

Mock Recruitment Test

Test Instructions

This test is designed to prove your analytical, quantitative, verbal and structuring skills that you would need when working as a consultant for our Firm. The test is structured in following six sections:

- Section 1.1 – Quantitative: Logical counting questions
- Section 1.2 – Quantitative: Statements
- Section 2.1 – Verbal: Understanding of logical text
- Section 2.2 – Verbal: Reading a passage
- Section 3.1 – Case studies: Reading a table of numbers
- Section 3.2 – Case studies: Reading a graph

Each section has a pre-defined number of questions. Number of questions, points for correct answers and points subtracted for incorrect answers are as follows:

Type of questions	# of questions in each test	Points for correct answer	Points for incorrect answer
Quantitative			
– Logical Counting	8	5	-1
– Statements	6	5	-1
Verbal			
– Logical test understanding	6	5	-1
– Reading passage & Logic	8	5	-1
Case Studies			
– Reading table of numbers	6	5	-1
– Reading graph	6	5	-1

There is only one correct answer for each question. Please read the questions carefully before answering them and mark your correct answers with a clear circle directly into this document.

For the full test you will have **60** minutes. However, you should be able to take the below test with less examples in c. **30-40** minutes

Section 1.1 Quantitative:

Logical counting questions

1.1.1 If $\frac{3}{8}$ of x is by 7 more than $\frac{1}{5}$ of x , what is $\frac{3}{8}$ of x ?

- A. 12 B. 15 C. 18 D. 20 E. 24

1.1.2 Ana sells at school cookies prepared by her mother. She buys the cookies from her mother at standard cost of preparing them. However, her mother has an extra discount which brings her real cost down by 15%. Ana's profit margin is 30% from the price she sells it to her colleagues. What share of Ana's profits is her mother's extra discount?

- A. 20% B. 33% C. 38% D. 50% E. 75%

1.1.3 The difference between a two digits number and its two digits reverse is 72. How many numbers of this type exist?

- A. 0 B. 1 C. 2 D. 3 E. 4

1.1.4 If a, b and c are positive integers so that $a < b < c$ and $a + b + c = 6$, then what is the value of c ?

- A. 1 B. 2 C. 3 D. 4 E. 5

Section 1.2 Quantitative: Statements

In this section you are required to find out either which of the statements (1), (2) are true or false based on the Leading statement or find out whether based on statements (1) and (2) you are able to answer the Leading question (either positively or negatively).

- 1.2.1 If John saved \$800 of his earnings last month, how much did John earn last month?
1. In last month, John spent half of his earnings for living
 2. Of his earnings last month, John paid twice as much in clothing as he saved
- A. Statement (1) ALONE is sufficient, but statement (2) ALONE is not sufficient
B. Statement (2) ALONE is sufficient, but statement (1) ALONE is not sufficient
C. BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient
D. EACH statement ALONE is sufficient
E. Statements (1) and (2) TOGETHER are NOT sufficient

- 1.2.2 In what year was Maria born?
1. Maria's mom was born in 1950, 33 years before Maria
 2. Maria's birthday and her mom's birthday are exactly eight months apart
- A. Statement (1) ALONE is sufficient, but statement (2) ALONE is not sufficient
B. Statement (2) ALONE is sufficient, but statement (1) ALONE is not sufficient
C. BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient
D. EACH statement ALONE is sufficient
E. Statements (1) and (2) TOGETHER are NOT sufficient

- 1.2.3 What is x ?
1. $|x| = 7$
 2. $x < 0$
- A. Statement (1) ALONE is sufficient, but statement (2) ALONE is not sufficient
B. Statement (2) ALONE is sufficient, but statement (1) ALONE is not sufficient
C. BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient
D. EACH statement ALONE is sufficient
E. Statements (1) and (2) TOGETHER are NOT sufficient

- 1.2.4 In some of the menus you will find smoothies and cookies.
1. There are some menus that have cookies.
 2. All menus have two types of products.
- A. Statement (1) ALONE is true, but statement (2) ALONE is false
B. Statement (2) ALONE is true, but statement (1) ALONE is false
C. BOTH statements are true
D. BOTH statements are false

Section 2.1 Verbal:

Understanding of logical text

2.1.1 When news periodicals begin forecasting a recession, people tend to spend less money on discretionary purchases. Therefore, the perceived threat of recession decreases the willingness of people to purchase products that they regard as optional or luxury goods.

Argument above assumes that:

- A. there are more luxury goods available after a recession is forecast
- B. the latest drop of luxury goods sales is resulting from a recession
- C. people's perception of the threat of recession increases when news periodicals begin forecasting a recession
- D. the people who spent the most money before a recession was forecast were among those who curtailed their spending after the recession became apparent

2.1.2 In certain congested urban areas, commuters who use public transportation options, such as trains and subways, spend approximately 25 percent less time in transit, on average, to reach their destinations than commuters who travel by car. Even individuals who drive their entire commute in carpool lanes, which are typically the least congested sections of roadways, still spend more time, on average, than commuters who use trains and subways.

The information above most strongly supports which of the following inferences?

- A. Waiting in traffic accounts for approximately 25 percent of the commuting time for individuals who drive to their destinations.
- B. Walking between a subway or train station and one's final destination does not, on average, take longer than walking between one's car and one's final destination.
- C. Walking between a subway or train station and one's final destination does not, on average, take longer than walking between one's car and one's final destination.
- D. Using carpool lanes does not, on average, reduce driving time by more than 25 percent.
- E. Individuals who commute via public buses spend approximately 25 percent more time in transit than those who commute using public trains or subways.

2.1.3 In the latest Federal Government Health Dpt. study, 74% of respondents claimed they would definitely consider selecting NukeCola as their drink of choice in fast food restaurants. Analysts estimate NukeCola's market share in the US soft drinks market reaching 31%.

The information above most strongly supports which of the following?

- A. Majority of people visit fast foods and consider buying some drink
- B. NukeCola is the most popular drink in fast foods
- C. There is not enough choice of soft drinks in fast food chains
- D. Provided information does not give us sufficient evidence about preferences of Nuke Cola

2.1.4 European Structural Fund should reallocate the voting shares of its members in order to more effectively shape the continent's economic policy. For example, Germany comprises about 15 percent of the EU gross domestic product but has only a 6 percent voting share, whereas Belgium, with less than 3 percent of the European economy, has a 4 percent share.

Which of the following assumptions leads to the suggestion of a way to more effectively shape the economic policy?

- A. Germany as the recently best performing European economy, should have a larger voting share
- B. The specific allocation of voting shares factors into the European Structural Fund's effectiveness in shaping European economic policy
- C. Only voting shares that are precisely proportional to each country's contribution to the – EU economy are appropriate for the European Structural Fund
- D. Smaller European countries have overrepresented voting shares in the European Structural Fund

Section 2.2 Verbal: Reading a passage¹

The rich analyses of Fernand Braudel and his fellow Annales historians have made significant contributions to historical theory and research. In a departure from traditional historical approaches, the Annales historians assume (as do Marxists) that history cannot be limited to a simple recounting of conscious human actions but must be understood in the context of forces that underlie human behaviour. Braudel was the first Annales historian to gain widespread support for the idea that history should synthesize data from social sciences, especially economics, to provide a broader historical view of human societies over time (although Febvre and Bloch, founders of the Annales school, originated this approach).

Braudel conceived of history as the dynamic interaction of three temporalities. The first of these, the *evenementielle*, involved short-lived dramatic "events," such as battles, revolutions, and the actions of great men, which had preoccupied traditional historians like Carlyle. *Conjunctures* was Braudel's term for the larger, cyclical processes that might last up to half a century. The *longue durée*, a historical wave of great length, was for Braudel the most fascinating of the three temporalities. Here he focused on those aspects of everyday life that might remain relatively unchanged for centuries. What people ate, what they wore, their means and routes of travel—for Braudel these things create "structures" that define the limits of potential social change for hundreds of years at a time.

Braudel's concept of the *longue durée* extended the perspective of historical space as well as time. Until the Annales school, historians had taken the juridical political unit—the nation-state, duchy, or whatever—as their starting point. Yet, when such enormous time spans are considered, geographical features may have more significance for human populations than national borders. In his doctoral thesis, a seminal work on the Mediterranean during the reign of Philip II, Braudel treated the geo-history of the entire region as a "structure" that exerted myriad influences on human lifeways since the first settlements on the shores of the Mediterranean Sea.

And so, the reader is given such arcane information as the list of products that came to Spanish shores from North Africa, the seasonal routes followed by Mediterranean sheep and their shepherds, and the cities where the best ship timber could be bought.

Braudel has been faulted for the imprecision of his approach. With his Rabelaisian delight in concrete detail, Braudel vastly extended the realm of relevant phenomena; but this very achievement made it difficult to delimit the boundaries of observation, a task necessary to beginning any social investigation. Further, Braudel and other Annales historians minimize the differences among the social sciences. Nevertheless, the many similarly designed studies aimed at both professional and popular audiences indicate that Braudel asked significant questions which traditional historians had overlooked.

Based only on the information presented in the article, please answer the following questions:

¹ Source: MCAT – Critical Analysis and Reasoning Skills Review, Kaplan Publishing

2.2.1 According to the passage, all the following are aspects of Braudel's approach to history EXCEPT that he

- A. Attempted to unify various social sciences
- B. Studied social and economic activities that occurred across national boundaries
- C. Pointed out the link between increased economic activity and the rise of nationalism
- D. Examined seemingly unexciting aspects of everyday life
- E. Visualized history as involving several different time frames

2.2.2 The passage suggests that, compared to traditional historians, Annales historians are

- A. More interested in other social sciences than in history
- B. More critical of the achievements of famous historical figures
- C. More sceptical of the validity of most economic research
- D. More interested in the underlying context of human behaviour provided by social structure
- E. More inclined to be dogmatic in their approach to history

2.2.3 The author is critical of Braudel's perspective for which of the following reasons?

- A. It seeks structures that underlie all forms of social activity.
- B. It assumes a greater similarity among the social sciences than actually exists.
- C. It fails to consider the relationship between short-term events and long-term social activity.
- D. It clearly defines boundaries for social analysis.
- E. It attributes too much significance to conscious human actions

2.2.4 The author refers to the work of Febvre and Bloch in order to:

- A. Illustrate the limitations of the Annales tradition of historical investigation
- B. Suggest the relevance of economics to historical investigation
- C. Debate the need for combining various sociological approaches
- D. Show that previous Annales historians anticipated Braudel's focus on economics
- E. Demonstrate that historical studies provide broad structures necessary for economic analysis

Section 3.1 Case studies: Reading a table of numbers

Products	# of employees (‘000)	Market value of top 10 players (EUR ‘000,000)	Market share of company ABC (EUR ‘000,000)	
			ASIA	USA
Oil	2,572	7,568	487	1,574
Copper	1,235	3,587	831	928
Coal	957	3,456	728	1,375
Uranium	1,542	6,875	427	3,208
Silver	1,012	3,500	700	1,789

Natural resources market annum statistics

3.1.1 On average, how much market value in Asia would a Uranium employee create per week in company ABC (52 weeks a year)?

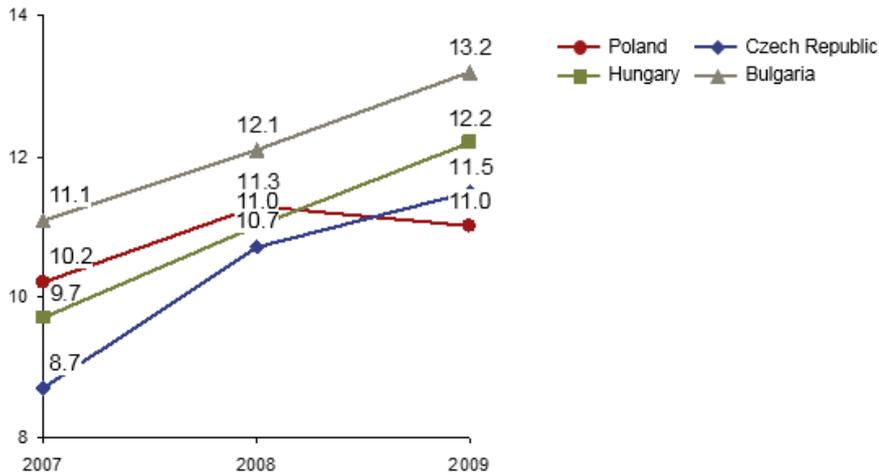
- A. EUR 5.3 B. EUR 5.5 C. EUR 5.7 D. EUR 5.9 E. Cannot say

3.1.2 On average, how much market value in Asia would a Uranium employee create per week in company ABC (52 weeks a year)?

- A. 46% B. 53% C. 55% D. 60% E. Cannot say

Section 3.2 Case studies: Reading a graph

Unemployment Rate in European Countries (%)



3.2.1 In 2007, there were 667,284 unemployed in Bulgaria, whose population was 13.1% of Poland for that year. With a fixed annual population increase of 0.639%, approximately how many unemployed were in Poland in 2009?

- A. 4,399,600 B. 4,890,200 C. 5,112,300 D. 5,112,600 E. 5,612,000

3.2.2 What was the country with the highest relative increase between 2007 and 2008?

- A. Poland B. Czech Rep. C. Hungary D. Bulgaria E. Cannot Answer

Answer Key

Section 1.1 Quantitative: Logical counting questions

- 1.1.1 B
- 1.1.2 D
- 1.1.3 B
- 1.1.4 C

Section 1.2 Quantitative: Statements

- 1.2.1 E
- 1.2.2 A
- 1.2.3 C
- 1.2.4 A

Section 2.1 Verbal: Understanding of logical text

- 2.1.1 C
- 2.1.2 D
- 2.1.3 D
- 2.1.4 C

Section 2.2 Verbal: Reading a passage

- 2.2.1 C
- 2.2.2 D
- 2.2.3 B
- 2.2.4 D

Section 3.1 Case studies: Reading a table of numbers

- 3.1.1 A
- 3.1.2 E

Section 3.2 Case studies: Reading a graph

- 3.2.1 D
- 3.2.2 B



KEARNEY