

AIMCAT 1819 Analysis

Section I - VERBAL ABILITY & READING COMPREHENSION

Yet another AIMCAT and yet again a challenging VARC section. This particular AIMCAT1819 might have shaken up many of the students and caught them by surprise. With as many as 14 questions out of 21 falling under the category of difficult and very difficult category in the RC sub-section, many a student would definitely have felt the heat. Nevertheless, if a test-taker could keep calm and remained composed in attempting this sub-section, then half the battle would have been won. It would have been a good strategy to attempt the questions with high accuracy by compromising a little over the speed. As ever, it was all about the selection of 'sitters' and rejection of 'breakers'.

In the RC sub-section, questions like 2, 15, 17, 19, 20, 21, 23 were relatively easier with the rest of the questions under difficult or very difficult category.

The RCs were moderately lengthy with words ranging between 300 and a little over 700 words. Somebody with a decent reading speed and an exposure to varied literature might have found RCs to be somewhat manageable.

The VA sub-section also didn't have great deal to offer. With the toughness level largely ranging from difficult to very-difficult, this part was also about choosing the easier questions. In terms of difficulty, question like 30 was the only questions that can be categorized as medium difficult and rest all the questions were either difficult or very difficult.

| PERCENTILE | MARKS |
|------------|-------|
| 99 | 50 |
| 95 | 38 |
| 90 | 32 |
| 85 | 28 |

Section II - DATA INTERPRETATION & LOGICAL ABILITY

DI/LR section of this AIMCAT1819 was difficult in nature. A net score of more than 30 marks (out of a max possible 96 marks) can be considered to be a good score. There were about 10 questions in this DILR section which were doable. Others could be classified as difficult.

Q13 to 16 (on a certain number of persons entering and exiting the office building) were doable. Not much of logic was involved. The data was given in the structured form and straight away one can get into the questions. This is unlike many of the other sets where one had to decode the entire set to get into answering the questions.

Q 21 & 22 were doable. Answering all the questions related to this entire set (six players participating in a badminton tournament) would have been a time

consuming process. However, the first two questions related to the set would not have taken much time. The answers could be obtained by just evaluating the matches which were played by "D" on different days.

Q25 to 28 were again doable. This is a regular set on seating arrangement (in a single row). Anyone whose basic concepts are there in place can get to the answers of these questions in not more than 11-14 mins. All the other questions in this section were difficult. For e.g, comprehending the first set (allocation of ID numbers to different students) itself would have taken at least 6-8 mins and it would be a wise decision to leave out such a set.

| PERCENTILE | MARKS |
|------------|-------|
| 99 | 43 |
| 95 | 30 |
| 90 | 24 |
| 85 | 21 |

Section III - QUANTITATIVE ABILITY

With around 10 questions of an easy to very easy nature and around 12 moderately difficult questions, the Quant section of this AIMCAT can be classified as a moderately difficult section. The 9 or so difficult and very difficult questions shouldn't impact the performance of a student adversely since most of those questions come across as difficult ones at the outset and the student shouldn't have spent too much time on them. Three questions in the section are doable but slightly tricky (Q.1, where splitting the $\log(ab)$ term is crucial, Q.4, which involved simple equations and numbers and Q.7 where graphs I and II can be confused for one another when compared across different quadrants, just as graphs III and IV can be confusing).

Questions from Arithmetic (all the 7 topics of SM1001801) and Algebra (first 8 chapters of SM1001808) dominated the section. One question on Venn Diagrams is very similar to the questions seen in recent years in the Quant section of the actual CAT exam.

There were some interesting questions like Q.27 (which looks like a question based on logarithms but is in fact a question based on numbers and factors) and Q.32 (a novel question which can be discussed for 1-hour in the classroom easily).

Students who couldn't score well in the easy and very questions in this section should spend a good deal of time introspecting where they went wrong in order to avoid a repeat of such performance in the future.

| PERCENTIL E | MARK S |
|----------------|-----------|
| 99 | 54 |
| 95 | 44 |
| 90 | 38 |
| 85 | 35 |