

NOTE: For those students who attempted this AIMCAT during the test window

Owing to an error in the graph for this set during the test window, the correct answer to this question (as it appeared) was 5, i.e., Choice (B), instead of 6, i.e., Choice (C). The error in the graph has now been corrected and the correct answer to the question, as it stands now, is 6, i.e., Choice (C).

However, for all the students who attempted this AIMCAT during the test window, Choice (B) has been treated as the correct answer to this question, instead of Choice (C). The results of this AIMCAT have been reprocessed as per the change in the key.

AIMCAT 1821 Analysis

Section I - VERBAL ABILITY & READING COMPREHENSION

The VARC section of AIMCAT1821 would definitely have blown away the nerves of many a student. With a relatively tougher RC and VA questions, the focus on this section should have been on the accuracy. Because of the very nature of the questions, the number of attempts should go down and students are expected to rely upon their accuracy to score well in this section.

About the RCs - there were five passages in all with three passages having 6 questions each and 2 having three questions each. The length of the passages ranged from about 450 to 750 words. The questions were trickier and only those who have practised fairly well in handling RCs would have found this sub-section to be somewhat manageable.

The VA sub-section was also tougher as compared to the ones from the previous AIMCATs. With more than half the number of questions under difficult or very difficult category, the students would really have felt a little jolted. Questions like 3, 4, 5, 7, 8, 9, 10, 11, 12, 19, 20, 25, 26, 28, 29, 30, 31, 32, 33, 34 were the ones which could have been avoided because of the trickier/difficult nature.

PERCENTILE	MARKS
99	71
95	56
90	48
85	43

Section II - DATA INTERPRETATION & LOGICAL ABILITY

This AIMCAT 1821 -DI/LR section was easy to moderate in terms of overall difficulty level. A net score of 40 marks (out of 96 marks) in this section is

estimated to be more than 90 percentile while a net score of more than 50 marks is estimated to be more than 95 percentile in the given section. The key strategy to crack this section was *"right set of the questions to be selected"* or conversely *"right set of questions to be rejected"*. Further, that implies, one has to SCAN through the questions and be extremely judicious in terms of picking up the easy questions and focussing on only those questions. Let us analyze the individual sets from each of the two areas - DI and LR.

SET I) Six persons seated around a circular table and having ordered six course meal

This set was an easy one and direct concepts related to circular arrangement were applicable. There were two layers of difficulty level. One has to arrange the persons around the circular table. Further, one has to find out the "meal" which any person ordered for. The number of conditions was not very high just five. So, this set will be classified as a doable one. Right in the very beginning, if one can obtain as to "which person ordered for Dessert, then this set becomes very easy to crack".

SET II) Bar Chart depicting rainfall in a city for 50 consecutive days

This was an observation based set. The first two questions of this set were easy while the last two qs will be classified as moderate to difficult.

SET III) Scatter Chart depicting the percentage of Overseas tourists.

The amount of calculations required to be done in this set was not very high. The trick was in right interpretation of the set. The whole essence of this set was to obtain "percentage of overseas tourists who visited each of the ten capital cities". Once, that is done, at least the first three questions become easier to crack. The last question of the given set is classified as moderate to difficult.

SET IV) Pie charts representing the percentage/number of students in first and second semesters

This set was a doable one. As per the information provided in the set, there are five batches in the first semester and every batch was split into two batches in the second semester -one comprising only boys and the other comprising only girls. So, there were 10 batches in the second semester. One has to find out any particular batch (in the first semester was split into which two batches in the second semester) If one makes a right start, the number of possibilities/scenarios obtained will not be high -just two cases and then it becomes easy to eliminate those and arrive at unique situation. All the questions were doable.

SET V) Origin, destination and travel time of six trains.

This set was a standard Quant based reasoning. Since, there were many other easy sets, it would have been appropriate to focus on those easy sets and this set could have been left out. Even if this entire set is cracked, the last question will take some time for interpretation and in that context, the entire set will be classified as difficult.

SET VI) Seven class rooms in a single row.

This was modelled on the basic concepts of "linear arrangement". As per this set, seven class rooms have to be arranged in a row. Further, the number of students for each classroom has to be obtained. So, the concepts of "linear arrangement" and "Quant based reasoning" were merged together, this will not be classified as easy.

SET VII) Six employees entering the cafeteria at different point of times.

Again this set involved the arrangement. Additionally, one needs to be comfortable with juggling of numbers. This set will be classified as Moderate.

SET VIII) Table representing the data pertaining to different models of phones Battery Capacity, Weight etc.

This was the most easiest set and a must do one. All the qs were direct and involved basic concepts related to either observation or "comparison of fractions". All the four questions can be cracked in not more than 10 mins.

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95	39
90	32
85	28

Section III - QUANTITATIVE ABILITY

With about 10-12 questions which ranged from easy to very easy and some 16-18 questions of a moderate level of difficulty, the Quant section can be termed as a moderately difficult section.

The section had a good mix of questions from Arithmetic, Algebra, Geometry, Numbers as well as Permutations and Combinations.

A lot of easy and moderately difficult questions (Q.1, Q.4, Q.6, Q.10, etc.) were disguised and wouldn't appear as easy as they were at a glance. Quite a few questions could be answered easily based on the options alone (Q.4, Q.21, Q.33) and a few others by assuming special cases (Q.7, Q.10).

There were a few tricky and difficult questions (Q.7, Q.15, Q.25, Q.26, Q.32) and leaving them out would've helped a student maximise his/her score.

With the exception of a few questions like Q.7, Q.25 and Q.32, most other models are covered in the form of concepts/questions in the Handouts, Study

Material and QATs. Any student who attended the classroom sessions and practised from the SM, would have felt the same way.

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