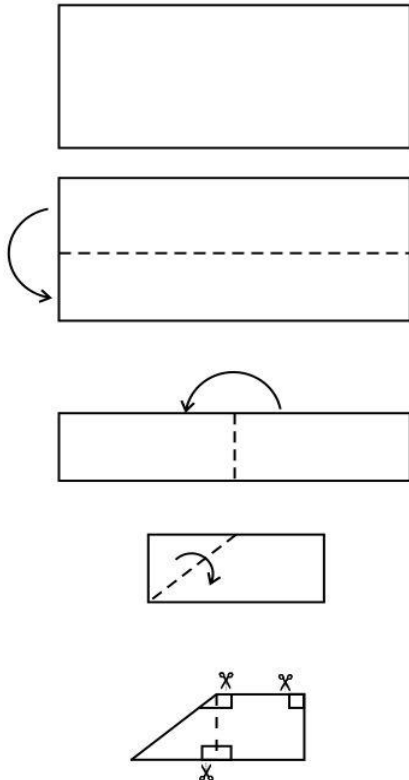
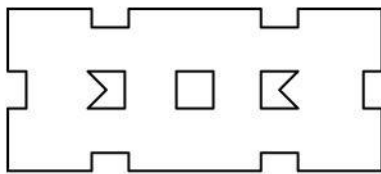


**ASHOKA UNIVERSITY**  
**ASHOKA APTITUDE ASSESSMENT (AAA) - SAMPLE PAPER 2**

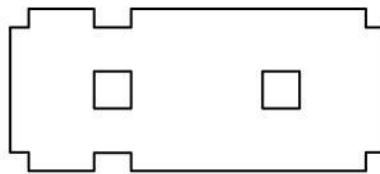
| Q. No.            | Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|-------------|-------------------|-------|---------|---------------|-------|------|---------------|------|------|---------------|------|------|
| 1                 | <p>Soma and Karan start from the same point and run in opposite directions of a circular track. The track's radius is 14 metres. Soma's speed is 8 m/s and Karan's speed is 6 m/s. How many times will they meet when Soma has completed 2 rounds?</p> <p>A. 2<br/>B. 3<br/>C. 4<br/>D. 6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| 2                 | <p>The village of Sautada is on the banks of Vinchurna river in Maharashtra. The river splits Sautada into two, cutting off a portion of the village from the main part. In the absence of a bridge, people from Shinde Wasti – the isolated part of Sautada – cross the river to access everything from shops and hospitals to farmlands, often needing to swim across due to the lack of sturdy boats or rafts.</p> <p>Which of the following facts about Shinde Wasti, would, if true, make the situation particularly dangerous for women?</p> <p>A. Shinde Wasti severely lags behind in vaccinations, healthcare and preventive medicine.<br/>B. Marriage prospects for young men are low because people fear losing their daughters to Shinde Wasti's inaccessibility.<br/>C. People are accustomed to traditional clothes, such as sarees, which restricts their physical movement to different extents.<br/>D. Women are entrusted with making sure that household items are always stocked up, while men are concerned with finding work.</p> |             |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| 3                 | <p>Prashant works in the administration department of a college. For a particular day, 4 different societies requested to book the auditorium. The timings requested are <u>not</u> flexible. He noted the requests in the table below:</p> <table><tr><th>Department</th><th>Starting time</th><th>Ending time</th></tr><tr><td>Fine arts society</td><td>11 AM</td><td>1:30 PM</td></tr><tr><td>Music Society</td><td>12 PM</td><td>3 PM</td></tr><tr><td>Dance Society</td><td>1 PM</td><td>7 PM</td></tr><tr><td>Drama Society</td><td>4 PM</td><td>6 PM</td></tr></table> <p>Prashant wants to provide the auditorium for the MAXIMUM number of societies for the day. How many societies would this be?</p>                                                                                                                                                                                                                                                                                                                                       | Department  | Starting time | Ending time | Fine arts society | 11 AM | 1:30 PM | Music Society | 12 PM | 3 PM | Dance Society | 1 PM | 7 PM | Drama Society | 4 PM | 6 PM |
| Department        | Starting time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ending time |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| Fine arts society | 11 AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1:30 PM     |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| Music Society     | 12 PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3 PM        |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| Dance Society     | 1 PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 7 PM        |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |
| Drama Society     | 4 PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6 PM        |               |             |                   |       |         |               |       |      |               |      |      |               |      |      |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>A. 1</p> <p>B. 2</p> <p>C. 3</p> <p>D. 4</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4 | <p>Three friends were comparing their expenditures done in the past month. Their findings were:</p> <ul style="list-style-type: none"> <li>◆ Dipika's expenditure was <math>\frac{8}{3}</math> of Jay's expenditure.</li> <li>◆ Jay's expenditure was <math>\frac{6}{5}</math> of Khushi's expenditure.</li> <li>◆ The average expenditure of Dipika, Jay and Khushi equalled Rs 9000.</li> </ul> <p>What was Jay's expenditure in that month?</p> <p>A. Rs 5000</p> <p>B. Rs 6000</p> <p>C. Rs 10800</p> <p>D. Rs 16000</p> |
| 5 | <p>A rectangular paper is folded and cut in the following way.</p>                                                                                                                                                                                                                                                                                                                                                                        |

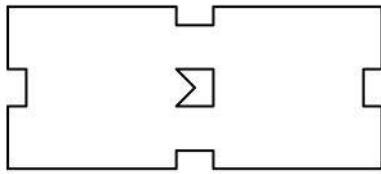
Which of these will you see when you unfold the paper?



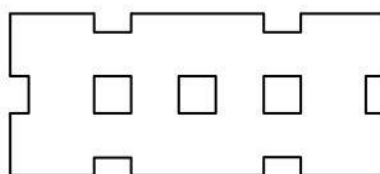
A



B



C



D

A. A

B. B

C. C

D. D

6

Natural selection is a mechanism of evolution. Organisms that adapt faster to their environment are more likely to survive and pass on their genes.

Richard Dawkins argues that natural selection occurs at the genetic level, not at the organism level - thus, the gene itself is "selfish" and individuals are just vehicles for genes to survive and adapt.

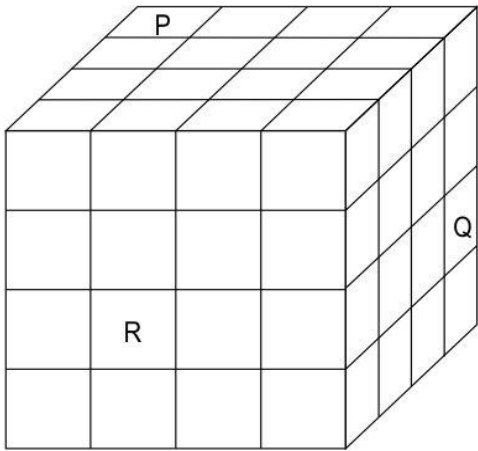
Some critics incorrectly extended Dawkins' argument, and claimed that if this was accepted widely as an understanding of human society, this idea could be dangerous. Which of the following is MOST LIKELY to be the extension they are referring to?

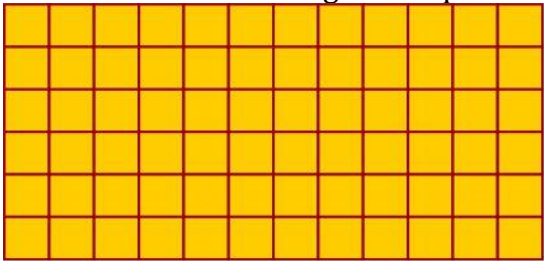
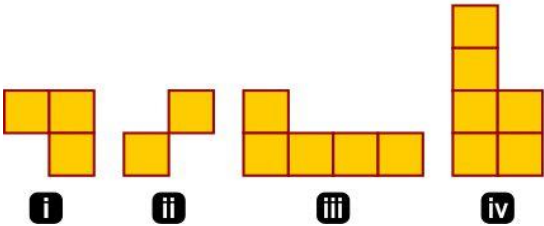
A. it neglects the role of cooperation, altruism and collaborative behaviour in shaping human history

B. it neglects the influence of cultural conditioning or social factors on behaviour and evolution

C. it justifies cruel actions and accepts them as an unchangeable aspect of human behaviour

D. it undermines the role of group selection in social and biological evolution

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 7 | <p>64 identical small cubes are used to form a bigger cube, as shown below.</p>  <p>Hanif, Aparna and Tanu make the following statements.</p> <p>Hanif: "If the cube marked as P is removed, the surface area of the solid will change."</p> <p>Aparna: "If the cube marked as Q is removed, the surface area of the resulting solid will decrease."</p> <p>Tanu: "If the cube marked as R is removed, the surface area of the solid will increase."</p> <p>Which of them is/are correct?</p> <p><b>A.</b> only Tanu</p> <p><b>B.</b> only Hanif and Tanu</p> <p><b>C.</b> only Aparna and Hanif</p> <p><b>D.</b> all- Hanif, Aparna and Tanu</p> |
| 8 | <p>Naira and Mayank took an entrance test for admission to a university. Naira got 40% of the total marks which is 15 more than passing marks. Mayank got 15% of the total marks which is 22.5 less than passing marks.</p> <p>What percentage of the total marks will a student need to score to pass the test?</p> <p><b>A.</b> 45%</p> <p><b>B.</b> 30%</p> <p><b>C.</b> 25%</p> <p><b>D.</b> 22.5%</p>                                                                                                                                                                                                                                                                                                                         |

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| 9  | <p>Given below is a <math>6 \times 12</math> grid of squares.</p> <br> <p>Which of the given figures can be repeatedly used to fill the grid without any gaps?</p> <p>A. only i) and ii)</p> <p>B. only ii) and iv)</p> <p>C. only i), ii) and iv)</p> <p>D. only i), iii) and iv)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10 | <p>Given below is an excerpt from summary of a book taken from the <i>goodreads</i> website.</p> <p><i>"In The Hidden Life of Trees, Peter Wohlleben shares his deep love of woods and forests and explains the amazing processes of life, death, and regeneration he has observed in the woodland. Much like human families, tree parents live together with their children, communicate with them, and support them as they grow, sharing nutrients with those who are sick or struggling and creating an ecosystem that mitigates the impact of extremes of heat and cold for the whole group. As a result of such interactions, trees in a family or community are protected and can live to be very old."</i></p> <p>Which of the following is a <u>LOGICAL EXTENSION</u> of the above argument?</p> <p>A. Trees communicate with each other using human vocabulary and language.</p> <p>B. Trees in forests suffer from social problems such as racism, casteism and political warfare.</p> <p>C. Trees that receive love from humans and other animals live to be just as old as trees that are nourished by other trees.</p> <p>D. Solitary trees, like kids who grow up without a community, have a tough time and in most cases die much earlier than those in a group.</p> |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 11 | <p>Karl Marx introduced the concept of base and superstructure as two aspects of society, where "base" refers to production forces, or the materials and resources needed for survival, while "superstructure" refers to cultural and ideological forces and rules that govern society.</p> <p>Using this idea, Bernard Cohn has argued that the British conquest of India was a "superstructural conquest". What sources of evidence from the colonial period is he MOST LIKELY to have used in making his case?</p> <p><b>A.</b> trade records between India and Britain</p> <p><b>B.</b> records of factories set up in rural parts of India</p> <p><b>C.</b> a repository of linguistic changes amongst factory workers</p> <p><b>D.</b> datasets of local agricultural produce before and after colonialism</p>                                                                                                                                                   |
| 12 | <p>An artificial lake is spread over an area of 1 sq km. When there is excess water in the lake, pumps are used to drain the water out. Each pump can drain water at the rate of 50,000 litres per hour.</p> <p>If the water level increased by 2 cm after heavy rainfall and the authorities wanted to drain this excess water added by the rainfall in the next 16 hours, what is the minimum number of pumps they will need to use? (<i>given <math>1\text{ m}^3 = 1000\text{ litre}</math></i>)</p> <p><b>A.</b> 13</p> <p><b>B.</b> 25</p> <p><b>C.</b> 40</p> <p><b>D.</b> 250</p>                                                                                                                                                                                                                                                                                                                                                                               |
| 13 | <p>"In his accounts of folk religion, Siddalingaiah sought to demystify local religious practices. In the past, it was common to see gold coins falling out of Lakshmi's hands. In recent times, rupee notes have taken the place of the gold coins. If the coins and rupees are phased out of the economy, he writes, there can be no doubt that cheque books will fall out of the Goddess' hands."</p> <p>What is the point Siddalingaiah is trying to make through the above example?</p> <p><b>A.</b> Society and economy follow divine design and these changes are guided by local deities.</p> <p><b>B.</b> Believing in Gods is a foolhardy affair and only those blinded by faith believe in miracles.</p> <p><b>C.</b> Deities are human inventions and are seen changing over time to reflect earthly life and customs.</p> <p><b>D.</b> Folk religion differs from mainstream cultural practices; thus it is easily refuted through logical reasoning.</p> |

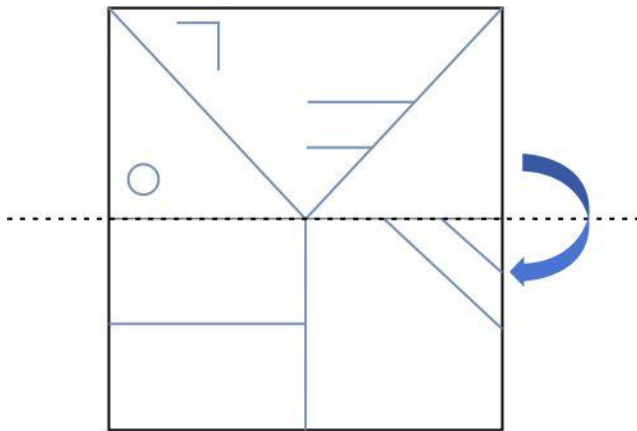
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| 14 | <p>Shown below is an equation.</p> $7x - 3 y  = 7$ <p>How many integral solution(s) are possible for the set <math>(x, y)</math>?</p> <p><b>A.</b> only 1</p> <p><b>B.</b> only 2</p> <p><b>C.</b> more than 2</p> <p><b>D.</b> <i>(It has no integer solution.)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 15 | <p>Ali and Bahadur share a passion for jet skiing. They frequent West Beach, Central Beach and East Beach on Sundays. A river flows from West Beach to East Beach at 4 km/h. Ali starts from West Beach and Bahadur starts from East Beach; they meet at Central Beach which is the midpoint of the path between the two beaches.</p> <p>One Sunday, they decide to push their limits and begin at full speed. After 15 minutes, Ali realizes he's making better time than anticipated and opts to decrease the speed of his jet ski speed by 25%. Despite this reduction, he arrives at Central Beach 10 minutes later, at the same time as Bahadur.</p> <p>Given that they are using the same model of jet ski, what is the top speed of the jet ski in still water?</p> <p><b>A.</b> 72 km/h</p> <p><b>B.</b> 76 km/h</p> <p><b>C.</b> 80 km/h</p> <p><b>D.</b> 84 km/h</p> |
| 16 | <p>Access to the internet directly determines academic success, which is evident in the superior performance of students with reliable internet connections. Therefore, any policy aiming to boost student performance should prioritize universal and uninterrupted internet access.</p> <p>Above is an argument given by a policymaker. Which of the following criticisms best explains the flaw in the argument?</p> <p><b>A.</b> it ignores the history of academic education that has produced high-performing students without help from the internet</p> <p><b>B.</b> it is discriminatory towards those who don't have access to the internet and its implementation might create a social divide</p> <p><b>C.</b> it undermines the role of the teacher and advocates for replacing teachers with internet education, causing the loss of jobs everywhere</p>         |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>D.</b> it does not account for the fact that those who can afford internet access also enjoy other socio-economic privileges with regards to education</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 17 | <p>Dokra art is one of the oldest traditional metal casting methods in India. It involves moulding earthen clay into the desired shape and then carving elaborate designs from beeswax or the gum of the sal tree. This is used as a mould for hot molten metal, which is baked and cooled. Finally, the clay is broken to reveal the elaborate metal sculpture within.</p> <p>Which of the following climate-change related phenomena endanger the Dokra artists' occupation?</p> <p>P: shrinking of forests<br/>Q: changing soil conditions<br/>R: reducing bee populations</p> <p><b>A.</b> P and Q only<br/><b>B.</b> Q and R only<br/><b>C.</b> R and P only<br/><b>D.</b> all - P, Q and R</p>        |
| 18 | <p>A slippery slope argument is often used for effect: this is when someone argues that a particular event will set off a chain reaction of negative outcomes, without any evidence. Usually, this type of argument is used to predict dystopian futures and forecast things, and hence it might become difficult to catch.</p> <p>What is one practical way to ensure your argument does not fall in the slippery slope category?</p> <p><b>A.</b> avoid forecasting or making future predictions<br/><b>B.</b> establish a logical connection between each step<br/><b>C.</b> avoid using emotional appeals to argue your point<br/><b>D.</b> provide historical proof for the predicted consequences</p> |
| 19 | <p>Wikipedia is considered as a largely unreliable site in academic circles. However, in 2023, a small change on every Wikipedia page for birds, showed their taxonomy to be "Clade:Dinosauria", essentially indicating that the birds we see around us are heavily modified and evolved dinosaurs. This tiny change was taken as a huge win by modern paleontologists, who claimed that this addition to the most popular website on the internet publicly reflected a whole new, informed evolutionary line of thinking that is otherwise overlooked.</p> <p>Which of the following best describes the main claim of the above passage?</p>                                                               |

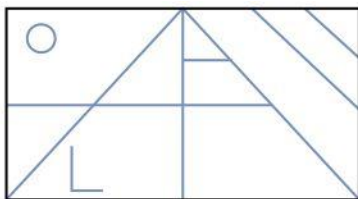
- A.** Public information websites can play a crucial role in delivering scientific research to us.
- B.** Unlike other academics, paleontologists consider Wikipedia to be a credible source.
- C.** Sharing public information and knowledge is an integral part of scientific research.
- D.** Wikipedia is not necessarily reliable since it overlooks new scientific discovery.

20

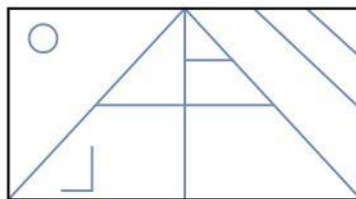
A transparent sheet has some lines drawn on it as shown below.



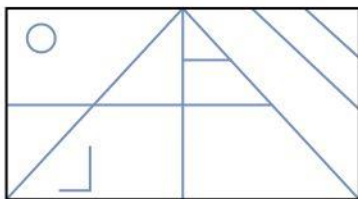
What pattern would we observe from the following if it is folded as shown by the arrow in the figure?



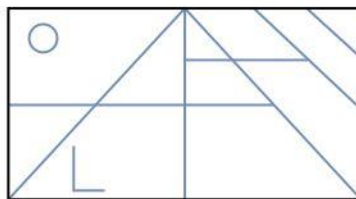
**A**



**B**



**C**

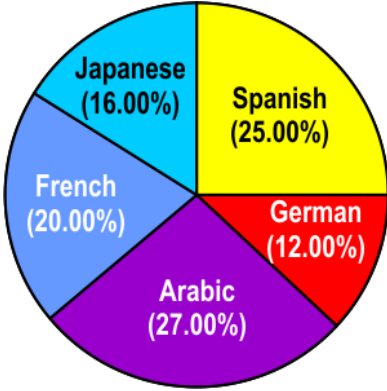


**D**

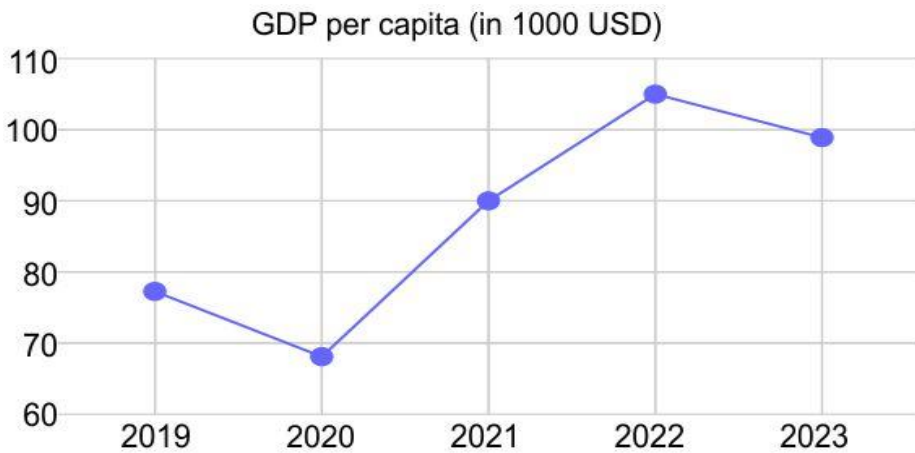
**A. A**

**B. B**

**C. C**

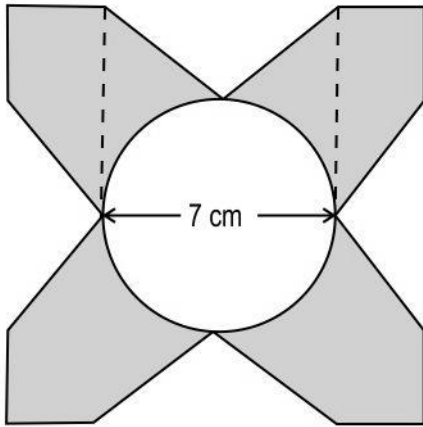
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|    | <b>D. D</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 21 | <p>The pie chart given below represents the division of students in different foreign language courses offered by a university. The number of students in the Japanese and German courses combined is 36 more than the number of students in the Spanish course.</p>  <p>How many students are there in the Arabic course?</p> <p>A. 972</p> <p>B. 486</p> <p>C. 324</p> <p>D. 270</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 22 | <p>The Multidimensional Poverty Index (MPI) captures poverty through three key dimensions: education (which calculates years in schooling and school attendance), health (which studies nutrition, maternal health and child mortality), and standard of living (access to cooking fuel, sanitation, drinking water, electricity, housing, bank accounts, assets). The Niti Aayog in January 2024 released a report which indicated a substantial reduction in multidimensional poverty across India, with the most significant declines observed in Uttar Pradesh, Bihar, and Madhya Pradesh.</p> <p>Which of the following approaches would MOST LIKELY offer a solution to sustain and deepen impact for ALL three MPI indicators?</p> <p>A. Increasing spending on road connectivity and public transportation in urban areas.</p> <p>B. Developing clean energy initiatives to ensure sustainable environmental and living conditions.</p> <p>C. Implementing comprehensive nutritional programs that target both urban and rural food insecurity.</p> <p>D. Expanding integrated holistic development programs that enhance local economies and community well-being.</p> |

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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 23 | <p>An ambigram is a word that reads the same when viewed in a mirror (either sideways or upside-down). Dev made a list of ambigrams : WOW, 808, 609, dollop, passed, swims.</p> <p>Of these, he says that WOW and 808 have a special property that sets them apart from the other words in the list.</p> <p>What is this property likely to be?</p> <p><b>A.</b> their meaning changes if you read them from back to front</p> <p><b>B.</b> they look the same when viewed upside-down in a mirror</p> <p><b>C.</b> they make the same word forwards and backwards</p> <p><b>D.</b> they are the shortest ambigrams in the given list</p> |
| 24 | <p>An average is a middle value, or something that <i>mostly</i> represents a group of things. Suppose you have a sample of a group whose average behaviour you would like to study.</p> <p>Which of the following kinds of samples would give you the closest results for the average behaviour of the large group?</p> <p><b>A.</b> A carefully selected small sample</p> <p><b>B.</b> A randomly selected small sample</p> <p><b>C.</b> As large a sample as you can get</p> <p><b>D.</b> A sample of exactly half the group</p>                                                                                                       |
| 25 | <p>A watermelon is cut into three pieces in the ratio of 2:5:7 by weight. The biggest of the three pieces is further cut in two pieces in the ratio of 5:7 by weight.</p> <p>What is the ratio of the four pieces by weight?</p> <p><b>A.</b> 2:5:5:7</p> <p><b>B.</b> 2:5:35:49</p> <p><b>C.</b> 24:60:35:49</p> <p><b>D.</b> 24:25:35:84</p>                                                                                                                                                                                                                                                                                            |
| 26 | <p>According to the dependency theory in economics, wealthy states benefit from a flow of resources that comes to them from poor states, keeping these poor states in a state of perpetual underdevelopment.</p> <p>Which of the following is a core assumption made by proponents of this theory?</p>                                                                                                                                                                                                                                                                                                                                    |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|    | <p><b>A.</b> exploitation of poor states can be defined mainly in economic terms</p> <p><b>B.</b> the world is essentially polarised into poor and wealthy states</p> <p><b>C.</b> underdevelopment is a state defined by lack of production</p> <p><b>D.</b> every country participates in the global flow of resources</p>                                                                                                            |
| 27 | <p><b>Answer the following two questions based on the given information.</b></p> <p>The chart of GDP per capita for Norway over 2019-2023 is given below:</p>  <p>Fill in the blank.</p> <p>The GDP per capita in 2022 was nearly _____ % more than in 2019.</p> <p><b>A.</b> 15%</p> <p><b>B.</b> 25%</p> <p><b>C.</b> 35%</p> <p><b>D.</b> 45%</p> |
| 28 | <p>Which of the following time periods saw the highest rise in GDP per capita?</p> <p><b>A.</b> 2019-2021</p> <p><b>B.</b> 2020-2021</p> <p><b>C.</b> 2021-2022</p> <p><b>D.</b> 2019-2022</p>                                                                                                                                                                                                                                          |
| 29 | <p>Hiding some data is known as encryption. When plain text is encrypted it becomes unreadable and is known as ciphertext. A cipher is an algorithm for performing the encryption. One such</p>                                                                                                                                                                                                                                         |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|    | <p>cipher is substitution cipher, in which any character of plain text from the given set of characters is substituted by some other character.</p> <p>Here is an example of a substitution cipher that uses the digits 0-9, followed by small letters a-p to substitute the capital alphabets.</p> <p>AJLSZ = 09bip</p> <p>How will the word EXAM be written using this cipher?</p> <p><b>A.</b> 4n0w</p> <p><b>B.</b> 4n0c</p> <p><b>C.</b> 5n1w</p> <p><b>D.</b> 5n1c</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 30 | <p>Which of these looks exactly the same after a clockwise or anticlockwise 180° turn?</p> <p><b>A.</b> MOM</p> <p><b>B.</b> DEED</p> <p><b>C.</b> NOON</p> <p><b>D.</b> SEXES</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 31 | <p>Lazarus Geiger was a philologist who conducted an analysis of when colour terms entered the vocabulary in various languages. He found that across languages and cultures, the order remained constant: black and white; red always came first, then yellow, green and finally blue. Because of this, most ancient texts do not mention the colour blue at all. He theorised that the reason for this was that naturally occurring blue dyes are rare, and it is the colour we are least exposed to or work with.</p> <p><u>Glossary -</u><br/> <i>philologist: someone who studies the history of languages by looking closely at literature</i></p> <p>What would be the conclusion of the above passage?</p> <p><b>A.</b> The act of naming a colour is what enables us to see or notice the colour.</p> <p><b>B.</b> Our ability to see a colour is what allows us to come up with a name for it.</p> <p><b>C.</b> We don't need the word for a colour until we have use for the name of that colour.</p> <p><b>D.</b> We have the ability to create new colours simply by naming them as a separate category.</p> |
| 32 | <p>Yasmin made a model of a fan by cutting out 4 congruent triangles from a square of side 10 cm as shown below. The fan's blades are painted in grey.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

What is the area Yasmin painted in grey?  
 (Take  $\pi$  as  $\frac{22}{7}$ .)



- A.  $12.50 \text{ cm}^2$
- B.  $40.50 \text{ cm}^2$
- C.  $56.25 \text{ cm}^2$
- D.  $59.50 \text{ cm}^2$

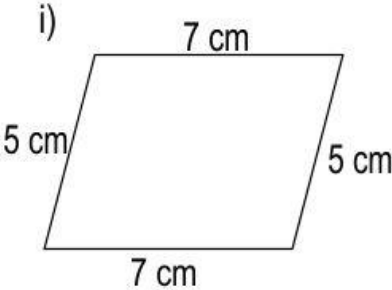
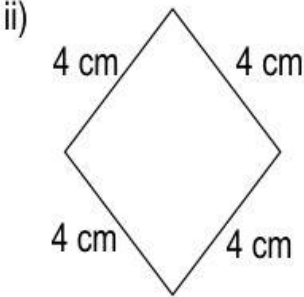
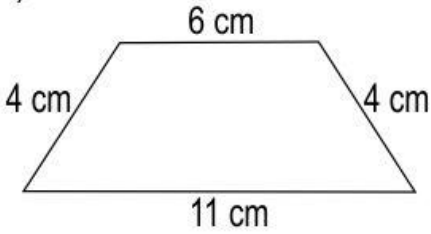
33 K-pop (Korean popular music) as the global phenomenon we know it to be wouldn't exist without a combination of democracy and television.

Which of the following historical statements, if true, strengthens the above argument the most?

- A. The Constitution of Republic of Korea, adopted in 1948, guaranteed rights and freedoms for its citizens, and strongly curbs official censorship.
- B. The history of K-pop has a definitive start date, thanks to a band called Seo Taiji and Boys who challenged the dominance of national TV networks.
- C. After South Korea became democratic, broadcast networks in the country were expanded, giving citizens more choices in the media they consumed.
- D. As of 1992, TV was common in 99 percent of South Korean homes, and viewership was highest on the weekends, when the talent shows took place.

34 13 December, 1963 is on a Friday. When is the next occurrence of a Friday falling on the 13th of any month?

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>A.</b> 13 February, 1964</p> <p><b>B.</b> 13 March, 1964</p> <p><b>C.</b> 13 May, 1964</p> <p><b>D.</b> 13 August, 1964</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 35 | <p>A straw man argument is a type of fallacy (<i>mistaken belief</i>) in which one person misrepresents or exaggerates their opponent's position or argument to make it easier to attack or refute. The term "straw-man" comes from the idea of creating a figurative straw-man and then attacking it, rather than addressing the actual argument.</p> <p>If you were to advocate for raising awareness about women's safety concerns in public transportation, which of the following would be a straw-man argument against your stance?</p> <p><b>A.</b> The process of raising awareness is a very difficult and nuanced one.</p> <p><b>B.</b> Safety concerns can differ across classes of women based on their socio-economic status.</p> <p><b>C.</b> Citing safety concerns is a way for women to demand more protections than they already have.</p> <p><b>D.</b> This issue needs to be tackled at the grassroots level by changing cultural norms and practices.</p>                                                                 |
| 36 | <p>Aanchal Malhotra is a historian who writes about personal objects and memories as legitimate and authentic sources of history, particularly of the India-Pakistan partition - this type of history is called oral history. Her books include interviews with people who lived through the partition and its aftermath, as well as those who grow up surrounded by their stories.</p> <p>Which of the following would be LEAST LIKELY feature as a source of oral history in her book?</p> <p><i>(Note: Due to the partition of India, regions like Punjab and Gujarat that stretched across present-day India and Pakistan, were divided. Sindh, Lahore are now in Pakistan, while Jalandhar is in India)</i></p> <p><b>A.</b> the marriage certificate of two people from Sindh issued in Jalandhar</p> <p><b>B.</b> a podcast about abducted women living along the Gujarat border</p> <p><b>C.</b> state records of farm revenue lost due to mass violence in Punjab</p> <p><b>D.</b> a family heirloom carried from Lahore to Delhi</p> |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 37 | <p>Which of the given figures have MORE than one line of symmetry?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>i)</p>  </div> <div style="text-align: center;"> <p>ii)</p>  </div> <div style="text-align: center;"> <p>iii)</p>  </div> </div> <p>A. only ii)</p> <p>B. only i) and ii)</p> <p>C. only ii) and iii)</p> <p>D. All- i), ii), and iii)</p>                                                                                                                                                                                               |
| 38 | <p>A glass of juice costs Rs 30 to make. The juice seller replaces a fifth of the glass of juice with water and sells it for Rs 40.</p> <p>If the cost of water used per glass is negligible, what is the approximate profit made by her on each glass?</p> <p>A. 75%</p> <p>B. 67%</p> <p>C. 53%</p> <p>D. 33%</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 39 | <p>It was during periods of rice shortage, most prominently during World War Two, that the British pushed and popularised wheat, particularly semolina, encouraging South Indians to treat it like rice. Semolina was very affordable and quickly became a kitchen staple all over India. The dish has ultimately been adapted to use <i>rava</i> (wheat semolina), hence the name <i>rava upma</i>.</p> <p>Which of the following can be DEFINITELY concluded from the above passage?</p> <p>A. The British rule in India was characterized by efforts to change Indian culture.</p> <p>B. Studying war periods is crucial to the understanding of the history of Indian cuisine.</p> <p>C. The history of food is closely tied with the economic and production history of a region.</p> <p>D. Semolina is superior to rice and occupies a more prominent place in South Indian cuisine.</p> |

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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 40 | <p>Given below are two statements about two types of water bodies - lakes and oceans, followed by three conclusions.</p> <p>Statement I: All oceans are salty.<br/>Statement II: Lakes and oceans are different water bodies.</p> <p>Conclusion (i): No lakes are salty.<br/>Conclusion (ii): Lakes may or may not be salty.<br/>Conclusion (iii): No water body can be classified as both a lake and an ocean.</p> <p>Which of the following conclusions logically follow from Statements I and II?</p> <p><b>A.</b> (i) only<br/><b>B.</b> (ii) only<br/><b>C.</b> (i) and (iii) only<br/><b>D.</b> (ii) and (iii) only</p> |

## **ANSWER KEY & SKILL**

| Q No. | Rubric | Skill                         |
|-------|--------|-------------------------------|
| 1     | B      | <i>Quantitative Reasoning</i> |
| 2     | C      | <i>Logical Reasoning</i>      |
| 3     | B      | <i>Quantitative Reasoning</i> |
| 4     | B      | <i>Quantitative Reasoning</i> |
| 5     | D      | <i>Quantitative Reasoning</i> |
| 6     | C      | <i>Logical Reasoning</i>      |
| 7     | A      | <i>Quantitative Reasoning</i> |
| 8     | B      | <i>Quantitative Reasoning</i> |
| 9     | C      | <i>Quantitative Reasoning</i> |
| 10    | D      | <i>Logical Reasoning</i>      |
| 11    | C      | <i>Logical Reasoning</i>      |
| 12    | B      | <i>Quantitative Reasoning</i> |
| 13    | C      | <i>Logical Reasoning</i>      |
| 14    | C      | <i>Quantitative Reasoning</i> |
| 15    | C      | <i>Quantitative Reasoning</i> |
| 16    | D      | <i>Logical Reasoning</i>      |
| 17    | D      | <i>Logical Reasoning</i>      |
| 18    | B      | <i>Logical Reasoning</i>      |
| 19    | A      | <i>Logical Reasoning</i>      |
| 20    | C      | <i>Quantitative Reasoning</i> |
| 21    | C      | <i>Quantitative Reasoning</i> |
| 22    | D      | <i>Logical Reasoning</i>      |
| 23    | C      | <i>Logical Reasoning</i>      |
| 24    | C      | <i>Logical Reasoning</i>      |
| 25    | C      | <i>Quantitative Reasoning</i> |
| 26    | B      | <i>Logical Reasoning</i>      |
| 27    | C      | <i>Quantitative Reasoning</i> |
| 28    | B      | <i>Quantitative Reasoning</i> |
| 29    | B      | <i>Logical Reasoning</i>      |
| 30    | C      | <i>Quantitative Reasoning</i> |
| 31    | C      | <i>Logical Reasoning</i>      |
| 32    | B      | <i>Quantitative Reasoning</i> |
| 33    | C      | <i>Logical Reasoning</i>      |
| 34    | B      | <i>Quantitative Reasoning</i> |
| 35    | C      | <i>Logical Reasoning</i>      |
| 36    | C      | <i>Logical Reasoning</i>      |
| 37    | A      | <i>Quantitative Reasoning</i> |
| 38    | B      | <i>Quantitative Reasoning</i> |
| 39    | C      | <i>Logical Reasoning</i>      |
| 40    | D      | <i>Logical Reasoning</i>      |