theorising about the negative effects of “hegemonic masculinity”, which pressures men to adopt a hyper-masculine, heterosexual, and anti-feminine gender identity and implies that they are not a real man if they do not. “Toxic masculinity”, meanwhile, encourages men to resort to anger, aggression and violence against women, other men and children – and, indeed, the planet itself.

- 1 ☐ As acquired behaviours, toxic masculinity differs from hegemonic masculinity, where the latter is propelled by a sense of identity and the former is shown through violent tendencies.
- 2 ☐ While ‘hegemonic masculinity’ encourages men to abhor anything feminine, ‘toxic masculinity’ stirs them to behave with anger and violence.
- 3 ☐ Scholars believe that men learn to behave violently towards women, and they can be trained to behave more sensitively.
- 4 ☐ As many scholars have studied the impact of acquired violent behaviour in men, they believe that hegemonic masculinity deals with the issue of male power, and toxic masculinity deals with the eagerness to project strength via violence.

Q.34

Directions for question (34): The passage given below is followed by four summaries. Choose the option that best captures the author’s position.

Psychologists should bethink themselves before putting down the instinct of self-preservation as the cardinal instinct of an organic being. A living thing seeks above all to ‘discharge’ its strength – life itself is ‘will to power’, self-preservation is only of the indirect and most frequent ‘results’ thereof. In short, here, as everywhere else, let us beware of ‘superfluous’ teleological principles!

- 1 ☐ Self-preservation is not the most important trait of an organic being.
- 2 ☐ The tendency to discharge strength is the main instinct of a living being, which has not been recognised properly.
- 3 ☐ One needs to look beyond redundant philosophical theories, as in case of self-preservation being held as the main instinct of a living being.
- 4 ☐ Psychologists and philosophers are wrong in the assumption that a tendency to self-preserve gives us the tag of being an organic living being.

Sec 2

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

In a 3×3 grid given below, each cell is represented by a_{ij} where i and j are the row number and column number respectively of that cell. Digit ‘1’ is shown in cell a_{11} in the given grid as an example. Each cell of the grid is to be filled in by a natural number such that the number in each row, each column and each diagonal are in A.P. series, in the given order. e.g., if the first row has 1, 2, 3 in a_{11} , a_{12} and a_{13} respectively then they are in A.P. series but if these cells have 1, 3, 2 respectively then they will not be in A.P. series. Also, all 3 numbers cannot be equal in any row, column or diagonal.

	Column 1	Column 2	Column 3
Row 1	1		
Row 2			
Row 3			

Q.35

If a_{11} has 1 in it and the grid is filled using all the numbers from 1 to 9 for exactly once, then in how many ways can the grid be filled?

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Answer key/Solution

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

In a 3×3 grid given below, each cell is represented by a_{ij} where i and j are the row number and column number respectively of that cell. Digit '1' is shown in cell a_{11} in the given grid as an example. Each cell of the grid is to be filled in by a natural number such that the number in each row, each column and each diagonal are in A.P. series, in the given order. e.g., if the first row has 1, 2, 3 in a_{11} , a_{12} and a_{13} respectively then they are in A.P. series but if these cells have 1, 3, 2 respectively then they will not be in A.P. series. Also, all 3 numbers cannot be equal in any row, column or diagonal.

	Column 1	Column 2	Column 3
Row 1	1		
Row 2			
Row 3			

Q.36

If all the numbers used in the grid are odd numbers, then what is the least possible value of the highest number used in the grid?

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Answer key/Solution

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

In a 3×3 grid given below, each cell is represented by a_{ij} where i and j are the row number and column number respectively of that cell. Digit '1' is shown in cell a_{11} in the given grid as an example. Each cell of the grid is to be filled in by a natural number such that the number in each row, each column and each diagonal are in A.P. series, in the given order. e.g., if the first row has 1, 2, 3 in a_{11} , a_{12} and a_{13} respectively then they are in A.P. series but if these cells have 1, 3, 2 respectively then they will not be in A.P. series. Also, all 3 numbers cannot be equal in any row, column or diagonal.

	Column 1	Column 2	Column 3
Row 1	1		
Row 2			
Row 3			

Q.37

What is the minimum possible number of distinct terms required to fill the grid?

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

In a 3×3 grid given below, each cell is represented by a_{ij} where i and j are the row number and column number respectively of that cell. Digit '1' is shown in cell a_{11} in the given grid as an example. Each cell of the grid is to be filled in by a natural number such that the number in each row, each column and each diagonal are in A.P. series, in the given order. e.g., if the first row has 1, 2, 3 in a_{11} , a_{12} and a_{13} respectively then they are in A.P. series but if these cells have 1, 3, 2 respectively then they will not be in A.P. series. Also, all 3 numbers cannot be equal in any row, column or diagonal.

	Column 1	Column 2	Column 3
Row 1	1		
Row 2			
Row 3			

Q.38

Find the maximum possible number of distinct values of common differences in one such grid?

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

Students of class XI of XYZ school were offered three different streams based on their marks in class X. Students who had more than 80% marks were offered Non-Medical stream, who had between 70% and 80% were offered Commerce stream, and the rest of the students who passed the exam with less than 70% marks were offered Humanities stream. There were a total of 250 students who appeared for class X exams and 80% of them were able to pass the exam.

Further, each student, who was offered Non-Medical stream, has the option to take at least one of the three subjects - Physics, Chemistry and Maths. Each commerce student has the option to take at least one from - Accountancy, BST and Maths, and each Humanities student has the option to take at least one from - Economics, Political Science and Maths. Hence, Maths was the only subject which was offered to the students of all the three streams.

Further, equal number of students were there in Non-medical and Commerce stream. Number of students in Non-medical stream was 20 less than the number of students in Humanities stream.

In Non-medical, 31 students took Physics, 32 students took Chemistry and 29 students took Maths. There were 15 students who took Physics and Chemistry, 11 students took Maths and Chemistry and 14 students took Physics and Maths.

In Commerce, 31 students took Accountancy, 27 took BST and 29 students took Maths. 14 students took Accountancy and BST, 8 students took Accountancy and Maths and 11 students took Maths and BST.

In Humanities, 40 students took Economics, 27 took Political Science and 31 took Maths. Out of these, 7 students took Political Science and Economics, 2 students took Political Science and Maths only and 6 students took Maths and Economics only.

Q.39
Find the percentage of students in class XI who took only Maths in all the three streams taken together.

- 1 ☐ 24%
- 2 ☐ 36%
- 3 ☐ 44%
- 4 ☐ 30%

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 Answer key/Solution

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

Students of class XI of XYZ school were offered three different streams based on their marks in class X. Students who had more than 80% marks were offered Non-Medical stream, who had between 70% and 80% were offered Commerce stream, and the rest of the students who passed the exam with less than 70% marks were offered Humanities stream. There were a total of 250 students who appeared for class X exams and 80% of them were able to pass the exam.

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In Commerce, 31 students took Accountancy, 27 took BST and 29 students took Maths. 14 students took Accountancy and BST, 8 students took Accountancy and Maths and 11 students took Maths and BST.

In Humanities, 40 students took Economics, 27 took Political Science and 31 took Maths. Out of these, 7 students took Political Science and Economics, 2 students took Political Science and Maths only and 6 students took Maths and Economics only.

Q.40
How many students took exactly two subjects in all the three streams taken together?

1 ☐ 48

2 ☐ 38

3 ☐ 43

4 ☐ 60

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 Answer key/Solution

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

Students of class XI of XYZ school were offered three different streams based on their marks in class X. Students who had more than 80% marks were offered Non-Medical stream, who had between 70% and 80% were offered Commerce stream, and the rest of the students who passed the exam with less than 70% marks were offered Humanities stream. There were a total of 250 students who appeared for class X exams and 80% of them were able to pass the exam.

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In Humanities, 40 students took Economics, 27 took Political Science and 31 took Maths. Out of these, 7 students took Political Science and Economics, 2 students took Political Science and Maths only and 6 students took Maths and Economics only.

Q.41
What is the absolute difference between the number of students who took exactly one subject in Non-medical and who took exactly one subject in Commerce?

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 **Answer key/Solution**

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

Students of class XI of XYZ school were offered three different streams based on their marks in class X. Students who had more than 80% marks were offered Non-Medical stream, who had between 70% and 80% were offered Commerce stream, and the rest of the students who passed the exam with less than 70% marks were offered Humanities stream. There were a total of 250 students who appeared for class X exams and 80% of them were able to pass the exam.

Further, each student, who was offered Non-Medical stream, has the option to take at least one of the three subjects - Physics, Chemistry and Maths. Each commerce student has the option to take at least one from - Accountancy, BST and Maths, and each Humanities student has the option to take at least one from - Economics, Political Science and Maths. Hence, Maths was the only subject which was offered to the students of all the three streams.

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In Commerce, 31 students took Accountancy, 27 took BST and 29 students took Maths. 14 students took Accountancy and BST, 8 students took Accountancy and Maths and 11 students took Maths and BST.

In Humanities, 40 students took Economics, 27 took Political Science and 31 took Maths. Out of these, 7 students took Political Science and Economics, 2 students took Political Science and Maths only and 6 students took Maths and Economics only.

Q.42
Find the total number of students who took only Chemistry, only BST and only Maths.

1 ☐ 42

2 ☐ 70

3 ☐ 50

4 ☐ 105

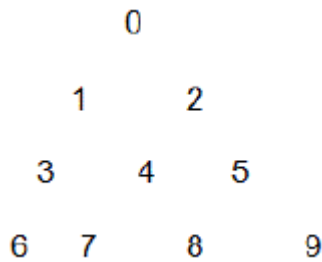
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 Answer key/Solution

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

A ‘Number Pyramid’ is defined as a pyramidal shape formed using numbers such that the top row consists of one number, the 2nd row consists of two numbers, 3rd row of three numbers and so on. The only number in the 1st row i.e., the top most row is also known as the apex. The figure shown below is an example of a number pyramid.



Lakshya, a curious student, decided to make a number pyramid using all the numbers in base 15 for exactly once. Also, in base 15, 10 is represented by a, 11 by b, 12 by c, 13 by d and 14 by e and 0-9 are represented as it is. He formed the number pyramid, such that on converting every number into base 10, satisfies the following conditions:

1. The sum of the apex and the rightmost numbers of every row is equal to 38, when converted in base 10. Also, the same is true for the sum of the apex and the leftmost numbers of every row. The sum of all the numbers in 5th row is also equal to 38.
2. The numbers at the three vertices of the pyramid forms a Pythagorean triplet.
3. The sum of the numbers in the 2nd row is 27.
4. The difference of the apex digit with the leftmost and the rightmost numbers in the 2nd row is 11 and 10 respectively.
5. The sum of the numbers in the 4th row is half of the sum of the numbers of the 5th row.
6. The difference between the numbers placed at rightmost end in 3rd row and that in 4th row is 5.
7. The difference between the numbers placed at leftmost place in 4th row and that in 5th row is 6.

Q.43
How many such number pyramids are possible?

- 1 ☐ 6
- 2 ☐ 8
- 3 ☐ 10
- 4 ☐ 12

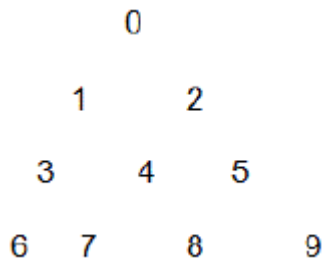
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Answer key/Solution

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5. The sum of the numbers in the 4th row is half of the sum of the numbers of the 5th row.
6. The difference between the numbers placed at rightmost end in 3rd row and that in 4th row is 5.
7. The difference between the numbers placed at leftmost place in 4th row and that in 5th row is 6.

Q.44
Which number will appear at the leftmost place of the 4th row?

- 1 ☐ a
- 2 ☐ b
- 3 ☐ 9
- 4 ☐ Cannot be determined

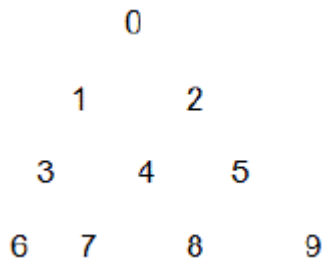
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Answer key/Solution

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 4. The difference of the apex digit with the leftmost and the rightmost numbers in the 2nd row is 11 and 10 respectively.
 5. The sum of the numbers in the 4th row is half of the sum of the numbers of the 5th row.
 6. The difference between the numbers placed at rightmost end in 3rd row and that in 4th row is 5.
 7. The difference between the numbers placed at leftmost place in 4th row and that in 5th row is 6.

Q.45

What can be the maximum possible sum of the numbers placed at the rightmost place in the 3rd row and the 2nd number from the left in the 5th row, when converted in base 10?

1 ☐ 19

2 ☐ 24

3 ☐ 23

4 ☐ Cannot be determined

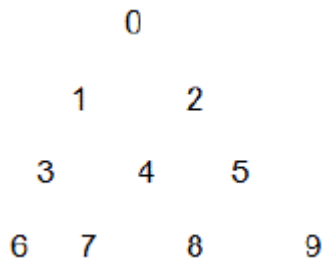
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Answer key/Solution

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1. The sum of the apex and the rightmost numbers of every row is equal to 38, when converted in base 10. Also, the same is true for the sum of the apex and the leftmost numbers of every row. The sum of all the numbers in 5th row is also equal to 38.
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4. The difference of the apex digit with the leftmost and the rightmost numbers in the 2nd row is 11 and 10 respectively.
5. The sum of the numbers in the 4th row is half of the sum of the numbers of the 5th row.
6. The difference between the numbers placed at rightmost end in 3rd row and that in 4th row is 5.
7. The difference between the numbers placed at leftmost place in 4th row and that in 5th row is 6.

Q.46
Digits for how many places can be determined uniquely in the pyramid?

1 ☐ 12

2 ☐ 9

3 ☐ 10

4 ☐ 8

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Answer key/Solution

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

Eight friends – Bholu, Keshaw, Neha, Richa, Mintu, Pintu, Chintu and Santu – were MBA aspirants. They were selected for eight different IIMs – A, B, C, K, L, S, T, U – in any order and opted to pursue degree in eight streams – HR, Finance, Sales & Marketing, Operations, IT, Business policy, Retails, and Communication – in any order. To reach their respective IIMs, they booked flight tickets having cost of Rs. 3800, Rs. 5600, Rs. 10800, Rs. 4800, Rs. 3600, Rs. 9200, Rs. 8400 and Rs. 9600, not necessarily in that order.

The additional information about them is as follows:

- (I) The amount spent on flight ticket booking by Chintu, who was selected for IIM-K, was higher than that by Santu as well as by the friend who was selected for IIM-U but less than that by the friend who has opted Business policy.
- (II) The friends who had opted for sales & marketing and for IT had spent the maximum and the minimum amount respectively for ticket booking.
- (III) Mintu was not selected for IIM-T and the friend who was selected for IIM-T had opted Communication.
- (IV) Pintu had spent Rs. 3800 and he had opted HR. The amount spent by Richa was equal to the sum of the amount spent by Bholu and the friend who was selected for IIM-L.
- (V) The amount spent by Keshaw was less than that by the friend who had opted Operations and it is also known that the sum of amounts spent by these two friends was less than that by Neha, who was selected for IIM-S.
- (VI) The friend who had spent the amount immediate less than that by the friend who had selected for IIM-L had opted Retail.
- (VII) The positive difference between the amount spent by the friends who were selected for IIM-A and IIM-B respectively was the least among all other friends.

Q.47

How many of the following combinations of friend-IIM for which he/she was selected-opted stream–amount spent by each friend for flight ticket booking are correct?

- (I) Mintu - IIMU - Communication - Rs.9600
- (II) Chintu - IIMK - Finance - Rs.8400
- (III) Pintu - IIML - HR - Rs.3800

1 ☐ 0

2 ☐ 1

3 ☐ 2

4 ☐ 3

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 Answer key/Solution

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

Eight friends – Bholu, Keshaw, Neha, Richa, Mintu, Pintu, Chintu and Santu – were MBA aspirants. They were selected for eight different IIMs – A, B, C, K, L, S, T, U – in any order and opted to pursue degree in eight streams – HR, Finance, Sales & Marketing, Operations, IT, Business policy, Retails, and Communication – in any order. To reach their respective IIMs, they booked flight tickets having cost of Rs. 3800, Rs. 5600, Rs. 10800, Rs. 4800, Rs. 3600, Rs. 9200, Rs. 8400 and Rs. 9600, not necessarily in that order.

The additional information about them is as follows:

- (I) The amount spent on flight ticket booking by Chintu, who was selected for IIM-K, was higher than that by Santu as well as by the friend who was selected for IIM-U but less than that by the friend who has opted Business policy.
- (II) The friends who had opted for sales & marketing and for IT had spent the maximum and the minimum amount respectively for ticket booking.
- (III) Mintu was not selected for IIM-T and the friend who was selected for IIM-T had opted Communication.
- (IV) Pintu had spent Rs. 3800 and he had opted HR. The amount spent by Richa was equal to the sum of the amount spent by Bholu and the friend who was selected for IIM-L.
- (V) The amount spent by Keshaw was less than that by the friend who had opted Operations and it is also known that the sum of amounts spent by these two friends was less than that by Neha, who was selected for IIM-S.
- (VI) The friend who had spent the amount immediate less than that by the friend who had selected for IIM-L had opted Retail.
- (VII) The positive difference between the amount spent by the friends who were selected for IIM-A and IIM-B respectively was the least among all other friends.

Q.48
Who was selected for IIM-C?

- 1 ☐ Mintu
- 2 ☐ Richa
- 3 ☐ Santu
- 4 ☐ None of the above

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Answer key/Solution

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

Eight friends – Bholu, Keshaw, Neha, Richa, Mintu, Pintu, Chintu and Santu – were MBA aspirants. They were selected for eight different IIMs – A, B, C, K, L, S, T, U – in any order and opted to pursue degree in eight streams – HR, Finance, Sales & Marketing, Operations, IT, Business policy, Retails, and Communication – in any order. To reach their respective IIMs, they booked flight tickets having cost of Rs. 3800, Rs. 5600, Rs. 10800, Rs. 4800, Rs. 3600, Rs. 9200, Rs. 8400 and Rs. 9600, not necessarily in that order.

The additional information about them is as follows:

- (I) The amount spent on flight ticket booking by Chintu, who was selected for IIM-K, was higher than that by Santu as well as by the friend who was selected for IIM-U but less than that by the friend who has opted Business policy.
- (II) The friends who had opted for sales & marketing and for IT had spent the maximum and the minimum amount respectively for ticket booking.
- (III) Mintu was not selected for IIM-T and the friend who was selected for IIM-T had opted Communication.
- (IV) Pintu had spent Rs. 3800 and he had opted HR. The amount spent by Richa was equal to the sum of the amount spent by Bholu and the friend who was selected for IIM-L.
- (V) The amount spent by Keshaw was less than that by the friend who had opted Operations and it is also known that the sum of amounts spent by these two friends was less than that by Neha, who was selected for IIM-S.
- (VI) The friend who had spent the amount immediate less than that by the friend who had selected for IIM-L had opted Retail.
- (VII) The positive difference between the amount spent by the friends who were selected for IIM-A and IIM-B respectively was the least among all other friends.

Q.49
The amount spent by Chintu was equal to the sum of the amount spent by which two friends?

- 1 ☐ Bholu and Pintu
- 2 ☐ Pintu and Keshaw
- 3 ☐ Bholu and Keshaw
- 4 ☐ Pintu and Mintu

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Answer key/Solution

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

Eight friends – Bholu, Keshaw, Neha, Richa, Mintu, Pintu, Chintu and Santu – were MBA aspirants. They were selected for eight different IIMs – A, B, C, K, L, S, T, U – in any order and opted to pursue degree in eight streams – HR, Finance, Sales & Marketing, Operations, IT, Business policy, Retails, and Communication – in any order. To reach their respective IIMs, they booked flight tickets having cost of Rs. 3800, Rs. 5600, Rs. 10800, Rs. 4800, Rs. 3600, Rs. 9200, Rs. 8400 and Rs. 9600, not necessarily in that order.

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- (I) The amount spent on flight ticket booking by Chintu, who was selected for IIM-K, was higher than that by Santu as well as by the friend who was selected for IIM-U but less than that by the friend who has opted Business policy.
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- (III) Mintu was not selected for IIM-T and the friend who was selected for IIM-T had opted Communication.
- (IV) Pintu had spent Rs. 3800 and he had opted HR. The amount spent by Richa was equal to the sum of the amount spent by Bholu and the friend who was selected for IIM-L.
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- (VI) The friend who had spent the amount immediate less than that by the friend who had selected for IIM-L had opted Retail.
- (VII) The positive difference between the amount spent by the friends who were selected for IIM-A and IIM-B respectively was the least among all other friends.

Q.50
Who had spent second highest amount on flight booking?

- 1 ☐ Neha
- 2 ☐ Keshaw
- 3 ☐ Richa
- 4 ☐ Mintu

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Answer key/Solution

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

Amit and Sanjeev were sitting idle at their home so they decided to play a game. Initially, Amit has to speak a number from 1 to 9. Now Sanjeev has to speak an integer from 1.5 times to 3 times of the number spoken by Amit. After that Amit will speak an integer from 1.5 times to 3 times of the number spoken by Sanjeev. They will continue doing this until one of them speaks a number above 10000 and that person will be a loser. Assume that both of them are playing intelligently.

Q.51
What is the probability that Amit will win this game?

- 1 ☐ 1/3
- 2 ☐ 2/9

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Answer key/Solution

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

Amit and Sanjeev were sitting idle at their home so they decided to play a game. Initially, Amit has to speak a number from 1 to 9. Now Sanjeev has to speak an integer from 1.5 times to 3 times of the number spoken by Amit. After that Amit will speak an integer from 1.5 times to 3 times of the number spoken by Sanjeev. They will continue doing this until one of them speaks a number above 10000 and that person will be a loser. Assume that both of them are playing intelligently.

Q.52
If in his second term, Amit speaks 20, then what should Sanjeev speak next?

- 1 32
- 2 38
- 3 40
- 4 He cannot win

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Answer key/Solution

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

Amit and Sanjeev were sitting idle at their home so they decided to play a game. Initially, Amit has to speak a number from 1 to 9. Now Sanjeev has to speak an integer from 1.5 times to 3 times of the number spoken by Amit. After that Amit will speak an integer from 1.5 times to 3 times of the number spoken by Sanjeev. They will continue doing this until one of them speaks a number above 10000 and that person will be a loser. Assume that both of them are playing intelligently.

Q.53
If Sanjeev speaks 50 in his second turn, then how many numbers can Amit speak such that he always wins?

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Answer key/Solution

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

Amit and Sanjeev were sitting idle at their home so they decided to play a game. Initially, Amit has to speak a number from 1 to 9. Now Sanjeev has to speak an integer from 1.5 times to 3 times of the number spoken by Amit. After that Amit will speak an integer from 1.5 times to 3 times of the number spoken by Sanjeev. They will continue doing this until one of them speaks a number above 10000 and that person will be a loser. Assume that both of them are playing intelligently.

Q.54
If the person speaking 10000 or more wins, then how many numbers can Amit speak first in order to win?

1 ☐ 1

2 ☐ 2

3 ☐ 3

4 ☐ 4

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 Answer key/Solution

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

Janhvi, new HR of CL, joined recently as an HR Executive and one her first day in the office she met HODs of marketing department, finance department, operations department and HR department. She came to know that every employee in CL is assigned a four digit employee code (E-code) and she tried to remember the employee code of all the HODs and tried to write that information in such a way that no ordinary person would be able to decipher. Deepshikha, her friend who was preparing for CAT, tried to find out the code of each person from the information Janhvi wrote on the paper.

Janhvi has also mentioned the following clues to Deepshikha in the following format:

1. The digits used in writing all the four codes are 0, 1, 2, 3, 5, 6, 7, 8 which appeared for 2, 4, 3, 1, 1, 1, 2 and 2 times respectively.
2. All the digits used in each code are distinct and all the E-codes ends with an even number.
3. The E-code of head of finance department is 4 times the E-code of head of marketing department.
4. One digit is common and appeared in all the four E-codes of HODs.
5. The E-code of head of HR is $\frac{1}{5}$ th of the E-code of the one of the other department head.
6. The E-codes of head of finance and head of marketing consists of the same four digits.
7. The absolute difference between the two numerically smaller E-codes is less than 500.

Q.55
What is the sum of the digits of E-code of head of marketing department?

1 ☐ 18

2 ☐ 20

3 ☐ 22

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Answer key/Solution

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

Janhvi, new HR of CL, joined recently as an HR Executive and one her first day in the office she met HODs of marketing department, finance department, operations department and HR department. She came to know that every employee in CL is assigned a four digit employee code (E-code) and she tried to remember the employee code of all the HODs and tried to write that information in such a way that no ordinary person would be able to decipher. Deepshikha, her friend who was preparing for CAT, tried to find out the code of each person from the information Janhvi wrote on the paper.

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- 2. All the digits used in each code are distinct and all the E-codes ends with an even number.
- 3. The E-code of head of finance department is 4 times the E-code of head of marketing department.
- 4. One digit is common and appeared in all the four E-codes of HODs.
- 5. The E-code of head of HR is 1/5th of the E-code of the one of the other department head.
- 6. The E-codes of head of finance and head of marketing consists of the same four digits.
- 7. The absolute difference between the two numerically smaller E-codes is less than 500.

Q.56

How many E-codes Deepshikha would have been able to identify correctly?

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Answer key/Solution

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

Janhvi, new HR of CL, joined recently as an HR Executive and one her first day in the office she met HODs of marketing department, finance department, operations department and HR department. She came to know that every employee in CL is assigned a four digit employee code (E-code) and she tried to remember the employee code of all the HODs and tried to write that information in such a way that no ordinary person would be able to decipher. Deepshikha, her friend who was preparing for CAT, tried to find out the code of each person from the information Janhvi wrote on the paper.

Janhvi has also mentioned the following clues to Deepshikha in the following format:

1. The digits used in writing all the four codes are 0, 1, 2, 3, 5, 6, 7, 8 which appeared for 2, 4, 3, 1, 1, 1, 2 and 2 times respectively.
2. All the digits used in each code are distinct and all the E-codes ends with an even number.
3. The E-code of head of finance department is 4 times the E-code of head of marketing department.
4. One digit is common and appeared in all the four E-codes of HODs.
5. The E-code of head of HR is $\frac{1}{5}$ th of the E-code of the one of the other department head.
6. The E-codes of head of finance and head of marketing consists of the same four digits.
7. The absolute difference between the two numerically smaller E-codes is less than 500.

Q.57
What is the absolute difference between the code of finance head and operations head?

- 1 ☐ 2202
- 2 ☐ 618
- 3 ☐ 1048
- 4 ☐ Cannot be determined

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Answer key/Solution

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

Janhvi, new HR of CL, joined recently as an HR Executive and one her first day in the office she met HODs of marketing department, finance department, operations department and HR department. She came to know that every employee in CL is assigned a four digit employee code (E-code) and she tried to remember the employee code of all the HODs and tried to write that information in such a way that no ordinary person would be able to decipher. Deepshikha, her friend who was preparing for CAT, tried to find out the code of each person from the information Janhvi wrote on the paper.

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3. The E-code of head of finance department is 4 times the E-code of head of marketing department.
4. One digit is common and appeared in all the four E-codes of HODs.
5. The E-code of head of HR is $\frac{1}{5}$ th of the E-code of the one of the other department head.
6. The E-codes of head of finance and head of marketing consists of the same four digits.
7. The absolute difference between the two numerically smaller E-codes is less than 500.

Q.58

What is the E-code of operations head?

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Answer key/Solution

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

A company provides services to its 100 clients each having each having a unique code from 1 to 100 respectively. At most 10 clients may give order to the company in a day and the company fulfill the orders in the sequence of their receival. The company works on only one order at any given point of time. The time taken by the company in order to complete an order given by the client with unique code 'n' is described as below:-

Time taken (in days) = $\text{Rem}\left[\frac{n}{N}\right]$ i.e., the remainder we get, on dividing 'n' by 'N', where, 'N' is the number of prime numbers less than or equal to 'n'.

For example, order given by client with code number '5' will be completed in $\text{Rem}\left[\frac{5}{3}\right]$ i.e. 2 days after the company starts to work on this order.

And, order given by client with code number '4' will be completed in $\text{Rem}\left[\frac{4}{2}\right] = 0$ day i.e. on the same day on which the company starts to work on this order and this time may be neglected or treated as NIL.
[Note:- The company fulfills the order of client with code number '1' in 1 day after the company starts to work on this order.]

Q.59

If the employees of the company take rest of 1 day on completion of each order, then what could be the maximum time taken by the company to fulfill the orders received in a particular day? (Note:- Clients having successive unique code had ordered on that day.)

1 ☐ 192 days

2 ☐ 199 days

3 ☐ 201 days

4 ☐ 203 days

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Answer key/Solution

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

A company provides services to its 100 clients each having a unique code from 1 to 100 respectively. At most 10 clients may give order to the company in a day and the company fulfill the orders in the sequence of their receipt. The company works on only one order at any given point of time. The time taken by the company in order to complete an order given by the client with unique code 'n' is described as below:-

Time taken (in days) = $\text{Rem}\left[\frac{n}{N}\right]$ i.e., the remainder we get, on dividing 'n' by 'N', where, 'N' is the number of prime numbers less than or equal to 'n'.

For example, order given by client with code number '5' will be completed in $\text{Rem}\left[\frac{5}{3}\right]$ i.e. 2 days after the company starts to work on this order.

And, order given by client with code number '4' will be completed in $\text{Rem}\left[\frac{4}{2}\right] = 0$ day i.e. on the same day on which the company starts to work on this order and this time may be neglected or treated as NIL.
[Note:- The company fulfills the order of client with code number '1' in 1 day after the company starts to work on this order.]

Q.60

What could be the minimum possible number of days (greater than 10) in which the company fulfills the orders given by 9 clients in a day?

1 ☐ 11

2 ☐ 13

3 ☐ 14

4 ☐ 17

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 Answer key/Solution

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

A company provides services to its 100 clients each having a unique code from 1 to 100 respectively. At most 10 clients may give order to the company in a day and the company fulfill the orders in the sequence of their receipt. The company works on only one order at any given point of time. The time taken by the company in order to complete an order given by the client with unique code 'n' is described as below:-

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For example, order given by client with code number '5' will be completed in $\text{Rem}\left[\frac{5}{3}\right]$ i.e. 2 days after the company starts to work on this order.

And, order given by client with code number '4' will be completed in $\text{Rem}\left[\frac{4}{2}\right] = 0$ day i.e. on the same day on which the company starts to work on this order and this time may be neglected or treated as NIL.
[Note:- The company fulfills the order of client with code number '1' in 1 day after the company starts to work on this order.]

Q.61

The minimum possible time, in which the company fulfills the orders given by maximum number of clients in a day is

1 ☐ 4

2 ☐ 3

3 ☐ 2

4 ☐ 1

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 Answer key/Solution

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

A company provides services to its 100 clients each having a unique code from 1 to 100 respectively. At most 10 clients may give order to the company in a day and the company fulfill the orders in the sequence of their receipt. The company works on only one order at any given point of time. The time taken by the company in order to complete an order given by the client with unique code 'n' is described as below:-

Time taken (in days) = $\text{Rem}\left[\frac{n}{N}\right]$ i.e., the remainder we get, on dividing 'n' by 'N', where, 'N' is the number of prime numbers less than or equal to 'n'.

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And, order given by client with code number '4' will be completed in $\text{Rem}\left[\frac{4}{2}\right] = 0$ day i.e. on the same day on which the company starts to work on this order and this time may be neglected or treated as NIL.
[Note:- The company fulfills the order of client with code number '1' in 1 day after the company starts to work on this order.]

Q.62

In minimum how many days, all hundred orders can be completed by the company, if company works on more than one order at any point of time? (in this case, the number of days taken in order to fulfill any order is assumed to be unaltered.)

1 ☐ 24

2 ☐ 425

3 ☐ 387

4 ☐ 37

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 Answer key/Solution

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

Due to economics slowdown, eight investors - Anil, Bimal, Chetan, Dhiru, Eshan, Farukh, George and Hiten - withdrew some amounts from three different companies - ABC Pvt. Ltd., PQR Pvt. Ltd. and XYZ Pvt. Ltd. All eight investors had invested some amount in each of the these three companies. The withdrawn amount by any investors from any of these companies were Rs. 1 crore, 2 crores, 3 crores, ..., 7 crores and 8 crores, in any order. No investor withdrew same amount from two or more companies. No two or more investors had withdrawn same amount from a company.

Some additional information known to us was as follows:

- (I) The amount withdrawn by Hiten from PQR Pvt. Ltd. was lower than that withdrawn by him from XYZ Pvt. Ltd. but higher than that from ABC Pvt. Ltd.
- (II) Eshan withdrew Rs. 6 crores from ABC Pvt. Ltd. and Rs. 4 crores from XYZ Pvt. Ltd. Chetan withdrew Rs. 3 crores from PQR Pvt. Ltd.
- (III) The total amount withdrawn from all three companies was equal for Bimal and Chetan. Dhiru withdrew Rs 1 crore and Rs. 2 crore from XYZ Pvt. Ltd. and PQR Pvt. Ltd. respectively.
- (IV) The amount withdrawn by Bimal, Farukh and George from each of the three companies were consecutive amount (in Rs. crores) in increasing order. For example, if Bimal withdrew Rs. n crores from a company, then amount (in crores) withdrawn by Farukh and George from that company were Rs. (n + 1) and (n + 2) respectively.
- (V) Anil had not withdrawn Rs. 4 crore from ABC Pvt. Ltd. The number of investor(s) who had withdrawn lower amount than that of Anil from ABC Pvt. Ltd. was equal to the number of investor(s) who had withdrawn higher amount than that of Anil from PQR Pvt. Ltd.

Q.63
Which of the following investors had definitely not withdrawn Rs. 8 crore from any company?

1 ☐ Bimal

2 ☐ Anil

3 ☐ Dhiru

4 ☐ Chetan

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 Answer key/Solution

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

Due to economics slowdown, eight investors - Anil, Bimal, Chetan, Dhiru, Eshan, Farukh, George and Hiten - withdrew some amounts from three different companies - ABC Pvt. Ltd., PQR Pvt. Ltd. and XYZ Pvt. Ltd. All eight investors had invested some amount in each of the these three companies. The withdrawn amount by any investors from any of these companies were Rs. 1 crore, 2 crores, 3 crores, ..., 7 crores and 8 crores, in any order. No investor withdrew same amount from two or more companies. No two or more investors had withdrawn same amount from a company.

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Q.64
The maximum amount withdrawn by an investor from all three companies taken together may be equal to

- 1 ☐ Rs. 19 crore
- 2 ☐ Rs. 20 crore
- 3 ☐ Rs. 21 crore
- 4 ☐ Rs. 18 crore

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 Answer key/Solution

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

Due to economics slowdown, eight investors - Anil, Bimal, Chetan, Dhiru, Eshan, Farukh, George and Hiten - withdrew some amounts from three different companies - ABC Pvt. Ltd., PQR Pvt. Ltd. and XYZ Pvt. Ltd. All eight investors had invested some amount in each of the these three companies. The withdrawn amount by any investors from any of these companies were Rs. 1 crore, 2 crores, 3 crores, ..., 7 crores and 8 crores, in any order. No investor withdrew same amount from two or more companies. No two or more investors had withdrawn same amount from a company.

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Q.65
Which of the following investors cannot withdraw minimum possible amount from all the companies taken together?

1 ☐ Bimal

2 ☐ Chetan

3 ☐ Dhiru

4 ☐ George

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 Answer key/Solution

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

Due to economics slowdown, eight investors - Anil, Bimal, Chetan, Dhiru, Eshan, Farukh, George and Hiten - withdrew some amounts from three different companies - ABC Pvt. Ltd., PQR Pvt. Ltd. and XYZ Pvt. Ltd. All eight investors had invested some amount in each of the these three companies. The withdrawn amount by any investors from any of these companies were Rs. 1 crore, 2 crores, 3 crores, ..., 7 crores and 8 crores, in any order. No investor withdrew same amount from two or more companies. No two or more investors had withdrawn same amount from a company.

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Q.66
Who had withdrawn the maximum amount from XYZ Pvt. Ltd.?

- 1 ☐ Anil
- 2 ☐ George
- 3 ☐ Chetan
- 4 ☐ Hiten

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 Answer key/Solution

Sec 3

Q.67

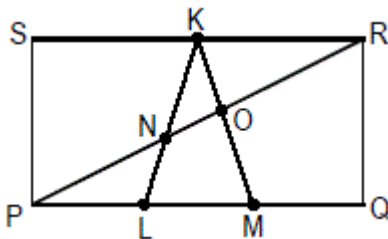
In the country ABC, in the year 2015, the price of petrol increased by $33\frac{1}{3}\%$ in the first quarter, increased by 25% in the second quarter, fell by $16\frac{2}{3}\%$ in the third quarter and then again fell by x% in the fourth quarter. If the price of petrol at the end of the fourth quarter was the same as it was at the beginning of the first quarter, find the value of x.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.68**

Two men, A and B, are walking along a railway track, parallel to them. Both the men are walking at a speed of 5 m/sec, in the same direction. A train travelling on this track, at a speed of 108 km/h., in the same direction as the men, starts to cross A at 8 : 37 : 40 a.m. and crosses him completely at 8 : 37 : 50 a.m. If the train crosses B completely at 8 : 38 : 05 a.m., then find the distance (in meters) between A and B.

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.69**

In a rectangle PQRS, points L and M lie on PQ such that $PL = LM = MQ$ and K is the midpoint of SR. Also, PR intersects KL at N and KM at O. If the area of rectangle PQRS is 35, then find the area of triangle KNO.

1 ☐ 5/22 ☐ 3/23 ☐ 7/44 ☐ 35/4[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.70**

In a group of children, each child has a certain number of pencils from 1 to n. If the number of children who have i or more pencils is 2^{n-i} , for $i = 1, 2, \dots, n$, and the total number of pencils is 511, find the maximum number of pencils with any child.

1 ☐ 5

2 ☐ 9

3 ☐ 12

4 ☐ 15

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 **Answer key/Solution**

Q.71

If $\left(\sqrt[3]{\frac{16}{81}}\right)^{2x-5} = \left(\frac{27}{8}\right)^{x-11}$, then the value of x is equal to

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 **Answer key/Solution**

Q.72

To complete a certain piece of work, Z would take two-third times as long as X and Y together and Y would take thrice as long as X and Z together. The three men working together can complete the work in 15 days. How long would X alone take to complete a half of the same piece of work?

1 ☐ 25 days

2 ☐ 60 days

3 ☐ 100 days

4 ☐ 50 days

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 **Answer key/Solution**

Q.73

When Chinna asked his Math's teacher about the number of members in his family, the teacher told him that the answer to his question was the solution to the equation $\sqrt{2x^2 - x + 36} + \sqrt{2x^2 - x - 36} = 36$. Find the number of members in the teacher's family.

1 ☐ 13

2 ☐ 15

3 ☐ 17

4 ☐ 21

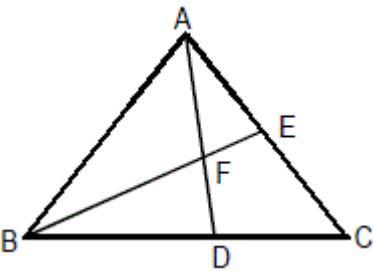
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 **Answer key/Solution**

Q.74

In the figure given below, if $AF : FD = 3 : 2$ and $BF : FE = 9 : 4$, then the percentage by which the area of triangle BFD is more than that of triangle AFE is



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 **Answer key/Solution**

Q.75

In the beginning of the year 2014, a person lends some amount on compound interest. That amount became Rs. 27,000 and Rs. 60,750 in the beginning of the year 2016 and 2018. The amount invested will become more than Rs. 3 lakh for the first time in the beginning of which year?

1 ☐ 2021

2 ☐ 2022

3 ☐ 2023

4 ☐ Data insufficient

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 Answer key/Solution

Q.76

If $f(x) = 2x^2 - 1$ and $g(x) = x^2 - x + 1$, then for how many integral values of x is $f(x - 1) = g(x + 1)$?

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 Answer key/Solution

Q.77

The ratio of milk and water in a mixture of the two is 3 : 1. First, the volume of the mixture is increased by 50% by adding water. Next, 25 liters of the mixture is replaced with water. If the final ratio of milk and water in the resultant mixture is 1 : 3, find the initial quantity of mixture present (in liters).

1 ☐ $16\frac{2}{3}$

2 ☐ $33\frac{1}{3}$

3 ☐ 40

4 ☐ 80

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 Answer key/Solution

Q.78

If a circle is inscribed in an isosceles trapezium, whose parallel sides measure 32 cm and 18 cm, such that the circle touches all four sides of the trapezium, find the radius (in cm) of the circle.

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 Answer key/Solution

Q.79

If 1, $\log_4(2^{5-x} + 1)$ and $\log_2(2^x - 1)$ are in A.P., then x is equal to

1 ☐ $2 + \log_2 3$

2 ☐ $4 + \log_2 3$

3 ☐ $\log_2 4.81$

4 ☐ $\log_2 5.12$

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 Answer key/Solution

Q.80

A student bought 38 pens of two brands viz. Reynolds and Luxor to gift these pens to his teachers on Teacher's day. Due to some urgent work on that day, he could not attend the school, therefore, sold these pens i.e., Reynolds at 10% profit and Luxor at 10% loss. He had purchased Reynolds pens at Rs. 24 each and Luxor at Rs. 39 each. If he had spent Rs. 1,107, then his profit / loss % in this whole transaction was

1 ☐ Profit of less than 1%

2 ☐ Loss of less than 1%

3 ☐ Profit of more than 1%

4 ☐ Loss of more than 1%

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 Answer key/Solution

Q.81

How many ordered pairs (x, y), where x and y are distinct integers, are possible, such that the product of x and y is equal to the product of the numbers 3, 13, 23 and 33?

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 Answer key/Solution

Q.82

Integers p, q, r, and s, not necessarily distinct, are chosen independently and at random from 0 to 2015, inclusive. Find the probability that $ps - qr$ is even.

1 ☐ 9/16

2 ☐ 7/16

3 ☐ 5/8

4 ☐ 3/8

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 Answer key/Solution

Q.83

If the lengths of the sides of a right-angled triangle are in G.P., the length of the hypotenuse is how many times the length of the shortest side?

1 ☐ $\frac{3+\sqrt{5}}{2}$

2 ☐ $\sqrt{\frac{1+\sqrt{5}}{2}}$

3 ☐ $\frac{1+\sqrt{5}}{2}$

4 ☐ $\frac{\sqrt{5}}{2}$

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 Answer key/Solution

Q.84

A group of men decided to complete a job in 10 days. But, since 20 men dropped out at the end of each day, the job was completed in 15 days. How many men were there at the end of the 5th day?

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 Answer key/Solution

Q.85

Total 280 students took admission in batch 2019-21 in IIM-A. Out of these, 70% students joined sports committee, 80% joined cultural and 85% joined placement committee. If each student must join atleast one committee, then what can be the minimum number of students who joined exactly two committees?

1 ☐ 98

2 ☐ 49

3 ☐ 0

4 ☐ 21

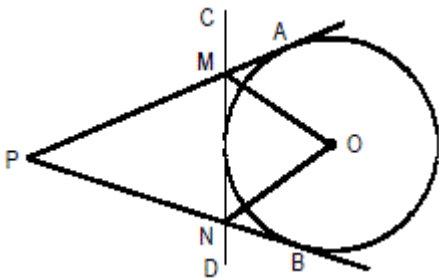
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☐ Bookmark

☐ Answer key/Solution

Q.86

In the figure below, PA, PB and CD are tangents to the circle with center at O. Find the measure (in degrees) of $\angle MON$, if $\angle APB = 50^\circ$.



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☐ Answer key/Solution

Q.87

In a town with 12000 voters, two persons, A and B, contested for the position of the mayor, which ultimately was won by A. Had 50% of the voters who voted for B changed their minds and voted for A instead, then A would have won by a majority 1.5 times that with which he actually won. If A and B were the only contestant for the position, and all the eligible voters voted, how many votes were cast in favor of B?

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☐ Answer key/Solution

Q.88

A vegetable seller sells potatoes and onions in packets of three sizes: A, B, and C. The numbers of A, B, and C packets in his stock are in the ratio 9 : 19 : 17 for potatoes and 8 : 13 : 14 for onions. If the total number of potato packets in his stock is the same as that of onion packets, then find the ratio of the number of size B potato packets and that of size C onion packets.

1 ☐ 19/18


2 ☐ 9/7

3 ☐ 1 : 1

4 ☐ Cannot be determined

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 Answer key/Solution

Q.89

In a particular number system 12, 20, 24 are in an arithmetic progression. What is the base of that number system?

1 ☐ 6

2 ☐ 7

3 ☐ 4

4 ☐ 5

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 Answer key/Solution

Q.90

In a triangle PQR, there are two points S and T on the sides PR and PQ such that QS and RT are the bisectors of angles PQR and PRQ respectively. If QS and RT intersect at U, and PQ, QR and PR measure 9 cm, 6 cm, and 5 cm respectively, find the ratio of QU and US.

1 ☐ 2 : 1

2 ☐ 4 : 3

3 ☐ 5 : 2

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Q.91

The average age of class X is 24 years and that of class Y is 28 years. If a student aged 'a' years is transferred from X to Y, the average age of only one class would not increase. Which of the following specifies the exact set of all the possible values of 'a'?

1 ☐ $a \leq 24$ 2 ☐ $a \geq 28$ 3 ☐ $a < 24$ or $a > 28$ 4 ☐ None of the above[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.92

If $x^2 - 3x + p = 0$ has exactly one root lying between -1 and 2 (excluding -1 and 2), then which of the following is true regarding the range of p ?

1 ☐ $(-8, -5)$ 2 ☐ $(-4, 2)$ 3 ☐ $(3, 8)$ 4 ☐ $(3, 11)$ [FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.93

While adding N consecutive numbers starting from 1, Bulu, by mistake, added a number twice and arrived at a sum of 2000. Which number did he add twice?

1 ☐ 40

2 ☐ 43

3 ☐ 47

4 ☐ 51

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 Answer key/Solution

Q.94

If one straight line named L passing through the points (1, 1) and (2, 0) meets the y-axis at A. The line through the point (1/2, 0) perpendicular to L meets the y-axis at B and L at C. Find area of the triangle ABC.

1 ☐ 25/16

2 ☐ 15/8

3 ☐ 23/16

4 ☐ 40/23

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 Answer key/Solution

Q.95

How many distinct values of x satisfy the equation $|3x + 2| - |2x - 3| = 5$?

1 ☐ 0

2 ☐ 3

3 ☐ 4

4 ☐ 2

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🔍 Answer key/Solution

Q.96

In a 6 km long race, A beats B by 20 seconds, B beats D by 70 seconds and C beats D by 40 seconds. If the speed of A is 54 km/hour, then by what distance (in meters) does B beat C?

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🔍 Answer key/Solution

Q.97

The minimum possible value of $\log_a ab^2 + \log_b a^2b$ is equal to (where $a \geq b > 1001$)

1 ☐ 1001

2 ☐ 1002

3 ☐ 4

4 ☐ 6

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🔍 Answer key/Solution

Q.98

A cloth merchant offers a discount of 25% and gives $1\frac{1}{3}$ meters for price of 1 meter cloth and still makes a profit of 20% by selling to the customers. By how much percentage was the price of cloth marked up?

1 ☐ $111\frac{1}{9}\%$

2 ☐ 100%

3 ☐ $113\frac{1}{3}\%$

4 ☐ $105\frac{5}{9}\%$

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 **Answer key/Solution**

Q.99

All the possible five-digit numbers are formed using only the digits 4, 5 and 6. How many of them will have at least two fives?

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 **Answer key/Solution**

Q.100

If a copper wire of diameter 1.5 cm and length 80 m is melted completely and recast to form a solid spherical ball of radius R cm, then find the value of R (in cm).

1 ☐ 15


2 ☐ 12

3 ☐ 20

4 ☐ 25

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 **Answer key/Solution**