

Model Test Paper 1  
General Study Paper II

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TEST BOOKLET  
GENERAL STUDIES  
Paper-II

A

Time Allowed : Two Hours

Maximum Marks : 200

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INSTRUCTIONS

1. IMMEDIATELY AFTER THE COMMENCEMENT OF THE EXAMINATION YOU SHOULD CHECK THAT THE TEST BOOKLET *DOES NOT* HAVE ANY UNPRINTED OR TORN OR MISSING PAGES OR ITEMS, ETC, IF SO, GET IT REPLACED BY A COMPLETE TEST BOOKLET.
2. **Please note that it is the candidate's responsibility to encode and fill in the Roll Number and Test Booklet Series A, B, C or D carefully and without any omission or discrepancy at the appropriate place in the OMR Answer Sheet. Any omission/discrepancy will render the Answer Sheet liable for rejection.**
3. You have to enter your Roll Number on the Test Booklet in the Box provided alongside . *DO NOT* write *anything else* on the Test Booklet.
4. This Test Booklet contains **80** items (questions). Each item comprises four responses (answers). You will select the response which you want to mark on the Answer Sheet. In case you feel that there is more than one correct response, mark the response which you consider the best. In any case, choose *ONLY ONE* response for each item.
5. You have to mark all your responses *ONLY* on the separate Answer Sheet provided.
6. **All** items carry equal marks.
7. Before you proceed to mark in the Answer Sheet the response to various items in the Test Booklet, you have to fill in some particulars in the Answer Sheet as per instructions sent to you with your Admission Certificate.
8. After you have completed filling in all your responses on the Answer Sheet and the examination has concluded, you should hand over to the invigilator only the *Answer Sheet*. You are permitted to take away with you the Test Booklet.
9. Sheets for rough work are appended in the Test Booklet at the end.
10. **Penalty for wrong Answers :**  
THERE WILL BE PENALTY FOR WRONG ANSWERS MARKED BY A CANDIDATE IN THE OBJECTIVE TYPE QUESTION PAPERS.  
(i) There are four alternatives for the answer to every question. For each question for which a wrong answer has been given by the candidate, **one-third** of the marks assigned to that question will be deducted as penalty.  
(ii) If a candidate gives more than one answer, it will be treated as a **wrong answer** even if one of the given answers happens to be correct and there will be same penalty as above to that question.  
(iii) If a question is left blank, i.e., no answer is given by the candidate, there will be **no penalty** for that question.

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<p>The fact that superior service can generate a competitive advantage for a company does not mean that every attempt at improving service will create such an advantage. Investments in service, like those in production and distribution, must be balanced against other types of investments on the basis of direct, tangible benefits such as cost reduction and increased revenues. If a company is already effectively on a par with its competitors because it provides service that avoids a damaging reputation and keeps customers from leaving at an unacceptable rate, then investment in higher service levels may be wasted, since service is a deciding factor for customers only in extreme situations.</p> <p>This truth was not apparent to managers of one regional bank, which failed to improve its competitive position despite its investment in reducing the time a customer had to wait for a teller. The bank managers did not recognize the level of customer inertia in the consumer banking industry that arises from the inconvenience of switching banks. Nor did they analyze their service improvement to determine whether it would attract new customers by producing a new standard of service that would excite customers or by proving difficult for competitors to copy. The only merit of the improvement was that it could easily be described to customers.</p> <p>1. The primary purpose of the passage is to</p> <p>(a) contrast possible outcomes of a type of business investment</p> <p>(b) suggest more careful evaluation of a type of business investment</p> <p>(c) illustrate various ways in which a type of business investment could fail to enhance revenues</p> <p>(d) trace the general problems of a company to a certain type of business investment</p>	<p>2. According to the passage, investments in service are comparable to investments in production and distribution in terms of the</p> <p>(a) tangibility of the benefits that they tend to confer</p> <p>(b) increased revenues that they ultimately produce</p> <p>(c) basis on which they need to be weighed</p> <p>(d) insufficient analysis that managers devote to them</p> <p>3. The passage suggests which of the following about service provided by the regional bank prior to its investment in enhancing that service?</p> <p>(a) It enabled the bank to retain customers at an acceptable rate.</p> <p>(b) It threatened to weaken the bank's competitive position with respect to other regional banks.</p> <p>(c) It had already been improved after having caused damage to the bank's reputation in the past.</p> <p>(d) It was slightly superior to that of the bank's regional competitors.</p> <p>4. The passage suggests that bank managers failed to consider whether or not the service improvement</p> <p>(a) was too complicated to be easily described to prospective customers</p> <p>(b) made a measurable change in the experiences of customers in the bank's offices</p> <p>(c) could be sustained if the number of customers increased significantly</p> <p>(d) was an innovation that competing banks could have imitated</p>
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<p>5. The discussion of the regional bank serves which of the following functions within the passage as a whole?</p> <p>(a) It describes an exceptional case in which investment in service actually failed to produce a competitive advantage.</p> <p>(b) It illustrates the pitfalls of choosing to invest in service at a time when investment is needed more urgently in another area.</p> <p>(c) It demonstrates the kind of analysis that managers apply when they choose one kind of service investment over another.</p> <p>(d) It provides an example of the point about investment in service made in the first paragraph.</p> <p>6. The author uses the word “only” in the last line most likely in order to</p> <p>(a) highlight the oddity of the service improvement</p> <p>(b) emphasize the relatively low value of the investment in service improvement</p> <p>(c) distinguish the primary attribute of the service improvement from secondary attributes</p> <p>(d) single out a certain merit of the service improvement from other merits</p> <p>The antigen-antibody immunological reaction used to be regarded as typical of immunological responses. Antibodies are proteins synthesized by specialized cells called plasma cells, which are formed by lymphocytes (cells from the lymph system) when an antigen, a substance foreign to the organism’s body, comes in contact with lymphocytes. Two important manifestations of antigen-antibody immunity are lysis, the rapid physical rupture of antigenic cells and the liberation of their contents into the surrounding medium, and phagocytosis, a process in which antigenic particles are engulfed by and very often</p>	<p>digested by macrophages and polymorphs. The process of lysis is executed by a complex and unstable blood constituent known as complement, which will not work unless it is activated by a specific antibody; the process of phagocytosis is greatly facilitated when the particles to be engulfed are coated by a specific antibody directed against them.</p> <p>The reluctance to—abandon this hypothesis, however well it explains specific processes, impeded new research, and for many years antigens and antibodies dominated the thoughts of immunologists so completely that those immunologists overlooked certain difficulties. Perhaps the primary difficulty with the antigen-antibody explanation is the informational problem of how an antigen is recognized and how a structure exactly complementary to it is then synthesized. When molecular biologists discovered, moreover, that such information cannot flow from protein to protein, but only from nucleic acid to protein, the theory that an antigen itself provided the mold that directed the synthesis of an antibody had to be seriously qualified. The attempts at qualification and the information provided by research in molecular biology led scientists to realize that a second immunological reaction is mediated through the lymphocytes that are hostile to and bring about the destruction of the antigen. This type of immunological response is called cell-mediated immunity.</p> <p>Recent research in cell-mediated immunity has been concerned not only with the development of new and better vaccines, but also with the problem of transplanting tissues and organs from one organism to another, for although circulating antibodies play a part in the rejection of transplanted tissues, the primary role is played by cell-mediated reactions. During cell-mediated responses, receptor sites on specific lymphocytes and surface antigens on the foreign tissue cells form a complex that binds the lymphocytes to the tissue. Such lymphocytes do not give rise to</p>
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<p>antibody-producing plasma cells but themselves bring about the death of the foreign-tissue cells, probably by secreting a variety of substances, some of which are toxic to the tissue cells and some of which stimulate increased phagocytic activity by white blood cells of the macrophage type. Cell-mediated immunity also accounts for the destruction of intracellular parasites.</p> <p>7. The author is primarily concerned with</p> <p>(a) proving that immunological reactions do not involve antibodies</p> <p>(b) explaining two different kinds of immunological reactions</p> <p>(c) establishing that most immunological reactions involve antigens</p> <p>(d) criticizing scientists who will not change their theories regarding immunology</p> <p>8. The author argues that the antigen-antibody explanation of immunity “had to seriously qualified” because</p> <p>(a) antibodies were found to activate unstable components in the blood</p> <p>(b) antigens are not exactly complementary to antibodies</p> <p>(c) lymphocytes have the ability to bind to the surface of antigens</p> <p>(d) antigens have no apparent mechanism to direct the formation of an antibody</p> <p>9. The author most probably believes that the antigen-antibody theory of immunological reaction.</p> <p>(a) is wrong</p>	<p>(b) was accepted without evidence</p> <p>(c) is unverifiable</p> <p>(d) is a partial explanation</p> <p>10. The author mentions all of the following as being involved in antigen-antibody immunological reactions EXCEPT the</p> <p>(a) synthesis of a protein</p> <p>(b) activation of complement in the bloodstream</p> <p>(c) destruction of antibodies</p> <p>(d) entrapment of antigens by macrophages</p> <p>11. The passage contains information that would answer which of the following questions about cell-mediated immunological reactions?</p> <p>I. Do lymphocytes form antibodies during cell-mediated immunological reactions?</p> <p>II. Why are lymphocytes more hostile to antigens during cell-mediated immunological reactions than are other cell groups?</p> <p>III. Are cell-mediated reactions more pronounced after transplants than they are after parasites have invaded the organism?</p> <p>(a) I only</p> <p>(b) I and II only</p> <p>(c) I and III only</p> <p>(d) II and III only</p>
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<p>12. The passage suggests that scientists might not have developed the theory of cell-mediated immunological reactions if</p> <p>(a) proteins existed in specific group types</p> <p>(b) proteins could have been shown to direct the synthesis of other proteins</p> <p>(c) antigens were always destroyed by proteins</p> <p>(d) antibodies were composed only of protein</p> <p>13. According to the passage, antibody-antigen and cell-mediated immunological reactions both involve which of the following processes?</p> <p>I. The destruction of antigens</p> <p>II. The creation of antibodies</p> <p>III. The destruction of intracellular parasites</p> <p>(a) I only</p> <p>(b) II only</p> <p>(c) III only</p> <p>(d) I and II only</p> <p>14. The author supports the theory of cell-mediated reactions primarily by</p> <p>(a) pointing out a contradiction in the assumption leading to the antigen-antibody theory</p> <p>(b) explaining how cell mediation accounts for phenomena that the antigen-antibody theory cannot account for</p> <p>(c) revealing new data that scientists arguing for the antigen-antibody theory have continued to ignore</p> <p>(d) showing that the antigen-antibody theory fails to account for the breakup of antigens</p>	<p>About twice every century, one of the massive stars in our galaxy blows itself apart in a supernova explosion that sends massive quantities of radiation and matter into space and generates shock waves that sweep through the arms of the galaxy. The shock waves heat the interstellar gas, evaporate small clouds, and compress larger ones to the point at which they collapse under their own gravity to form new stars. The general picture that has been developed for the supernova explosion and its aftermath goes something like this. Throughout its evolution, a star is much like a leaky balloon. It keeps its equilibrium figure through a balance of internal pressure against the tendency to collapse under its own weight. The pressure is generated by nuclear reactions in the core of the star which must continually supply energy to balance the energy that leaks out in the form of radiation. Eventually the nuclear fuel is exhausted, and the pressure drops in the core. With nothing to hold it up, the matter in the center of the star collapses inward, creating higher and higher densities and temperatures, until the nuclei and electrons are fused into a super-dense lump of matter known as a neutron star. As the overlying layers rain down on the surface of the neutron star, the temperature rises, until with a blinding flash of radiation, the collapse is reversed. A thermonuclear shock wave runs through the now expanding stellar envelope, fusing lighter elements into heavier ones and producing a brilliant visual outburst that can be as intense as the light of 10 billion suns. The shell of matter thrown off by the explosion plows through the surrounding gas, producing an expanding bubble of hot gas, with gas temperatures in the millions of degrees. This gas will emit most of its energy at X-ray wavelengths, so it is not surprising that X-ray observatories have provided some of the most useful insights into the nature of the supernova phenomenon. More than twenty supernova remnants have now been detected in X-ray studies.</p>
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<p>Recent discoveries of meteorites with anomalous concentrations of certain isotopes indicate that a supernova might have precipitated the birth of our solar system more than four and a half billion years ago. Although the cloud that collapsed to form the Sun and the planets was composed primarily of hydrogen and helium, it also contained carbon, nitrogen, and oxygen, elements essential for life as we know it. Elements heavier than helium are manufactured deep in the interior of stars and would, for the most part, remain there if it were not for the cataclysmic supernova explosions that blow giant stars apart. Additionally, supernovas produce clouds of high-energy particles called cosmic rays. These high-energy particles continually bombard the Earth and are responsible for many of the genetic mutations that are the driving force of the evolution of species.</p> <p>15. Which of the following titles best describes the content of the passage?</p> <p>(a) The Origins and Effects of Supernovas</p> <p>(b) The Life and Death of Stars</p> <p>(c) The Origins and Evolution of Life on Earth</p> <p>(d) The Aftermath of a Supernova</p> <p>16. According to the passage, we can expect a supernova to occur in our galaxy</p> <p>(a) about twice each year</p> <p>(b) hundreds of times each century</p> <p>(c) about once every fifty years</p> <p>(d) about once every other century</p> <p>17. According to the passage all of the following are true of supernovas EXCEPT that they</p>	<p>(a) are caused by the collision of large galaxies</p> <p>(b) are extremely bright</p> <p>(c) are an explosion of some sort</p> <p>(d) emit large quantities of X-rays</p> <p>18. The author employs which of the following to develop the first paragraph?</p> <p>(a) Analogy</p> <p>(b) Deduction</p> <p>(c) Generalization</p> <p>(d) Example</p> <p>19. It can be inferred from the passage that the meteorites mentioned by the author</p> <p>(a) contain dangerous concentrations of radioactive materials</p> <p>(b) give off large quantities of X-rays</p> <p>(c) include material not created in the normal development of our solar system</p> <p>(d) are larger than the meteors normally found in a solar system like ours</p>
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<p>20. The author implies that</p> <p>(a) it is sometimes easier to detect supernovas by observation of the X-ray spectrum than by observation of visible wavelengths of light</p> <p>(b) life on Earth is endangered by its constant exposure to radiation forces that are released by a supernova</p> <p>(c) recently discovered meteorites indicate that the Earth and other planets of our solar system survived the explosion of a supernova several billion years ago</p> <p>(d) lighter elements are formed from heavier elements during a supernova as the heavier elements are torn apart</p> <p>21. According to the passage what is the first event in the sequence that leads to the occurrence of a supernova?</p> <p>(a) An ordinary star begins to emit tremendous quantities of X-rays.</p> <p>(b) A neutron star is enveloped by a superheated cloud of gas.</p> <p>(c) An imbalance between light and heavy elements causes an ordinary star to collapse.</p> <p>(d) An ordinary star exhausts its supply of nuclear fuel and begins to collapse.</p> <p>22. According to the passage a neutron star is</p> <p>(a) a gaseous cloud containing heavy elements</p> <p>(b) an intermediate stage between an ordinary star and a supernova</p> <p>(c) the residue that is left by a supernova</p> <p>(d) the core of an ordinary star that houses the thermonuclear reactions</p>	<p>23. The author is primarily concerned with</p> <p>(a) speculating about the origins of our solar system</p> <p>(b) presenting evidence proving the existence of supernovas</p> <p>(c) discussing the nuclear reaction that occurs in the core of a star</p> <p>(d) describing the sequence of scientific events</p> <p>The 2008 A Level results show that 97.2% of students passed compared with 96.6% in 2007. 25.9% gained A grades, a rise of 0.6%. The number of students sitting A Levels, 827 737, was also a record. This high success rate is causing concerns in some quarters that the exams are getting easier. However, the government insists that the results reflect increased spending and improvements in teaching. Meanwhile the general secretary of the Association of Teachers and Lecturers, Dr Mary Bousted, has berated teaching methods in schools as spoon-feeding students to pass exams without developing the desire to continue learning and the skills necessary to learn independently. In reply the general secretary of the University and College Union, Sally Hunt, suggested it is unfair to downplay the students' results and the hard work of their teachers.</p> <p>24. The improvement in A Level results is a reflection of an increase in the number of students sitting the exams</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p>
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<p>25. A level exams are getting easier</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p> <p>26. The general secretary of the University and College Union said that students are being spoon-fed to pass examinations</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p> <p>International Development Secretary, Douglas Alexander, has compared sanitary conditions in developing countries today with the situation in London 150 years ago when Parliament had to be closed owing to sewage running through the streets of the capital and a stench from the River Thames – an event that has been called ‘The Great Stink’. Today more than 1 billion people in developing countries have no toilets and 900 million have no access to clean water. Mr. Alexander’s response has been an announcement that the Department of International Development plans to build more than 50 million toilets and provide clean drinking water to more than 25 million people in developing countries over the next five years. This plan is part of the department’s broader strategy to help poor countries in Africa and Asia to better manage their water resources and fight the effects of climate change.</p>	<p>27. ‘The Great Stink’ occurred in London</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p> <p>28. When the project to build toilets is completed, on average twenty people are going to have to share one toilet</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p> <p>29. The Department of International Development intends to do more than just provide clean drinking water and toilets to Africa and Asia</p> <p>(a) True</p> <p>(b) False</p> <p>(c) Cannot say</p> <p>(d)</p>
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*Total Product Sales by Demographic*

	Units sold				Annual Target (Unit sales)	Product Sales Target (Euros)
	Quarter 1	Quarter 2	Quarter 3	Quarter 4		
<b>Greece</b>	26,000	30,000	31,300	21,000	110,000	250,000
<b>Portugal</b>	28,000	33,200	22,600	20,400	105,000	240,000
<b>Austria</b>	20,000	28,300	22,500	35,000	105,000	240,000
<b>Ireland</b>	19,900	25,000	27,200	30,300	105,000	260,000
<b>Croatia</b>	21,500	29,400	25,800	28,500	110,000	230,000

30. What was the unit sales ratio of Austrian Quarter 4 : Portugal Quarter 1: Greek Quarter 4?

- (a) 35:28:22
- (b) 5:3:4
- (c) 6:4:3
- (d) 5:4:3

31. Which country met or exceeded its annual target for unit sales?

- (a) Greece
- (b) Portugal
- (c) Austria
- (d) Ireland

32. The previous year's average number of Portuguese units sold per quarter was 20% higher than the year shown. What was the previous year's average number of Portuguese units sold per quarter?

- (a) 104,200
- (b) 31,260
- (c) 26,050
- (d) 21,260

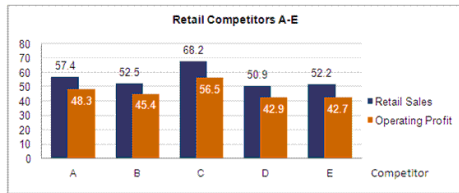
33. If Austria's annual corporation tax was 22% on the first €200,000 of sales and 20% on sales exceeding €200,000, how much tax is due for the year (assuming each unit is sold at 3.5 Euros)?

- (a) €34,000
- (b) €34,060
- (c) €37,060
- (d) €78,060

34. Greek and Irish sales generated 2.5 Euros per unit sold, whilst the other countries' sales generated 2.25 Euros per unit sold. Which country or countries exceeded their Annual Product Sales Target?

- (a) Portugal and Austria
- (b) Ireland and Austria
- (c) Croatia and Greece
- (d) Croatia and Austria

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	A	B	C	D	E
Staff (1,000s)	325	180	295	204	154
Monthly customers (millions)	4.2	2.2	4.5	3.1	2.4
Number of countries of operation	38	30	22	28	32

35. Which competitor(s) has less than 100,000 customers per day (assume 30 days per month)?

- (a) All competitors
- (b) Competitor B
- (c) Competitor E
- (d) Competitors B and E

36. Which Competitor has the lowest average number of staff per country of operation?

- (a) Competitor A
- (b) Competitor B
- (c) Competitor C
- (d) Competitor E

37. If Competitors B to E make up 85% of the business sector in which they operate (based upon operating profits), approximately what are the total operating profits of the other companies in the same business sector?

- (a) £3 million
- (b) £28 million

(c) £33 million

(d) £35 million

38. Competitor B has an additional business that generates an additional 8% to the Retail Sales shown. Competitors A and C have additional businesses that generate 7% and 4% additional revenue respectively. What's the total of these additional sales streams for Competitors A, B and C combined (to the nearest £million)?

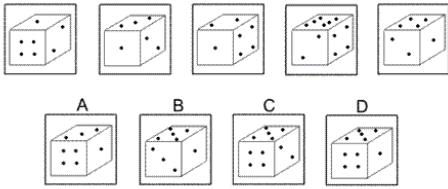
- (a) £9 million
- (b) £10 million
- (c) £11 million
- (d) £12 million

39. Which two Competitors average the same approximate number of customers per country of operation?

- (a) Competitor A and Competitor D
- (b) Competitor B and Competitor D
- (c) Competitor A and Competitor C
- (d) Competitor B and Competitor E

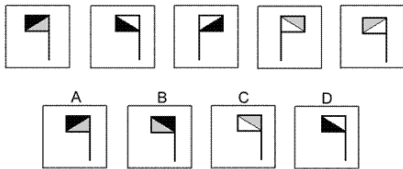
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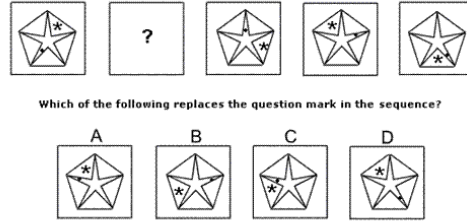
- (a) A
- (b) B
- (c) C
- (d) D

41.

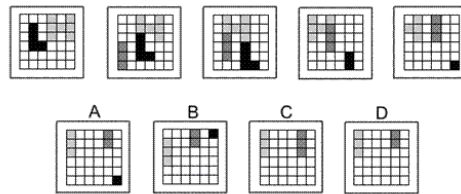


- (a) A
- (b) B
- (c) C
- (d) D

42.



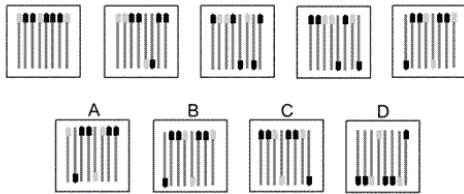
- (a) A
  - (b) B
  - (c) C
  - (d) D
- 43.



- (a) A
- (b) B
- (c) C
- (d) D

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44.



(a) A

(b) B

(c) C

(d) D

45. FAG GAF HAI IAH \_\_\_\_

(a) JAK

(b) HAL

(c) HAK

(d) JAI

46. BCB DED FGF HIH \_\_\_\_

(a) JKJ

(b) HJH

(c) IJI

(d) JHJ

47. ZA5 Y4B XC6 W3D \_\_\_\_\_

(a) E7V

(b) V2E

(c) VE5

(d) VE7

48. Which word does NOT belong with the others?

(a) leopard

(b) cougar

(c) elephant

(d) lion

49. Which word does NOT belong with the others?

(a) couch

(b) rug

(c) table

(d) chair

50. Which word does NOT belong with the others?

(a) tape

(b) twine

(c) cord

(d) yarn

51. SPY : CLANDESTINE

(a) accountant : meticulous

(b) furrier : rambunctious

(c) lawyer : ironic

(d) shepherd : garrulous

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<p>52. DOMINANCE : HEGEMONY</p> <p>(a) romance : sympathy</p> <p>(b) furtherance : melancholy</p> <p>(c) independence : autonomy</p> <p>(d) tolerance : philanthropy</p> <p>53. AERIE : EAGLE</p> <p>(a) capital : government</p> <p>(b) bridge : architect</p> <p>(c) unit : apartment</p> <p>(d) house : person</p> <p>54. Here are some words translated from an artificial language.</p> <p>granamelke means big tree</p> <p>pinimelke means little tree</p> <p>melkehoon means tree house</p> <p>Which word could mean "big house"?</p> <p>(a) granahoon</p> <p>(b) pinishur</p> <p>(c) pinihoon</p> <p>(d) melkegrana</p> <p>55. Here are some words translated from an artificial language.</p> <p>lelibroon means yellow hat</p> <p>plekafroti means flower garden</p> <p>frotimix means garden salad</p> <p>Which word could mean "yellow flower"?</p> <p>(a) lelifroti</p> <p>(b) lelipleka</p>	<p>(c) plekabroon</p> <p>(d) frotibroon</p> <p>56. Here are some words translated from an artificial language.</p> <p>moolokarn means blue sky</p> <p>wilkospadi means bicycle race</p> <p>moolowilko means blue bicycle</p> <p>Which word could mean "racecar"?</p> <p>(a) wilkozwet</p> <p>(b) spadiwilko</p> <p>(c) moolobreil</p> <p>(d) spadivolo</p> <p>The questions from 57-62 ask you to match definitions to particular situations. For each question, you will be given a definition and four possible answer choices. Read each definition and all four choices carefully, and find the answer that provides the best example of the given definition. Answer each question solely on the basis of the definition given.</p>
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57. Violating an Apartment Lease occurs when a tenant does something prohibited by the legally binding document that he or she has signed with a landlord. Which situation below is the best example of Violating an Apartment Lease?

(a) Tim has decided to move to another city, so he calls his landlord to tell him that he is not interested in renewing his lease when it expires next month.

(b) Valerie recently lost her job and, for the last three months, has neglected to pay her landlord the monthly rent they agreed upon in writing when she moved into her apartment eight months ago.

(c) Mark writes a letter to his landlord that lists numerous complaints about the apartment he has agreed to rent for two years.

(d) Leslie thinks that her landlord is neglecting the building in which she rents an apartment. She calls her attorney to ask for advice.

58. It is appropriate to compensate someone if you have damaged his or her property in some way. This is called Restitution. Which situation below is the best example of Restitution?

(a) Jake borrows Leslie's camera and the lens shatters when it falls on the ground because he fails to zipper the case. When Jake returns the camera, he tells Leslie that he will pay for the repair.

(b) Rebecca borrows her neighbor's car, and when she returns it, the gas tank is practically empty. She apologizes profusely and tells her neighbor she will be more considerate the next time.

(c) Aaron asks Tom to check in on his apartment while he is out of town. When Tom arrives, he discovers that a pipe has burst and there is a considerable amount of water damage. He calls a plumber to repair the pipe.

(d) Lisa suspects that the pothole in her company's parking lot caused her flat tire. She tells her boss that she thinks the company should pay for the repair.

59. People speculate when they consider a situation and assume something to be true based on inconclusive evidence. Which situation below is the best example of Speculation?

(a) Francine decides that it would be appropriate to wear jeans to her new office on Friday after reading about "Casual Fridays" in her employee handbook.

(b) Mary spends thirty minutes sitting in traffic and wishes that she took the train instead of driving.

(c) After consulting several guidebooks and her travel agent, Jennifer feels confident that the hotel she has chosen is first-rate.

(d) When Emily opens the door in tears, Theo guesses that she's had a death in her family.

60. A Guarantee is a promise or assurance that attests to the quality of a product that is either (1) given in writing by the manufacturer or (2) given verbally by the person selling the product. Which situation below is the best example of a Guarantee?

(a) Melissa purchases a DVD player with the highest consumer ratings in its category.

(b) The salesperson advises Curt to be sure that he buys an air conditioner with a guarantee.

(c) The local auto body shop specializes in refurbishing and selling used cars.

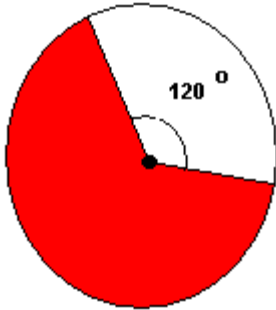
(d) Lori buys a used digital camera from her coworker who says that she will refund Lori's money if the camera's performance is not of the highest quality.

**Model Test Paper 1**  
**General Study Paper II**

<p>61. Reentry occurs when a person leaves his or her social system for a period of time and then returns. Which situation below best describes Reentry?</p> <p>(a) When he is offered a better paying position, Jacob leaves the restaurant he manages to manage a new restaurant on the other side of town.</p> <p>(b) Catherine is spending her junior year of college studying abroad in France.</p> <p>(c) Malcolm is readjusting to civilian life after two years of overseas military service.</p> <p>(d) After several miserable months, Sharon decides that she can no longer share an apartment with her roommate Hilary.</p> <p>62. Embellishing the Truth occurs when a person adds fictitious details or exaggerates facts or true stories. Which situation below is the best example of Embellishing the Truth?</p> <p>(a) Isabel goes to the theater, and the next day, she tells her coworkers she thought the play was excellent</p> <p>(b) The realtor describes the house, which is eleven blocks away from the ocean, as prime waterfront property.</p> <p>(c) During the job interview, Fred, who has been teaching elementary school for ten years, describes himself as a very experienced teacher</p> <p>(d) The basketball coach says it is likely that only the most talented players will get a college scholarship.</p> <p>Answer questions 63 through 65 on the basis of the information below.</p> <p>At a small company, parking spaces are reserved for the top executives: CEO, president, vice president, secretary, and treasurer—with the spaces lined up in that order.</p>	<p>The parking lot guard can tell at a glance if the cars are parked correctly by looking at the color of the cars. The cars are yellow, green, purple, red, and blue, and the executives' names are Alice, Bert, Cheryl, David, and Enid.</p> <p>The car in the first space is red. A blue car is parked between the red car and the green car. The car in the last space is purple. The secretary drives a yellow car. Alice's car is parked next to David's. Enid drives a green car. Bert's car is parked between Cheryl's and Enid's. David's car is parked in the last space.</p> <p>63. What color is the vice president's car?</p> <p>(a) green (b) yellow (c) blue (d) purple</p> <p>64. Who is the CEO?</p> <p>(a) Alice (b) Bert (c) Cheryl (d) David</p> <p>65. Who is the secretary?</p> <p>(a) Enid (b) David (c) Cheryl (d) Alice</p>
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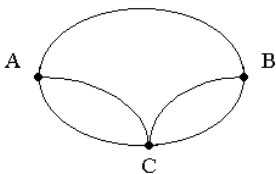
**Model Test Paper 1**  
**General Study Paper II**

66. What percent of the total area of the circular disk is colored red?



- (a) 66.3%
- (b) 66.5%
- (c) 66.7%
- (d) 67%

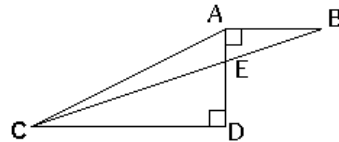
67.



Amy has to visit towns B and C in any order. The roads connecting these towns with her home are shown on the diagram. How many different routes can she take starting from A and returning to A, going through both B and C (but not more than once through each) and not travelling any road twice on the same trip?

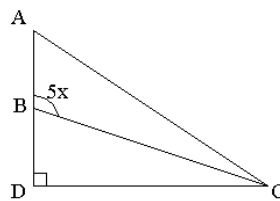
- (a) 10

- (b) 8
  - (c) 6
  - (d) 4
- 68.



In the figure above  $AD = 4$ ,  $AB = 3$  and  $CD = 9$ . What is the area of triangle AEC ?

- (a) 18
  - (b) 13.5
  - (c) 9
  - (d) 4.5
- 69.



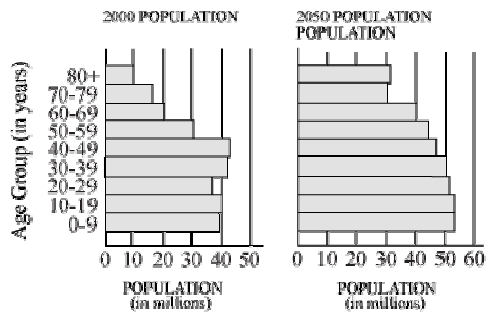
Which of the following could be a value of  $x$ , in the diagram above?

- (a) 10
- (b) 20
- (c) 40
- (d) 50



**Model Test Paper 1**  
**General Study Paper II**

70.



The graphs above show United States Census Bureau population figures for the year 2000 for various age groups, together with projections for the year 2050. Of the following age groups, for which is the projected percent increase in population from 2000 to 2050 greatest?

- (a) 30-39
- (b) 40-49
- (c) 50-59
- (d) 60-69

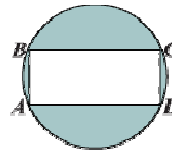
71. If line  $l$  is the perpendicular bisector of the line segment with endpoints  $(2,0)$  and  $(0,-2)$ , what is the slope of line  $l$ ?

- (a) 2
- (b) 1
- (c) 0
- (d) -1

72. The front, side, and bottom faces of a rectangular solid have areas of 24 square

centimeters, 8 square centimeters, and 3 square centimeters, respectively. What is the volume of the solid, in cubic centimeters?

- (a) 24
  - (b) 96
  - (c) 192
  - (d) 288
- 73.



Rectangle  $ABCD$  is inscribed in the circle shown above. If the length of side  $AB$  is 5 and the length of side  $BC$  is 12, what is the area of the shaded region?

- (a) 40.28
- (b) 53.1
- (c) 72.7
- (d) 78.5

74. On a regular six-sided die, what is the probability that you will roll an even number if you throw the die?

- (a)  $1/6$
- (b)  $1/3$
- (c)  $1/2$
- (d)  $5/6$

**Model Test Paper 1**  
**General Study Paper II**

75. Let's say you and your friend play a game that involves several coin flips. You flip three coins at the same time. If all three coins come up the same (all heads or all tails), your friend wins. Otherwise, you win. What is the probability that you win?

- (a)  $3/4$
- (b)  $1/2$
- (c)  $3/8$
- (d)  $1/4$

76. A spinner is divided into five equal sections, with each section having a different number from 1-5 written on it. When you spin the spinner once, the arrow lands on 1. What is the probability that the spinner lands on 1 when you spin it again?

- (a)  $2/5$
- (b)  $1/25$
- (c)  $1/5$
- (d) 0

77. You play a game in which you flip a coin until you get tails. Each time your coin comes up heads, you win \$200. If you play the game only once, what is the probability that you make exactly \$1000?

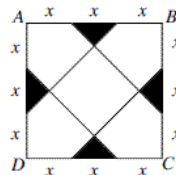
- (a)  $1/2$
- (b)  $1/32$
- (c)  $1/64$
- (d)  $1/16$

78. A spinner is divided into twelve equal sections and each section is then labeled with a different number from one to twelve. What is the

probability of spinning a composite number if you spin the spinner once?

- (a)  $5/12$
- (b)  $1/2$
- (c)  $7/12$
- (d)  $1/3$

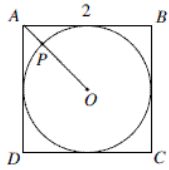
79. In the figure below, each side of square ABCD is divided into three equal parts. If a point is chosen at random inside the square, what is the probability it will be in the shaded region?



- (a)  $1/9$
- (b)  $1/8$
- (c)  $1/6$
- (d)  $1/4$

Model Test Paper 1  
General Study Paper II

80. In the figure below, the circle with center O is inscribed in square ABCD. Line segment AO intersects the circle at P. What is the length of AP ?



- (a) 1  
(b)  $2 - \sqrt{2}$   
(c)  $1 - \frac{\sqrt{2}}{2}$   
(d)  $\sqrt{2} - 1$

Model Test Paper 1  
General Study Paper II

Answer Sheet

	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	61	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	62	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	63	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	64	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	65	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	66	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	70	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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