

Goldman Sachs Aptitude Questions

This PDF includes:

- 1. Numerical Computation**
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- 3. Comprehension**
- 4. Abstract Reasoning**
- 5. Diagrammatic Reasoning**

Numerical Computation

Q1. At what percentage above the cost price must an article be marked, so as to gain 33% after allowing the customer a discount of 5%?

- A. 33%
- B. 45%
- C. 40%
- D. 51%

Answer: Option C

Explanation:

Let us assume the C.P of the article as Rs. 100

It is mentioned that the gain is 33%

So, S.P = $100 + 33\%(C.P) = 100 + 33 = \text{Rs. } 133$

This is the S.P after allowing 5% discount.

$100\%(M.P) - 5\%(M.P) = S.P$

$95\%(M.P) = 133$

$M.P = 133/0.95$

$M.P = 140$

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Therefore, Mark up % = $[(M.P - C.P)/C.P] * 100$

$$= [(140 - 100)/100] * 100 = 40\%$$

Q2. How many three-digit numbers which are divisible by 7 can be formed using the first three prime numbers (without repetition)?

A. 1

B. 2

C. 4

D. 6

Answer: Option A

Explanation:

The first three prime numbers are 2, 3, and 5.

Three-digit numbers that can be formed with the help of 2, 3 and 5 without repetition are 235, 253, 325, 352, 523, 532.

Let's divide all the above numbers with 7 and check whether the number is exactly divisible by 7.

$$235/7 = R(4)$$

$$253/7 = R(1)$$

$$325/7 = R(3)$$

$$352/7 = R(2)$$

$$523/7 = R(5)$$

$$532/7 = R(0)$$

Only 532 is exactly divisible by 7.

Q3. How many 6-digit numbers divisible by 2 can be formed by the first six whole numbers, with repetition allowed?

A. $10 * 2 * 6^4$

B. $15 * 6^4$

C. $10 * 6^5 * 2$

D. $15 * 6^5$

Answer: Option B



Explanation:

The first six whole numbers are 0, 1, 2, 3, 4, 5

We need to find 6-digit numbers divisible by 2 that can be formed by 0, 1, 2, 3, 4 and 5 with repetition allowed.

The number should be divisible by 2. The last number can be 0 or 2 or 4. So, the last place will have 3 ways.

0 cannot come in the first place because if 0 comes in the first place, it will be a five-digit number.

First place will have 5 ways i.e 1 or 2 or 3 or 4 or 5

Second place will have 6 ways i.e 0 or 1 or 2 or 3 or 4 or 5

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Third place will have 6 ways i.e 0 or 1 or 2 or 3 or 4 or 5

Fourth place will have 6 ways i.e 0 or 1 or 2 or 3 or 4 or 5

Fifth place will have 6 ways i.e 0 or 1 or 2 or 3 or 4 or 5

So, the total number of ways = $5 * 6 * 6 * 6 * 6 * 3 = 15 * 6^4$

Q4. The ratio of the ages of 'A' and 'B' is 3:5, that of 'C' and 'D' is 2:5 and that of 'D' and 'B' is 1:2 respectively. 'E' is 8 years old and the ratio of the ages of 'E' and 'C' is 4:5. Find the sum of the ages of 'A' and 'D'.

A. 50 years

B. 80 years

C. 75 years

D. 55 years

Answer: Option D



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Explanation:

Given, Age of E = 8 years.

The ratio of ages of E and C = 4 : 5 = 4x : 5x

$4x = 8 \text{ years} \Rightarrow x = 2 \text{ years}$

Age of C = $5x = 5 * 2 = 10 \text{ years}$

The ratio of ages of C and D = 2 : 5 = 2y : 5y

$$2y = 10 \text{ years} \Rightarrow b = 5$$

$$\text{Age of D} = 5y = 5 \times 5 = 25 \text{ years}$$

$$\text{The ratio of ages of D and B} = 1 : 2 = 1z : 2z$$

$$1z = 25$$

$$\text{Age of B} = 2z = 2 \times 25 = 50 \text{ years}$$

$$\text{The ratio of ages of A and B} = 3 : 5 = 3p : 5p$$

$$5p = 50 \Rightarrow p = 10$$

$$\text{Age of A} = 3p = 3 \times 10 = 30$$

$$\text{Therefore, the sum of ages of A and D} = 30 + 25 = 55 \text{ years}$$

Q5. A bullet train can cover 550 km in 3 hours. If the speed of the train is decreased by $23 \frac{1}{3}$ km/hr, how much time will it take to cover a distance of 480 km?

A. 4 hours

B. 5 hours

C. 2 hours

D. 3 hours

Answer: Option D

Explanation:

Given, a bullet train covers 550 km in 3 hours.

Speed of bullet train = Distance/Time = $550/3$ kmph

Given, the speed of the train decreases by $23 \frac{1}{3}$ kmph

New speed = Speed - $23 \frac{1}{3}$ = $550/3 - 70/3 = 480/3$ kmph

Time taken to cover 4880 km with new speed = $4880/(480/3) = 3$ hours

Q6. Avik starts running on a circular track of length 600 metres. He completes the first round in 2 min 24 sec. For all subsequent rounds, his speed decreases by 10% of his previous round's speed. What will be Avik's speed when he is running the third round?

A. 12.15 km/hr

B. 20.25 km/hr

C. 14.58 km/hr

D. 16.2 km/hr

Answer: Option A

Explanation:

Given, Avik runs 600 meters in 2 min 24 sec i.e 144 sec

Speed = $600/144$ m/sec

Speed = $(600/144) \times (18/5)$ kmph = 15 kmph

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This is the speed for the first round.

Given, his speed decreases by 10% of his previous round's speed

Speed for the second round = $15 \times 0.9 = 13.5$ kmph

Speed for the third round = $13.5 \times 0.9 = 12.15$ kmph

Q7. A team of five members is formed from 9 boys and 8 girls. Find the probability that at least one girl is included in the team.

A. $409/442$

B. $417/442$

C. $421/442$

D. $433/442$

Answer: Option D

Explanation:

Probability of having at least one girl in the team = $1 - \text{Probability of no girl in the team}$

Sample Space = ${}^{17}C_5$

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Number of ways of selecting a team of five members with no girl in the team = 9C_5

Probability of selecting a team of five members with no girl in the team = ${}^9C_5 / {}^{17}C_5 = 9/442$

So, the probability of selecting a team of five members with at least one girl in the team = $1 - 9/442 = 443/442$

Q8. Town A's population last year was 70,000. This year its population became 74,725. The male population increased by 5% and the female population increased by 7%. How many males were there last year in town A?

A. 12565

B. 9245

C. 61250

D. 8750

Answer: Option D

Explanation:

Let us assume, number of male as M and number of female as F in the previous year.

Given, $M + F = 70,000$ --- (1)

This year its population is 74,725.

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The male population is increased by 5% and the female population is increased by 7%

$$1.05M + 1.07F = 74,725 \text{ --- (2)}$$

Multiply the eq (1) with 1.07

$$1.07M + 1.07F = 74,900 \text{ --- (3)}$$

Subtract (3) and (2)

$$\Rightarrow 0.02M = 175$$

$$M = 8,750$$

Q9. The average money a mango seller earned during a month comprising 31 days was Rs. 110 per day. His average earnings during the first 15 days was Rs. 98 per day, and his average earnings during the last 15 days was Rs. 100 per day. What were his earnings on the 16th day?

A. Rs. 390

B. Rs. 420

C. Rs. 440

D. Rs. 480

Answer: Option C

Explanation:

We know that, Average = Sum/Number of days

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The average money a mango seller earned during a month comprising 31 days was Rs. 110 per day.

Avg of 31 days = Sum of the money earned for 31 days/31

Sum of the money earned for 31 days = $110 \times 31 = 3410$ --- (1)

His average earnings during the first 15 days was Rs. 98 per day

Sum of first 15 days earnings = $15 \times 98 = 1470$ --- (2)

His average earnings during the last 15 days was Rs. 100 per day

Sum of last 15 days earnings = $15 \times 100 = 1500$ --- (3)

Earnings on the 16th day = (1) - (2) - (3) = $3410 - 1470 - 1500 = \text{Rs. } 440$

Q10. The average price of 16 apples is Rs. 32 while the average price of 14 of these apples is Rs. 22. Of the remaining two apples, if the price of one apple is 40% more than the other, what is the price of each of these two apples?

A. Rs. 125 and Rs. 89

B. Rs. 119 and Rs. 85

C. Rs. 133 and Rs. 95

D. Rs. 111 and Rs. 79

Answer: Option B

Explanation:

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Given, the average price of 16 apples is Rs. 32

Sum of price of 16 apples = $16 \times 32 = \text{Rs. } 512$ --- (1)

The average price of 14 of these apples is Rs. 22

Sum of price of 14 apples = $14 \times 22 = \text{Rs. } 308$ --- (2)

Of the remaining two apples, if the price of one apple is 40% more than the other

Let's assume the price as x and y respectively.

So, x is 40% more than y

$x = 1.4y$ --- (3)

From (1), (2) and (3)

Sum of price of 16 apples = Sum of price of 14 apples + x + y

$512 = 308 + 1.4y + y$

$2.4y = 204$

$y = \text{Rs. } 85$

So, $x = 1.4 (85) = \text{Rs. } 119$

Q11. The ratio of number of girls to boys in a class is 3:1. If 50% of the girls and 75% of the boys are above 5 feet, then the percentage of students in the class who are 5 feet or below is

A. 44.25

B. 48.25

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C. 47.5

D. 43.75

Answer: Option D

Explanation:

Given, the ratio of number of girls to boys in a class is 3:1

Let's assume the total number of students = 400

So, number of girls = 300

The number of boys = 100

50% of the the girls are above 5 feet

Number of girls above 5 feet = $50\%(300) = 150$

So, the number of girls 5 feet or below = $300 - 150 = 150$

75% of boys are above 5 feet

Number of boys above 5 feet = $75\%(100) = 75$

Number of boys 5 feet or below = $100 - 75 = 25$

Number of students 5 feet or below = $150 + 25 = 175$

Percentage of students who are 5 feet or below = $(175/400)*100 = 43.75$

Q12. On the opening ceremony of a bakery, Raju sold chocolate cake at a profit of 20%. After a few days he gets 10% discount on its ingredients, making its cost price equivalent to 90% of its initial cost price. But even then he decides to sell it at Rs. 18 more than the previous selling price, making him a gain of 40%. Find the initial cost price of chocolate cake.

A. Rs. 180

B. Rs. 330

C. Rs. 220

D. Rs. 300

Answer: Option D



Explanation:

Let us assume the C.P of the cake as x

Raju sold chocolate cake at a profit of 20%

S.P of the cake = $1.2x$

After a few days he gets 10% discount on its ingredients, making its cost price equivalent to 90% of its initial cost price.

New C.P = $0.9x$

He decides to sell it at Rs. 18 more than the previous selling price

New S.P = $1.2x + 18$ --- (1)

He made a profit of 40%

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$$\text{New S.P} = 1.4(0.9x) \text{ --- (2)}$$

Equate (1) and (2)

$$1.2x + 18 = 1.4(0.9x)$$

$$0.06x = 18$$

$$x = 300$$

C.P of the cake = Rs. 300

Q13. A man spends exactly Rs. 810 for buying caps and gloves at Rs. 30 and Rs. 70 respectively. What is the ratio of number of gloves to that of caps, if he purchased maximum possible number of gloves ?

A. 3 : 2

B. 4 : 5

C. 2 : 3

D. 5 : 4

Answer: Option A

Explanation:

Given, the total amount spent = Rs. 810

Cost of a cap = Rs. 30

Cost of a glove = Rs. 70

Let's assume the number of caps as x and number of gloves as y

$$30x + 70y = 810 \text{ --- (1)}$$

It is given that the man purchased maximum possible number of gloves.

So, this indicates he purchased minimum number of caps.

The minimum of caps won't be equal to 0, 1, 2, 3, 4 and 5 because eq (1) won't be satisfied as we will get a decimal value for y .

So, the minimum value for $x = 6$

$$\text{From (1), } 70y = 810 - 180$$

$$70y = 630$$

$$y = 9$$

So, the ratio of number of gloves to that of caps = $y : x = 9 : 6 = 3 : 2$

Q14. A sum of money amounts to Rs. 5120 in 3 years and to Rs. 7290 in 6 years at certain rate of compound interest, compounded annually. Find the rate of interest.

- A. 7.5 %
- B. 12.5 %
- C. 10 %
- D. 15 %

Answer: Option B

Explanation:

Given,

A sum of money amounts to Rs. 5120 in 3 years and to Rs. 7290 in 6 years at certain rate of compound interest, compounded annually.

We know that

$$A = P[1 + R/100]^n$$

Amount after 3 years = 5120

$$P[1 + R/100]^3 = 5120 \text{ --- (1)}$$

Amount after 6 years = 7290

$$P[1 + R/100]^6 = 7290 \text{ --- (2)}$$

Divide (2) with (1)

$$[1 + R/100]^3 = 729/512$$

$$1 + R/100 = 9/8$$

$$R/100 = 1/8$$

$$R = 12.5\%$$

Q15. If $x = 1 - 1/x$, find the value of $(x^6 + 2x^3 + 1)$

A. 3

B. 1

C. 8

D. 0

Answer: Option D

Explanation:

Given,

$$x = 1 - 1/x$$

$$x + 1/x = 1 \quad \text{-- (1)}$$

Cubing on both sides

$$(x + 1/x)^3 = 1$$

$$x^3 + 1/x^3 + 3(x)(1/x)(x + 1/x) = 1$$

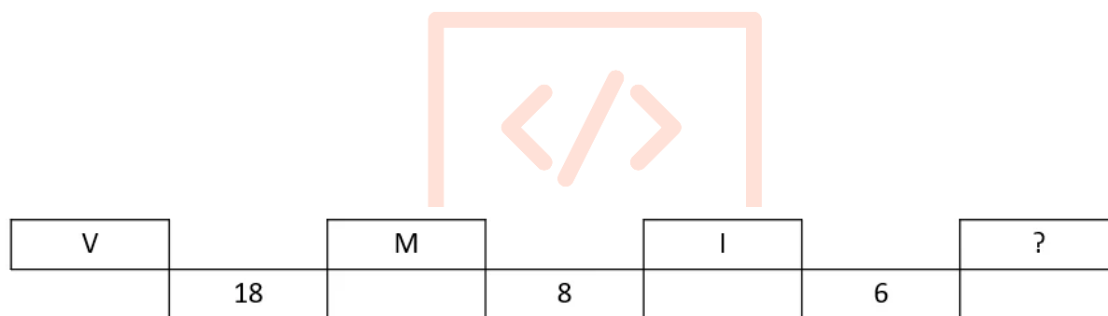
$$x^3 + 1/x^3 + 3 = 1 \quad \text{[From (1)]}$$

$$(x^6 + 1 + 2x^3)/x^3 = 0$$

$$(x^6 + 1 + 2x^3) = 0$$

Numerical Reasoning

Q1. Find the missing letter in the image below



A. C

B. D

C. F

D. E

Answer: Option C

Explanation:

V - 22

M - 13

I - 9

$$22 - 13 = 18/2$$

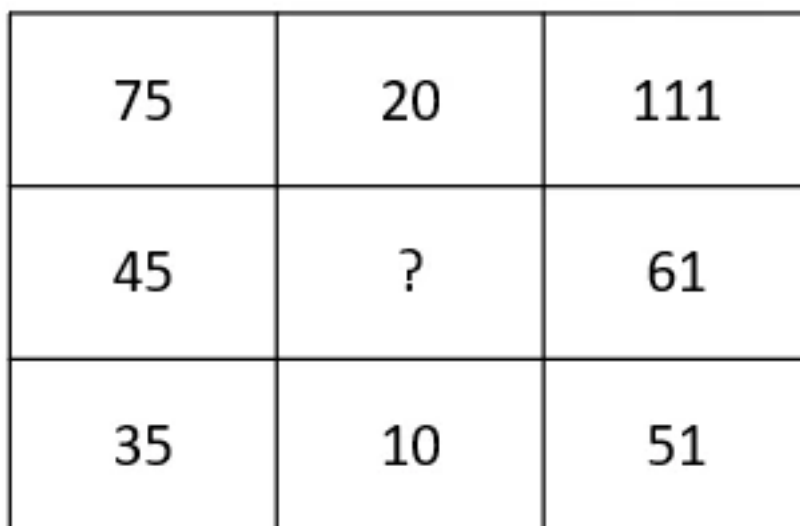
$$13 - 9 = 8/2$$

$$9 - ? = 6/2$$

$$? = 6$$

Alphabet with place value 6 is F

Q2. Find the missing number in the image given below



75	20	111
45	?	61
35	10	51

A. 14

B. 15

C. 17

D. 12

Answer: Option B

Explanation:

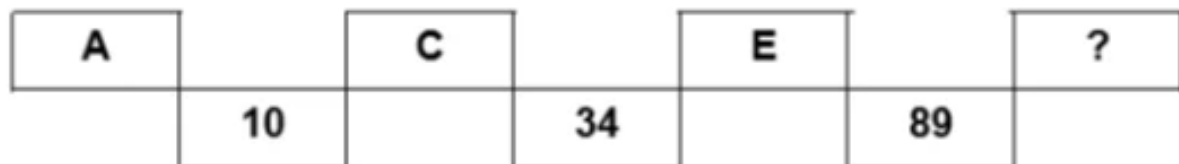
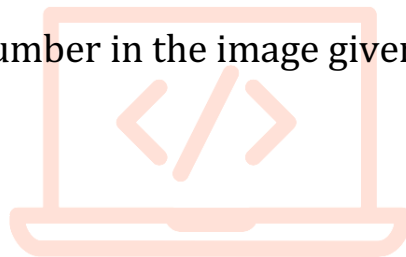
$$(75 - 20) * 2 + 1 = 111$$

$$(35 - 10) * 2 + 1 = 51$$

$$(45 - ?) * 2 + 1 = 61$$

$$? = 15$$

Q3. Find the missing number in the image given below



A. F

B. H

C. G

D. J

Answer: Option B

Explanation:

A - 1

C - 3

E - 5

$$(1*1) + (3*3) = 10$$

$$(3*3) + (5*5) = 34$$

$$(5*5) + (?*?) = 89$$

$$? = 8$$

Alphabet with place value 8 is H

Q4. Find the missing number in the image given below

1000	10	900
900	?	731
783	6	747

A. 11

B. 13

C. 12

D. 9

Answer: Option B

Explanation:


$$1000 - (10 * 10) = 900$$

$$783 - (6 * 6) = 747$$

$$900 - (? * ?) = 731$$

$$? = 13$$

Q5. Find the missing number in the following image



5			
11	6		
20	9	3	
37	17	8	?

A. 4

B. 9

C. 5

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D. 7

Answer: Option C

Explanation:

$$5 + 6 = 11$$

$$11 + 9 = 20$$

$$6 + 3 = 9$$

$$20 + 17 = 37$$

$$9 + 8 = 17$$

$$3 + ? = 8$$

$$? = 8$$



Q6. Find the missing number in the following image

12	17	13	8
21	12	7	16
19	15	21	25
62	25	47	?

A. 84

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B. 80

C. 40

D. 75

Answer: Option A

Explanation:

$$12 - 17 + 13 = 8$$

$$21 - 12 + 7 = 16$$

$$19 - 15 + 21 = 25$$

$$62 - 25 + 47 = ?$$

$$? = 84$$



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Q7. Find the missing letter in the image given below

2		5		3		4		5
	J		O		L		?	

A. Q

B. T

C. R

D. Y

Answer: Option B

Explanation:

$$2 * 5 = 10 \text{ (J)}$$

$$5 * 3 = 15 \text{ (O)}$$

$$3 * 4 = 12 \text{ (L)}$$

$$4 * 5 = 20 \text{ (?)}$$

$$? = T$$



Q8. Which number will replace the question mark (?) so that it will complete the series?

5, 4, 7, 20, (?), 394

A. 35

B. 9

C. 79

D. 39

Answer: Option C

Explanation:

$$5 * 1 - 1 = 1$$

$$4 * 2 - 1 = 7$$

$$7 * 3 - 1 = 20$$

$$20 * 4 - 1 = ?$$

$$? = 79$$

Q9. What is the next number in the below given series?

5, 18, 67, 260, (?)

A. 1024

B. 1025

C. 1029

D. 520

Answer: Option C

Explanation:

$$5 * 4 - 2 = 18$$

$$18 * 4 - 5 = 67$$

$$67 * 4 - 8 = 260$$

$$260 * 4 - 11 = ?$$

$$? = 1029$$

Q10. Which one of the options will replace the question mark (?) in the following sequence so that it will complete the series.

15(79)4, 25(415)15, 12(129)9, 13(181)12, 22(?)6

A. 160

B. 165

C. 95

D. 105

Answer: Option A

Explanation:

$$(15 * 4) + (15 + 4) = 79$$

$$(25 * 15) + (25 + 15) = 415$$

$$(12 * 9) + (12 + 9) = 129$$

$$(13 * 12) + (13 + 12) = 181$$

$$(22 * 6) + (22 + 6) = ?$$

$$? = 160$$

Q11. Find the missing number in the following puzzle

	8		15		32	
4	9	12	10	26	?	18
	7		19		6	

A. 16

B. 17

C. 18

D. 15

Answer: Option C

Explanation:

$$(8+12) - (4+7) = 9$$

$$(15+26) - (12+19) = 10$$

$$(32+18) - (26+6) = ?$$

$$? = 18$$

Q12. Find the missing number in the following puzzle

8	5	3	4	64
6	14	1	10	210
22	3	5	4	?
13	6	8	5	135
4	19	14	1	37

A. 140

B. 135

C. 120

D. 155

Answer: Option C

Explanation:

$$(8+5+3) * 4 = 64$$

$$(6+14+1) * 10 = 210$$

$$(13+6+8) * 5 = 135$$

$$(4+19+14) * 1 = 37$$

$$(22+3+5) * 4 = ?$$

$$? = 120$$

Q13. Find the missing number in the following puzzle

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423	389	579
381	276	425
168	?	616

A. 484

B. 452

C. 396

D. 372

Answer: Option B

Explanation:

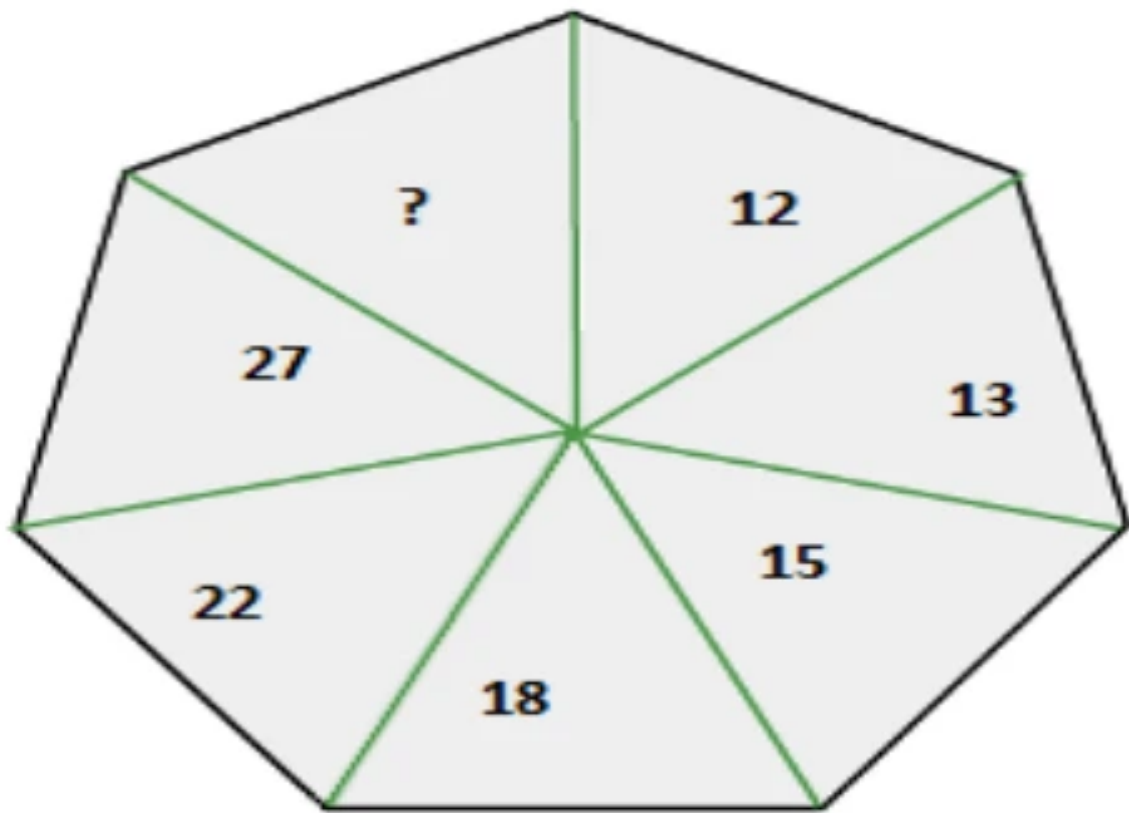
$$(423 - 381) * 4 = 168$$

$$(579 - 425) * 4 = 616$$

$$(389 - 276) * 4 = ?$$

$$? = 452$$

Q14. Find the missing number in the following puzzle



A. 34

B. 14

C. 12

D. 35

Answer: Option

Explanation:

$$27 - 22 = 5$$

$$22 - 18 = 4$$

$$18 - 15 = 3$$

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$$15 - 13 = 2$$

$$13 - 12 = 1$$

$$12 - ? = 0$$

$$? = 12$$

Q15. Find the next number in this sequence: 21, 35, 41, 59, 61, ??

A. 83

B. 71

C. 72

D. 66

Answer: Option A

Explanation:

Considering the terms alternatively

21, 41, 61 ==> Difference is 20

35, 59 ==> Difference is 24

$$59 + 24 = 83$$

Comprehension

Directions for questions 1 to 5: Read the passage and answer the five questions that follow.

Nature and culture are often seen as opposite ideas - what belongs to nature cannot be the result of human intervention and, on the other hand, cultural development is achieved against nature. However, this is by far not the only take on the relationship between nature and culture. Studies in the evolutionary development of humans suggest that culture is part and parcel of the ecological niche within which our species thrived, thus rendering culture a chapter in the biological development of a species.

Several modern authors - such as Rousseau - saw the process of education as a struggle against the most eradicated tendencies of human nature. Humans are born with wild dispositions, such as the one of using violence to achieve one's own goals, eating and behave in a disorganized fashion, and/or acting egotistically. Education is that process that uses culture as an antidote against our wildest natural tendencies; it is thanks to a culture that the human species could progress and elevate itself above and beyond other species.

Over the past century and a half, however, studies in the history of human development have clarified how the formation of what we refer to as "culture" in an anthropological sense is part of the

biological adaptation of our ancestors to the environmental conditions in which they came to live.

Consider, for example, hunting. Such activity seems an adaptation, which allowed hominids to move from the forest into the savannah some millions of year ago, opening up the opportunity to change diet and living habits. At the same time, the invention of weapons is directly related to that adaptation - but from weapons descend also a whole series of skill sets characterizing our cultural profile, from butchering tools to ethical rules relating to the proper use of weapons (e.g., should they be turned against other human beings or against uncooperative species?). Hunting also seems responsible for a whole set of bodily abilities, such as balancing on one foot as humans are the only primates that can do that. Now, think of how this very simple thing is crucially connected to dance, a key expression of human culture.

It is then clear that our biological development is closely tied to our cultural development. The view that came to be most plausible over the past decades seems to be that culture is part of the ecological niche within which humans live. Just as snails carry their shell, so do we bring along our culture.

Now, the transmission of culture seems not to be directly related to the transmission of genetic information. Certainly, the significant overlap between the genetic makeup of humans is a premise for the development of a common culture that can be passed along from one generation to the next.

However, cultural transmission is also horizontal among individuals within the same generation or among individuals belonging to different populations. You can learn how to make lasagna even if you

were born to Korean parents in Kentucky just as you can learn how to speak Tagalog even if none of your immediate family or friends speaks that language.

Q1. How do modern authors perceive education?

- A. As being man's release from essential human nature
- B. As being the link between nature and culture
- C. As being higher than both culture and nature
- D. As being the highest form of culture

Answer: Option A

Explanation:

From the 2nd paragraph, we can say that the modern author's perception of education. The description is with respect to the impact of education on human nature. So, we can understand that modern authors consider education as man's release from his/her wildest natural tendencies. So, the suitable option is Option A. Also, Option B, C and D are irrelevant as per the passage.

Q2. The history of human development depicts the evolution of culture as the way in which:

- A. nature became more tame and controlled
- B. our ancestors adapted themselves to their surroundings
- C. the surroundings of our ancestors became more controlled

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D. mankind's biological evolution took place

Answer: Option D

Explanation:

Let's go through the options.

Option A: It is never mentioned in the passage that nature became more tame and controlled. The passage is more about the relation between the revolution of culture and the ecological or biological development of mankind. So, Option A can be eliminated.

Option B: From the 3rd paragraph, we can understand that the formation of culture is a part of the biological adaptation of our ancestors. But the revolution of culture didn't result in the adaptation of our ancestors. So, Option B cannot be the answer.

Option C: This is irrelevant to the context in the passage.

Option D: From the 5th paragraph, we can conclude that biological development is a result of cultural development. So, the answer should be Option D.

Q3. As per the passage, how does man's ability to hunt and dance differentiate him from other species?

A. By serving as a medium of dominance

B. By allowing him to express himself

C. By virtue of using different physical postures

D. By giving him a creative medium

Answer: Option C

Explanation:

From the 4th paragraph, it is mentioned that the differentiation is because of bodily abilities. One such sense in the options is mentioned in Option C.

Q4. How is hunting by primaeval different from that in the modern age?

- A. The former was used only for self-preservation
- B. There is an associated sense of values in the latter
- C. The latter is culturally evolved, therefore justified
- D. The former was recreational in purpose

Answer: Option C

Explanation:

In the whole passage, it is never mentioned former was used only for self-preservation. So, Option A can be eliminated.

In Option B, it is not clearly described what is the associated sense of value in the latter and hence, this can also be eliminated.

From the 4th paragraph, we can say that from primaeval hunting, modern hunting is evolved with the invention of weapons, and along with the weapons comes a proper vision on whom should the weapon be used. So, modern hunting is culturally evolved is true.

Q5. What is the meaning of the word niche?

- A. Kind
- B. Specialised part
- C. Calm
- D. Recreational

Answer: Option B



Explanation:

The meaning of the word niche is a Specialised part.

Directions for 6 to 10: Read the passage and answer the questions that follow.

The Progressive Era had seen several moves to establish old-age pensions and national health insurance, but with the Depression, many reformers focused on unemployment insurance.

In his late 60s, Dr. F. E. Townsend decided to do something about the financial devastation of the elderly poor. He envisioned a program where the federal government would provide a \$ 200 per month

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pension to every American over the age of 60, and saw this financed through a 2% tax on all business transactions. The total cost would be greater than \$ 20 billion a year, but he saw the pensions as a solution to the Depression.

If the recipients were required to spend their \$ 200 within thirty days, he reasoned, this would significantly stimulate the economy, and create a "velocity effect," ending the Depression.

The plan was criticized by many economists. Essentially, half the national income would be directed to the eight percent of the population over the age of 60. But it was still a very attractive plan, especially to the older people who would benefit.

Townsend began to organize around his Old Age Revolving Pension Plan (Townsend Plan) in September 1933 and had created a movement within months. Buoyed by the response, Townsend spoke to the crowds as he travelled, including two national conventions organized around the Townsend Plan.

In 1935, encouraged by the massive support for the Townsend idea, Franklin Delano Roosevelt's New Deal passed the Social Security Act. Many in Congress, pressured to support the Townsend Plan, preferred being able to support the Social Security Act, which for the first time provided a safety net for Americans too old to work.

Townsend considered this an inadequate substitute and began angrily attacking the Roosevelt administration. He invested much energy in the Union Party and organized voters to vote for candidates who supported the Townsend Plan. He estimated that the Union Party would get 9 million votes in 1936, and when the actual votes were less than a million and Roosevelt was reelected in a landslide, Townsend abandoned party politics.

His political activity led to conflict within the ranks of his supporters, including the filing of some lawsuits. In 1937, Townsend was asked to testify before the Senate on allegations of corruption in the Townsend Plan movement. When he refused to answer questions, he was convicted of contempt of Congress. Roosevelt, despite Townsend's opposition to the New Deal and Roosevelt, commuted Townsend's 30-day sentence. Townsend continued to work for his plan, making changes to try to make it less simplistic and more acceptable to economic analysts. His trips to newspaper headquarters continued.

Q6. The following statement cannot be inferred from the passage:

- A. People's support did not translate into votes
- B. Townsend wanted half the national income to be spent disproportionately
- C. Townsend's proposal received immense public support
- D. Economists critical of Townsend's plan were Congress supporters

Answer: Option D

Explanation:

From the 6th paragraph, we can say that Townsend's idea received massive support. But still, he didn't get enough number of expected votes. So, Option A cannot be the answer.

From the 4th paragraph, it is said that half of the national income should be directed in a disproportionate way. So, Option B cannot be the answer.

From the 6th paragraph, we can say that Townsend's idea received massive support. So, Option C cannot be the answer.

It is only mentioned that the plan was criticised by many Economists. But, it is not mentioned that the Economists were Congress supporters. So, Option D should be the correct answer.

Q7. When the passage says "Buoyed by the response, Townsend spoke to the crowds as he travelled", it means that:

- A. The response made Townsend despondent
- B. Townsend was encouraged by the support he received
- C. Townsend had to try hard to convince the crowds
- D. The response took Townsend by surprise

Answer: Option B

Explanation:

The meaning of the sentence mentioned should be positive as there is a word called Buoyed which means supported or encouraged.

Option A can be eliminated because of the word despondent which means discouragement.

Option C can also be eliminated because it gives a sense that the idea was not supported.

Option D can also be eliminated because it is not mentioned that Townsend was surprised.

So, the answer should be Option B which means Townsend was encouraged by the support.

Q8. How was Townsend's plan going to solve the problem of the Depression?

- A. When the elderly poor would receive a pension
- B. When a business would pay 2% taxes on every transaction
- C. When the elderly poor would spend their pension
- D. When a considerable part of the national income would be channelled to the poor

Answer: Option C

Explanation:

From the 3rd paragraph, Townsend's idea suggested that the recipients should spend \$200 within thirty days. The only option which mentioned elderly people spending money is in Option C.

Q9. The pension provided to the elderly poor needed to be:

- A. spent
- B. saved
- C. documented
- D. calculated

Answer: Option A

Explanation:

From the 3rd paragraph, It is clearly mentioned that elderly people should spend their pension.

Q10. Why did Townsend abandon party politics?

- A. Because he was not satisfied with Roosevelt's Social Security Act
- B. Because Congress chose the Social Security Act over the Townsend Plan
- C. Because he felt that association with politics did not serve his purpose
- D. Because he felt Roosevelt was not a good President

Answer: Option B

Explanation:

From the 7th paragraph, we can clearly say that more people voted for Roosevelt than Townsend. This clearly means that more people chose Social Security Act over Townsend Plan. So, Townsend abandoned party politics.

Directions for 11 to 15: Read the passage and answer the questions that follow.

The “will to power” is a central concept in the philosophy of 19th-century German philosopher Friedrich Nietzsche. It is best understood as an irrational force, found in all individuals, that can be channelled toward different ends. Nietzsche explored the idea of the will to power throughout his career, categorizing it at various points as a psychological, biological, or metaphysical principle. For this reason, the will to power is also one of Nietzsche's most misunderstood ideas.

In his early twenties, Nietzsche read "The World as Will and Representation" by Arthur Schopenhauer and fell under its spell.

Schopenhauer offered a deeply pessimistic vision of life, and at the heart of it was his idea that a blind, ceaselessly striving, an irrational force he called “Will” constituted the dynamic essence of the world. This cosmic Will manifests or expresses itself through each individual in the form of the sexual drive and the “will to life” that can be seen throughout nature. It is the source of much misery since it is essentially insatiable.

The best thing one can do to reduce one’s suffering is to find ways to calm it. This is one of the functions of art.

In his first book, "The Birth of Tragedy," Nietzsche posits what he calls a “Dionysian” impulse as the source of Greek tragedy. Like

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Schopenhauer's Will, it is an irrational force that surges up from dark origins, and it expresses itself in wild drunken frenzies, sexual abandon, and festivals of cruelty.

His later notion of the will to power is significantly different, but it retains something of this idea of a deep, pre-rational, unconscious force that can be harnessed and transformed in order to create something beautiful. In early works like "Human, All Too Human" and "Daybreak," Nietzsche devotes much of his attention to psychology. He doesn't talk explicitly about a "will to power," but time and again he explains aspects of human behavior in terms of a desire for domination or mastery over others, oneself, or the environment. In "The Gay Science" he begins to be more explicit, and in "Thus Spoke Zarathustra" he begins to use the expression "will to power."

People unacquainted with Nietzsche's writings may be inclined to interpret the idea of the will to power rather crudely. But Nietzsche is not thinking only or even primarily of the motivations behind people like Napoleon or Hitler who expressly seek military and political power. In fact, he typically applies the theory quite subtly.

For instance, Aphorism 13 of "The Gay Science" is entitled "The Theory of the Sense of Power." Here Nietzsche argues that we exercise power over other people both by benefiting them and by hurting them. When we hurt them we make them feel our power in a crude way—and also a dangerous way, since they may seek to revenge themselves.

Q11. The will to power is one of Nietzsche's most misunderstood ideas because:

- A. It has been categorized under different heads over the course of time.
- B. Very few philosophers have studied metaphysics in detail.
- C. Nietzsche himself was not sure about the nature of the idea.
- D. It took Nietzsche very long to articulate the concept.

Answer: Option A

Explanation:

From the 1st paragraph, the will to power is one of Nietzsche's most misunderstood ideas because of categorizing it at various points as a psychological, biological or metaphysical principle. So, the answer should be Option A.

Q12. How is 'art' related to the 'will to life'?

- A. It gives a person a reason to live.
- B. It satisfies one's will to life.
- C. It reduces the suffering caused by the insatiety of the will.
- D. It causes a person to suffer by keeping the will unsatisfied.

Answer: Option C

Explanation:

From the 2nd paragraph, we can say that suffering because of insatiable will to life can be reduced by art. So, the answer should be Option C.

Q13. Nietzsche idea of will to power is applicable _____

- A. to every individual.
- B. only to power thirsty people.
- C. to those who have a desire for domination.
- D. to fascist leaders.

Answer: Option A

Explanation:

From the 1st paragraph, the lines "It is best understood as an irrational force, found in all individuals". So, from these lines, we can say that the answer should be Option A.

Q14. Which of the following cannot be said about Nietzsche?

- A. "The World as Will and Representation" paved the way for his theories.
- B. His theories have a universal appeal.
- C. He was influenced by the essential pessimism of Schopenhauer.
- D. He introduced the idea of 'will to power' in The Gay Science.

Answer: Option D

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Explanation:

From the 2nd paragraph, the lines "fell under its spell", we can understand that Nietzsche was influenced by the book and hence Option A is true as per passage.

From the 1st paragraph, the lines "It is best understood as an irrational force, found in all individuals". So, this means his theories have a universal appeal. So, Option B is also true.

From the 2nd and 3rd paragraph, we can say that he was influenced by the essential pessimism of Schopenhauer. So, Option C is true.

From the 5th paragraph, the lines In "The Gay Science" he begins to be more explicit, and in "Thus Spoke Zarathustra" he begins to use the expression "will to power." So, he didn't introduce the idea of "will to power" in the Gay Science.

Q15. The will to power is conceded an irrational force because:

- A. It is found in every individual, irrespective of their capabilities.
- B. It can be directed towards achieving any possible aim.
- C. It seems from a deeply pessimistic vision of life.
- D. It is a source of misery.

Answer: Option B

Explanation:

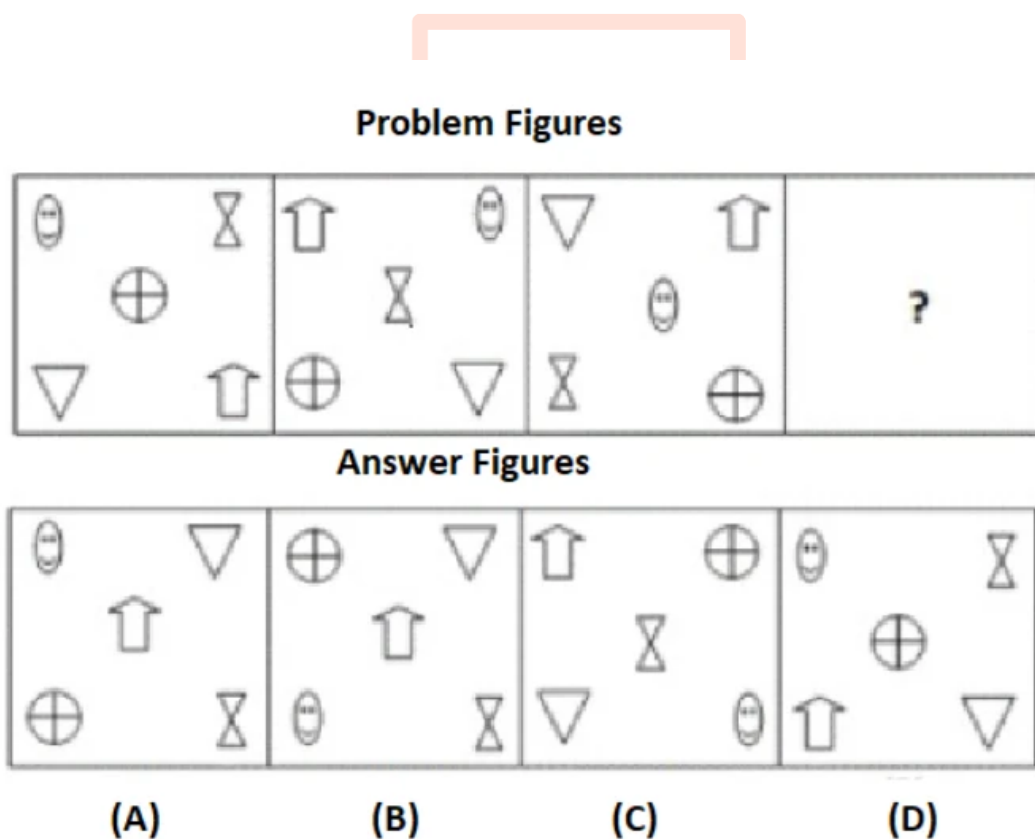
From the 1st paragraph, we can say that the meaning of irrational force is undefined force and it is appropriate to say that and undefined

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force can spread to different possibilities or ends. So, one such meaning is mentioned in Option B.

Abstract Reasoning

Q1. Choose the correct figure from Answer Figures to complete the 'Problem Figures' series.



A. A

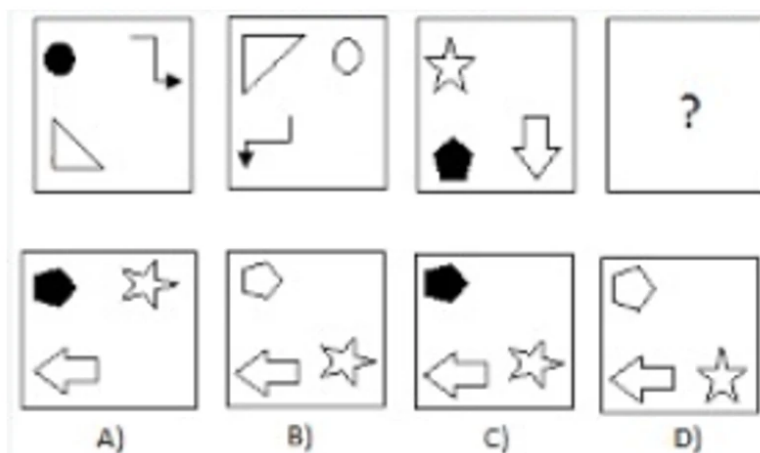
B. B

C. C

D. D

Answer: Option B

Q2. The first figure and the second figure are analogous in some way. Similarly, the fourth figure should also be analogous to the third figure. Choose the fourth figure from the given options.



A. A

B. B

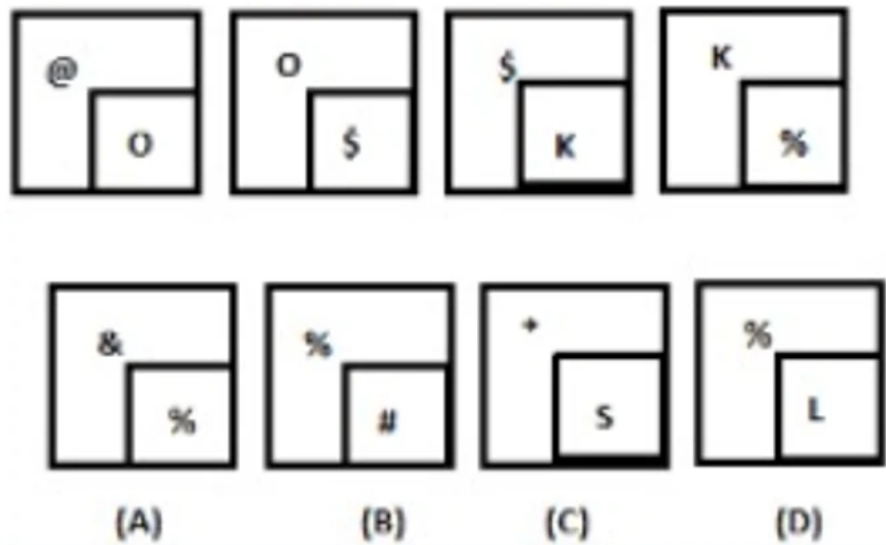
C. C

D. D

Answer: Option B

Q3. Find the next image in the sequence below:

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A. A

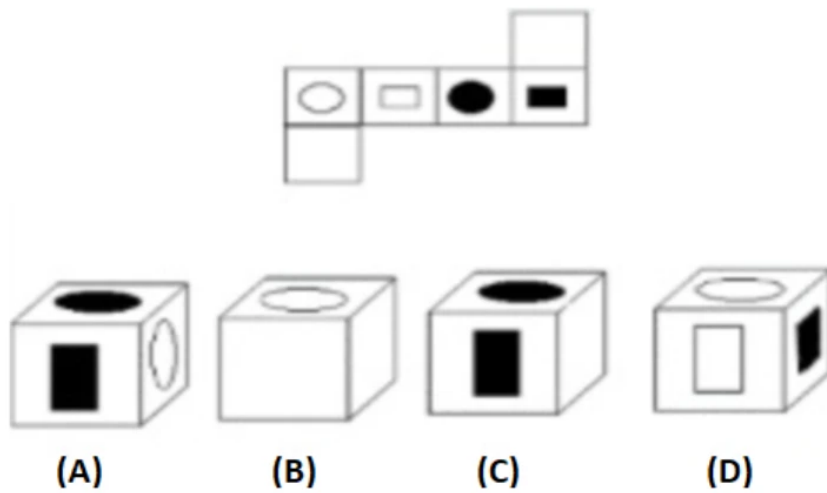
B. B

C. C

D. D

Answer: Option D

Q4. The figure given below has been folded to produce different box patterns. Choose the box from the alternatives which will be formed by this figure.



A. A

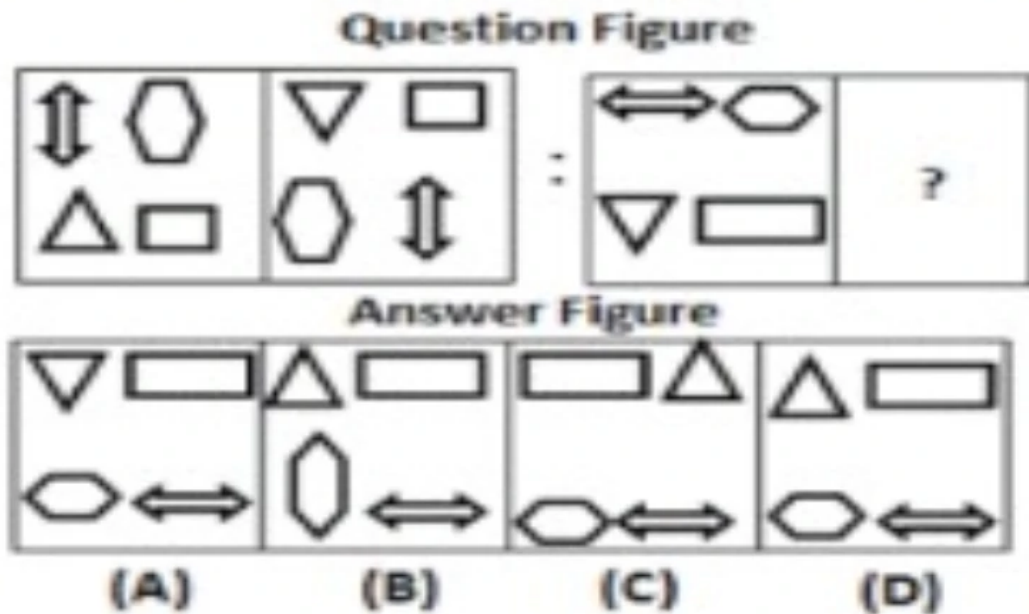
B. B

C. C

D. D

Answer: Option C

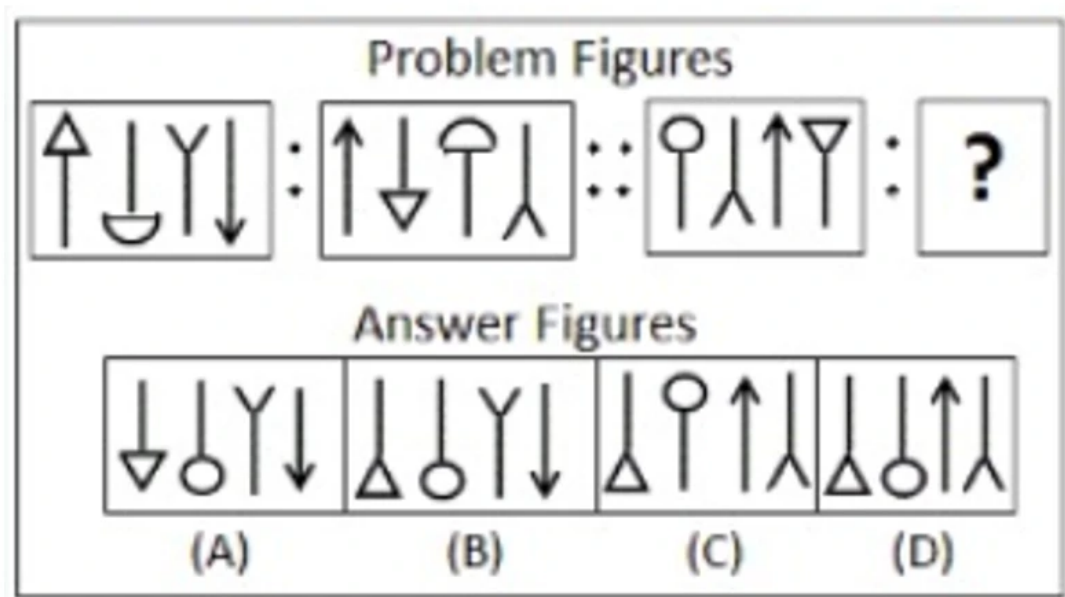
Q5. In the figure, the first and second images are related in some way. The third and fourth images are similarly related. Choose the option from Answer Figure which will fit as the fourth image?



- A. A
- B. B
- C. C
- D. D

Answer: Option D

Q6. A set of problem figures and answer figures are given below. In Problem Figures the first two images, and the last two images are related in some way. Choose the correct figure from Answer Figures to complete the series.



A. A

B. B

C. C

D. D

Answer: Option B

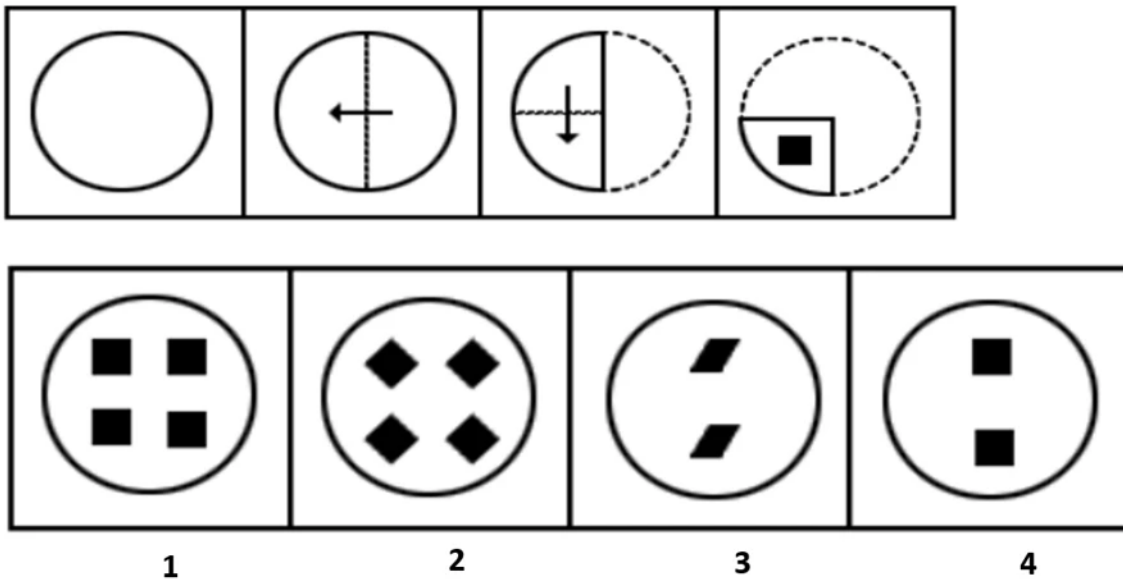
Q7. What will be the next figure in the following series?

& 7 L (*) * 1 Z 8	! \$ % #)	<div style="border: 1px solid black; width: 100px; height: 100px;"></div>
(% # i \$) % # # i \$	\$! # % () % # % \$
A	B	C	D

- A. A
- B. B
- C. C
- D. D

Answer: Option A

Q8. Choose a figure which would most closely resemble the unfolded form of the figure (Z).



A. 1

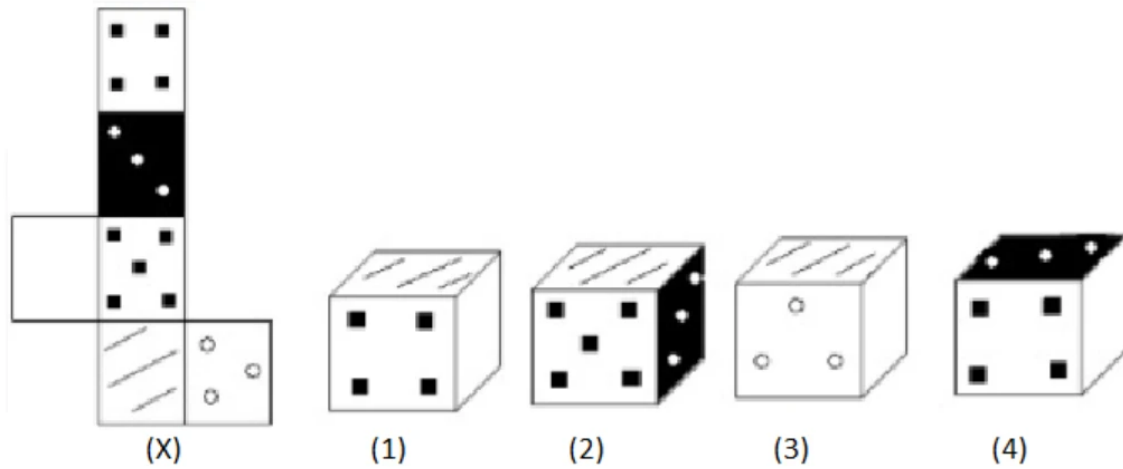
B. 2

C. 3

D. 4

Answer: Option A

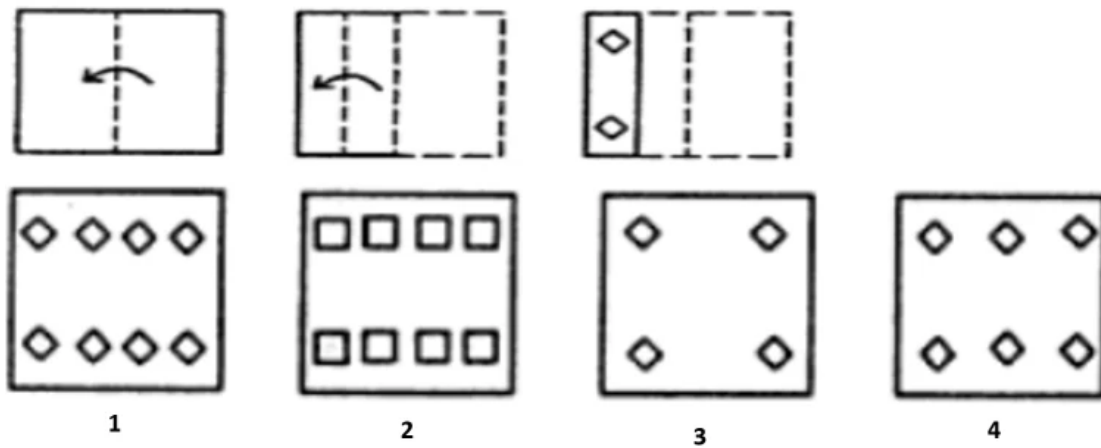
Q9. The following figure marked (X) has been folded to produce different box patterns. Four boxes are given below marked (1), (2), (3) and (4). Choose which of the four boxes can be produced by folding the figure (X).



- A. (1) and (2)
- B. (2) and (4)
- C. (2), (3) and (4)
- D. (1) and (4)

Answer: Option D

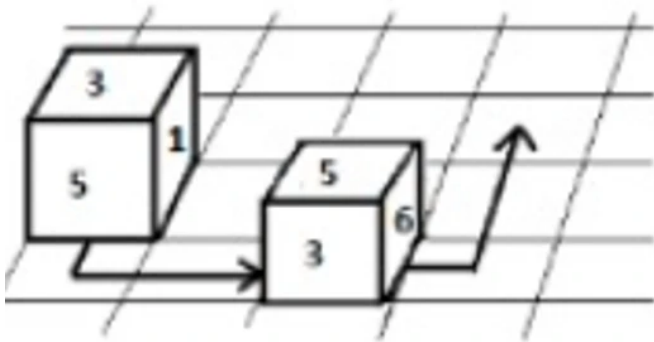
Q10. Choose a figure which would most closely resemble the unfolded form of the figure.



- A. 1
- B. 2
- C. 3
- D. 4

Answer: Option A

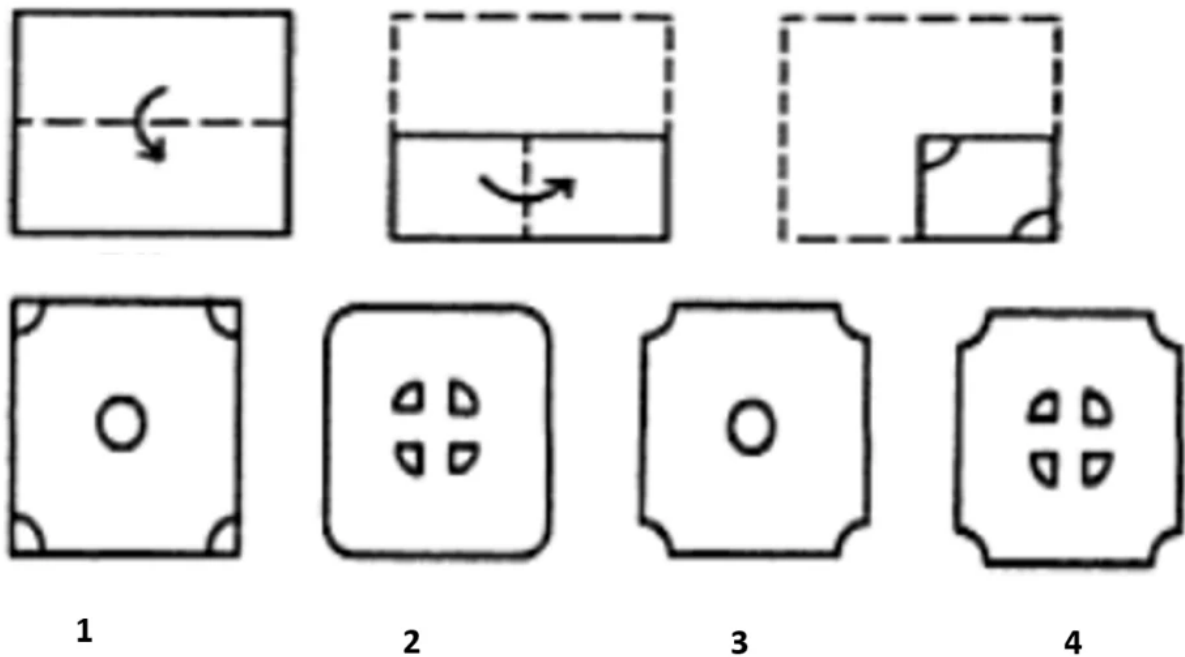
Q11. Which number will come on top if the dice is moved by rolling one face at a time, to the square where there is an arrow? The opposite faces of the dice always add up to 7.



- A. 3
- B. 2
- C. 6
- D. 5

Answer: Option C

Q12. Choose a figure which would most closely resemble the unfolded form of the figure.

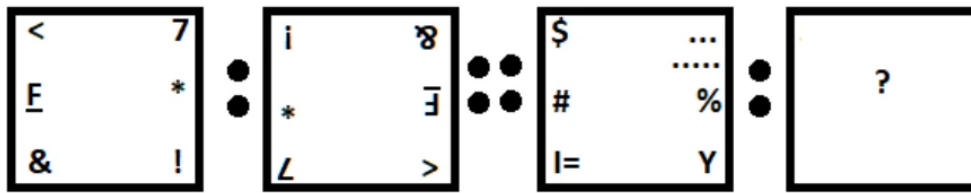


- A. 1
- B. 2
- C. 3
- D. 4

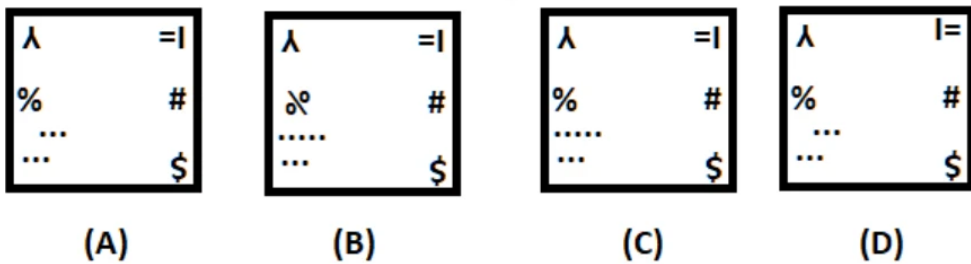
Answer: Option C

Q13. A set of problem figures and answer figures are given below. In Problem Figures the first two images, and the last two images are related in some way. Choose the correct figure from Answer Figures to complete the series.

Problem Figures



Answer Figures



A. A

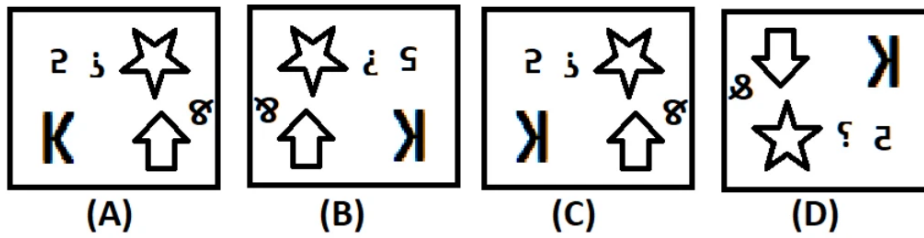
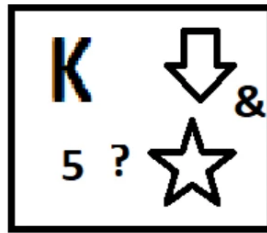
B. B

C. C

D. D

Answer: Option C

Q14. Select the exact water image of the word given in the following figure



A. A

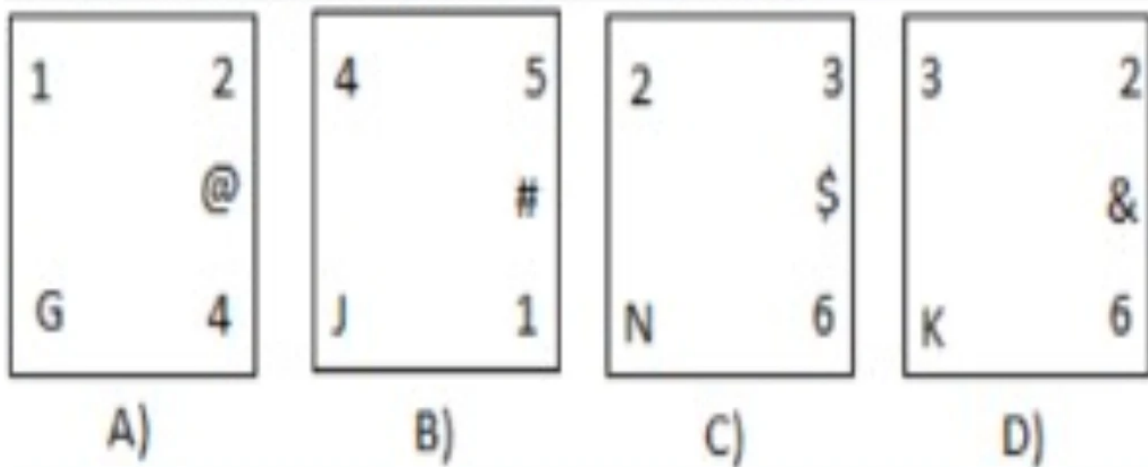
B. B

C. C

D. D

Answer: Option A

Q15. Find the odd one out among the following:



A. A

B. B

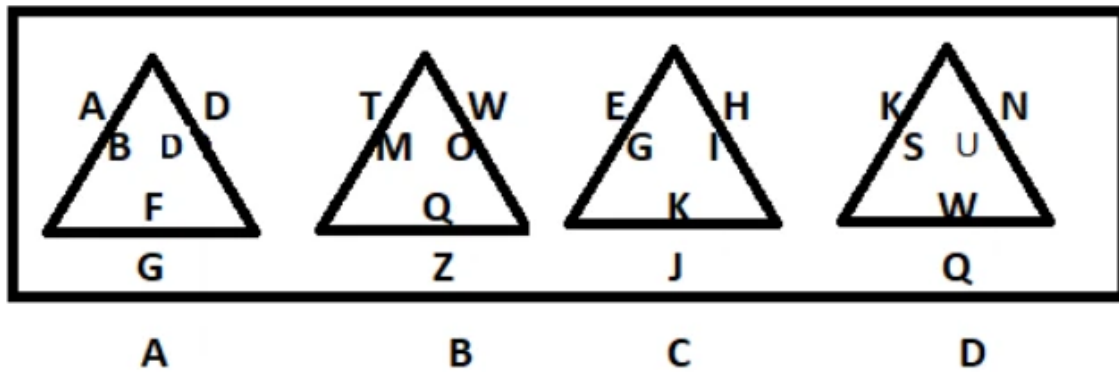
C. C

D. D

Answer: Option C

Diagrammatic Reasoning

Q1. Identify the odd one out of the figure from A, B, C and D given :



A. B



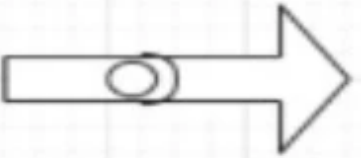
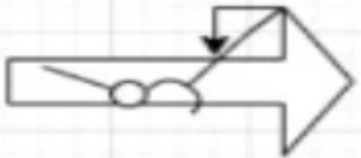
B. A

C. D

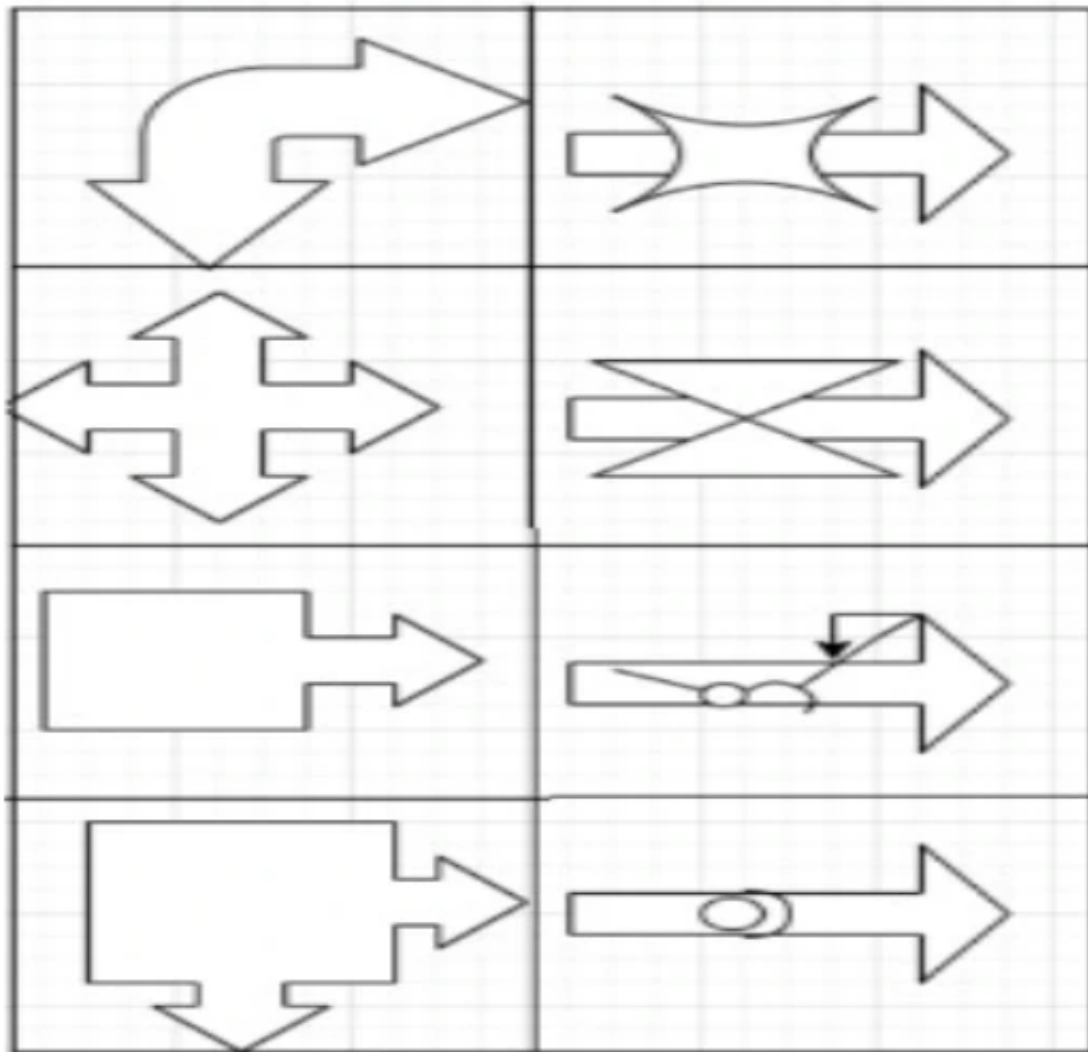
D. C

Answer: Option D

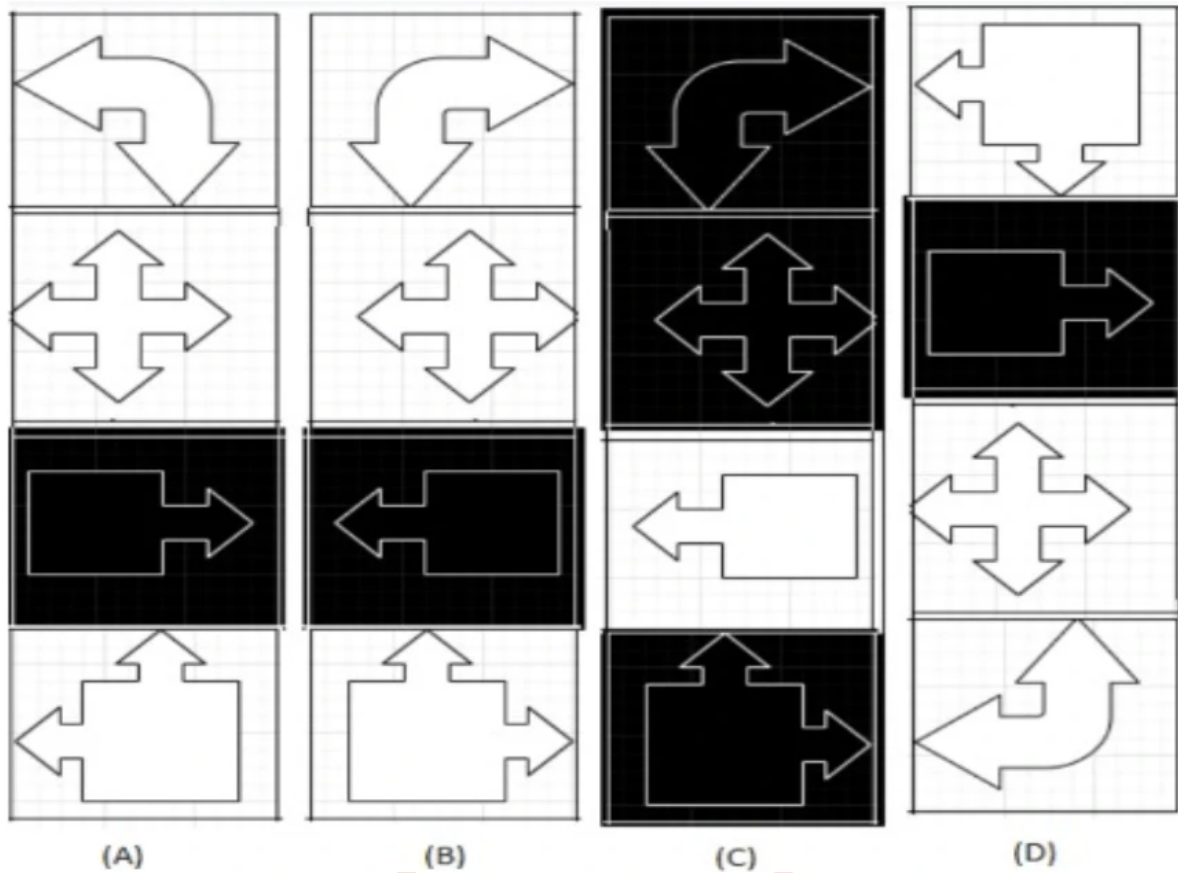
Q2. Directions: If the following symbols represent the given information

	Flip vertical
	Flip Horizontal
	Rotate 180 degrees
	Invert colour

then what would be the output for the below image?



L E L O



A. A

B. B

C. C

D. D

Answer: Option A

Q3. Consider the input and information provided below:

Input: ANKLE $\Omega \forall \Phi \mu \Rightarrow$

Ω -> Jump each character by +2 character positions

\forall -> Retain Middle Character In the same position and other character step back 1 position

Φ -> Vowels shift by +2 position and consonants by +1 position

μ -> Shift the characters in the increasing order like first character by +1 position, second character by +2 position, third character by +3 and so on.

A. DSQRL

B. FSRSN

C. GTRNU

D. HSNIO

Answer: Option A



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L E L O

Q4. Consider the input and information provided below:

Input: ANKLE Ω \forall Φ μ =>

Ω -> Jump each character by +2 character positions

\forall -> Retain Middle Character In the same position and other character step back 1 position

Φ -> Vowels shift by +2 position and consonants by +1 position

μ -> Shift the characters in the increasing order like first character by +1 position, second character by +2 position, third character by +3 and so on.

What will be the output if after performing the above sequence, “ Ω ” is performed?

- A. DSQRL
- B. FUSTN
- C. RDGEV
- D. SGTHH



Answer: Option B

Q5. Consider the input and information provided below:

Input: ANKLE Ω \forall Φ μ =>

Ω -> Jump each character by +2 character positions

\forall -> Retain Middle Character In the same position and other character step back 1 position

Φ -> Vowels shift by +2 position and consonants by +1 position

μ -> Shift the characters in the increasing order like first character by +1 position, second character by +2 position, third character by +3 and so on.

In the above sequence, what is the output after “Φ”?

- A. RTGSF
- B. GHFDV
- C. CQNNG
- D. BOMMF

Answer: Option C

Directions for 6 to 9: There are 6 packets with 6 dolls in each packet. Observe the information given below and identify the right output option:

α -> remove 2 dolls from packet 1 and add it to packet 3. In case if it is empty add one doll to it from packet 5

@ -> Remove 4 dolls from packet 4 and distribute equally to packet 5 & 6.

£ -> Pick one doll from packet 5 and packet 6 respectively and add it to packet 2

¶ -> Add one doll to each packet

℥ -> Perform (Packet 6 - Packet 4) resultant number of dolls remove from packet 3 and place in packet 1

Q6. After performing the below sequence, how many dolls will be there in packet 1 and packet 4?

α@ £ Ж ¶

- A. 6, 8
- B. 8, 9
- C. 9, 5
- D. 10, 3

Answer: Option D

Q7. After performing the above sequence, find the total number of dolls in packet 2 and packet 6 together.

- A. 10
- B. 14
- C. 17
- D. 21

Answer: Option C

Q8. After performing the above sequence, find the total number of dolls in packet 3 and packet 4 together.

- A. 5

- B. 7
- C. 9
- D. 11

Answer: Option B

Q9. After performing the above sequence, find the difference between the total number of dolls in packet 5 and packet 3.

- A. 1
- B. 2
- C. 3
- D. 4



Answer: Option D

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Q10. Which is the exact mirror image of the following WORD?

CLASS

SSALC

(A)

SSALC

(B)

CLASS

(C)

22A1C

(D)

A. A

B. B

C. C

D. D

Answer: Option D

Directions for 11 to 14: Certain logic is followed in the below table to find the four consecutive steps starting from ^,%,\$ to @. By following the same logic, solve the question below.

Phrase	^	%	\$	@
the remote hiring	vji tiosvi jmtmpi	ji8 vi11 pi11	18 1311 711	9 6 9
start client meet	uветv enmipv oiiv	tv10 pv11 iv9	210 611 139	3 8 13
resolve comments	tiusnxi esooipvu	xi12 vu13	1512 113	9 5

Q11. Which one will be the code after step \$ for the phrase 'blue globe spin'?

A. 169 510 309

B. 167 510 39

C. 169 510 39

D. 169 51 39

Answer: Option C

Q12. Which amongst the following will be the code for step @ for the phrase 'blue globe spin'?

- A. 15 5 7
- B. 16 6 12
- C. 15 7 5
- D. 16 4 6

Answer: Option B

Q13. Which of the following will be the code for the last word from the right end for step ^ for the phrase 'pink ball catch'??

- A. dnyi
- B. tsvevi
- C. eevej
- D. dmyi

Answer: Option C

Q14. Which amongst the following will be the code for step % for the phrase 'pink ball catch'?

- A. pm10 nm9 ej10
- B. pm1 mn9 ej10

C. pm10 nn9 ek10

D. pm9 nn9 ej10

Answer: Option D

Q15. In a certain code,

+ indicates water image

- indicates mirror image

So, what will be MAN + - =>

MAN

MAM

(A)

NAM

(B)

MAM

(C)

NAM

(D)

A. A

B. B

C. C

D. D

Answer: Option B