

Ref: AIMCAT1612N

INSTRUCTIONS

1. Read the instructions given at the beginning/end of each section or at the beginning of a group of questions very carefully.
2. This test has total of 100 questions in three sections: (i) Quantitative Ability – 34 Questions (ii) Data Interpretation and Logical Reasoning – 32 Questions and (iii) Verbal and Reading Comprehension – 34 Questions. The total time available for the test is **180 minutes**. However, you will be allotted exactly 60 minutes for answering the questions in each section and you cannot switch from one section to another while answering the questions in a section.
3. All questions carry three marks each. Each wrong answer to any multiple choice type question will attract a penalty of one mark. Wrong answers to any non multiple choice type question will not attract any penalty.

SECTION – I
Number of Questions = 34

DIRECTIONS for question 1: Select the correct alternative from the given choices.

1. If $f(x) = |x+1| + 2|x+2| + 3|x+3|$, what is the least value of $f(x)$?
 (A) $3\frac{2}{3}$ (B) 4 (C) $4\frac{1}{3}$ (D) $4\frac{2}{3}$

DIRECTIONS for questions 2 and 3: Type in your answer in the input box provided below the question.

2. The HCF of 24 distinct natural numbers is P. If the sum of the numbers is 72000, what is the maximum possible value of P?

3. If $N = (\sqrt{19} + \sqrt{17} + \sqrt{13} + \sqrt{11})^2 + (\sqrt{19} - \sqrt{17} + \sqrt{13} - \sqrt{11})^2 + (\sqrt{19} - \sqrt{17} - \sqrt{13} + \sqrt{11})^2 + (\sqrt{19} + \sqrt{17} - \sqrt{13} - \sqrt{11})^2$, find the value of N.

DIRECTIONS for questions 4 to 6: Select the correct alternative from the given choices.

4. P and Q are two diametrically opposite points on a circular track. A and B start simultaneously from P at speeds of 20 rounds per hour and 40 rounds per hour respectively. C starts from Q at the same time, at a speed of 10 rounds per hour. If B and C move in the clockwise direction and A in the anticlockwise direction, find the time after which all three of them meet for the third time anywhere on the track?
 (A) 5 minutes (B) 7 minutes
 (C) 11 minutes (D) 13 minutes

5. Amar purchased a piece of land for ₹5,00,000. It appreciated by R% every year, for 3 years. Had he invested in a scheme which gives R% p.a. simple interest, the value of his investment would have been ₹64,000 less. Find the value of R.
 (A) 15 (B) 18
 (C) 21 (D) None of these
6. ABCD is a trapezium where AB and CD are parallel sides. AB = 6 cm and CD = 9 cm. Two parallel line segments are drawn from AB to CD such that the lines AD and BC get trisected. What is the ratio of the lengths of these line segments?
 (A) 7 : 8 (B) 2 : 3 (C) 7 : 9 (D) 3 : 4

DIRECTIONS for questions 7 to 9: Type in your answer in the input box provided below the question.

7. If $x^2 + \frac{1}{x^2} = 1$, find the value of $x^{42} + x^{48} + x^{54} + x^{60} + x^{66}$.

8. Mona has five pairs of shoes of different colours, including a pink pair. On no two consecutive days of the week, from Monday to Saturday, does she wear the same pair of shoes. If she does not wear the pink pair on Wednesday, in how many ways can she wear her shoes in a week?

9. Given, $a + b + c + d = 138$, $a + b + c + e = 140$, $a + b + d + e = 144$, $a + c + d + e = 150$ and $b + c + d + e = 152$. Find the value of c.

DIRECTIONS for question 10: Select one or more answer choices according to the directions given in the question.

10. The class X of a certain school comprises three sections A, B and C, whose average marks lie in the intervals (38.73, 41.27), (43.73, 46.27) and (48.73, 51.27) respectively. If the number of students in sections A, B and C is 65, 104 and 91 respectively, which of the following values can be the overall average mark of class X?

Indicate all such values.

- (A) 41.85
- (B) 42.67
- (C) 43.33
- (D) 44.25
- (E) 45.67
- (F) 46.27
- (G) 47.36
- (H) 48.13

DIRECTIONS for question 11: Type in your answer in the input box provided below the question.

11. What is the remainder when 6^{270} is divided by 73?

DIRECTIONS for questions 12 to 14: Select the correct alternative from the given choices.

12. A sphere of radius R is snugly fit into a cylinder of the same radius. If the height of the cylinder is such that the sphere just touches the base and the top of the cylinder, what percentage of the volume of the cylinder is not occupied by the sphere?

- (A) $33\frac{1}{3}\%$
- (B) 25%
- (C) 20%
- (D) None of these

13. How many integers are present in the domain of

$$\frac{\sqrt{4-x^2}}{\log|x|}?$$

- (A) 1
- (B) 2
- (C) 3
- (D) More than 3

14. This summer, my mother made raw mango syrup and gave it to me in a two litre bottle, filled upto its brim. On the first day, I drank 50 ml of its contents and replenished it with water. From the second day onwards, I drank 30 ml more than the previous day and replenished it with water. This continued till the bottle became empty. What is the total quantity of water I used for replenishing in the entire process?

- (A) 64.65 l
- (B) 65.65 l
- (C) 66.65 l
- (D) 67.65 l

DIRECTIONS for questions 15 and 16: Type in your answer in the input box provided below the question.

15. Five friends A, B, C, D, E went to a tiffin centre for breakfast. Of the five items available, A, B, C, D, E do not like idly, puri, dosa, upma, vada respectively. Each person orders exactly one item and between them, they order all the five items. In how many ways can they order their breakfast?

16. How many numbers between 6000 and 9000 are co-prime to 9000?

DIRECTIONS for questions 17 to 22: Select the correct alternative from the given choices.

17. Triangle ABC is rightangled at B. The altitude from B is drawn to meet AC at D. From D, perpendiculars are drawn to AB and BC, meeting them at X and Y respectively. If AB : BC = 5 : 4, what is the ratio DX : DY?

- (A) 4 : 5
- (B) 5 : 4
- (C) 25 : 16
- (D) 16 : 25

18. Find the remainder when $567890 \times 567892 \times 567894$ is divided by 11.

- (A) 4
- (B) 5
- (C) 7
- (D) 8

19. P and Q are two series in arithmetic progression. $P(n)$ and $Q(n)$ are the sums of the first n terms of P and Q respectively, while P_n and Q_n are the n^{th} terms of P and Q respectively. If $P(n) : Q(n) = (2n+3) : (3n-1)$, what is the ratio of P_{13} and Q_{13} ?

- (A) 53 : 74
- (B) 29 : 25
- (C) 19 : 22
- (D) Cannot be determined

20. If $f(x^2 + 8x + 14) = 3x + 17$, find $f(-2)$.

- (A) 11
- (B) 9
- (C) 7
- (D) 5

21. Mohan bought an article and marked it up by 50%. He gave a discount of $d\%$ and got a profit of $d\%$. Had he bought the article for $d\%$ less, increased its marked price by $d\%$ and given a discount of $2d\%$, what would his profit percentage have been?

- (A) 40%
- (B) 45%
- (C) 35%
- (D) 48%

22. If $P(x) = x^{11} + x^{10} + x^9 + x^8 + x^7 + x^6 + x^5 + x^4 + x^3 + x^2 + x$, find the remainder when $P(x)$ is divided by $x^2 - 1$.

- (A) $5x + 6$
- (B) $6x + 5$
- (C) $5x - 6$
- (D) $6x - 5$

DIRECTIONS for question 23: Type in your answer in the input box provided below the question.

23. If $(30! + 31! + 32! + 33! + 34! + \dots + 99!)$ when divided by 4^n leaves a non-zero remainder, what is the least value of n ?

DIRECTIONS for question 24: Select the correct alternative from the given choices.

24. The lines $x + y - 5 = 0$, $x - y - 1 = 0$ and the y -axis form a triangle. What is the equation of the line parallel to the first line which divides the area of the triangle into two halves?

- (A) $x + y + 1 = 3\sqrt{2}$
- (B) $x + y - 1 = 3\sqrt{2}$
- (C) $x + y - 2\sqrt{3} = 1$
- (D) $x + y - 2\sqrt{3} = -1$

DIRECTIONS for question 25: Type in your answer in the input box provided below the question.

25. A cuboid has a total surface area of A . It was cut into 120 identical cubes. If the total surface area of these cubes is KA , what is the least possible value of K ?

Enter your answer as a decimal value, rounded off to three decimal places.

DIRECTIONS for question 26: Select the correct alternative from the given choices.

26. Given $t_n = 2t_{n-1} + 3$, if $t_1 = 4$, find t_{100} .

- (A) $11(2^{98}) - 3$
- (B) $11(2^{99}) - 3$
- (C) $7(2^{98}) - 3$
- (D) $7(2^{99}) - 3$

DIRECTIONS for question 27: Select one or more answer choices according to the directions given in the question.

27. If $\log_3 2$, $\log_3(\log_2 x)$ and $\log_{\sqrt{2}} 9$ are in geometric progression, then which of the following values can x assume?

Indicate all such values

- (A) $2^{-\frac{1}{9}}$
- (B) $2^{\frac{1}{9}}$
- (C) 2^9
- (D) 2^{-9}
- (E) 9^{-2}
- (F) $9^{\frac{1}{2}}$

DIRECTIONS for questions 28 to 34: Select the correct alternative from the given choices.

28. The cost per ounce of the acid A has a linear relation with its concentration. The cost per ounce of

98% A is ₹590. If the cost per ounce of 20% A is ₹200, find the cost per ounce of 56% A.

- (A) ₹560
- (B) ₹470
- (C) ₹380
- (D) ₹340

29. In a circle, AB and AC are equal chords. $\angle ABC = 60^\circ$ and BC = 6 cm. Tangents drawn at the points A, B and C when extended meet at X, Y and Z. What is the area of the triangle XYZ (in cm^2)?

- (A) $108\sqrt{3}$
- (B) $9\sqrt{3}$
- (C) $18\sqrt{3}$
- (D) $36\sqrt{3}$

30. A, B and C start simultaneously from P and go towards Q. A being the fastest, reaches Q, turns back without changing his speed and proceeds towards P. He meets B at a distance of 30 metres from Q and C at a distance of 70 metres from Q. B also reaches Q, turns back without changing his speed and proceeds towards P. He meets C on the way at a distance of d metres from Q. If $PQ = 210$ metres, find the value of d .

- (A) 42
- (B) 84
- (C) 126
- (D) 168

31. How many natural numbers divide exactly two of 360, 960, and 1200?

- (A) 1
- (B) 4
- (C) 7
- (D) 8

32. If $8\sin\theta + 15\cos\theta = 17$, find the value of $\tan\theta$.

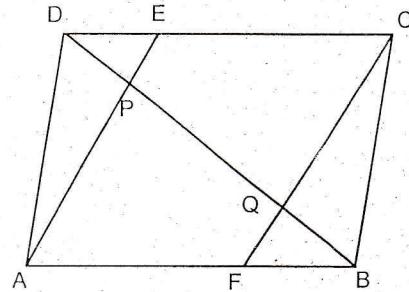
- (A) $\frac{8}{15}$
- (B) $\frac{15}{8}$
- (C) $-\frac{8}{15}$

- (D) More than one of these

33. If $x + y = z + 6$, where $x > 0$, $y > 0$ and $z < 0$, what is the maximum value of xy^3z^2 ?

- (A) 108
- (B) 72
- (C) 64
- (D) None of these

34.



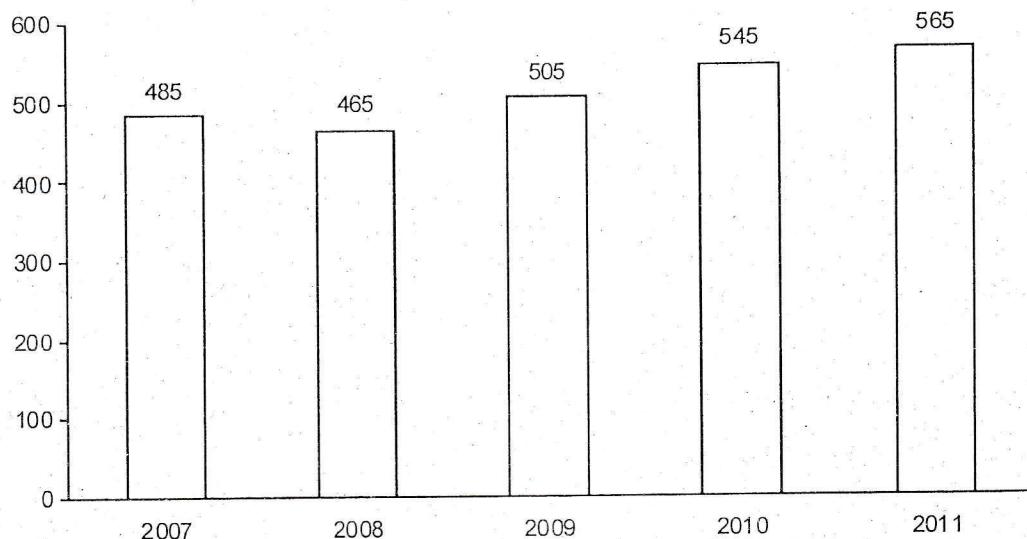
In the figure above, ABCD is a parallelogram, where $\overline{DE} : \overline{EC} = \overline{BF} : \overline{FA} = 2 : 5$. If $BD = 18$ cm, what is the length of PQ ?

- (A) 8 cm
- (B) 9 cm
- (C) 10 cm
- (D) Cannot be determined

SECTION – II
Number of Questions = 32

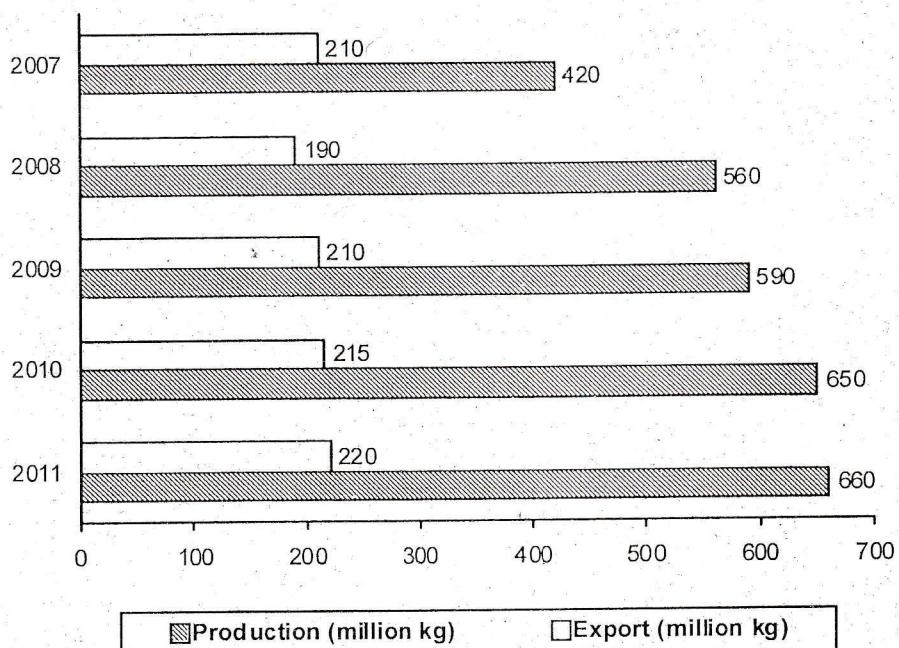
DIRECTIONS for questions 35 to 38: Answer the questions on the basis of the bar charts given below.

Per capita availability of coffee (in gm) in Swadeshi



(Note: Availability = Production – Exports)

Production and Exports of coffee (Swadeshi)



DIRECTIONS for questions 35 to 37: Select the correct alternative from the given choices.

36. In which of the following years was the population of Swadesh the lowest?
(A) 2007
(B) 2010
(C) 2009
(D) 2008

DIRECTIONS for question 38: Type in your answer in the input box provided below the question.

38. If only 80% of the coffee available was consumed every year and the remaining quantity was stored, what was the total quantity (in mn kg) of coffee stored from 2007 to 2011?

1

DIRECTIONS for questions 39 to 42: The following table gives the annual sales figures (in ₹crore) of three companies A, B and C for ten years from 1995-96 to 2004-05.

Year	Company	A	B	C
1995-96		125.2	68.6	38.5
1996-97		141.5	71.2	42.5
1997-98		152.6	87.4	46.3
1998-99		165.1	92.4	44.2
1999-2000		178.2	86.5	49.6
2000-01		175.3	89.2	52.5
2001-02		182.1	96.2	61.7
2002-03		198.3	95.9	66.5
2003-04		218.5	105.7	73.3
2004-05		240.2	118.5	78.9

DIRECTIONS for question 39: Type in your answer in the input box provided below the question.

39. In the year 1997-98, if the lowest percentage increase in sales over the previous year for any company was $x\%$, find x .

Enter your answer as a decimal value, rounded off to two decimal places.

100

DIRECTIONS for question 40: Select the correct alternative from the given choices.

DIRECTIONS for question 41: Select one or more answer choices according to the directions given in the question.

41. In which of the years during the given period did each of the three companies witness more than 10% growth in sales over the previous year?

Indicate all such years.

- (A) 1996-97
 - (B) 1997-98
 - (C) 1998-99
 - (D) 1999-2000
 - (E) 2000-01
 - (F) 2001-02
 - (G) 2002-03
 - (H) 2003-04
 - (I) 2004-05

DIRECTIONS for question 42: Select the correct alternative from the given choices.

- DIRECTIONS** for questions 43 to 46: Answer the

Ankur Rice Depot (ARD) buys five types of rice – TYPE 1, TYPE 2, TYPE 3, TYPE 4 and TYPE 5 – at market prices as below:

Type of rice	Price (in ₹/kg)
TYPE 1	30.00
TYPE 2	24.00
TYPE 3	25.00
TYPE 4	26.00
TYPE 5	28.00

Also, TYPE 4 rice can be achieved by mixing TYPE 1 rice and TYPE 2 rice in the ratio 1 : 1. Similarly, TYPE 5 rice can be achieved by mixing TYPE 1 rice and TYPE 3 rice in equal quantities. Among the other types of rice, ARD sells TYPE 6 rice (formed by mixing TYPE 3 rice and TYPE 2 rice in the ratio 2 : 3), TYPE 7 rice (formed by mixing TYPE 4 rice and TYPE 5 rice in equal quantities) and TYPE 8 rice (formed by mixing equal quantities of TYPE 4 rice and TYPE 3 rice).

DIRECTIONS for question 43: Type in your answer in the input box provided below the question.

43. If TYPE 7 rice is obtained in the cheapest manner, the cost price (in ₹ per kg) of TYPE 7 rice would be

Enter your answer as a decimal value, rounded off to two decimal places.

1

DIRECTIONS for questions 44 and 45: Select the correct alternative from the given choices.

44. TYPE 8 rice can be obtained by mixing
 (A) TYPE 6 rice and TYPE 1 rice in the ratio 8 : 9.
 (B) TYPE 1 rice and TYPE 6 rice in the ratio 4 : 5.
 (C) TYPE 2 rice and TYPE 5 rice in the ratio 1 : 1.
 (D) TYPE 1 rice, TYPE 2 rice and TYPE 3 rice in the ratio 1 : 1 : 2.
45. If ARD sells each of the three types of rice, TYPE 6, TYPE 7 and TYPE 8, is sold at the same price per kg (selling price is more than the cost price), which of the three is/are the most profitable?
 (A) TYPE 6
 (B) TYPE 7
 (C) TYPE 8
 (D) TYPE 6 and TYPE 8

DIRECTIONS for question 46: Type in your answer in the input box provided below the question.

46. If TYPE 8 rice is obtained in the costliest manner, the cost price (in ₹ per kg) of TYPE 8 rice would be
 Enter your answer as a decimal value, rounded off to two decimal places.

DIRECTIONS for questions 47 to 50: The following table gives the details of the number of passengers carried, the load factor and the revenues of ten airlines in the country for the year 2010.

Airline	Number of passengers	Load factor (in %)	Revenues (in ₹crore)
A	20,850	67	34.2
B	16,481	72	23.5
C	18,365	81	21.6
D	13,748	60	29.1
E	12,687	58	23.6
F	7,856	74	17.8
G	18,385	80	19.3
H	12,652	78	15.0
I	13,568	62	15.8
J	15,135	69	17.8

$$\text{Load factor} = \frac{\text{Number of passengers carried}}{\text{Total capacity}} \times 100$$

DIRECTIONS for questions 47 and 48: Select the correct alternative from the given choices.

47. Which airline has the highest capacity?
 (A) A (B) B (C) C (D) D
48. The revenue per passenger is the highest for which of the given airlines?
 (A) A (B) D (C) C (D) None of the above

DIRECTIONS for question 49: Select one or more answer choices according to the directions given in the question.

49. Which of the given airlines had an average revenue per passenger of less than ₹12,000?

Indicate all such airlines.

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

DIRECTIONS for question 50: Select the correct alternative from the given choices.

50. If in the year 2011, the average revenue per passenger for each airline remained the same as in 2010 and each airline had a load factor of 100%, which of the following airlines would have the highest revenue in 2011?
 (A) A (B) D (C) E (D) F

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

Five kids – Bunny, Sunny, Tinku, Rinku and Chinku – ate chocolates and biscuits and had cool drinks at a party. The number of chocolates eaten by the kids are 2, 4, 5, 9, 10 and the number of biscuits eaten by the kids are 1, 3, 4, 5, 8, not necessarily in the same order. The following additional information is known:

- (1) Sunny ate half as many chocolates as the number of biscuits eaten by the kid who ate twice as many chocolates as the number of biscuits eaten by Sunny.
- (2) Rinku along with two other kids had cool drinks and the kid who ate two chocolates did not have a cool drink.
- (3) Chinku ate thrice as many chocolates as the number of biscuits Tinku ate.
- (4) Rinku ate one chocolate more and one biscuit less than what Sunny ate.
- (5) The kid who ate one biscuit did not have a cool drink.

DIRECTIONS for questions 51 and 52: Select the correct alternative from the given choices.

51. Which of the following statements is true?
 (A) Bunny ate four chocolates.
 (B) Tinku ate two chocolates.
 (C) Sunny ate five chocolates.
 (D) Chinku ate ten chocolates.

52. Which of the following statements is true?

 - (A) Sunny ate one biscuit.
 - (B) Rinku ate five biscuits.
 - (C) Tinku ate three biscuits.
 - (D) Chinku ate ten chocolates.

DIRECTIONS for question 53: Select one or more answer choices according to the directions given in the question.

53. Which of the following statements is true?

Select all the statements that are true.

- (A) Chinku ate nine chocolates and four biscuits but did not have a cool drink.
 - (B) The kid who ate two chocolates and three biscuits had a cool drink.
 - (C) Each of the kids who ate a total of nine biscuits and chocolates combined did not have a cool drink.
 - (D) The kid who ate nine chocolates did not have a cool drink.

DIRECTIONS for question 54: Select the correct alternative from the given choices.

54. Among the five kids, how many ate a lesser number of chocolates and a lesser number of biscuits than Sunny?
(A) 0 (B) 1 (C) 2 (D) 3

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

Eight people – Amar, Bunty, Chanti, Dobby, Eswar, Faf, Gabby and Himesh – are sitting around a circular table which has eight equally spaced seats facing the table. The circular table is located at the centre of a square room which has one painting at the centre of each of its four walls and one corner-table at each of the four corners. Each painting is of a different item among a Cloud, a Dog, a Fruit and a Tree and each-corner table is of a different colour among Black, Brown, Blue and Grey. The following information is known about their seating arrangement:

- (i) Bunty is sitting to the left of Himesh, who happens to be the person sitting closest to the Black corner-table.
 - (ii) Amar is sitting with his back directly towards the wall that has the painting of a Dog.
 - (iii) Chanti is sitting opposite Bunty and he can see the painting of a Fruit on the wall to his right.
 - (iv) Dobby is sitting closest to the Brown corner-table but he is not sitting adjacent to any person who has the painting of a Dog on the wall to his left.
 - (v) Faf, who is sitting closest to the Grey corner-table, has the painting of a Tree on the wall to his right.

DIRECTIONS for questions 55 to 58: Select the correct alternative from the given choices.

55. Who among the following is sitting to the immediate left of Amar?

58. Which of the following pairs are not exactly opposite each other?

 - (A) Painting of a Tree and a Cloud
 - (B) Brown and Grey corner tables
 - (C) Amar and painting of a Fruit
 - (D) Eswar and Blue corner table.

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

Thirty participants from four software companies – A-Soft, B-Soft, C-Soft and D-Soft – attended a business conference. Each participant was an expert in one of the four fields – Marketing, HR, Finance and Administration. The following five facts about the participants are given:

- The following five facts about the participants are given:

 - (a) Ramesh, Suresh, Deeraj and Vijay are the leading experts in HR who attended the conference. They are from D-Soft.
 - (b) None of the companies sent more than four experts in any field.
 - (c) The number of Administrative experts in the conference was exactly one-third of the number of experts in each of the other three categories.
 - (d) B-Soft did not send any Administrative expert. Otherwise, every company, including B-Soft, sent at least one expert in each category.
 - (e) Had there been one less participant from D-Soft and one more participant from C-Soft, then C-Soft would have had twice as many experts as each of the other companies.

DIRECTIONS for questions 59 to 61: Select the correct alternative from the given choices.

59. Which of the following cannot be determined from the information given?

 - (A) Number of Administrative experts from C-Soft
 - (B) Number of Finance experts from D-Soft
 - (C) Number of HR experts from B-Soft
 - (D) Number of Marketing experts from D-Soft

60. Which of the following combinations is NOT possible?

 - (A) 2 experts in Finance from B-Soft and 2 experts in HR from A-Soft
 - (B) 3 experts in Finance from B-Soft and 3 experts in Marketing from A-Soft.
 - (C) 3 experts in Marketing from C-soft and 1 expert in HR from A-soft
 - (D) 4 experts in Finance from B-Soft and 2 experts in HR from C-soft

61. If Karan, Johar and Rahul are the only experts in Finance from C-Soft, then which of the following is NOT true about the number of experts in the conference from the four companies?
- There is one expert in HR from B-Soft.
 - There is one expert in HR from A-Soft.
 - There are three experts in HR from C-Soft.
 - There are 4 experts in Marketing from B-Soft.

DIRECTIONS for question 62: Select one or more answer choices according to the directions given in the question.

62. If there are 3 experts in Marketing from C-soft, then which of the following statements is/are definitely true.

Select all the statements that are true.

- (A) There are 4 experts in Finance from C-Soft.
- (B) There are 1 expert in HR from A-Soft.
- (C) There are 3 experts in Finance from B-Soft.

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

In a college, each of seven professors – Agarwal, Balu, Chand, Dev, Farooq, Gautam and Himanshu – taught a different subject among Mathematics, History, Civics, Physics, Chemistry, Biology and Geography. Ravi, a student in the same college, submitted assignments in each of these seven subjects to the seven professors according to the subject each professor taught. However, since all the seven assignment books looked alike, Ravi later realized that he did not necessarily submit the assignments to the respective professors for which they were intended. The following information is known about the assignments the professors received and the subjects they taught:

- Chand, who received the History assignment, was supposed to receive the Mathematics assignment, while Himanshu received the assignment in the subject that he taught.
- Dev, who did not teach Chemistry, received the Chemistry assignment, while Balu, who was a

Geography professor, received the Geography assignment.

- Farooq, who did not teach Biology, received the Biology assignment, while Gautam received the Civics assignment.
- At least three professors received the assignments in the respective subjects that they taught.

DIRECTIONS for questions 63 to 65: Select the correct alternative from the given choices.

63. Who were the professors who received the assignments in the respective subjects that they taught?

- Agarwal, Balu, Gautam and Himanshu
- Agarwal, Chand and Gautam
- Agarwal, Balu and Himanshu
- Balu, Gautam and Himanshu

64. If Farooq is not a History professor, who received the assignment in the subject taught by Farooq?

- Chand
- Dev
- Farooq
- Agarwal

65. Which of the following statements will be sufficient to determine the subjects taught by each of the professors?

- Gautam is a Civics professor.
- Dev is a Biology professor.
- Farooq is a History professor.
- Farooq is a Chemistry professor.

DIRECTIONS for question 66: Type in your answer in the input box provided below the question.

66. If Agarwal and Dev exchanged their assignments, what is the maximum possible number of professors who would have the assignments in the respective subjects that they taught?

SECTION – III

Number of Questions = 34

DIRECTIONS for questions 67 to 70: Each of the following questions presents four statements, of which three, when placed in appropriate order, would form a contextually complete paragraph. Pick the statement that is not part of the context.

67. (A) The year 2000 is closer to us in time than the Great Depression, yet the world's economists, traumatized by that historic disaster, remain frozen in the attitudes of the past.
 (B) If it were possible to pry from their brains their collective image of the economy of, say, the year 2025, it would look very much like that of 1970 -only more so.
 (C) Only by stepping outside the framework of orthodox economic thought and examining these possibilities can we begin to prepare for tomorrow.
 (D) Economists, even those who talk the language of revolution, are peculiarly conservative creatures.

- The concurrent rise of fascist governments in Europe led to a fear of a German nuclear weapon project, especially among scientists who were refugees from Nazi Germany and other fascist countries.
- Trinity was the code name of the first detonation of a nuclear weapon, conducted by the United States Army on July 16, 1945; the code name "Trinity" was assigned by J. Robert Oppenheimer, the director of the Los Alamos Laboratory, after a poem by John Donne.
- When their calculations showed that nuclear weapons were theoretically feasible, the British and United States governments supported an all-out effort to build them.
- The creation of nuclear weapons arose from scientific and political developments of the 1930s during which many new discoveries about the nature of atoms, including the existence of nuclear fission were made.

69. (A) Quite often less capable advocates win in court rather than intellectually honest advocates because these latter advocates properly focus on the merits of cases rather than on the slickness of presentation.

(B) Some appear to pride themselves more in their ability to sound logical rather than to be logical, however, intellectually honest people know that rhetorical ability or a shrewd argument does not necessarily reflect sound judgment.

(C) Intellectually honest minds do not know the difference between shrewd arguments and sound thinking.

(D) Articulate people can easily manufacture rational-sounding arguments on almost any point, as TV and talk-show personalities demonstrate daily.

70. (A) No person, however prominent, escaped the critical scrutiny of the philosopher's sharp mind.

(B) The 500-member ruling Council of Athens vehemently detested Socrates because he exposed the shabbiness of their thinking.

(C) His technique, now called the "Socratic Method" remains a model of top quality thinking even today.

(D) Run-of-the-mill thinking, like that of many Athenians, fails to apply such rigorous standards of the doctrine of Critical Inquiry, operating something like a production line without established quality controls and with the same shoddy results.

DIRECTIONS for question 71: The sentences given in the following questions, when properly sequenced, form a coherent paragraph. Figure out the most logical order of sentences that constructs a coherent paragraph and enter that sequence in the input box given below the question. For example, if you think that (A)(B)(C)(D)(E) is the most logical order of sentences that constructs a coherent paragraph, then enter ABCDE in the input box.

71. (A) If the body was destroyed through decomposition, there was danger that the spirit would also be destroyed.

(B) The elaborate ancient Egyptian process included four phases: the removal of the internal organs, the use of a salt compound to dry the hollow body, filling the dried body with a stuffing to restore its original shape and finally, tightly wrapping the body with strips of linen.

(C) The ancient Egyptians believed that, after death, the body was the home of the individual's spirit as he or she journeyed through the after-life.

(D) Preserving the body in as close to its life-like condition would assure the preservation of the individual's spiritual essence.

(E) The Greek historian Herodotus (450 BC) describes these phases in more detail along with a description of the relationship between the ancient embalmers and the grieving relatives of the deceased which bears an uncanny resemblance to today's interplay between a funeral director and a grieving family selecting an appropriate coffin or other method of internment.

(F) "Mummification," the process of preserving the integrity of an individual through embalming the body of the deceased, was the ancient Egyptian answer to the problem.

2

DIRECTIONS for question 72: The sentences given in each of the following questions, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. From among the four choices given below the question, choose the most logical order of sentences that constructs a coherent paragraph.

DIRECTIONS for questions 73 to 75: Read each of the paragraphs and answer the question given below them.

73. As was the case in the pre-digital era, college graduates are better informed than those with less education. Yet the swelling ranks of college graduates have not led to a better informed public. Moreover, while education is correlated with increased knowledge about prominent people and news events, it may not confer as much of an advantage as it did in the 1980s. For people who actively seek out information on politics and current events, the current media landscape provides previously unimagined opportunities for obtaining news and information. Want to watch the presidential debate on your cell phone? Easy. Tweet about it as it is happening? No problem. But the rise of digital news sources is having less of an impact on the millions of Americans who are not that interested in the news, who lack the background to make sense of it, or who simply can't afford the technology.

Which of the options, if true, strengthens the above argument?

- (A) Information technology today – constant news on Twitter and Facebook, streaming video on iPhones – makes 2007 seem like the Dark Ages.
 - (B) Pew Research's "news IQ" quizzes have found that the college educated public continues to struggle with many basic facts about politics and current events, these people were about as likely to name key leaders, and were about as aware of major news events, as their predecessors had been nearly two decades earlier.

- (C) Digital news sources encourage one to think critically, more people think critically today than in the pre-digital era; hence the time taken to absorb and assimilate information is more today.
- (D) People in general and not only today, not only don't know much, they don't care that they don't know much. There seems to be a distinct lack of curiosity about the world they live in, and about people, other than themselves or the latest celebrity or reality show.
- 74.** Honest confrontation is tough. A confrontation takes courage for many reasons, not the least of which is the self-revelation it requires. In a confrontation, we make a deliberate decision to reveal in an honest, straight forward way, how something has affected us. We are always vulnerable when we reveal how we have reacted to something that has been said or done to us. Sharing our reflections on what we are thinking and feeling as we ponder our reactions is a very intimate process. It means leaving ourselves unprotected as we tell the person we are confronting how they have hurt, angered, intimidated, insulted, or disappointed us. If they cannot hear what we are saying without getting defensive and attacking us, we are vulnerable to their hostile reaction. If, on the other hand, they treat the information we've shared in a respectful way, an exchange can take place and self-revealing by both the confronter and the confronted can lead to greater understanding of each other. Needless to say, we would hope the latter response would occur, but, the risk is there and the uncertainty is another reason why we need courage to confront.
- Which of the following best captures the essence of the above text?
- (A) Confrontation is of two types – honest and dishonest. Unlike dishonest confrontation, honest confrontation involves an open discussion where we share our thoughts and feelings about how the confronter may have affected us in a negative way.
- (B) Honest confrontation makes our body and mind vulnerable and takes a lot of risk and courage as we open up to the person we are confronting about how they have angered and disappointed us.
- (C) Honest confrontation is a straightforward, intimate process where, vulnerable, we reveal our feelings of our reactions to the hurt and anger caused by the person being confronted. Courage is required not only for one to self-realize but also deal with the uncertainty of how the confronter may respond.
- (D) Honest confrontation requires courage for the self-realization and the uncertainty that the confronter may not respect us or understand our stance clearly.
- 75.** Imagine that Hamlet could have read the works of the French essayist Michel de Montaigne. He would have found a meditation on the pros and cons of suicide in an essay called "Of a custom of the Isle of Cea", but he would most characteristically have turned to the essay in Montaigne's first volume, strongly influenced by Cicero, called "That to philosophise is to learn how to die". As a university-

educated reader, Hamlet would have been trained to copy the pithiest wisdom from his reading into his commonplace book, known as his "tables". We can readily imagine the princely student of Wittenberg copying out a sentence such as the following: "Cicero said, that to philosophise is no other thing than for a man to prepare himself for death: which is the reason that study and contemplation do in some sort withdraw our soul from us and severally employ it from our body, which is a kind of apprenticeship and resemblance of death; or else it is, that all the wisdom and discourse of the world, do in the end resolve upon this point, to teach us not to fear to die."

Which of the following is implied in the paragraph about Cicero's view on the relationship between death and philosophy?

- (A) Both death and philosophy remove our soul from us and teach us not to fear to die.
- (B) The action of study and contemplation is a little rehearsal for death, in that it involves a withdrawal from the bustle of life into inaction.
- (C) Death kills the body and philosophy, the soul.
- (D) The ultimate content of philosophy is the knowledge that we are all going to die and we should be absolute for death. Philosophizing involves an experience not unlike death.

DIRECTIONS for questions 76 to 78: In each of the following questions, there are sentences or fragments of sentences that form a paragraph. Identify the sentence(s) or fragments of sentence(s) that is/are correct in terms of grammar and usage, including spelling, punctuation and logical consistency.

Select all that are correct.

- 76.** (A) The black-tailed prairie dog (*Cynomys ludovicianus*), is a rodent of the family *Sciuridae* found in Great Plains of North America
- (B) from about the USA-Canada border to the USA-Mexico border. Unlike some other prairie dogs, these animals do not hibernate truly.
- (C) The black-tailed prairie dog can be seen above ground in midwinter. A black-tailed prairie dog town in Texas was
- (D) reported to cover 64,000 km² (25,000 sq miles) and included 400,000,000 individuals. Prior with habitat destruction, this species may
- (E) have been the more abundant prairie dog in central North America.
- 77.** (A) In Scandinavian folklore trolls were dumpy with grotesque faces and uncontrollable hair. These horrifying creatures have given their name
- (B) to patent trolls, who buy up lots of vague worded patents and then use them to extract cash from unsuspecting victims – who pay them off
- (C) rather than risk a pricey lawsuit. It is not hard to identify the obvious ones, and writing laws to catch them without endangering

- (D) everyone else is. Having tried once with the American Inventions Act of 2011, Congress is having another go.
 - (E) The Innovation Act looks set to become law by the end of the year, after attracting an unusual number of support from both parties.

3. (A) A tree, wrote William Blake, moves some men to tears, but for others is "a green thing that stands in the way" merely.

(B) Similarly, for some, the red and yellow livery of McDonald's is a blot on the landscape, but, for Fred Turner, those soaring golden arches

(C) were lovely, inviting, that he ordered them taken off the restaurant fascias and placed on tall signs near the roadway, where no motorist

(D) could miss them. Under the arches were displayed the number of hamburgers

(E) served, eventually reckoned by billions.

DIRECTIONS for questions 79 and 80: The sentences given in each of the following questions, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. From among the four choices given below the question, choose the most logical order of sentences that constructs a coherent paragraph.

80. (a) Their argument rests on an underappreciated aspect of the exponential growth in chip processing speed, memory capacity and other

computer metrics: that the amount of progress computers will make in the next few years is always equal to the progress they have made since the very beginning.

DIRECTIONS for questions 81 to 84: In each question, there are sentences, with each sentence having pairs of words, labelled (a) and (b), that are italicized and highlighted. In each sentence, from the pair(s) of italicized and highlighted words, select the appropriate words to form the correct sentence and enter (in the input box provided below the question) the letters corresponding to the appropriate words, in the same order that the pairs of words appear in the question. For example, if you think that the appropriate words for the sentences (i), (ii), (iii) and (iv) are (A), (B)(B), (A) and (B) respectively, then enter your answer as ABBAB.

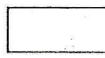
81. (i) Daniel can also descend and ascend the mountain via a *tither* (A) / *tethered* (B) cable.
(ii) There are new varieties of hats for young ladies in the *millinery* (A) / *millenary* (B).
(iii) The moment I was *outdoor* (A) / *outdoors* (B), much to my astonishment, I started encountering the *rotund* (A) / *orotund* (B) bellies of a train of sumo wrestlers.
(iv) On seeing the tiger so near, my heart started *palpitating* (A) / *palpatting* (B).
(v) There is a new Sukhoi aircraft stationed in the *hangar* (A) / *hanger* (B).

100

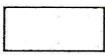
82. (i) There was *turpitude* (A) / *pu'chritude* (B) in that twisted spirit, it was well hidden behind an ostentatious show.

(ii) The geologists concluded that the rock specimen I showed them was of *ingenious* (A) / *igneous* (B) origin.

- (iii) If I am not mistaken, we are six **nautical** (A) / **naval** (B) miles from the beach.
- (iv) None of the **mortgagors** (A) / **mortgagees** (B) he approached was willing to help him out because he is not trustworthy.
- (v) As they prefer warm and damp conditions, some ant species do not build their nests but simply inhabit any convenient **crevice** (A) / **crevasse** (B).



83. (i) His corporate career reached its **perigee** (A) / **apogee** (B) with his elevation to the board in 2004.
- (ii) In the movie, Kareena's face turned **mordant** (A) / **mordent** (B) as she faced the ghost.
- (iii) We regret to inform you that due to the inclement weather, there are no flights **onward** (A) / **onwards** (B) to Switzerland.
- (iv) Ramesh's **penurious** (A) / **parsimonious** (B) nature helped him in deciding against **parlaying** (A) / **parleying** (B) all he got in the casino.
- (v) The opposition party leader vehemently criticized the **ordinance** (A) / **ordnance** (B) the government is seriously thinking about.



DIRECTIONS for question 84: Fill in the blanks in each of the paragraphs given below, with the most appropriate word or sentence from among the options given for each blank. Be guided by the overall style and meaning when you choose the answer. Then select the option which presents all appropriate parts.

84. In a few days, it will be eighteen years since Princess Diana died, in a horrific tangled mess of hard Mercedes metal. An alcoholic chauffeur, sozzled and on over-drive, an infatuated lover serenading by the side, and an _____
- (i) _____, gluttonous media chasing frantically on stylish two wheelers. It was the ultimate statement on celebrity coverage. As an _____ (ii) _____ outburst of undisguised emotions swept across the world

DIRECTIONS for questions 85 to 100: Read each of the following passages and answer the questions associated with them.

PASSAGE – I

Funeral by funeral, economics does make progress.

— Paul Samuelson

Modernism as dirge; economic knowledge as its fossil remains. Borrowing from Max Planck with just the minor addition of his own bailiwick (substituting 'economics' for 'science'), the doyen of modernist economics, Paul Samuelson, motivates even Keynes's gloomy dictum about economics one step further in this cautionary epigraph, or epitaph, as the case may be. Economics is not only the 'dismal science'. Its ascension to the level of the 'queen of the social sciences' is by virtue of one shovelful after another, as the 'Darwinian impact of reality melts away even the prettiest of fanciful theories and the hottest of ideological frenzies'.

Samuelson, of course, is only the latest to conclude with morbid optimism that, in the end, the evolutionary nature of scientific practice amongst economists does lead to the growth of economic knowledge, even if, revisiting the spirits of Smith, Ferguson, and the Enlightenment Scots, it grows as an unintended consequence of its practitioners' practice. There is a kind of utopia in this dystopic rendition; a kind of faith nonetheless in the idea that as long as economists

themselves, will prove to illuminate historical reality and enlighten future generations. This grizzled confidence – no matter how tempered it may be as the new century and millennium is upon us – is a hallmark of modernism itself, those discourses and practices that have been associated with such ideas as 'progress' and 'knowledge' arguably throughout much of the post-Enlightenment period in the West.

Yet, no matter how optimistic time and again throughout the past 100 and more years economists and the philosophers among them have remained, many of them come back somewhat nervously to survey the standing of economic knowledge in the landscape of modernist culture and science. Thus, we may say with the distinguished historian of economic thought, T. W. Hutchison, that 'claimed to be the most "effective" or "mature" of the social or human sciences, or described as the "hardest" of the "soft" sciences, economics seems destined for a somewhat ambiguous and problematic place in the spectrum of knowledge'.

There is no need to sing lamentations about this ambiguity. Instead, we can see that it speaks to the effervescent life (and not Samuelson's recursive life through incessant death) of economics as a set of discourses. And this life may be most attributable to the 'undecidables' and 'aporia' that can be said to characterize modern economics' 'ambiguity', the fact that pure scientificity always seems out of reach as the ostensible achievement of the discipline. Now, of course, in some versions of this perceived ambiguity, the point is to clean up economics by removing the vestiges of past 'errors' ('prettiest of fanciful theories') and opinion ('hottest of ideological frenzies') that are seen to still remain in the debates among and between various schools. This, we take it, is mostly Samuelson's vision. Still other versions have it that as long as economics remains a 'human' science, then it will forever be impossible to accurately model economic behaviour since humans, it is said, confound models in their resort to just plain inexplicable or indefensible actions, at times. And there are others who, in fact, speak to what they consider the pure blasphemy in economists' trying to model human behaviour at all, seeing such desire for mechanistic control in economic models as a violation of the basic freedom of human beings and of the fundamental dignity and meaning of human life.

85. Which of the following is NOT a reason mentioned in the passage for Economics being destined for an ambiguous place in the spectrum of knowledge?
- (i) Fanciful theories and ideological frenzies.
 - (ii) It is not possible to accurately predict the behaviour of humans whose actions are unfathomable at times.
- (A) Only (i)
(B) Only (ii)
(C) Both (i) and (ii)
(D) Neither (i) nor (ii)
86. Which of the following can be inferred to be the reason for the author saying "there is no need to sing lamentations"?
- (A) Ambiguity is the only reason for the survival and progress of economics.
(B) Ambiguity in the economic field fuels discussions and debates which makes the subject more dynamic.
(C) Ambiguity in economics has always been and will always be a part of the subject because of unpredictable human nature and economists must learn to live with it.
(D) Ambiguity in economics is due to the presence of outdated theories and it does not occupy a permanent place in the study of economics.
87. Which of the following options best describes the 'utopia' that the author finds in his 'dystopic rendition' about economics?
- (A) The economic knowledge that economists produce, in spite of themselves, will provide information about the past to the future generations.
(B) Since economic knowledge is produced as an unintended consequence of their practice, economics as a field of study will progress.
(C) Scientific spirit among economists will ensure the progress of the field and this will produce economic knowledge which will illuminate the past to the future generations.
(D) The hottest theories and ideas are melted away over time leaving only the time tested and accurate economic theories.
88. Which of the following options best describes the 'epitaph' given in the passage?
- (A) The death of old economists and the emergence of new economists will result in the progress in the field of economics.
(B) Theories and ideas in economics keep the subject alive through debates about the errors in these theories and ideas.
(C) Economic theories need to be tailored with the birth of every new generation of humans as their behaviour will be different compared to the previous generations.
(D) Theories and ideas in economics become obsolete and this obsolescence results in the advancement of the subject.

PASSAGE – II

There has ever prevailed among men a vague notion that scientific knowledge differs in nature from ordinary knowledge. However, the same faculties are employed in both cases; and in both cases their mode of operation is fundamentally the same:

If we say that science is organised knowledge, we are met by the truth that all knowledge is organised in a greater or less degree – that the commonest actions of the household and the field presuppose facts colligated, inferences drawn, results expected; and that the general success of these actions proves the data by which they were guided to have been correctly put together. If, again, we say that science is prevision – is a seeing beforehand – is a knowing in what

times, places, combinations, or sequences, specified phenomena will be found; we are yet obliged to confess that the definition includes much that is utterly foreign to science in its ordinary acceptation. For example, a child's knowledge of an apple. This, as far as it goes, consists in previsions. When a child sees a certain form and colours, it knows that if it puts out its hand it will have certain impressions of resistance, and roundness, and smoothness; and if it bites, a certain taste. And manifestly its general acquaintance with surrounding objects is of like nature – is made up of facts concerning them, so grouped as that any part of a group being perceived, the existence of the other facts included in it is foreseen.

If, once more, we say that science is exact prevision, we still fail to establish the supposed difference. Not only do we find that much of what we call science is not exact, and that some of it, as physiology, can never become exact; but we find further, that many of the previsions constituting the common stock alike of wise and ignorant, are exact. That an unsupported body will fall; that ice will melt when thrown on the fire – these, and many like predictions relating to the familiar properties of things have as high a degree of accuracy as predictions are capable of. It is true that the results predicated are of a very general character; but it is none the less true that they are rigorously correct as far as they go: and this is all that is requisite to fulfil the definition. There is perfect accordance between the anticipated phenomena and the actual ones; and no more than this can be said of the highest achievements of the sciences specially characterised as exact.

Seeing thus that the assumed distinction between scientific knowledge and common knowledge cannot be sustained; and yet feeling, as we must, that however impossible it may be to draw a line between them, the two are not practically identical; there arises the question – what is the relationship between them? A partial answer to this question may be drawn from the illustrations just given. On reconsidering them, it will be observed that those portions of ordinary knowledge which are identical in character with scientific knowledge, comprehend only such combinations of phenomena as are directly cognizable by the senses, and are of simple, invariable nature. They consist of previsions concerning phenomena in constant and direct relation – phenomena that follow visibly and immediately after their antecedents – phenomena which may be predicted by the simplest possible act of reasoning. If, now, we pass to the previsions constituting science – that an eclipse of the moon will happen at a specified time; that the poles of a galvanic battery immersed in water will give off, the one an inflammable and the other an inflaming gas, in definite ratio – we perceive that the relations involved are not of a kind habitually presented to our senses. They depend, some of them, on special combinations of causes; and often the connexion between antecedents and consequents is established only by an elaborate series of inferences. A broad distinction, therefore, between scientific knowledge and common knowledge is its remoteness from perception.

89. Which of the following options presents the similarity between scientific knowledge and the knowledge of a child, considering the definition of science to be prevision?
 - (A) Both types of knowledge involve collecting facts, drawing inferences and expecting results, which if favourable, would signify the authenticity of the inferences.
 - (B) Both consist of previsions in which a hypothesis is formed and then tested using available data, including sensory perceptions.
 - (C) Both use previously obtained knowledge to predict future outcomes and this knowledge is grouped which makes it easier to predict such outcomes.
 - (D) Both consist of previsions which involve simple acts of reasoning and can be directly perceived by the senses.
90. According to the author, which of the following statements is true regarding the exactness of the previsions related to scientific knowledge and those related to common knowledge?
 - (A) The previsions related to science are always exact and the previsions related to common knowledge are not always exact.
 - (B) The previsions related to common knowledge are always exact and so are the previsions related to science.
 - (C) The previsions related to common knowledge are more exact than the previsions related to scientific knowledge.
 - (D) Exact previsions are found in both common knowledge and scientific knowledge and therefore exactness cannot be a distinguishing factor for the two kinds of knowledge.
91. Which of the following characterizes the dissimilarity between scientific knowledge and common knowledge?
 - (A) Common knowledge involves causes and effects that can directly be perceived by the senses whereas scientific knowledge involves causes and effects that can be perceived only through specialized instruments.
 - (B) Common knowledge consists of phenomena that follow immediately after their antecedents whereas in scientific knowledge there is a certain lag in the occurrence of phenomena after their antecedents.
 - (C) Common knowledge is, for the most part, similar to scientific knowledge and is different only in relation to the manner in which it organizes knowledge.
 - (D) Common knowledge can be obtained by following simple acts of reasoning whereas scientific knowledge mostly involves intricate associations which usually cannot be directly perceived by the senses.
92. Which of the following can be inferred from the quotation "includes much that is utterly foreign to science in its ordinary acceptation" (in para 2)?
 - (A) Scientific knowledge involves prevision but common knowledge also involves prevision.
 - (B) Scientific knowledge involves prevision but defining scientific knowledge as prevision would result in incorporating within its fold knowledge that is otherwise considered common.
 - (C) Ordinary knowledge is very much different from scientific knowledge because only scientific knowledge deals with prevision.
 - (D) Both scientific knowledge and common knowledge involve prevision but the nature of prevision is utterly different in each type of knowledge.

PASSAGE – III

The question of rights and wrongs of a particular war is generally considered from a juridical or quasi-juridical standpoint: so and so broke such and such a treaty, crossed such and such a frontier, committed such and such technically unfriendly acts, and therefore by the rules it is permissible to kill as many of his nation as modern armaments render possible. There is a certain unreality, a certain lack of imaginative grasp about this way of viewing matters. It has the advantage, always dearly prized by lazy men, of substituting a formula, at once ambiguous and easily applied, for the vital realization of the consequences of acts. The juridical point of view is in fact an illegitimate transference, to the relations of States, of principles properly applicable to the relation of individuals within a State. Within a State, private war is forbidden, and the disputes of private citizens are settled, not by their own force, but by the force of the police, which, being overwhelming, very seldom needs to be explicitly displayed. It is necessary that there should be rules according to which the police decide who is to be considered in the right in a private dispute. These rules constitute law. The chief gain derived from the law and the police is the abolition of private wars, and this gain is independent of the question whether the law as it stands is the best possible. It is therefore in the public interest that the man who goes against the law should be considered in the wrong, not because of the excellence of the law, but because of the importance of avoiding the resort to force as between individuals within the State.

In the interrelation of States nothing of the same sort exists. There is, it is true, a body of conventions called "international law," and there are innumerable treaties between High Contracting Powers. But the conventions and the treaties differ from anything that could properly be called law by the absence of sanction: there is no police force able or willing to enforce their observance. It follows from this that every nation concludes multitudes of divergent and incompatible treaties, and that, in spite of the high language one sometimes hears, the main purpose of the treaties is in actual fact to afford the sort of pretext which is considered respectable for engaging in war with another Power. A Power is considered unscrupulous when it goes to war without previously providing itself with such a pretext – unless indeed its opponent is a small country, in which case it is only to be blamed if that small country happens to be under the protection of some other Great Power. England and Russia may partition Persia immediately after guaranteeing its integrity and independence, because no other Great Power has a recognized interest in Persia, and Persia is one of those small States in regard to which treaty obligations are not considered binding. France and Spain, under a similar guarantee as to Morocco, must not partition it without first compensating Germany, because it is recognized that, until such compensation has been offered and accepted, Germany, though not Morocco, has a legitimate interest in the preservation of that country. A treaty is therefore not to be regarded as a contract having the same kind of binding force as belongs to private contracts; it is to be regarded merely as a means of giving notice to rival powers that certain acts may, if the national interest so demand, form one of those reasons for war which are recognized as legitimate.

93. According to the passage, which of the following would result in a better international law?

- (A) Constituting legitimate organizations empowered to impose economic and military sanctions on belligerents.
- (B) Drafting treaties more circumspectly, so as to avoid conflicts with other treaties and conventions, and properly conforming to them once signed.
- (C) Policing at an international level directed at upholding the sovereignty of small countries.
- (D) A binding agreement by all the High Contracting Powers to not to wage wars against each other.

94. Which of the following strategies can be adopted by a small country to best protect itself from a more powerful country, in prevailing circumstances, as inferred from the passage?

- (A) Enter into a treaty with as many Great Powers as possible assuring that they would not wage war against it.
- (B) Ally itself with as many Great Powers as possible and ensuring that they have a vested interest in its protection.
- (C) Appeal to the international body of conventions when it feels an imminent threat from any Great Power.
- (D) Form an alliance with other small countries to improve its military strength.

95. The author uses the words "illegitimate transference" to

- (A) criticise the manner in which the judicial

structure that prevents disputes between individuals within a State is replicated at an international level to prevent wars.

- (B) point out that the triviality of the quality of law with respect to the disputes between individuals within a State is also transferred to the international stage.
- (C) emphasise the irony that, though both are based on the same principles, the law that governs the disputes between individuals within a State does not allow resorting to force, whereas the law that governs international disputes between States allows resorting to force.
- (D) disparage the manner in which the principles that govern disputes between individuals within a State are used as a basis to adjudicate disputes between States, where it is not feasible to enforce them.

96. According to the passage, which of the following would be an apt description of the key role of treaties in international legislation?

- (A) Supplement the body of conventions and together with it constitute international law.
- (B) Act as indispensable instruments for legitimizing the aggressive actions of a High Contracting Power against other Powers.
- (C) Provide reasons for a State to declare war against another State and still maintain its respectability.
- (D) Serve as a pretext, in the absence of which a State cannot declare war against another State.

PASSAGE – IV

At the very centre of a major area of modern thought and practice, which it is habitually used to describe, is a concept, 'culture', which in itself, through variation and complication, embodies not only the issues but the contradictions through which it has developed. The concept at once fuses and confuses the radically different experiences and tendencies of its formation. It is then impossible to carry through any serious cultural analysis without reaching towards a consciousness of the concept itself: a consciousness that must be, as we shall see, historical. This hesitation, before what seems the richness of developed theory and the fullness of achieved practice, has the awkwardness, even the gaucherie, of any radical doubt. It is literally a moment of crisis: a jolt in experience, a break in the sense of history; forcing us back from so much that seemed positive and available – all the ready insertions into a crucial argument, all the accessible entries into immediate practice. Yet the insight cannot be sealed over. When the most basic concepts – the concepts, as it is said, from which we begin – are suddenly seen to be not concepts but problems, not analytic problems either but historical movements that are still unresolved, resounding clashes, we have only, if we can, to recover the substance from which their forms were cast.

Society, economy, culture: each of these 'areas', now tagged by a concept, is a comparatively recent historical formulation. 'Society' was active fellowship, company, 'common doing', before it became the description of a general system or order. 'Economy' was the management of a household and then the management of a community before it became the description of a perceived system of production, distribution, and exchange. 'Culture' before these transitions was the growth and tending of crops and animals, and by extension the growth and tending of human facilities. In their modern development the three concepts did not move in step, but each, at a critical point, was affected by the movement of the others. At least this is how we may now see their history. But in the run of the real changes what was being put into the new ideas, and to some extent fixed in them, was an always complex and largely unprecedented experience, 'Society' with its received emphasis on immediate relationships was a conscious alternative to the formal rigidities of an inherited, then seen as an imposed, order: a 'state'. 'Economy', with its received emphasis on management, was a conscious attempt to understand and control a body of activities which had been taken not only as necessary but as given. Each concept then interacted with a changing history and experience. 'Society', chosen for its substance and immediacy, the 'civil society' which could be distinguished from the formal rigidities of 'state', became in turn abstract and systematic. New descriptions became necessary for the immediate substance which 'society' eventually excluded. For example, 'individual', which had once meant indivisible, a member of a group, was developed to become not only a separate but an opposing term – 'the individual' and 'society'. In itself and in its derived and qualifying terms, 'society' is a formulation of the experience we now summarize as 'bourgeois society': its active creation, against the rigidities of the feudal 'state'; its problems and its limit, within this kind of creation, until it is paradoxically distinguished from and even opposed to its own initial impulses. Similarly, the rationality of 'economy', as a way of understanding and controlling a system of production, distribution, and exchange, in direct relation to the actual institution of a new kind of economic system, persisted but was limited by the problems it confronted. The very product of rational institution and control was projected as 'natural', a 'natural economy', with laws like the laws of the ('unchanging') physical world.

97. Which of the following does the author allude to when he mentions "a jolt in experience, a break in the sense of history"?
- (A) Realizing that what is considered as a concept is not a concept but a problem which diminishes the importance of the vast information available regarding theories and practices.
 - (B) Comprehending the evolving formulation of the concept of culture which can be understood from developed theories and achieved practices.
 - (C) Becoming aware of the complication in understanding the concept of culture because of the ready availability of crucial arguments.
 - (D) Realizing that it is close to impossible to thoroughly understand the concept of culture because of the variations and complications in the concept.
98. Which of the following is the most appropriate reason for the author stating that "it is then impossible to carry through any serious cultural analysis"?
- (A) The concept of 'culture' is dynamic and understanding the variations in its formation is essential to understanding the concept.
 - (B) The concept of 'culture' is ever changing and the contradictions in its historical definitions make it impossible to analyse and understand the concept of 'culture'.
 - (C) Since the concept of 'culture' is still in the process of transition, it is futile to try to understand culture.
 - (D) The theory and practice associated with the concept of 'culture' is very rich which explain the concept perfectly.
99. According to the passage, which of the following can be said to be common to the concepts of society, economy and culture?
- (A) The definition of all the three concepts evolved over time and each concept has acquired a meaning in opposition to its initial impulses.
 - (B) The formulation of these concepts was punctuated with complex changes and each of these concepts affected the development of the other concepts.
 - (C) Each concept interacted with history and evolved in tandem with the others.
 - (D) Each concept is a formulation of experiences which evolved as experiences changed largely independent of each other.
100. According to the passage, which of the following is the paradox that the author implies while discussing about the concept of 'society'?
- (A) The concept of 'society' which initially did not include the concept of 'bourgeois society' changed to include this concept.
 - (B) The concept of 'society' which was initially not abstract became abstract and systematic over time.
 - (C) The concept of 'society' excluded the immediacy of relations between individuals over time whereas initially this immediacy was considered as the prominent element in the concept.
 - (D) The concept of 'society' became synonymous with 'state' over time whereas it was initially formulated as an alternative to the concept of 'state'.