



September Sprint for CAT 2025

Class 20

Para Summary



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September Sprint Schedule

Date	Topic	Date	Topic	Date	Topic
01-Sep	Number System - 1	11-Sep	Games and Tournament	21-Sep	Algebra - 3
02-Sep	Arrangement	12-Sep	Odd One Out	22-Sep	Logical DI
03-Sep	Number System - 2	13-Sep	Chart Based DI - 3	23-Sep	Geometry - 1
04-Sep	Para Completion	14-Sep	Arithmetic - 4	24-Sep	Reading Comprehension - 3
05-Sep	Arithmetic - 1	15-Sep	Venn Diagram	25-Sep	Geometry - 2
06-Sep	Chart Based DI - 1	16-Sep	Reading Comprehension - 2	26-Sep	Quantitative Reasoning
07-Sep	Arithmetic - 2	17-Sep	Algebra - 1	27-Sep	Geometry - 3
08-Sep	Reading Comprehension - 1	18-Sep	Routes and Network	28-Sep	Parajumbles
09-Sep	Chart Based DI - 2	19-Sep	Algebra - 2	29-Sep	Misc. LR topics
10-Sep	Arithmetic - 3	20-Sep	Para Summary	30-Sep	Modern Maths





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Pause the video, solve the question and then look at the solution!



The passage given below is followed by four alternate summaries. Choose the option that best captures the essence of the passage.

There's still a great deal of prestige to be had by joining the elite club of Moon landers. After their successful missions, India and Japan could very much claim to be global space players. A nation with a successful space industry can bring a big boost to the economy through jobs, and innovation. But the Moon race offers an even bigger prize: its resources. While the lunar terrain looks rather barren, it contains minerals, including rare earth metals like iron and titanium - and helium too, which is used in everything from superconductors to medical equipment. Estimates for the value of all this vary wildly, from billions to quadrillions. So, it's easy to see why some see the Moon as a place to make lots of money.

- A. Being a major space player can help create jobs and innovation.
- B. A successful space industry can help the economy and give a fillip to mineral extraction.
- C. Successful space industries can help their nations' economies and afford these nations enormous prestige.
- D. Countries that are moon landers can not only help grow their economies with their space programs but also be able to extract the moon's vast mineral resources.



Just as with studies of the effectiveness of online education for students in kindergarten through 12th grade, much of the pre-pandemic research into online higher education concluded that students in online programs did worse than students in in-person courses. On average, they had lower grades, higher dropout rates, and poorer performance in subsequent classes. However, many of these studies suffered from what scholars describe as self-selection bias — in this case, the fact that people who chose to take courses online also shared other inherent characteristics, skewing the results. Students who enrolled in online higher education programs before Covid tended to be older and studying part-time, for instance, and often had jobs and families. We would expect a part-time student with other obligations to perform less well.

- A. Older students as well as those studying part time tend to be worse students than young students enrolled in full time courses.
- B. Although there is evidence that students in online courses fared worse than those in physical classes, the data cannot be said to be conclusive.
- C. Most online courses are attended by older people who are studying part-time and therefore they tend to be worse academically.
- D. Part-time older students with other responsibilities tend to perform poorly as compared to those enrolled full-time in physical classes.



Homo sapiens appeared as a separate species about 300,000 years ago. During our entire tenure, the Earth has been undergoing a series of Ice Ages, long periods of intense glaciation where the planet was cold and dry, followed by shorter interglacial periods that were warm and moist. Throughout most of those 300 millennia, human beings existed as bands of nomadic hunter-gatherers. It was only after the ice melted at the beginning of the current interglacial period that we humans invented a new way of being human: farming. It was indeed a revolution, changing every aspect of being human, from how many people we might see in our lifetimes to how we spent those lifetimes.

- A. Homo sapiens emerged 300,000 years ago and immediately began farming, leading to rapid societal changes during the Ice Ages.
- B. Throughout 300 millennia, humans have always been farmers, adapting to cold and dry conditions during the Ice Ages.
- C. Homo sapiens appeared 300,000 years ago, experiencing long Ice Ages and shorter warm periods, but only began farming after the ice melted, revolutionizing human life.
- D. Homo sapiens, appearing 300,000 years ago, were mostly stationary during Ice Ages and only turned to nomadic lifestyles when the ice melted, leading to farming.



In their paper, Loeb and Bialy argue that the only way the object could be accelerated to the speeds observed was if it were extremely thin and very large, like a sail. They estimated that its thickness had to be between 0.3 to 0.9 millimeters, which is extremely thin. After confirming that such an object is robust enough to withstand the hardships of interstellar travel, Loeb and Bialy conclude that it couldn't possibly be a solar system object like an asteroid or comet. Being thus of interstellar origin, the question is whether it is a natural or artificial object. This is where the paper ventures into interesting but far-fetched speculation.

- A. Loeb and Bialy suggest that the object could be a solar sail due to its thinness and acceleration, leading them to speculate it might be an artificial object rather than a natural one.
- B. Loeb and Bialy conclude that the object is an asteroid or comet from our solar system, given its thinness and acceleration, and speculate about its natural or artificial origin.
- C. The paper by Loeb and Bialy dismisses the possibility of the object being of interstellar origin and speculates it is a large, thin sail within the solar system.
- D. The object studied by Loeb and Bialy is robust and thin, which suggests it is an asteroid or comet from interstellar space, leading to speculation about its artificial nature.



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Territory in indigenous struggles entails more than land ownership. It often becomes a material venue that hosts fights against resource extraction. To talk of the territory is to inaugurate dialogue between various indigenous peoples and between the indigenous and their settler neighbors about self-determination, co-managing resources, and apportioning legal entitlements. In India as well, marginalized communities have highlighted their profound associations with where they live to combat the militant-managerial state's hunger for natural riches that lie beneath their sacred hills and rivers. But when these justified claims are redirected against rival groups for control over scarce resources, indigeneity becomes a morbid weapon.

- A. Indigenous struggles entail fighting against resource extraction rather than just land ownership, but this struggle is exacerbated by rival groups fighting for control over resources by claiming indigeneity.
- B. Indigenous struggles are not for land ownership or resource extraction from their lands but rather for dominance amongst other indigenous groups.
- C. The struggle for indigenous groups is mainly against the state that wishes to appropriate resources from their lands.
- D. Scarce resources compel indigenous communities to use their indigeneity as a gruesome tool for claiming ownership of these resources.



The idea that many people considered highly educated and successful are actually completely uneducated 'work-beasts' requires a definition of 'educated' that excludes instrumental motives. As soon as you are studying as a means to the end of wealth or prestige, you are no longer pursuing an education. A radically democratic vision of education, in turn, requires a certain view of human nature, one in which, as Aristotle claims at the opening of his *Metaphysics*, 'all humans by nature desire to know.' Poverty impedes this characteristically human activity of knowing, the desire for which is not limited to a small cognitive elite.

- A. Education for work purposes is not genuine education and this is aggravated by poverty.
- B. The desire for knowledge is universal although it is constrained by poverty, but education without a purpose is not genuine education.
- C. Genuine education implies a desire for knowledge and this trait is universal amongst humans.
- D. Education for a particular purpose is not education but rather knowing for the sake of knowing and although this trait is universal among humans, it is restricted by poverty.



Stress in moderation is not harmful but motivating. Cortisol, a stress hormone, cycles daily; synchronizing with sunlight, it helps arouse us for the day. In health, the hormone spikes when we need to pay attention: a test, a job interview, a date. Studies on rodents and humans confirm that brief, mild increases in stress are good for the brain, particularly for memory. During these spikes, neurons are born and expand in the hippocampus, the seahorse-shaped finger of tissue responsible for forming new memories and understanding three-dimensional space, and rodents learn better. The student who gets stressed while studying is more alert and remembers more than the one who feels no urgency—up to a point. The problem comes when stress is either too intense at one moment, as in a rape or violent attack, or too sustained, as in long-term poverty, neglect, or abuse.

- A. Stress is harmful only in extreme situations and does not affect daily activities like studying or job interviews.
- B. Brief spikes in stress hinder memory formation in the hippocampus, while chronic stress is more detrimental.
- C. Stress can be a double-edged sword. Moderate stress can help us focus and learn, but too much stress can be damaging.
- D. Cortisol, a stress hormone, plays a complex role in memory. While it can increase focus during short-term stressful events, it can also disrupt memory consolidation in the long run.



Cultures from the ancient world not only had unique gods and monsters, but unique narrative traditions also. “Indian narrative forms are radically different from Western forms,” Seager writes. “Watch a Bollywood movie. One moment the film is a romance, then a thriller, then a musical, then a martial arts movie — confusing for a Western audience but natural for an Indian audience.” He defines these narrative forms as “eminently comfortable with complexity, non-linearity, and the non-binary nature of being.” Where hero’s journeys deal in dualities, with the protagonist abandoning one worldview in favor of another, defeating the dragon, or being defeated by it, Indian stories — shaped by Hinduism and Buddhism — do not typically present their conflicts in the framework of a choice.

- A. Bollywood movies showcase the confusing nature of Indian narratives, which are full of action and adventure compared to the simpler Western narratives.
- B. Indian narratives, influenced by Hinduism and Buddhism, are complex, non-linear, and non-binary, unlike the dualistic and linear Western narratives.
- C. Ancient cultures had unique gods and monsters, and their stories reflected these unique elements.
- D. Movies present clear good versus evil conflicts, while Indian narratives highlight the complexity of human nature and avoid simple choices.



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Once it became clear that the enormous energy contained in the atomic nucleus could be used to build a bomb — and that Nazi Germany might well be doing just that — President Franklin Roosevelt approved a major American effort to beat them to it: the Manhattan Project. It came as a surprise to everyone when Gen. Leslie Groves tapped Robert as director. Seemingly overnight, the ethereal young man who enjoyed reading poetry in Sanskrit became the ringleader of the most concentrated collection of brilliant minds ever assembled — scientists summoned from around the world to a makeshift lab on a desolate New Mexico mesa, where they would build an atomic bomb to stop Hitler.

- A. The Manhattan Project was an initiative to build a bomb to stop Hitler, with Robert, a poetry lover, surprisingly appointed as director by Gen. Leslie Groves.
- B. The atomic bomb's destructive potential was discovered, prompting the Manhattan Project's creation to counter Nazi Germany's possible development.
- C. The Manhattan Project, a top-secret American program to build an atomic bomb before Nazi Germany, was led by the brilliant scientist Robert Oppenheimer.
- D. The Manhattan Project, aimed at building a bomb to stop Hitler, was led by a team of poets and artists, with Robert as director.



The average human spends at least one-quarter of their life growing up. In the careful calculus of the animal kingdom, this is patently ridiculous. Even most whales, the longest of the long-lived mammals, spend a mere 10 percent or so of their time growing into leviathans. In no other primate has the mathematics gone this wrong but, then again, no other primate has been as successful as we are in dominating the planet. Could the secret to our species' success be our slowness in growing up? And if so, what possible evolutionary benefit could there be to delaying adulthood – and what does it mean for where our species is going?

- A. Humans spend the largest amount of life growing up and this factor has made humans successful and dominant over all other species on the planet.
- B. The ridiculous amount of time that humans take to grow up is a signal of successful evolution.
- C. Humans, amongst all species, spend the largest amount of life growing up and this amount of time, although seemingly ludicrous may explain why they are so successful.
- D. The longer the delay to adulthood, the greater the evolutionary benefit for humans and other species.



As we saw in the very public responses of politicians and leaders across the planet, those who were able to work with and in a state of not knowing ended up appearing far more in touch with reality. They did not make promises they could not keep and were better able to respond to what was emerging in a rapidly changing crisis. To offer just two examples, compare Jacinda Ardern and Donald Trump. It's hard to find a bigger contrast in modern leadership than those two in humility, humanity, collaborative practice, and the ability to respond rather than react. I leave you to draw your conclusions but merely ask that you use these circumstances and examples to make that judgment, rather than leaping to conclusions, which is where the armory of silver bullets is often to be found.

- A. Leaders like Jacinda Ardern and Donald Trump show that working with uncertainty is ineffective, leading to an inability to respond to crises.
- B. Jacinda Ardern and Donald Trump are modern leaders who highlight the importance of humility, humanity, and collaborative practice in responding to crises.
- C. Politicians who make promises they cannot keep tend to react rather than respond to crises, as seen in the contrasting leadership styles of Jacinda Ardern and Donald Trump.
- D. Politicians who work with uncertainty and avoid making unkeepable promises are more in touch with reality, exemplified by contrasting Jacinda Ardern's and Donald Trump's leadership styles.



In a paper published in 2004, David Wendler and Franklin Miller argued that patients can be deceived if they agree to be deceived. They argue that patients might consent to being deceived without being told what they are being deceived about. Patients might be told something like, "You should be aware that the investigators have intentionally left out information about certain aspects of this study." I don't find their argument convincing. To give consent, you must know what you are consenting to. Wendler and Miller respond by noting that patients in these circumstances can only be deceived about matters that would not "affect their willingness to participate." But how can we know in advance whether something would affect patients' willingness to participate without asking them first? Their argument seems to rely on an incorrect and paternalistic premise that doctors can guess what might affect patients' willingness to participate.

- A. The authors argue that patients should never be deceived in clinical studies, as this undermines the principle of informed consent and patient autonomy.
- B. Wendler and Miller argue that patients can give consent to being deceived in studies, but the critique highlights the issue of informed consent and questions the validity of their assumption.
- C. Wendler and Miller believe that patients do not need to be informed about the specifics of deception in studies, but their argument fails because it disregards the importance of patient autonomy.
- D. The passage highlights the importance of transparency in clinical studies and argues that patients should always be fully informed about all aspects of the research.



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1. The Asian world orders between the 13th and 17th centuries constitute an important history of powerful and influential world orders outside of European hegemony. And insofar as political centralisation is an essential component of modern sovereignty, it may be argued that similar Asian understandings and practices of sovereignty both predate and may have even influenced the European trajectory.

- A. It is fallacious of Europeans to believe that political centralization is a European concept.
- B. The Asian idea of political centralization occurred before similar practices were practiced by Europeans.
- C. The political centralization of Asian powers predates European sovereignty and may even have swayed it.
- D. The European style of governance was heavily influenced by Asian powers that predated it.

2. With little notice, the United States may be crossing a historic milestone in family structure, one that may shape our health, wealth and happiness. Historically, most American adults were married — more than two-thirds as recently as 1970. But the married share has crept downward, and today only about half of adults are married. Depending on the data source, we may already have entered an epoch in which a majority is not married. Our civilization is in the midst of an epochal shift, a shift away from marriage. In place of marriage, many Americans are remaining single or simply living together without wedding rings. And to be clear, it's more of the former than the latter.

- A. Americans are increasingly opting out of marriage and choosing to stay single.
- B. American civilization is experiencing a momentous shift away from marriage and this can reshape its society fundamentally.
- C. The incidence of marriage has declined sharply to the point where Americans are opting to stay single.
- D. Americans are increasingly opting to remain single, and this can have major consequences to its society.

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