

VARC

Read the passage below and answer the questions that follow:

England's overseas trading companies are often thought of as vehicles for promoting English interests abroad, whether of a commercial or diplomatic nature. Across the 17th-century Atlantic, companies facilitated English migration, transported forced labour, established plantations and formed new colonies, from West Africa and Bermuda, to Virginia and Massachusetts. Beyond the Atlantic, the East India Company is perhaps the most infamous example of an English trading company, especially in light of its conquest of much of the Indian subcontinent in the later 18th and 19th centuries.

It would be wrong, however, to slip into a teleological trap when trying to understand the expansion of the British Empire in Asia. By the 19th century, the Company was more than capable of projecting its power over the subcontinent to violently refashion Indian society to meet the colonial demands of the British state. But for much of the Company's longer early history, the reverse was true. In the 17th and 18th centuries, England's – and from 1707 onwards Britain's – presence in Asia was largely determined by the more dominating interests of the powerful states and communities that it encountered.

The initial voyages of the 'Company of Merchants of London trading into the East Indies' were spectacularly successful when it launched in 1600, realising dizzying profits and claiming for England a key stake in the lucrative spice trade to rival even the Dutch and Portuguese. Company fleets established factories right across Asia in the early years of the 17th century, including at Bantam and Jambi on the Indonesian archipelago, at Hirado in Japan and at Masulipatam and Surat in India. Company servants purchased a wide variety of lucrative goods, all in high demand in European markets, such as pepper, nutmeg, mace, cloth, silk, coffee and indigo. But, while they hoped to exchange these for English woollens, outside of some interest 'by great men to cover their elephants and make saddles for their horses', England's principal export was unpopular and the Company was almost always forced to pay for Asian goods with bullion.

Nonetheless, by the 1620s, the English could survey their growing Asian presence with some degree of satisfaction. They had managed to challenge the Portuguese through a series of naval engagements, which, while largely inconclusive, undermined Portugal's reputation for invincibility in the eyes of several Asian powers. In alliance with the Persian shah in 1622, the English even captured the Portuguese stronghold of Hormuz in the Gulf. There was less success when it came to the Dutch, however, and in the following year, the population of the

English factory on the island of Amboyna in the Maluku archipelago was massacred by Dutch forces.

The effort to establish an Asian-wide network of factories and shipping – all while taking on the mighty Portuguese and contesting Dutch power in the Spice Islands – was a herculean effort. By 1630, the Company was struggling to maintain the staggering £3m in capital required to sustain its operations. Furthermore, a general economic downturn in Europe restricted liquidity, making borrowing more difficult.

1. The primary purpose of the passage is to:

- A. provide a comprehensive history of the East India Company's activities in Asia.
- B. analyze the economic factors that led to a "general economic downturn in Europe" in the 1630s.
- C. document the EIC's naval conflicts with the Dutch and Portuguese in the 17th century.
- D. challenge a common historical perspective by contrasting the EIC's later colonial power with its earlier, more precarious position in Asia.

2. What is the relationship between the first and second paragraphs?

- A. The first paragraph presents a historical argument, and the second paragraph provides a specific example.
- B. The first paragraph introduces a theory, and the second paragraph details the evidence supporting it.
- C. The first paragraph presents a widely held view, and the second paragraph introduces the author's central thesis, which revises that view.
- D. The first paragraph focuses on the Atlantic, and the second paragraph argues that the Atlantic is more important than Asia.

3. The passage suggests the EIC's naval victories over the Portuguese were significant chiefly because:

- A. they allowed the EIC to establish a monopoly on the Asian spice trade, replacing the Portuguese.
- B. they altered the diplomatic and political perceptions of Asian states, demonstrating that a rival European power's dominance was contestable.
- C. they proved to the Dutch that the English were a superior naval power, leading to the Amboyna massacre.
- D. they led directly to the alliance with the Persian shah and the capture of Hormuz.

4. The passage lists all of the following as challenges faced by the EIC in the early 17th century EXCEPT:

- I. The refusal of the powerful Asian states to allow the establishment of factories in their territories.
- II. The high capital cost required to maintain its operations.

- III. The inability to exchange its primary export goods for Asian products.
IV. A difficult economic environment in Europe that restricted borrowing.
A. Only I
B. Only III
C. Only II and IV
D. Only I and IV

5. *There is a sentence that is missing in the paragraph below. Look at the paragraph and decide where (option 1, 2, 3, or 4) the following sentence would best fit.*

Sentence: In my teens, I read *The Iliad* and *The Odyssey* in Robert Fitzgerald's poetic English renderings and was swept away by their epic accounts of heroism and adventure.

Paragraph: Greek myths were among my favorite stories when I was little, thanks to Ingri and Edgar Parin d'Aulaire's charmingly illustrated collection of retellings for children. ____ (1) _____. When I was older, Edith Hamilton's nonfiction and Mary Renault's novels introduced me to the society that invented those myths. ____ (2) _____. Several decades later, however, I began to have mixed feelings about these literary cornerstones. ____ (3) _____. While I was reading the myths to a son not long past his toddler years, it occurred to me that the Greek gods were, in essence, all-powerful, immortal two-year-olds. ____ (4) _____.

- A. Option 1
B. Option 2
C. Option 3
D. Option 4

6. *The four sentences (labelled 1, 2, 3 and 4) given below, when properly sequenced, would yield a coherent paragraph. Decide on the proper sequencing of the order of the sentences and key in the sequence of the four numbers as your answer.*

1. For example, warming is expected to be strongest in the Arctic and would be associated with the continuing retreat of glaciers, permafrost and sea ice.
2. Warming and related changes will vary from region to region around the globe, though the nature of these regional changes is uncertain.
3. Environmentalists have been warning that an increase in global temperature will cause sea levels to rise, changes in the amount and pattern of precipitation, and a probable expansion of subtropical deserts.
4. Other likely effects of the warming would include more frequent occurrences of extreme weather events, including heatwaves, droughts and heavy rainfalls, as well as the extinction of species and changes in agricultural yields.

7. *Five jumbled-up sentences (labelled 1, 2, 3, 4 and 5), related to a topic, are given below. Four of them can be put together to form a*

coherent paragraph. Identify the odd sentence and key in the number of that sentence as your answer.

1. He had left the ballroom by a crowded passageway, shaking hands with supporters and hotel staff, when a man stepped out in front of him and fired shots from a .22 calibre revolver at the Senator.
2. Kennedy played with his children on the beach before being driven in the evening to a suite in the Ambassador Hotel in Los Angeles to await the results.
3. The next day, voting day in the primary, it was foggy and cold.
4. News of his victory came in, and around midnight, he went down to the hotel ballroom to speak to a crowd of supporters gathered there.
5. The two Kennedy brothers were assassinated within five years of each other.

8. There is a sentence that is missing in the paragraph below. Look at the paragraph and decide where (option 1, 2, 3, or 4) the following sentence would best fit.

Sentence: A soldier who stands firm in battle out of fear of corporal punishment or dishonour is not truly courageous; the truly courageous person, in contrast, stands firm in battle precisely because it is noble to do so in that moment.

Paragraph: ____ (1) ____ . The courageous person has something to lose. ____ (2) ____ . But they have something to gain, too: the achievement of a kalon action. ____ (3) ____ . We can extend this account and think of modern examples for something akin to Aristotle's distinctive conception of bravery. ____ (4) ____ . Firefighters rush into a burning building to save lives, at risk to their own, because it is the right course of action.

- A. Option 1
- B. Option 2
- C. Option 3
- D. Option 4

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9. Five jumbled-up sentences (labelled 1, 2, 3, 4 and 5), related to a topic, are given below. Four of them can be put together to form a coherent paragraph. Identify the odd sentence and key in the number of that sentence as your answer.

1. When the steel plough ran field hands off the farm, they could find new work in factories.
2. Nevertheless, in every past wave of automation, it was at least theoretically possible for the disemployed to secure better-paying jobs by updating their skills.
3. When industrial robots shouldered manufacturing workers off the assembly line, they could, hypothetically, as the saying goes, "learn to code."
4. AI-generated mass unemployment is still the stuff of science fiction.
5. Even as machines rendered humans uncompetitive at certain tasks, they facilitated the discovery of new economically useful endeavours.

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

At its core, Batchelor's Buddha, Socrates, and Us may be read as a response to a simple, yet important observation: everything in life tends to fall into patterns, to settle into habits and routines. Not even matters of the spirit—religion and philosophy, beliefs and ideas, thinking and writing—seem to escape this fate. Such mindless repetition makes our lives easier and more comfortable, at least on the outside, but to do things mechanically and unthinkingly is to invite emptiness and meaninglessness into our existence. The older we get, the more spiritually ossified we become. Eventually, if nothing challenges us, our slumbered existence will be indistinguishable from spiritual death.

- A. Batchelor argues that people should reject all habits and traditions to live a more authentic and liberated life.
- B. The central idea of Batchelor's work is that spiritual fulfilment can only be achieved through strict routines and disciplined repetition.
- C. Batchelor's work warns that habitual living leads to stagnation and loss of meaning unless we remain consciously engaged.
- D. The book highlights how religion and philosophy help people find comfort and stability amid the repetitive patterns of everyday life.



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DILR

Six candidates, Yuvraj, Omkar, Ganesh, Edwin, Sanket, and Harshal, appeared in an exam. It started at 12 pm and lasted for 2 hours. There are 3 sections in the exam with the following sectional times:

1. Quantitative Skills (QS) – 52 minutes
2. Logical Reasoning (LR) – 40 minutes
3. Language Skills (LS) – 28 minutes

The students can choose the order of sections in which they wish to attempt the paper. Each of these students chose a different order of sections.

Initially, each one of them was given a rough sheet. Between the exam, the students asked for extra rough sheet(s) from the invigilator. The table below gives the time at which different students asked the invigilator for extra sheets.

12:15 PM	Ganesh
12:20 PM	Yuvraj, Harshal
12:35 PM	Yuvraj
12:45 PM	Sanket
12:50 PM	Harshal
1:00 PM	Ganesh
1:05 PM	Omkar
1:15 PM	Yuvraj

- One doesn't need a rough sheet for the LS section and wouldn't ask for it while attempting the section.
- None of the students asked for multiple sheets while attempting the LR section.

11. Which section did Omkar attempt in the end?

- A. LS
- B. LR
- C. QS
- D. Cannot be determined

12. Which two students started their paper by attempting the QS section first?

- A. Yuvraj and Harshal
- B. Yuvraj and Ganesh
- C. Edwin and Sanket
- D. Edwin and Harshal

13. If Sanket asked for a rough sheet while he was attempting QS, in what order did he attempt the paper?

- A. QS, LS, LR
- B. LR, QS, LS
- C. LS, QS, LR
- D. QS, LR, LS

14. What is the order of the sections in which Edwin attempted the paper?

- A. LS, LR, QS
- B. LR, LS, QS
- C. QS, LR, LS
- D. Cannot be determined

There are 100 doors in a row, and all doors are initially closed. People walk through all doors and toggle (if open, then closed, if closed, then opened) them in the following way:

The first person toggles every door.

The second person toggles every second door, i.e., 2nd, 4th, 6th, 8th, ...

The third person toggles every third door, i.e. 3rd, 6th, 9th, ...

The fourth person toggles every fourth door, i.e. 4th, 8th, 12th, and so on.

This goes on until the 100th person.

15. Once the process is complete, how many doors are open?

16. How many doors were visited by only two persons?

- A. 50
- B. 40
- C. 33
- D. 25

17. How many people visit exactly three doors? 8

18. How many doors were open after the 60th person had completed the process?

- A. 44
- B. 40
- C. 37
- D. 35

19. Which of these doors was touched the maximum number of times?

- A. 27
- B. 30
- C. 32
- D. 45

20. What is the maximum number of times a door was touched?

QA

21. Solve the inequality: $\log_{0.5} (\log_8 (\frac{x^2-2x}{x-3})) < 0$

- A. $(-\infty, 2) \cup (3, \infty)$
- B. $(-\infty, 0.5) \cup (3, 4)$
- C. $(3, 4) \cup (6, \infty)$
- D. $(0.5, 3) \cup (4, 6)$

22. In a project, there are 120 employees. Each employee works in either the marketing or content, or media department. 60 employees work in marketing, 50 employees work in content, and 50 employees work in media. 20 employees work in both marketing and content, 15 employees work in both content and media, 10 employees work in both marketing and media. Find the ratio of employees who work in only marketing and those who work only in content.

- A. 4:1
- B. 5:2
- C. 1:3
- D. 7:4

23. Four two-digit odd integers, A, B, C, and D, are all less than 30, such that $A+D = B+C$. B and C are multiples of 3, where $B>C$. If $D-A = 16$, find the sum $A+B+C+D$.

24. There are 5 seats in the front row of an award function, with seat numbers 1, 2, 3, 4, and 5. These seats can be acquired by either actors or actresses such that no two actresses sit next to each other. How many different arrangements are possible if none of the seats are empty?

- A. 330
- B. 324
- C. 360
- D. 312

25. The two roots of the equation $ax^4 + bx^3 - 7x^2 + dx + 24 = 0$ are 1 and 2. Find the sum of a and b if a and b are positive integers.

26. How many perfect cubes from 1 to 1000 (both inclusive) have an even number of factors?

- A. 5
- B. 6
- C. 7
- D. 8

27. Sheetal invested a total of 65000 across three different schemes, A, B, and C, that offered simple interest of 6%, 8%, and 9%, respectively. The total interest received after 2 years was 10180. If the amount

invested in scheme A was 72% of the amount invested in scheme C, how much was invested in scheme B?

- A. 18000
- B. 22000
- C. 21000
- D. 20000

28. In an isosceles triangle ABC, the vertex A is at (6,1), and the equation of the base BC is $2x+y=4$. Let the point B lie on the line $x+3y=7$. If (P,Q) is the centroid of ABC, then what is the value of $5(P+Q)$?

- A. 17
- B. 15
- C. 21
- D. 20

29. Paavan gave Raavan a head start of 40 metres and was able to beat him by 60 metres in a 1-km race. Raavan gave Saavan a head start of 30 metres and was able to beat him by 30 metres in a 500-metre race. How many metres of head start should Paavan give Saavan in a 500-metre race to finish the race in a dead heat?

30. In triangle ABC, DE is parallel to BC, where the point D is on AB and the point E is on AC. If ADE is an equilateral triangle with the length of the side being 6 units and $AE:EC = 1:3$, find the area of the quadrilateral DECB.

- A. $120\sqrt{3}$ sq units
- B. $90\sqrt{3}$ sq units
- C. $150\sqrt{3}$ sq units
- D. $135\sqrt{3}$ sq units

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