

Psychometric Success

Free Practice Tests

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Numerical Aptitude—Numerical Computation

Numerical computation questions involve basic principles of arithmetic like addition, subtraction, multiplication and division. They also use mathematical terms and methods such as percentages, ratios, fractions and decimals. To score well on these questions you will simply need to make quick and accurate calculations.

Numerical Computation		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative		Y	Y	Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

This type of test can be categorized as a speed test and is used to determine your basic numeracy. Obviously you will not be allowed to use a calculator.

If you are very rusty with arithmetic, try re-learning the times tables up to 12 and practise multiplication, division and percentage calculations. Practice can improve your test scores for all types of aptitude tests, so try as many examples as you can.

These sample numerical computation questions are directly applicable to many administrative and clerical jobs but can also appear as a component of graduate and managerial tests. The speed at which you can answer these questions is the critical measure, as most people could achieve a very high score given unlimited time in which to answer.

Numerical Aptitude—Numerical Computation

Test 1—30 Questions

Instructions: Answer as many questions as you can in 10 minutes. Circle the letter on the right which corresponds to the correct answer. Do not use a calculator.

- 1) $17 + 47 = 7 + ?$

A	B	C	D	E
55	57	65	67	35

 A B C D E
- 2) $33 + 18 = 29 + ?$

A	B	C	D	E
21	24	32	22	37

 A B C D E
- 3) $56 + 81 = 44 + ?$

A	B	C	D	E
93	90	89	91	95

 A B C D E
- 4) $44 - ? = 15$

A	B	C	D	E
26	29	28	39	30

 A B C D E
- 5) $87 - 35 = ?$

A	B	C	D	E
53	42	51	41	52

 A B C D E
- 6) $54 - 32 = 25 - ?$

A	B	C	D	E
3	2	12	14	22

 A B C D E
- 7) $7 \times 8 = ?$

A	B	C	D	E
49	56	64	54	52

 A B C D E
- 8) $5 \times ? = 45$

A	B	C	D	E
5	6	7	8	9

 A B C D E
- 9) $17 \times 3 = ?$

A	B	C	D	E
47	49	51	53	54

 A B C D E
- 10) $140 \div 35 = ?$

A	B	C	D	E
3	3.5	4	4.5	5

 A B C D E
- 11) $28 \div ? = 7$

A	B	C	D	E
3	3.5	4	4.5	5

 A B C D E
- 12) $150 \div 100 = ?$

A	B	C	D	E
1.3	1.5	1.7	15	0.75

 A B C D E
- 13) $\frac{3}{5} \times ? = \frac{2}{5}$

A	B	C	D	E
$\frac{3}{5}$	$\frac{2}{3}$	$\frac{2}{5}$	$\frac{1}{5}$	$\frac{1}{4}$

 A B C D E
- 14) $\frac{1}{4} + ? = \frac{3}{4}$

A	B	C	D	E
$\frac{1}{4}$	$\frac{1}{5}$	$\frac{3}{5}$	$\frac{1}{2}$	$\frac{2}{3}$

 A B C D E
- 15) $2\frac{3}{5} - \frac{4}{5} = ?$

A	B	C	D	E
$1\frac{1}{4}$	$1\frac{1}{5}$	$1\frac{3}{5}$	$1\frac{1}{2}$	$1\frac{1}{5}$

 A B C D E

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Numerical Aptitude—Numerical Computation

Circle Answer

16) $9\frac{7}{8} - 3\frac{1}{2} = ?$

A	B	C	D	E
$6\frac{3}{8}$	$6\frac{3}{8}$	$7\frac{3}{8}$	$5\frac{3}{8}$	$6\frac{1}{4}$

A B C D E

17) 60% of 120 = ?

A	B	C	D	E
65	70	62	72	54

A B C D E

18) 75% of 400 = ?

A	B	C	D	E
320	300	375	310	250

A B C D E

19) 22% of 200 = ?

A	B	C	D	E
42	44	40	88	46

A B C D E

20) 45% of 500 = ?

A	B	C	D	E
210	225	205	240	230

A B C D E

21) $33.6 + 8.7 = ?$

A	B	C	D	E
42.3	43.3	42.5	43.7	38.7

A B C D E

22) $56.9 - 7.4 = ?$

A	B	C	D	E
48.3	47.9	45.9	49.3	49.5

A B C D E

23) $0.7 \times 0.5 = ?$

A	B	C	D	E
0.33	0.35	0.75	1.40	3.50

A B C D E

24) $1.8 \times 1.5 = ?$

A	B	C	D	E
2.5	2.0	2.4	2.6	2.7

A B C D E

25) $12.8 \times ? = 3.2$

A	B	C	D	E
0.20	0.25	0.30	0.33	0.40

A B C D E

26) If one ream of paper costs \$3.95 how much would 4 reams cost?

A	B	C	D	E
\$15.75	\$15.70	\$15.72	\$15.80	\$15.77

A B C D E

27) If John starts work at 8:45 am and finishes at 5:15 pm. He has 90 minutes of breaks. How many hours does he work in 5 days?

A	B	C	D	E
38	39	35	40	32

A B C D E

Numerical Aptitude—Numerical Computation

Circle Answer

- 28) A restaurant bill is made up of the following: \$12.50 for starters, \$28.55 for main courses and \$8.95 for deserts, plus a 15% service charge. How much is the bill?

A	B	C	D	E
\$56.50	\$57.50	\$57.00	\$59.50	\$60.50

A B C D E

- 29) A team of eight lumberjacks cut an average of 15,000 cubic feet of timber in a week. How many cubic feet will four lumberjacks cut in four weeks?

A	B	C	D	E
30,000	25,000	32,000	16,000	28,000

A B C D E

- 30) A discount of 15% is offered on an item which previously cost \$1.80. What is the discounted price?

A	B	C	D	E
\$1.53	\$1.40	\$1.55	\$1.60	\$1.52

A B C D E

End of Numerical Ability—Computation Test 1

Numerical Aptitude—Numerical Computation

<i>Answers</i>							
1)	B		11)	C		21)	A
2)	D		12)	B		22)	E
3)	A		13)	B		23)	B
4)	B		14)	D		24)	E
5)	E		15)	E		25)	B
6)	A		16)	A		26)	D
7)	B		17)	D		27)	C
8)	E		18)	B		28)	B
9)	C		19)	B		29)	A
10)	C		20)	B		30)	A

Numerical Aptitude—Numerical Estimation

Numerical estimation questions test your ability to make quick estimates of the answers to fairly straightforward numerical questions. To score well on these questions you will need to make quick approximations of the answer. You must avoid the trap of working out the answer exactly, which will take up too much time and prevent you from answering enough questions to get a good score.

Numerical Estimation		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative		Y	Y	Y
Police, Fire, Military etc.				
Management Trainee				
Graduate & Professional				

Numerical estimation is key in many craft and technical jobs where the ability to quickly and accurately estimate material quantities is essential. The speed at which you can answer these questions is the critical measure, as most people could achieve a very high score given unlimited time in which to answer.

Even though numerical estimation questions appear straightforward, it can take some time to develop the optimum compromise between speed and accuracy. Before you attempt to answer each question, look at the range of answers available and ask yourself how accurate your estimate needs to be. For example, is an order of magnitude sufficient or does the answer need to be worked out to the nearest whole number?

If you out of practice with arithmetic, then try re-learning the times tables up to 12 and practise rough and ready multiplication, division and percentage calculations. Practice can improve your test scores for all types of aptitude tests but numerical estimation is one area where it can really make a difference, so try as many examples as you can.

These sample numerical estimation questions are directly applicable to tests used to select for craft and technical jobs. However, the ability to make quick estimates is a useful skill to have even if you are sitting a graduate or professional level test as it will enable you to roughly check your answers to data interpretation questions.

Numerical Aptitude—Numerical Estimation

Test 1—35 Questions

Instructions: You need to estimate the answers to these questions, as you do not have time to calculate them precisely. Answer as many questions as you can in 10 minutes. Circle the letter on the right which is nearest to the correct answer. Do not use a calculator.

- | | | | | | | |
|--------------------|-----|-----|-----|-----|-----|-----------|
| 1) $347 + 198 = ?$ | A | B | C | D | E | A B C D E |
| | 650 | 550 | 580 | 590 | 600 | |
-
- | | | | | | | |
|------------------------|------|------|------|------|------|-----------|
| 2) $3,509 + 3,492 = ?$ | A | B | C | D | E | A B C D E |
| | 7000 | 7200 | 7100 | 7250 | 6950 | |
-
- | | | | | | | |
|--------------------------|-------|-----|-------|-------|-------|-----------|
| 3) $989 + 413 + 498 = ?$ | A | B | C | D | E | A B C D E |
| | 2,600 | 900 | 1,100 | 1,900 | 3,200 | |
-
- | | | | | | | |
|--------------------------|-----|-----|-----|-----|-----|-----------|
| 4) $304 + 201 + 359 = ?$ | A | B | C | D | E | A B C D E |
| | 800 | 950 | 850 | 900 | 970 | |
-
- | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----------|
| 5) $89 + 21 + 48 + 32 = ?$ | A | B | C | D | E | A B C D E |
| | 190 | 170 | 290 | 230 | 220 | |
-
- | | | | | | | |
|------------------------|-------|-------|-------|-----|-----|-----------|
| 6) $3,987 - 3,007 = ?$ | A | B | C | D | E | A B C D E |
| | 7,000 | 1,270 | 1,180 | 790 | 980 | |
-
- | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-----------|
| 7) $9,601 - 481 = ?$ | A | B | C | D | E | A B C D E |
| | 9,200 | 9,100 | 8,100 | 9,000 | 8,050 | |
-
- | | | | | | | |
|----------------------|-------|-------|-------|-------|-------|-----------|
| 8) $1,890 - 301 = ?$ | A | B | C | D | E | A B C D E |
| | 1,500 | 1,700 | 1,200 | 1,600 | 1,640 | |
-
- | | | | | | | |
|------------------------|-------|-------|-------|-------|-------|-----------|
| 9) $7,814 - 3,010 = ?$ | A | B | C | D | E | A B C D E |
| | 4,400 | 3,900 | 4,800 | 4,200 | 5,800 | |
-
- | | | | | | | |
|----------------------------|-------|-------|-------|-------|-------|-----------|
| 10) $989 - 99 + 3,202 = ?$ | A | B | C | D | E | A B C D E |
| | 3,400 | 3,200 | 4,100 | 3,100 | 4,500 | |
-
- | | | | | | | |
|------------------------|-----|-------|-------|-------|-------|-----------|
| 11) $69 \times 70 = ?$ | A | B | C | D | E | A B C D E |
| | 490 | 4,650 | 5,000 | 4,800 | 4,600 | |
-
- | | | | | | | |
|-------------------------|-------|-------|-----|-------|-------|-----------|
| 12) $41 \times 121 = ?$ | A | B | C | D | E | A B C D E |
| | 4,100 | 4,200 | 500 | 5,100 | 4,900 | |
-
- | | | | | | | |
|-------------------------------------|-----|-----|-----|-----|-----|-----------|
| 13) $5.8 \times 6.1 \times 9.8 = ?$ | A | B | C | D | E | A B C D E |
| | 480 | 250 | 560 | 350 | 260 | |
-
- | | | | | | | |
|-----------------------------------|----|----|----|-----|-----|-----------|
| 14) $5.5 \times 4 \times 3.8 = ?$ | A | B | C | D | E | A B C D E |
| | 60 | 70 | 80 | 100 | 110 | |
-
- | | | | | | | |
|---------------------------|-----|-----|-----|-----|-----|-----------|
| 15) $313 \times 2.03 = ?$ | A | B | C | D | E | A B C D E |
| | 710 | 660 | 530 | 690 | 630 | |

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Numerical Aptitude—Numerical Estimation

Circle Answer

- 16) $905 \div 49 = ?$
- | A | B | C | D | E |
|----|----|----|----|----|
| 18 | 14 | 13 | 15 | 12 |
- A B C D E
- 17) $8,017 \div 390 = ?$
- | A | B | C | D | E |
|-----|-----|----|----|----|
| 200 | 150 | 50 | 15 | 20 |
- A B C D E
- 18) $1,207 \div 72 = ?$
- | A | B | C | D | E |
|----|----|-----|-----|----|
| 20 | 16 | 140 | 160 | 14 |
- A B C D E
- 19) $1,447 \div 12.3 = ?$
- | A | B | C | D | E |
|-----|-----|-----|-----|----|
| 100 | 150 | 120 | 140 | 14 |
- A B C D E
- 20) $4,916 \div 711 = ?$
- | A | B | C | D | E |
|----|---|----|---|---|
| 11 | 5 | 14 | 7 | 4 |
- A B C D E
- 21) 45% of 363 = ?
- | A | B | C | D | E |
|-----|-----|-----|-----|-----|
| 180 | 110 | 160 | 175 | 190 |
- A B C D E
- 22) 62% of 987 = ?
- | A | B | C | D | E |
|-----|-----|-----|-----|-----|
| 610 | 670 | 560 | 640 | 680 |
- A B C D E
- 23) 33% of 3,574
- | A | B | C | D | E |
|-----|------|-----|------|------|
| 930 | 1180 | 900 | 1100 | 1400 |
- A B C D E
- 24) 5% of 97,326
- | A | B | C | D | E |
|-----|------|------|------|------|
| 460 | 4400 | 5000 | 4500 | 4800 |
- A B C D E
- 25) 11.5% of 78,754
- | A | B | C | D | E |
|------|------|------|------|------|
| 7000 | 8000 | 9000 | 9500 | 8500 |
- A B C D E
- 26) $1 \frac{1}{4} + 1 \frac{1}{5} \times 3 \frac{1}{2} = ?$
- | A | B | C | D | E |
|---|---|---|---|---|
| 5 | 8 | 7 | 3 | 6 |
- A B C D E
- 27) $1 \frac{3}{5} + 2 \frac{4}{5} \times 7 \frac{1}{2} = ?$
- | A | B | C | D | E |
|----|----|----|----|----|
| 22 | 25 | 19 | 18 | 26 |
- A B C D E
- 28) $3 \frac{3}{16} \times 12 \frac{7}{8} = ?$
- | A | B | C | D | E |
|----|----|----|----|----|
| 30 | 40 | 50 | 60 | 45 |
- A B C D E
- 29) $5 \frac{3}{8} \times 3 \frac{3}{16} = ?$
- | A | B | C | D | E |
|----|----|----|----|----|
| 20 | 16 | 19 | 21 | 14 |
- A B C D E
- 30) $3 \frac{1}{16} \times 6 \frac{1}{8} = ?$
- | A | B | C | D | E |
|----|----|----|----|----|
| 25 | 24 | 23 | 19 | 22 |
- A B C D E

Numerical Aptitude—Numerical Estimation

Circle Answer

- 31) If one ream of paper costs \$3.95 how much would 12 reams cost?

A	B	C	D	E
\$47.00	\$37.00	\$36.00	\$44.00	\$45.00

A B C D E

- 32) John starts work at 8:45 am and finishes at 5:15 pm. He has 90 minutes of breaks. How many hours does he work in 29 days?

A	B	C	D	E
180	200	220	240	260

A B C D E

- 33) A restaurant bill is made up as follows: \$212.43 for starters, \$128.52 for main courses and \$78.96 for deserts, plus a 17% service charge. How much is the bill?

A	B	C	D	E
\$400	\$420	\$440	\$490	\$460

A B C D E

- 34) A rectangular solid is 19 inches high, 19 inches wide and 19 inches long. What is its volume in cubic inches?

A	B	C	D	E
7,000	7,500	8,000	8,500	9,000

A B C D E

- 35) A cylindrical solid is 40 inches high, and has a diameter of 2 inches. What is its volume in cubic inches?

A	B	C	D	E
100	120	140	160	180

A B C D E

End of Numerical Ability—Estimation Test 1

Numerical Aptitude—Numerical Estimation

<i>Answers</i>							
1)	B		16)	A		31)	A
2)	A		17)	E		32)	B
3)	D		18)	B		33)	D
4)	C		19)	C		34)	A
5)	A		20)	D		35)	B
6)	E		21)	C			
7)	B		22)	A			
8)	D		23)	B			
9)	C		24)	E			
10)	C		25)	C			
11)	D		26)	A			
12)	E		27)	A			
13)	D		28)	B			
14)	C		29)	B			
15)	E		30)	D			

Numerical Aptitude—Data Interpretation

The ability to interpret data presented in tables, graphs and charts is a common requirement in many management and professional jobs. If you are applying for a job which involves analysis of or decision-making based on numerical data then you can expect to have to answer data interpretation questions.

Data Interpretation		Operatives	Supervisory	Management
Craft & Technical				Y
Clerical & Administrative				Y
Police, Fire, Military etc.				
Management Trainee	Y			
Graduate & Professional	Y			

Data interpretation problems usually require two basic steps. First, you have to read a chart or graph in order to obtain certain information. Then you have to apply or manipulate the information in order to obtain an answer. These questions often use very specific illustrations, for example the question may present financial data. However, an understanding of finance will not be needed to answer the question.

Data Interpretation questions are very widely used to assessing candidates for graduate and management level jobs. Many people who have been out of the education system for a while or who don't use interpret graphs, pie charts, scatter diagrams and tables of data on a day-to-day basis may feel overawed by these types of question. The important thing to remember is that you don't need to have studied mathematics to a high level to succeed. These questions are primarily tests of interpretation and the math needed is invariably straightforward.

You will usually be allowed to use a calculator for these types of question and investing in one which can handle fractions and percentages is a good idea. You should also try to work through a few numerical computation practice papers to get back into swing of these types of calculation.

Test 1—25 Questions

Instructions: Answer as many questions as you can in 20 minutes. Circle the letter on the right which corresponds to the correct answer. You can use a calculator.

Motorcycle Sales (Model TT950)

Country	Jan	Feb	Mar	Apr	May	Jun	Total
Germany	34	47	45	54	56	60	296
UK	40	44	36	47	47	46	260
France	37	32	32	32	34	33	200
Belgium	14	14	14	16	17	14	89
Spain	29	29	28	31	29	31	177
Italy	22	24	24	26	25	23	144
Total	176	190	179	206	208	207	1166

The table above shows the unit sales of the TT950 motorcycle in six European countries over a six month period. These motorcycles are imported into each country by a main dealer. Use this information to answer the following questions.

- 1) What percentage of the overall total was sold to the German importer?

A	B	C	D	E
22.0	25.4	25.8	24.1	24.6

A B C D E

- 2) What percentage of the overall total was sold in May?

A	B	C	D	E
24.1	25.6	27.1	17.9	20.3

A B C D E

- 3) Which month showed the biggest increase in total sales from the previous month?

A	B	C	D	E
Feb	Mar	Apr	May	Jun

A B C D E

- 4) What percentage of the monthly total was sold to the biggest importer in February?

A	B	C	D	E
24.7	23.1	36.5	51.1	15.1

A B C D E

- 5) What is the average number of units per month imported into Italy over the first four months of the year?

A	B	C	D	E
22	23	24	25	26

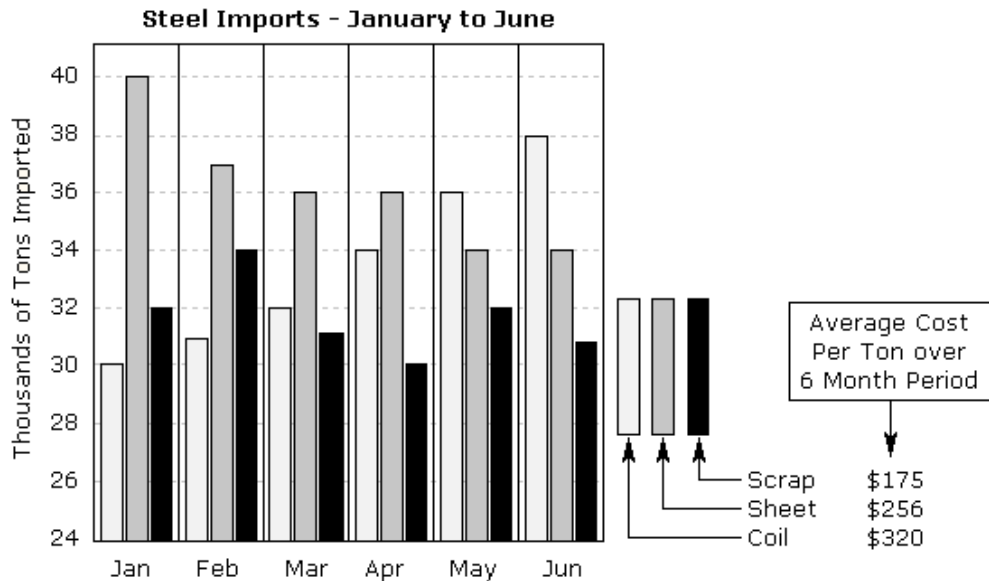
A B C D E

- 6) What percentage of total imports is accounted for by the three smallest importers?

A	B	C	D	E
37.1	14.8	40.0	36.6	35.1

A B C D E

Numerical Aptitude—Data Interpretation



The table above shows imports for three types of steel over a six month period. Use this information to answer the following questions.

- 7) Which month showed the largest decrease in total imports over the previous month?

A	B	C	D	E
Feb	Mar	Apr	May	Jun

A B C D E

- 8) What was the total value of sheet steel (in \$) imported over the 6 month period?

A	B	C	D	E
56,750	75,300	55,550	42,370	44,750

A B C D E

- 9) What was the percentage of scrap steel imported in the 6 month period?

A	B	C	D	E
37.5	35.2	36.1	31.2	38.3

A B C D E

- 10) What was the difference (in thousands of tons) between coil steel and sheet steel imports in the first 3 months of the year?

A	B	C	D	E
10	16	18	19	20

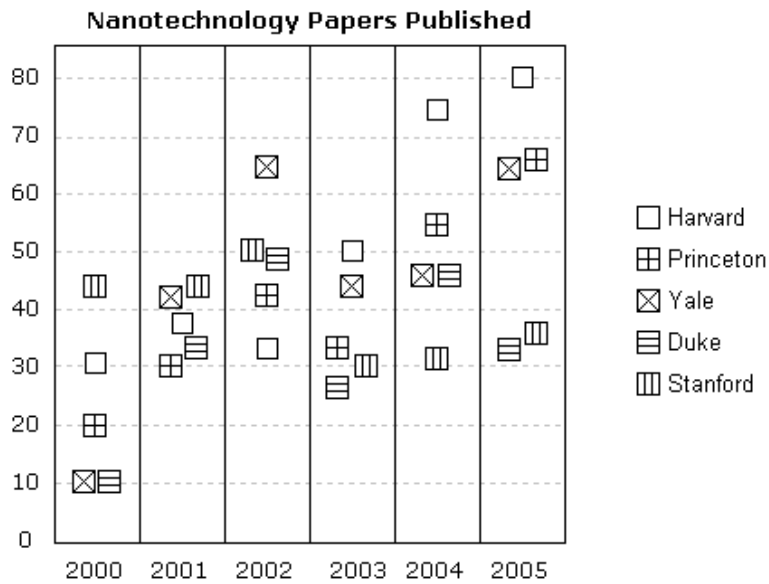
A B C D E

- 11) What was the approximate ratio of sheet steel and coil steel imports in the first 3 months of the year?

A	B	C	D	E
11:9	8:9	7:11	3:8	7:4

A B C D E

Numerical Aptitude—Data Interpretation



The table above shows the number of nanotechnology papers published by leading US universities over a six year period. Use this information to answer the following questions.

- 12) How many papers were published by researchers at Yale in 2002?

A	B	C	D	E
50	55	60	65	70

A B C D E

- 13) In what year did researchers at Stanford publish most papers?

A	B	C	D	E
2000	2001	2002	2003	2004

A B C D E

- 14) In what year did researchers at Duke and Yale first publish the same number of papers?

A	B	C	D	E
2000	2001	2002	2003	2004

A B C D E

- 15) In what year did researchers at Princeton publish more papers than those at Harvard?

A	B	C	D	E
2000	2001	2002	2003	2004

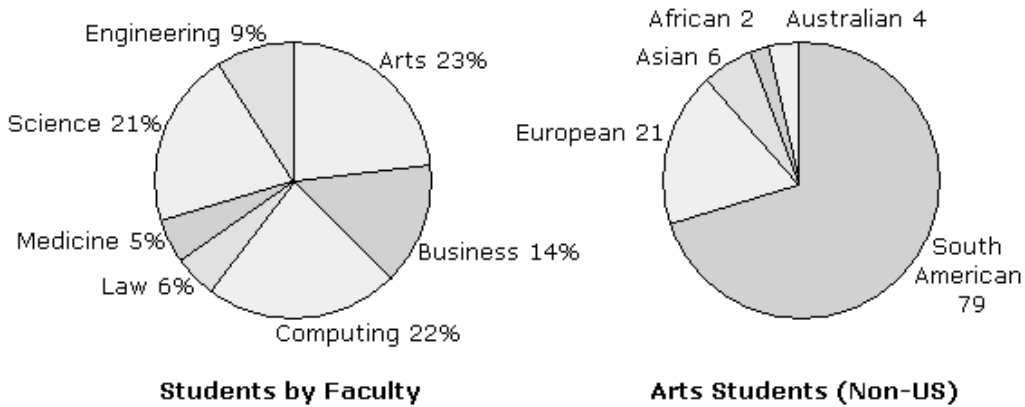
A B C D E

- 16) Which university published the second highest number of papers over the period?

A	B	C	D	E
Harv.	Prince	Yale	Duke	Stan.

A B C D E

Numerical Aptitude—Data Interpretation



The pie charts above show the percentage of students in each faculty at North West University and the number of non-US students in the Arts faculty. These percentages have been rounded to the nearest whole number. There are a total of 1049 students in the Arts faculty. Use this information to answer the following questions.

- 17) What percentage of students in the Arts faculty are non-US students?

A	B	C	D	E
14%	9%	30%	11%	15%

A B C D E

- 18) How many students are there in the Engineering faculty?

A	B	C	D	E
420	410	390	440	400

A B C D E

- 19) How many students are there at the university?

A	B	C	D	E
4650	4560	4640	4450	4460

A B C D E

- 20) If six percent of Science students are Asian. How many Asian students are there studying Science?

A	B	C	D	E
48	66	120	57	43

A B C D E

- 21) There are 34 European medical students. What percentage of the faculty does this represent?

A	B	C	D	E
14%	18%	12%	16%	15%

A B C D E

Numerical Aptitude—Data Interpretation

Age	15-20	21-30	31+
Classical	6	4	17
Pop	7	5	5
Rock	6	12	14
Jazz	1	4	11
Blues	2	3	15
Hip-Hop	9	3	4
Ambient	2	2	2
	33	33	68

The table above shows the number of people who responded to a survey about their favourite style of music. Use this information to answer the following questions to the nearest whole percentage.

- 22) What percentage of respondents under 31, indicated that Blues is their favourite style of music?

A	B	C	D	E
7.1	7.6	8.3	14.1	7.2

A B C D E

- 23) What percentage of respondents aged 21-30 indicated a favourite style other than Rock music?

A	B	C	D	E
64%	60%	75%	36%	46%

A B C D E

- 24) What percentage of the total sample indicated that Jazz is their favourite style of music?

A	B	C	D	E
6%	8%	22%	4%	11%

A B C D E

- 25) What percentage of the total sample were aged 21-30?

A	B	C	D	E
31%	23%	25%	14%	30%

A B C D E

End of Numerical Ability—Data Interpretation Test 1

Numerical Aptitude—Data Interpretation

Answers							
1)	B		11)	A		21)	E
2)	D		12)	D		22)	B
3)	C		13)	C		23)	A
4)	A		14)	A		24)	E
5)	C		15)	C		25)	C
6)	E		16)	C			
7)	B		17)	D			
8)	C		18)	B			
9)	D		19)	B			
10)	E		20)	D			

Numerical Aptitude—Numerical Critical Reasoning

Information is provided that requires you to interpret it and then apply the appropriate logic to answer the questions. In other words, you need to work out how to get the answer rather than what calculations to apply. Sometimes the questions are designed to approximate the type of reasoning required in the workplace.

Numerical Reasoning		Operatives	Supervisory	Management
Craft & Technical				Y
Clerical & Administrative				Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

The questions will often use number series questions which represent the most popular type of numerical reasoning questions. Numerical reasoning questions are very commonly used in graduate and managerial selection.

Numerical reasoning is an increasingly popular way of assessing candidates during the job selection process. Many people who have been out of the education system for a while or who don't use maths on a day-to-day basis feel intimidated by these types of test. The important thing to remember is that you don't need to have studied mathematics to a high level to do well in these tests. They are primarily tests of reasoning ability and the math needed is invariably straightforward. Although you may need to get back up to speed with percentages, ratios, proportions, fractions and decimals.

You will usually be allowed to use a calculator for these types of question and investing in one which can handle fractions and percentages is a good idea.

Numerical Aptitude—Numerical Critical Reasoning

Test 1—22 Questions

Instructions: Answer as many questions as you can in 20 minutes. Circle the letter on the right which corresponds to the correct answer. You can use a calculator.

Identify the missing number at the end of the series.

1) 3, 11, 19, 27, ?

A	B	C	D	E
33	35	37	39	41

A B C D E

2) 3, 6, 11, 18, ?

A	B	C	D	E
24	25	26	27	28

A B C D E

3) 516, 497, 478, 459, ?

A	B	C	D	E
436	440	438	452	442

A B C D E

4) 316, 323, 332, 343, ?

A	B	C	D	E
356	357	358	351	359

A B C D E

5) 662, 645, 624, 599, ?

A	B	C	D	E
587	566	589	575	570

A B C D E

Identify the missing number within the series.

6) 33, ?, 19, 12, 5

A	B	C	D	E
31	26	29	27	24

A B C D E

7) 11, 19, ?, 41, 55

A	B	C	D	E
31	29	26	39	34

A B C D E

8) 98, 94, ?, 70, 38

A	B	C	D	E
89	85	86	87	88

A B C D E

9) 86, ?, 79, 75, 72, 68

A	B	C	D	E
82	80	85	84	83

A B C D E

10) 20, 30, 25, 35, ?, 40

A	B	C	D	E
45	35	25	30	50

A B C D E

11) Identify the missing number.

7	4
5	6

49	16
25	?

A	B	C	D	E
41	36	35	18	37

A B C D E

Numerical Aptitude—Numerical Critical Reasoning

12) Identify the missing number.

4	14
35	26

11	31
73	?

A	B	C	D	E
51	56	45	55	52

A B C D E

13) Identify the missing number.

7	8
5	6

20	1
2	?

A	B	C	D	E
3	16	25	48	17

A B C D E

14) Identify the missing number.

41	44
36	66

72	78
62	?

A	B	C	D	E
120	122	130	132	98

A B C D E

15) Identify the missing number.

5	20	100	3	24
20	80	400	12	?

A	B	C	D	E
86	96	16	106	56

A B C D E

16) Identify the missing number.

8	?	6	9	7
5	7	3	6	4

A	B	C	D	E
16	14	11	10	9

A B C D E

Numerical Aptitude—Numerical Critical Reasoning

- 17) It costs a manufacturer X dollars per component to make the first 1,000 components. All subsequent components cost $X \div 3$ each. When $X = \$1.50$ How much will it cost to manufacture 4,000 components?

A	B	C	D	E
\$3,500	\$3,000	\$4,000	\$3,250	\$4,500

A B C D E

- 18) A train travelling at 60 mph enters a tunnel that is 5 miles long. The train is one mile long. How many minutes does it take for the whole train to pass through the tunnel?

A	B	C	D	E
7	4	10	5	6

A B C D E

- 19) In the Shelbyville election, the Republican candidate received one and a half times as many votes as the Democrat candidate. The Democrat candidate received one third more votes than the Independent candidate. 900 votes were cast for the Independent candidate. How many votes were cast for the Republican candidate?

A	B	C	D	E
900	1,400	1,600	1,000	1,800

A B C D E

- 20) Anna and John both drive to their new home 400 miles away. Anna drives the family car at an average speed of 60 mph. John drives the removal truck at an average speed of 50 mph. During the journey, Anna stops for a total of 1 hour and 20 minutes, John stops for half as long. What is the difference in minutes between their arrival times?

A	B	C	D	E
60	55	40	90	80

A B C D E

- 21) A total of 800 copies of a CD were sold. 60% were sold at 50% discount, 20% were sold at 30% discount and the remainder were sold at the full price of \$8.95. What was the approximate total revenue in dollars?

A	B	C	D	E
4,679	4,579	4,779	4,499	4,521

A B C D E

- 22) In a survey, $\frac{3}{16}$ of people said that they preferred to use self-service gas stations. $\frac{5}{8}$ said that they preferred not to pump their own gas. The remaining 75 respondents said that they had no clear preference. How many people preferred self service?

A	B	C	D	E
75	125	100	133	150

A B C D E

End of Numerical Ability—Reasoning Test 1

Numerical Aptitude—Numerical Critical Reasoning

<i>Answers</i>							
1)	B		11)	B		21)	B
2)	D		12)	D		22)	A
3)	B		13)	A			
4)	A		14)	B			
5)	E		15)	B			
6)	B		16)	D			
7)	B		17)	B			
8)	C		18)	E			
9)	A		19)	E			
10)	D		20)	C			

Verbal Aptitude—Spelling

Questions where you have to identify incorrectly spelt words are common in all levels of verbal ability tests. The test designer needs to choose commonly misspelled words which are in regular use, as it would be unfair to use obscure words which only a small percentage of candidates could be expected to know. This means that the test designer has a relatively restricted list of words to choose from and you will find that the same words tend to appear in many different suppliers tests.

Spelling		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative		Y	Y	Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

Please note that many test suppliers frame their spelling questions in a different way to those in this practice test. For example:

Choose the pair of words that best completes the sentence.

The _____ of the timetable caused some _____.

- A) rivision B) revision C) reversion D) revition
 A) inconvenience B) inconvenience C) inconvence D) inconveniance

However, what is being tested here is your ability to spell these words correctly rather than anything else. Improving your performance on these spelling questions is straightforward. Work through these test papers methodically and make a note of the ones you get wrong. This will give you a list of words that you need to learn to spell correctly.

Test 1—75 Questions

Instructions: Answer as many questions as you can in 10 minutes. Circle the letter on the right which corresponds to the correctly spelled word.

- 1)

A	B	C	D
missile	misile	missille	misille

A B C D

- 2)

A	B	C	D
undoubtedley	undoubtedlly	undoutedly	undoubtedly

A B C D

- 3)

A	B	C	D
severly	severeley	severely	severley

A B C D

- 4)

A	B	C	D
permissible	permissibile	permissable	permisable

A B C D

- 5)

A	B	C	D
occasionally	occasionally	occationally	occasionaly

A B C D

- 6)

A	B	C	D
guarentee	garuantee	guarantee	garanttee

A B C D

- 7)

A	B	C	D
easiley	easely	easaly	easily

A B C D

- 8)

A	B	C	D
committee	comittee	commitee	comitee

A B C D

- 9)

A	B	C	D
amater	amateur	amatueur	amatuer

A B C D

- 10)

A	B	C	D
waether	whaether	wether	weather

A B C D

- 11)

A	B	C	D
likely	likley	likelly	likeley

A B C D

- 12)

A	B	C	D
impliment	implament	implement	implemment

A B C D

- 13)

A	B	C	D
cemetery	cemetary	cemmetery	cemettery

A B C D

- 14)

A	B	C	D
miselaneous	misellaneous	miscelaneous	miscellaneous

A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Spelling

- 15)

A	B	C	D
suficient	sufficient	suffisient	sufficeint

 A B C D
- 16)

A	B	C	D
recieve	receieve	receive	resieve

 A B C D
- 17)

A	B	C	D
opportunity	oppottunity	oportunity	opportunety

 A B C D
- 18)

A	B	C	D
necessety	neccessity	necessity	necesety

 A B C D
- 19)

A	B	C	D
collectible	collectabel	collecteble	colectable

 A B C D
- 20)

A	B	C	D
defendent	defendant	deffendant	deffendent

 A B C D
- 21)

A	B	C	D
floreseant	fluoesent	flurescent	fluorescent

 A B C D
- 22)

A	B	C	D
insurance	insurrance	insurence	insuranse

 A B C D
- 23)

A	B	C	D
medecine	medicine	medisine	medicin

 A B C D
- 24)

A	B	C	D
guardian	gardian	gardien	guardien

 A B C D
- 25)

A	B	C	D
existance	existanse	existence	existanse

 A B C D
- 26)

A	B	C	D
drunkeness	drunkanness	drunkenness	drunkaness

 A B C D
- 27)

A	B	C	D
bargan	bargen	bargein	bargain

 A B C D
- 28)

A	B	C	D
accumulate	acumulate	accummulate	acummlate

 A B C D
- 29)

A	B	C	D
utilizasion	utillization	utilization	utillization

 A B C D
- 30)

A	B	C	D
tommorrow	tomorrow	tomorow	tommorow

 A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Spelling

- 31)

A	B	C	D
scarry	scary	scarey	scarrey

 A B C D
- 32)

A	B	C	D
particuler	particuller	particular	particullar

 A B C D
- 33)

A	B	C	D
noticeable	noticable	noticeble	noticeible

 A B C D
- 34)

A	B	C	D
challenge	challange	chalenge	chalange

 A B C D
- 35)

A	B	C	D
posibility	posability	possibility	possebility

 A B C D
- 36)

A	B	C	D
simultaneous	simulteneous	simultaneous	simultanious

 A B C D
- 37)

A	B	C	D
tempramental	temperamental	tempremental	temperemental

 A B C D
- 38)

A	B	C	D
worthwile	wortwhile	worthewhile	worthwhile

 A B C D
- 39)

A	B	C	D
climbed	climed	climmed	cliemed

 A B C D
- 40)

A	B	C	D
exhaust	exahust	ecshhaust	exhaust

 A B C D
- 41)

A	B	C	D
feulling	fueling	fuelling	feuelling

 A B C D
- 42)

A	B	C	D
higiene	hygiene	hygeine	higeine

 A B C D
- 43)

A	B	C	D
intellegence	intelligance	intelligence	intellegance

 A B C D
- 44)

A	B	C	D
sacrifice	sacrefice	sacrifise	sacrefise

 A B C D
- 45)

A	B	C	D
omited	omitted	ommitted	ommitted

 A B C D
- 46)

A	B	C	D
releiving	relieving	relleiving	relieving

 A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Spelling

- 47)

A	B	C	D
warrent	warrant	warant	warent

 A B C D
- 48)

A	B	C	D
condescend	condesend	condecend	condasend

 A B C D
- 49)

A	B	C	D
financailly	financially	financially	finanshially

 A B C D
- 50)

A	B	C	D
humorus	humourous	humorous	humouros

 A B C D
- 51)

A	B	C	D
lonliness	lonleyness	lonelyness	loneliness

 A B C D
- 52)

A	B	C	D
incidentally	incidentalaly	incidenetally	incidentelly

 A B C D
- 53)

A	B	C	D
basicaly	basically	basicelly	basicalley

 A B C D
- 54)

A	B	C	D
aquitted	acquitted	aquited	aquittid

 A B C D
- 55)

A	B	C	D
absense	absanse	absence	absance

 A B C D
- 56)

A	B	C	D
pronunciation	pronunsiation	pronunciasion	prenunciasion

 A B C D
- 57)

A	B	C	D
performence	performance	performanse	performense

 A B C D
- 58)

A	B	C	D
ocurrence	ocurence	occurrence	ocurence

 A B C D
- 59)

A	B	C	D
mischievous	mischeivous	mischievius	mischeivios

 A B C D
- 60)

A	B	C	D
physisian	physician	pysician	pysichian

 A B C D
- 61)

A	B	C	D
millennium	milennium	millenium	milenium

 A B C D
- 62)

A	B	C	D
continous	continuos	continuous	contineous

 A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Spelling

- 63)

A	B	C	D
vigilent	vigillent	viligant	vigilant

 A B C D
- 64)

A	B	C	D
posessive	possessive	posesive	possesive

 A B C D
- 65)

A	B	C	D
encouraging	encoureging	encoureaging	encoraging

 A B C D
- 66)

A	B	C	D
equivelent	equivalant	equivalent	equivelant

 A B C D
- 67)

A	B	C	D
outragous	outrageos	outrageous	outrajious

 A B C D
- 68)

A	B	C	D
preceding	precceding	preceeding	priceeding

 A B C D
- 69)

A	B	C	D
stubbornness	stubornness	stubornness	stubbornness

 A B C D
- 70)

A	B	C	D
apparrent	apparent	aparrent	apparant

 A B C D
- 71)

A	B	C	D
opponent	oppoent	opponant	opponnent

 A B C D
- 72)

A	B	C	D
stratigy	stratagy	stratergy	strategy

 A B C D
- 73)

A	B	C	D
reservior	resevoir	reservoir	resavoir

 A B C D
- 74)

A	B	C	D
lightening	lighterning	lightning	lightnning

 A B C D
- 75)

A	B	C	D
exceed	exceed	exceed	exseed

 A B C D

End of Verbal Ability—Spelling Test 1

<i>Answers</i>							
1)	A		31)	B		61)	A
2)	D		32)	C		62)	C
3)	C		33)	A		63)	D
4)	B		34)	A		64)	B
5)	B		35)	C		65)	A
6)	C		36)	C		66)	C
7)	D		37)	B		67)	C
8)	A		38)	D		68)	A
9)	B		39)	A		69)	A
10)	D		40)	D		70)	B
11)	A		41)	C		71)	A
12)	C		42)	B		72)	D
13)	A		43)	C		73)	C
14)	D		44)	A		74)	C
15)	B		45)	B		75)	A
16)	C		46)	D			
17)	A		47)	B			
18)	C		48)	A			
19)	A		49)	B			
20)	B		50)	C			
21)	D		51)	D			
22)	A		52)	A			
23)	B		53)	B			
24)	A		54)	B			
25)	C		55)	C			
26)	C		56)	A			
27)	D		57)	B			
28)	A		58)	C			
29)	C		59)	A			
30)	B		60)	B			

Verbal Aptitude—Word Meaning

Word meaning questions are designed to measure your vocabulary, specifically your understanding of word meanings. To achieve this, the questions focus on the relationships between words and the questions are phrased such that you need to know the precise meaning of the words given in order to select the correct answer. These types of question appear in all levels of verbal ability tests.

Word Meaning		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative		Y	Y	Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

These questions often use synonyms and antonyms (words which have either the same or opposite meanings), dictionary definitions and word pairs. Another type of word meaning question uses words which sound similar but have different meanings. These are called homophones and an example would be the words ‘allude’ and ‘elude’. ‘Allude’ means ‘referred’ and ‘elude’ means ‘escaped from’. Once again, the test designer needs to choose common homophones which are in regular use and this leaves a relatively restricted list to choose from.

Test 1—40 Questions

Instructions: Answer as many questions as you can in 10 minutes. Circle the letter on the right which corresponds to the correct answer.

1) Which word does not have a similar meaning to - **outcome**

A	B	C	D
affect	result	upshot	effect

A B C D

2) Which word does not have a similar meaning to - **comprise**

A	B	C	D
compose	cover	contain	encompass

A B C D

3) Which word does not have a similar meaning to - **energize**

A	B	C	D
rejuvenate	strengthen	enervate	uplift

A B C D

4) Which word does not have a similar meaning to - **populated**

A	B	C	D
crowded	packed	populous	populace

A B C D

5) Which word does not have a similar meaning to - **condemn**

A	B	C	D
critique	disparage	criticize	censure

A B C D

6) Which word does not have a similar meaning to - **amiss**

A	B	C	D
improper	unsuitable	avoid	incorrect

A B C D

7) Which word does not have a similar meaning to - **except**

A	B	C	D
bar	accept	exclude	ban

A B C D

8) Which word does not have a similar meaning to - **rudimentary**

A	B	C	D
basic	elementary	simple	mature

A B C D

Verbal Aptitude – Word Meaning

9) Which word does not have a similar meaning to - **equanimity**

A	B	C	D
contradictory	self-control	calmness	poise

A B C D

10) Which word does not have a similar meaning to - **recalcitrant**

A	B	C	D
obstinate	pessimistic	intractable	disobedient

A B C D

11) Which word means - **tuneful; compatible; marked by agreement**

A	B	C	D
inclusive	harmonious	saturated	lucid

A B C D

12) Which word means - **with passionate or intense feelings**

A	B	C	D
temperamental	transitory	disconsolate	ardent

A B C D

13) Which word means - **to accumulate; to gather**

A	B	C	D
abjure	assess	amass	deliberate

A B C D

14) Which word means - **unjustifiably malicious; immoral; unmanageable**

A	B	C	D
wanton	diffident	barren	trite

A B C D

15) Which word means - **continuous; eternal; never ceasing**

A	B	C	D
indistinct	perpetual	vigilant	imperturbable

A B C D

16) Which word means - **to emerge; to issue; to emit**

A	B	C	D
emanate	infuse	quibble	tirade

A B C D

17) Which word means - **to deter; to discourage**

A	B	C	D
empathize	diminish	appreciate	daunt

A B C D

Verbal Aptitude—Word Meaning

18) Which word means - **to replace; to usurp**

A	B	C	D
sheathe	grieve	supplant	mark

A B C D

19) Which word means - **to fall; to flow, to pour**

A	B	C	D
babble	counter	proceed	cascade

A B C D

20) Which word means - **to make better; to improve**

A	B	C	D
advance	rearrange	eradicate	emasculate

A B C D

21) Choose the word most similar in meaning to - **perplex**

A	B	C	D
dither	affiliate	discomfit	reiterate

A B C D

22) Choose the word most similar in meaning to - **contradict**

A	B	C	D
gainsay	oppose	disparage	tarnish

A B C D

23) Choose the word most similar in meaning to - **argumentative**

A	B	C	D
strident	confrontational	irreverent	vociferous

A B C D

24) Choose the word most similar in meaning to - **expedite**

A	B	C	D
beckon	exterminate	disrespect	facilitate

A B C D

25) Choose the word most similar in meaning to - **condescend**

A	B	C	D
criticize	usurp	patronize	contribute

A B C D

26) Choose the word most similar in meaning to - **suffuse**

A	B	C	D
overspread	shrink	obstruct	renounce

A B C D

Verbal Aptitude—Word Meaning

27) Choose the word most similar in meaning to - **aggrandize**

A	B	C	D
presume	understand	exaggerate	appease

A B C D

28) Choose the word most similar in meaning to - **sodden**

A	B	C	D
saturated	incomplete	worthless	rudimentary

A B C D

29) Choose the word most similar in meaning to - **stability**

A	B	C	D
complicity	veracity	conspiracy	homeostasis

A B C D

30) Choose the word most similar in meaning to - **eject**

A	B	C	D
misrepresent	oust	renounce	thrive

A B C D

31) Choose the word most nearly opposite in meaning to - **fecund**

A	B	C	D
productive	abundant	barren	unfriendly

A B C D

32) Choose the word most nearly opposite in meaning to - **tawdry**

A	B	C	D
prosperous	clean	privileged	tasteful

A B C D

33) Choose the word most nearly opposite in meaning to - **pragmatic**

A	B	C	D
irrational	impractical	exuberant	realistic

A B C D

34) Choose the word most nearly opposite in meaning to - **absolve**

A	B	C	D
condemn	pardon	free	exonerate

A B C D

35) Choose the word most nearly opposite in meaning to - **exigent**

A	B	C	D
strenuous	light	easy	difficult

A B C D

Verbal Aptitude—Word Meaning

36) Choose the word most nearly opposite in meaning to - **timorous**

A	B	C	D
brave	ambiguous	perceptive	comprehending

A B C D

37) Choose the word most nearly opposite in meaning to - **arrogate**

A	B	C	D
commandeer	seize	defeat	surrender

A B C D

38) Choose the word most nearly opposite in meaning to - **pious**

A	B	C	D
arrogant	irreverent	wealthy	moral

A B C D

39) Choose the word most nearly opposite in meaning to - **turbid**

A	B	C	D
pretentious	dull	clear	opaque

A B C D

40) Choose the word most nearly opposite in meaning to - **ambiguous**

A	B	C	D
tentative	obvious	vague	uncertain

A B C D

End of Verbal Ability—Word Meaning Test 1

<i>Answers</i>							
1)	A		16)	A		31)	C
2)	A		17)	D		32)	D
3)	C		18)	C		33)	B
4)	D		19)	D		34)	A
5)	A		20)	A		35)	C
6)	C		21)	C		36)	A
7)	B		22)	A		37)	D
8)	D		23)	B		38)	B
9)	A		24)	D		39)	C
10)	B		25)	C		40)	B
11)	B		26)	A			
12)	D		27)	C			
13)	C		28)	A			
14)	A		29)	D			
15)	B		30)	B			

Verbal Aptitude—Word Relationships

These questions assess your ability to identify the relationship between words and to then apply this verbal analogy. For example, you may be given a group of words and asked to identify the relationship between the words in this group. You can then select the word from the answer option which best fits with the group.

1) capital, arch, column

A	B	C	D
pilaster	edifice	bridge	temple

In the example above, capital, arch, column are all architectural features which can be found on buildings. Answer A is obviously the only word in the answer group which shares these characteristics.

Word Relationship		Operatives	Supervisory	Management
Craft & Technical			Y	Y
Clerical & Administrative			Y	Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

These types of question appear in nearly all levels of verbal ability tests.

Test 1—30 Questions

Instructions: Answer as many questions as you can in 15 minutes. Circle the letter on the right which corresponds to the best answer.

1) medicine is to illness as law is to -----

A	B	C	D
anarchy	discipline	treason	etiquette

A B C D

2) square is to cube as circle is to -----

A	B	C	D
round	ball	pi	sphere

A B C D

3) king is to throne as judge is to -----

A	B	C	D
lawyer	bench	court	trial

A B C D

4) nib is to pen as lens is to -----

A	B	C	D
seeing	glass	focus	telescope

A B C D

5) settlement is to injury as pension is to -----

A	B	C	D
pensioner	maturity	retirement	age

A B C D

6) paper is to tree as glass is to -----

A	B	C	D
clear	sand	window	stone

A B C D

7) see is to look as feel is to -----

A	B	C	D
sense	nerve	hand	touch

A B C D

8) court is to judge as classroom is to -----

A	B	C	D
teacher	school	learning	pupil

A B C D

9) water is to pump as blood is to -----

A	B	C	D
artery	vein	heart	flow

A B C D

10) machine is to mechanic as patient is to -----

A	B	C	D
dentist	hospital	disease	ward

A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Word Relationships

Instruction: Identify the relationship between the word pair in the question.
Circle the answer where the word pair shown has the most similar relationship.

11) levee : flood

A	B	C	D
dam : lake	armour : helmet	helmet : injury	water : tide

A B C D

12) colour : spectrum

A	B	C	D
verse : rhyme	tone : scale	noise : waves	waves : sound

A B C D

13) extort : obtain

A	B	C	D
purify : strain	steal : borrow	explode : ignite	pilfer : steal

A B C D

14) heel : foot

A	B	C	D
beam : ship	hand : palm	stern : boat	cruiser : vessel

A B C D

15) slight : hurt

A	B	C	D
lag : tardiness	sound : noise	time : lateness	blind : light

A B C D

16) lethargy : tonic

A	B	C	D
revival : living	ill : recovery	cure : fix	toxin : antidote

A B C D

17) billy : nanny

A	B	C	D
cow : bull	lord : lady	silly : sally	cow : calf

A B C D

18) blade : slice

A	B	C	D
dig : shovel	spade : hole	bit : drill	iron : grid

A B C D

19) note : bar

A	B	C	D
word : sentence	writing : paper	picture : pencil	word : letter

A B C D

20) fleeting : evaporate

A	B	C	D
pliant : yield	clear : penetrate	hard : struggle	illusory : exist

A B C D

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Verbal Aptitude—Word Relationships

Instruction: Identify the relationship between the word group in the question.
Circle the answer which fits best with the group.

21) barber, florist, draper

A	B	C	D
flower	cloth	milliner	hair

A B C D

22) alps, pennines, pyrenees

A	B	C	D
rockies	dolomites	urals	himalayas

A B C D

23) throw, volley, sling

A	B	C	D
hurl	grab	seize	catch

A B C D

24) pine, fir, cypress

A	B	C	D
mahogany	oak	spruce	teak

A B C D

25) wool, silk, leather

A	B	C	D
cotton	nylon	linen	fur

A B C D

26) bourbon, whisky, gin

A	B	C	D
beer	vodka	wine	lager

A B C D

27) capital, arch, column

A	B	C	D
pilaster	edifice	bridge	temple

A B C D

28) bright, gleaming, brilliant

A	B	C	D
vigorous	energetic	radiant	lively

A B C D

29) vulture, hyena, crow

A	B	C	D
dolphin	maggot	eagle	tiger

A B C D

30) ounce, stone, pound

A	B	C	D
kilogramme	tonne	penny	dram

A B C D

End of Verbal Ability—Word Relationship Tests 1

Verbal Aptitude—Word Relationships

<i>Answers</i>							
1)	A		11)	C		21)	C
2)	D		12)	B		22)	B
3)	B		13)	D		23)	A
4)	D		14)	C		24)	C
5)	C		15)	A		25)	D
6)	B		16)	D		26)	B
7)	D		17)	B		27)	A
8)	A		18)	C		28)	C
9)	C		19)	A		29)	B
10)	A		20)	A		30)	D

Verbal Aptitude—Verbal Comprehension

Comprehension questions consist of a short passage of text and some related questions. They will often be about a topic which is unfamiliar to you, but this is an advantage rather than a disadvantage because you need to answer the questions based only on the information that you are given—not using any knowledge that you already have.

You should read through each passage and evaluate the statements which follow it according to these rules below. Remember to answer the questions based only on the information that you are given.

True—The statement is true given the information in the passage.

False—The statement is false given the information in the passage.

Can't Say—There is insufficient information to say whether the statement is true or false.

Comprehension		Operatives	Supervisory	Management
Craft & Technical			Y	Y
Clerical & Administrative			Y	Y
Police, Fire, Military etc.	Y			
Management Trainee	Y			
Graduate & Professional	Y			

These types of question appear in all levels of verbal ability tests but may be more detailed and technical in graduate and management level tests.

Most people find that the best way to tackle these questions is to scan the text fairly quickly to get the general idea and then to attempt each question in turn, referring back to the appropriate part of the text. This is obviously more important when the passage of test is fairly lengthy and complex.

Verbal Aptitude—Verbal Comprehension

Test 1—20 Questions

Instructions: Answer as many questions as you can in 10 minutes. Read through each passage and evaluate the statements which follow it according to the rules below.

True—The statement is **true** given the information in the passage.

False—The statement is **false** given the information in the passage.

Can't Say—There is **insufficient information** to say whether the statement is true or false.

Circle the letter on the right which corresponds to the correct answer.

Passage 1:

There are seven species of deer living wild in Britain. The Red Deer and the Roe Deer are native species. Fallow Deer were introduced by the Romans and, since the seventeenth century, have been joined by three other non-native species: Sika, Muntjac and Chinese Water Deer the ancestors of which have escaped from parks. In addition, a herd of Reindeer was established in Scotland in 1952. Most of the Red Deer in Britain are found in Scotland, but there are significant wild populations in south-west and north-west England, East Anglia and the north Midlands. Red deer can interbreed with the introduced Japanese Sika deer and in some areas, hybrids are common.

- 1) All of the Red Deer in Britain are found in Scotland.

A	B	C
True	False	Can't Say

A B C

- 2) Red Deer can interbreed with Fallow Deer.

A	B	C
True	False	Can't Say

A B C

- 3) The Fallow Deer is not native to Britain.

A	B	C
True	False	Can't Say

A B C

- 4) There are no Reindeer in England.

A	B	C
True	False	Can't Say

A B C

- 5) All of the Muntjac in England have escaped from parks.

A	B	C
True	False	Can't Say

A B C

Verbal Aptitude—Verbal Comprehension

Passage 2:

Glaciers begin to form where snow remains year-round and enough of it accumulates to transform into ice. New layers of snow compress the previous layers and this compression forces the icy snow to re-crystallize, forming grains similar in size and shape to cane sugar. Gradually the grains grow larger and the air pockets between the grains get smaller, meaning that the snow slowly becomes more dense. After about two winters, the snow turns into firn, an intermediate state between snow and ice. Over time the larger ice crystals become more compressed and even denser, this is known as glacial ice. Glacial ice, because of its density and ice crystals, often takes a bluish or even green hue.

- 6) Glaciers cannot form where snow does not remain all year round.

A	B	C
True	False	Can't Say

A B C

- 7) Firn is less dense than snow but more dense than ice.

A	B	C
True	False	Can't Say

A B C

- 8) Glacial ice is always greenish or bluish in color.

A	B	C
True	False	Can't Say

A B C

- 9) Snow falls every year in areas where glaciers form.

A	B	C
True	False	Can't Say

A B C

- 10) The increase in density is caused by the grains becoming smaller.

A	B	C
True	False	Can't Say

A B C

Verbal Aptitude—Verbal Comprehension

Passage 3:

The refectory opens at 6:30 a.m. to serve breakfast which must be ordered by 9:30 a.m. Lunch is served between 11:45 a.m. and 2:30 p.m. Dinner is served between 6:00 p.m. and 8:30 p.m. Guests can be accommodated at lunchtimes and dinnertimes provided that 24 hours notice has been given. Vegetarian options are always available but vegans should notify the catering coordinator at the beginning of each term as should anyone with special dietary requirements. This includes nut, gluten and soybean allergies etc.

- 11) You can order lunch at 9:45 a.m. if you wish.

A	B	C
True	False	Can't Say

A B C

- 12) Guests cannot be accommodated at breakfast time.

A	B	C
True	False	Can't Say

A B C

- 13) Vegetarians should notify the catering coordinator.

A	B	C
True	False	Can't Say

A B C

- 14) Someone allergic to eggs should notify the catering coordinator.

A	B	C
True	False	Can't Say

A B C

- 15) Dinner can be ordered before 6:00 p.m.

A	B	C
True	False	Can't Say

A B C

Verbal Aptitude—Verbal Comprehension

Passage 4:

A power of attorney or letter of attorney in common law systems or mandate in civil law systems is an authorization to act on someone else’s behalf in a legal or business matter. The person authorizing the other to act is the “principal” or “grantor”, and the one authorized to act is the “agent” or “attorney-in-fact”. The attorney-in-fact acts “in the principal’s name,” signing the principal’s name to documents and filing suit with the principal’s name as plaintiff, for example.

As one kind of agent, an attorney-in-fact is a fiduciary for the principal, so the law requires an attorney-in-fact to be completely honest with and loyal to the principal in their dealings with each other. If the attorney-in-fact is being paid to act for the principal, the contract is a separate matter from the power of attorney itself, so if that contract is in writing, it is a separate document, kept private between them, whereas the power of attorney is intended to be shown to various other people.

The power of attorney may be oral, such as asking someone else to sign your name on a cheque because your arm is broken, or may be in writing. Many institutions, such as hospitals, banks, and the I.R.S., require a power of attorney to be in writing before they will honor it, and they usually want to keep an original for their records.

16) The agent grants the principal the power to act on behalf of the grantor.

A	B	C
True	False	Can't Say

A B C

17) All contracts between the principal and the agent must be made public.

A	B	C
True	False	Can't Say

A B C

18) The power of attorney may be granted verbally.

A	B	C
True	False	Can't Say

A B C

19) Only a legal professional can be granted the power of attorney.

A	B	C
True	False	Can't Say

A B C

20) In civil law systems the power of attorney is referred to as a mandate.

A	B	C
True	False	Can't Say

A B C

End of Verbal Ability—Comprehension Test 1

Verbal Aptitude—Verbal Comprehension

Answers							
1)	B		11)	C			
2)	C		12)	C			
3)	A		13)	B			
4)	C		14)	A			
5)	B		15)	C			
6)	A		16)	B			
7)	B		17)	B			
8)	B		18)	A			
9)	C		19)	C			
10)	B		20)	A			

Verbal Aptitude—Verbal Critical Reasoning

Unlike spelling, grammar, vocabulary and comprehension questions, these questions are not designed to measure your facility with the English. They are designed to test your ability to take a series of facts expressed in words and to understand and manipulate the information to solve a specific problem.

Critical Reasoning		Operatives	Supervisory	Management
Craft & Technical				Y
Clerical & Administrative				Y
Police, Fire, Military etc.				
Management Trainee	Y			
Graduate & Professional	Y			

Employers use critical reasoning questions to gain an insight into whether you have the key intellectual skills that are the foundation for success in a managerial position. Consequently, these questions are usually restricted to graduate and management level tests.

It is not always easy to assess whether someone has the ability to interpret information in an analytical way and to make sound judgements based on their conclusions. This is particularly true if individuals are applying for their first management job and do not have a track record of successful decision making.

Critical reasoning questions require you to demonstrate your ability to make logical decisions and even to recognise that insufficient data has been provided for a definitive answer to be reached, as would be the case in many real-life situations.

Verbal Aptitude—Verbal Critical Reasoning

Test 1—8 Questions

Instructions: Answer as many questions as you can in 20 minutes. Circle the letter on the right which corresponds to the correct answer.

- 1) Pedro goes either hunting or fishing every day. If it is snowing & windy then Pedro goes hunting. If it is sunny and not windy then Pedro goes fishing. Sometimes it can be snowing and sunny.

Which of the following statements must be true:

- A If it is not sunny and it is snowing then Pedro goes hunting.
- B If it is windy and Pedro does not go hunting then it is not snowing.
- C If it is windy and not sunny then Pedro goes hunting.
- D If it is windy and sunny then Pedro goes hunting.
- E If it is snowing and sunny then Pedro goes hunting.

A B C D E

- 2) If Judy comes to the party then Sally leaves the party. If Sally leaves then either Christine or Clara ask Philip to dance. If Philip is asked to dance by either Christine or Clara and Sally leaves the party, Philip accepts. If Philip is asked to dance by either Christine or Clara and Sally does not leave the party, Philip does not accept.

If Sally does not leave the party, which of the following statements can be logically deduced from the information above?

- A Christine asks Philip to dance.
- B Clara asks Philip to dance.
- C Judy does not come to the party.
- D Philip dances with either Christine or Clara.
- E Philip leaves the party.

A B C D E

- 3) The cost of manufacturing tractors in Korea is twenty percent less than the cost of manufacturing tractors in Germany. Even after transportation fees and import taxes are added, it is still cheaper to import tractors from Korea to Germany than to produce tractors in Germany.

Which of the following assertions is best supported by this information?

- A Labor costs in Korea are twenty percent below those in Germany.
- B Importing tractors into Germany will eliminate twenty percent of the manufacturing jobs in Germany.
- C The costs of transporting a tractor from Korea to Germany is more than twenty percent of the cost of manufacturing the tractor in Korea.
- D The import taxes on a tractor imported from Korea to Germany is less than twenty percent of the cost of manufacturing the tractor in Germany.
- E It takes twenty percent less time to make a tractor in Korea than it does in Germany.

A B C D E

Verbal Aptitude—Verbal Critical Reasoning

- 4) In 1695 about 11,400 doctors who had treated plague sufferers died and about 23,670 doctors who had not treated plague sufferers died. On the basis of these figures, it can be concluded that it was more dangerous for doctors not to participate in the treatment of plague sufferers than it was for them to participate in it.

Which of the following statements would cast most doubt on the conclusion above?

- A Expressing the difference between the numbers of deaths among doctors who had treated plague sufferers and doctors who had not treated plague suffers as a percentage of the total number of deaths.
- B Examining the death rates for doctors in the years before and after 1695.
- C Separating deaths due to natural causes during the treatment of plague suffers from deaths caused by other causes.
- D Comparing death rates per thousand members of each group rather than comparing total numbers of deaths.
- E The figures quoted may vary by plus or minus ten percent from the actual figures.

A B C D E

- 5) There are 900 bottles to be filled. Jim and Molly working independently but at the same time take 30 minutes to fill the bottles. How long should it take Molly working by herself to fill the bottles?

Statement 1 - Molly fills half as many bottles as Jim.
Statement 2 - Jim would take 45 minutes by himself.

Which of the statements above make it possible to answer the question.

- 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.

A B C D E

- 6) There are two valves at the bottom of a water tank which allow the tank to be drained. If both valves are opened, how long will it take before the tank is empty?

Statement 1 - If only valve 1 is opened, the tank will be empty in 10 minutes.
Statement 2 - If only valve 2 is opened, the tank will be empty in 20 minutes.

Which of the statements above make it possible to answer the question.

- 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.

A B C D E

Verbal Aptitude—Verbal Critical Reasoning

- 7) Oil filters are packed in individual boxes which are then packed into a larger cubic transport boxes. How many transport boxes of oil filters will fit into the cargo area of a lorry?

Statement 1 - Each transport box measures 50cm x 50cm x 50cm.
Statement 2 - The length and the breadth of the cargo area is 10m and 3m.

Which of the statements above make it possible to answer the question.

- 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.

A B C D E

- 8) Of the teams competing in the world archery championships, twenty percent are from Europe. Half as many are from the United States and one twentieth are from Africa. What fraction of teams are from neither Europe, the US or Africa.

- A 13/20
- B 15/20
- C 13/15
- D 17/20
- E 13/17

A B C D E

End of Verbal Ability—Critical Reasoning Test 1

Verbal Aptitude—Verbal Critical Reasoning

<i>Answers</i>							
1)	B						
2)	C						
3)	D						
4)	D						
5)	D						
6)	C						
7)	E						
8)	A						

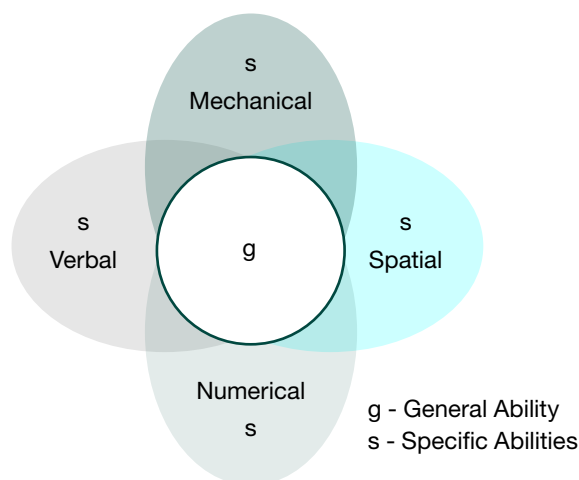
Abstract Reasoning

The aptitudes and abilities measured by verbal and numeric reasoning tests can easily be related to real world tasks and jobs, as many jobs require some degree of skill with words and numbers. Abstract reasoning tests on the other hand, seem to consist of questions which have little or no application in the real world. Yet these types of question appear in most graduate and management aptitude tests. Why is this?

Abstract reasoning tests date back to the research done by the psychologist Charles Spearman in the 1920's. Spearman used a statistical technique called factor analysis to examine relationships between people's scores on different types of intelligence tests.

He concluded that people who do well on some intelligence tests also do well on others (e.g. vocabulary, mathematics, spatial abilities). Conversely, if people do poorly on an intelligence test, they also tended to do poorly on other intellectual tests. This led him to believe that there are one or more factors that are common to all intellectual tasks.

As a result of this research Spearman developed a two-factor theory of intelligence.



As the diagram shows, Spearman said that intelligence is mainly made up of 'g', with bright people having a lot, and dull people having less. Spearman defined 'g' as:

“the innate ability to perceive relationships and deduce co-relationships”

Abstract Reasoning

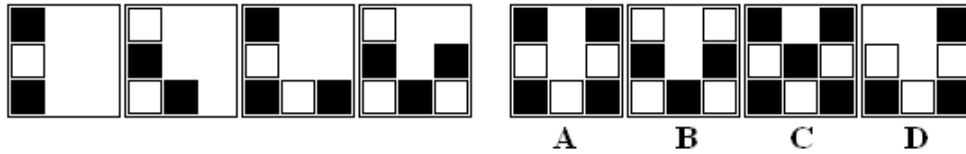
If we replace the word 'educe' with 'work out' then you can see why abstract reasoning questions are seen to be a good measure of general intelligence, as they test your ability to perceive relationships and then to work out any co-relationships without you requiring any knowledge of language or mathematics.

Abstract reasoning tests use diagrams, symbols or shapes instead of words or numbers. They involve identifying the underlying logic of a pattern and then determining the solution. Because they are visual questions and are independent of language and mathematical ability, they are considered to be an accurate indicator of your general intellectual ability as well as being 'culturally fair'.

Test 1—25 Questions

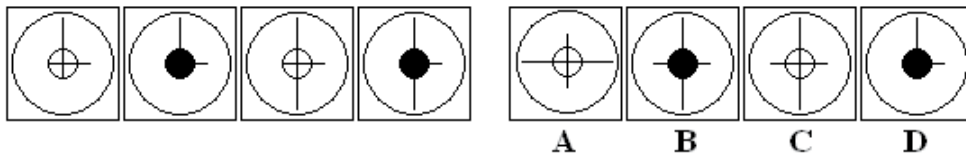
Answer as many questions as you can in 20 minutes. Circle the letter on the right which corresponds to the correct answer.

1) Which figure completes the series?



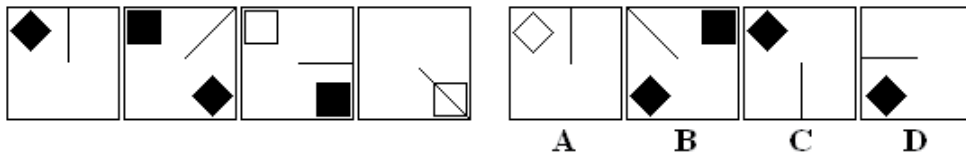
A B C D

2) Which figure completes the series?



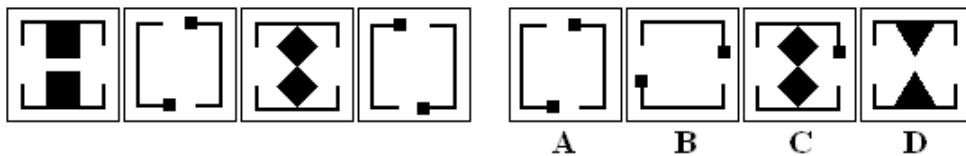
A B C D

3) Which figure completes the series?



A B C D

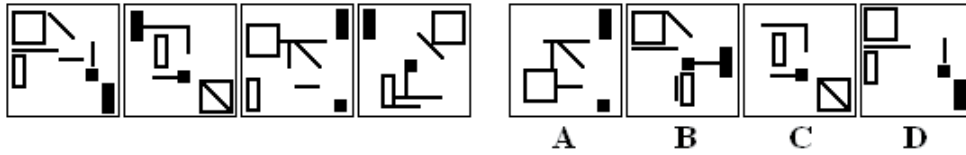
4) Which figure completes the series?



A B C D

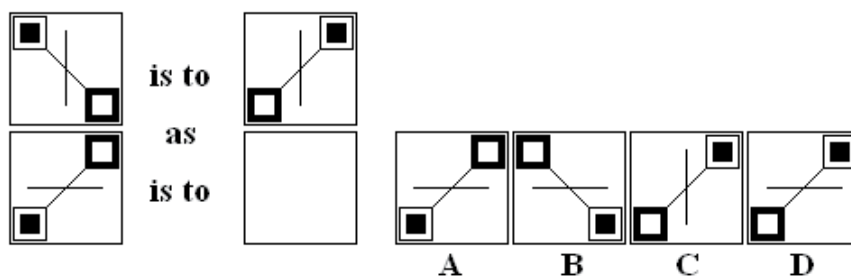
Abstract Reasoning

5) Which figure completes the series?



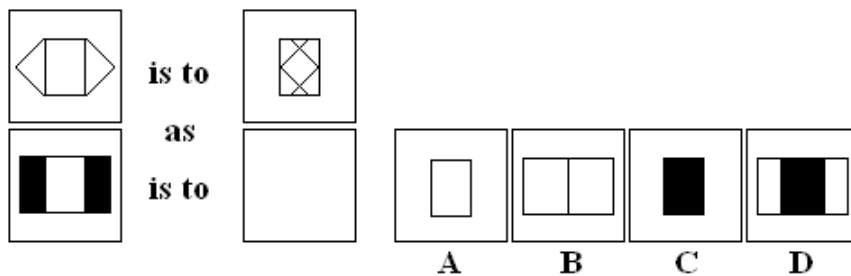
A B C D

6) Which figure completes the statement?



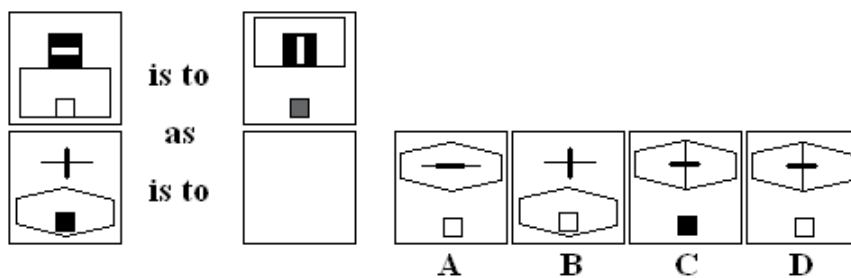
A B C D

7) Which figure completes the statement?



A B C D

8) Which figure completes the statement?



A B C D

Abstract Reasoning

9) Which figure completes the statement?

A B C D

10) Which figure completes the statement?

A B C D

11) Which figure is the odd one out?

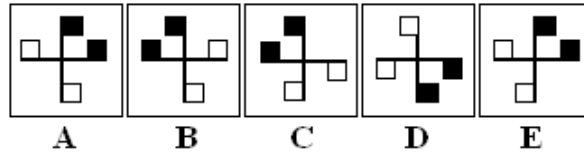
A B C D E

12) Which figure is the odd one out?

A B C D E

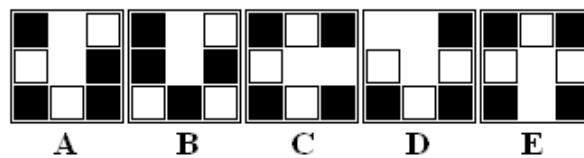
Abstract Reasoning

13) Which figure is the odd one out?



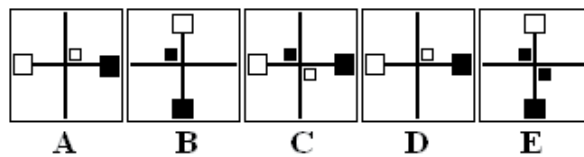
A B C D E

14) Which figure is the odd one out?



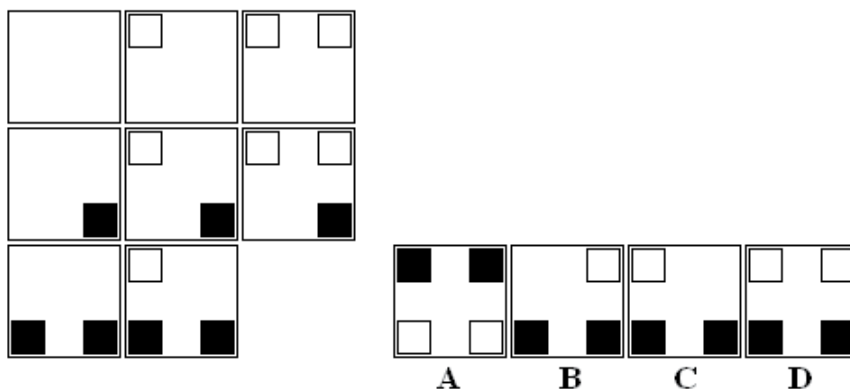
A B C D E

15) Which figure is the odd one out?



A B C D E

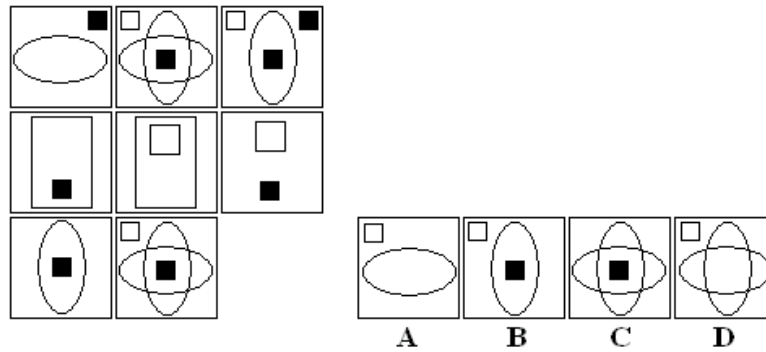
16) Which figure completes the series?



A B C D

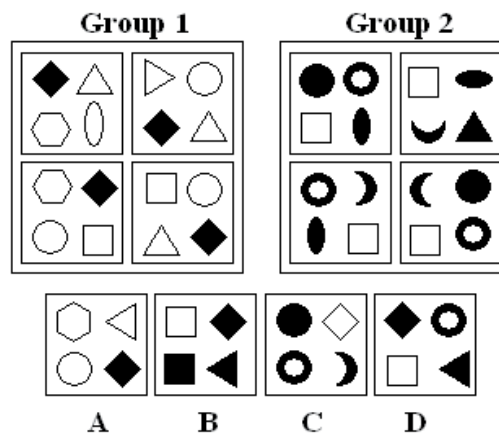
Abstract Reasoning

17) Which figure completes the series?



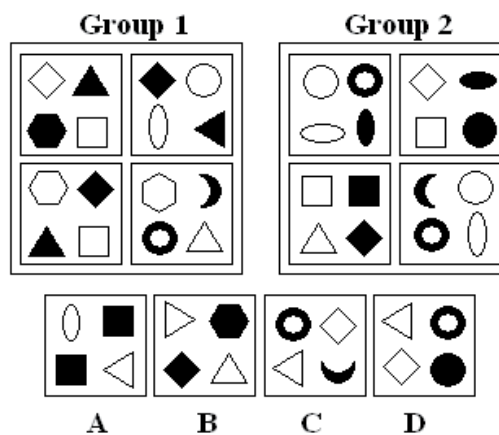
A B C D

18) Which figure belongs in neither group?



A B C D

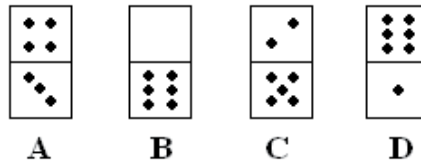
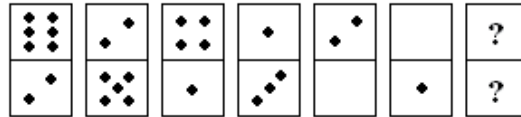
19) Which figure belongs in neither group?



A B C D

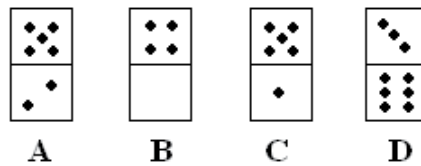
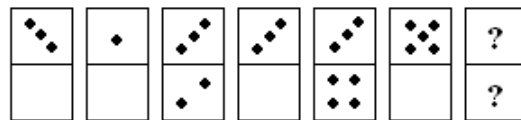
Abstract Reasoning

20) Which figure is next in the series?



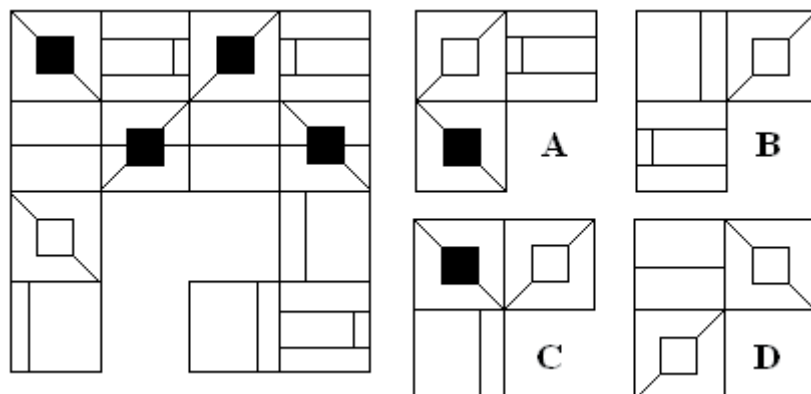
A B C D

21) Which figure is next in the series?



A B C D

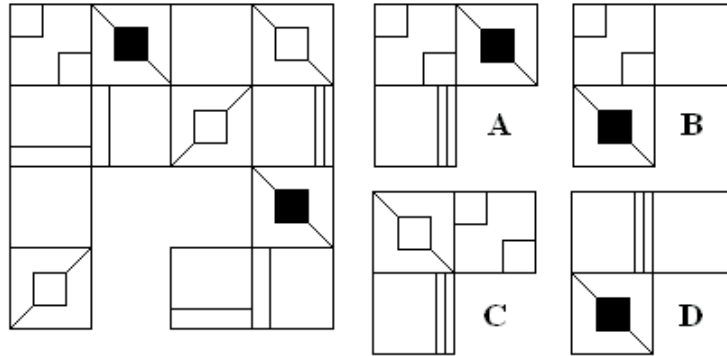
22) Which figure completes the grid?



A B C D

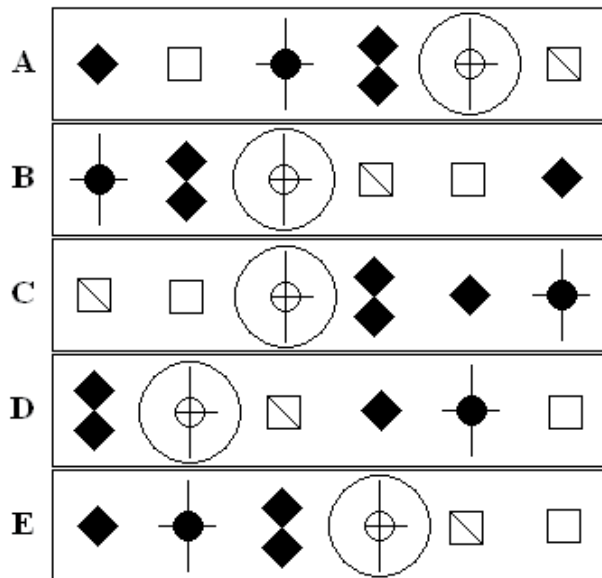
Abstract Reasoning

23) Which figure completes the grid?



A B C D

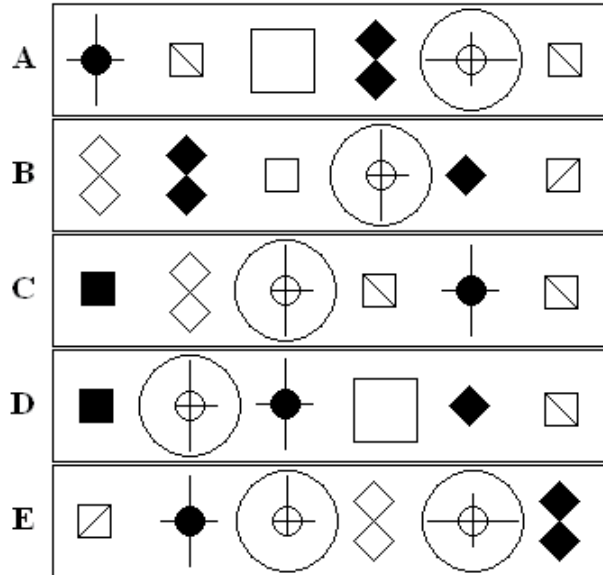
24) Which figure is the odd one out?



A B C D E

Abstract Reasoning

25) Which figure is the odd one out?



A B C D E

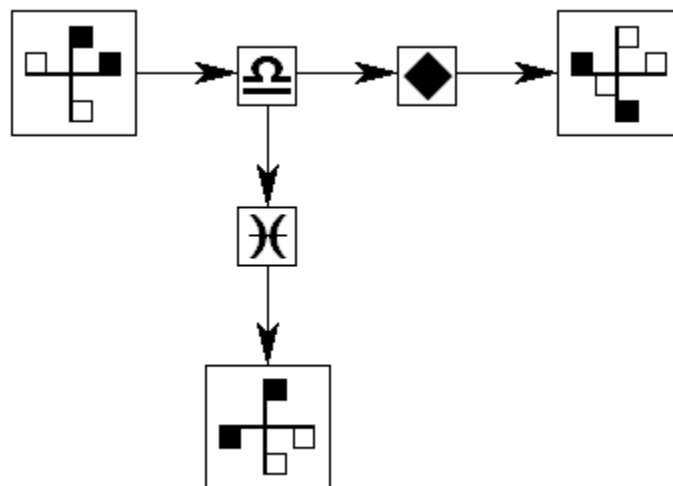
End of Abstract Reasoning—Test 1

<i>Answers</i>							
1)	A		11)	C		21)	D
2)	C		12)	D		22)	B
3)	C		13)	A		23)	C
4)	D		14)	D		24)	C
5)	B		15)	E		25)	D
6)	B		16)	D			
7)	C		17)	A			
8)	D		18)	C			
9)	A		19)	A			
10)	C		20)	B			

Diagrammatic Reasoning

















Diagrammatic reasoning tests are closely related to abstract reasoning tests. They are used to select information technology specialists who need to work through complex abstract problems in an analytical way. The questions consist of flowcharts or process diagrams, and measure your ability to follow a series of logical instructions or to infer rules presented using symbols.

These types of questions can appear in other types of test but they are particularly suited to information technology jobs because they closely mirror the way in which analysts and programmers approach software design. As such, they could be thought of as a work sample test that is independent of any particular technology or programming language.



This diagram shows ‘inputs’ and ‘outputs’ in the large boxes. The ‘operators’ or ‘processes’ are shown in the small boxes. To answer this type of question, you need to determine what effect each of the ‘operators’ or ‘processes’ is having on the ‘input’ in order to produce the ‘output’ shown.

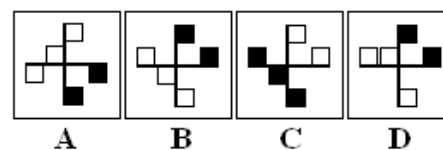
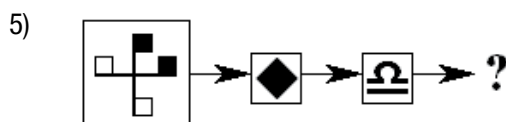
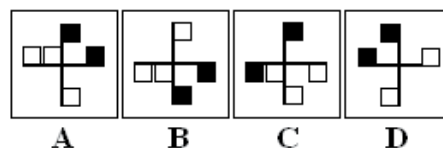
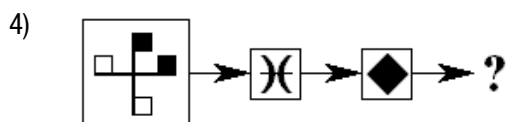
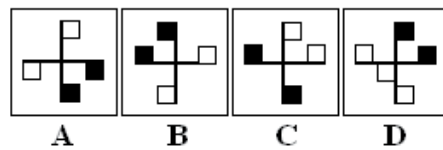
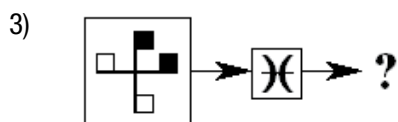
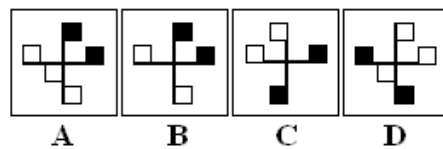
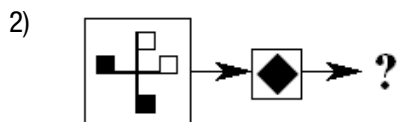
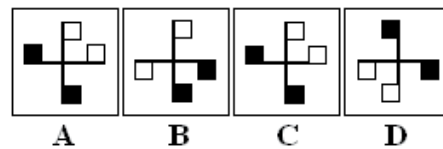
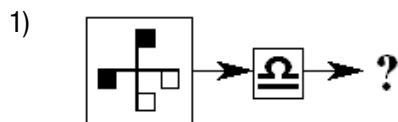
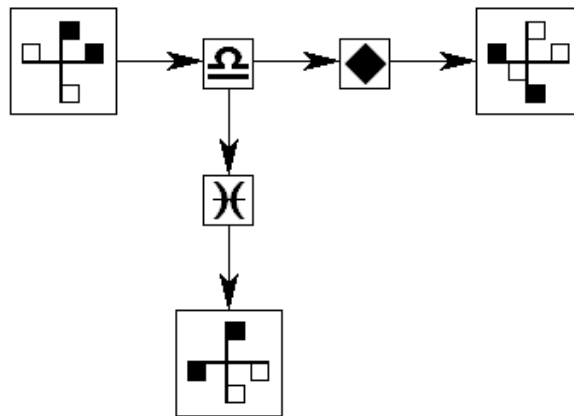
In other questions the operators may be pre-defined as in the diagram below. Each operator acts on a figure that it is attached to. The figure is shown in the square box, the operator is shown in the round-cornered box. The sequence of operations is always from top to bottom.

Operators	
 Swap with top box.	 Reverse colors e.g.   = 
 Copy to bottom box.	 Set colors to white e.g.   = 
 Swap with box above.	 Set colors to black e.g.   = 
 Copy to box below.	

This means that you need to work from top to bottom, making a note of the effect of each operator at each stage. Remember some of the operations involve changing the relative position of figures. Therefore, subsequent operations may need to be applied to the ‘new’ figure—not to the one shown.

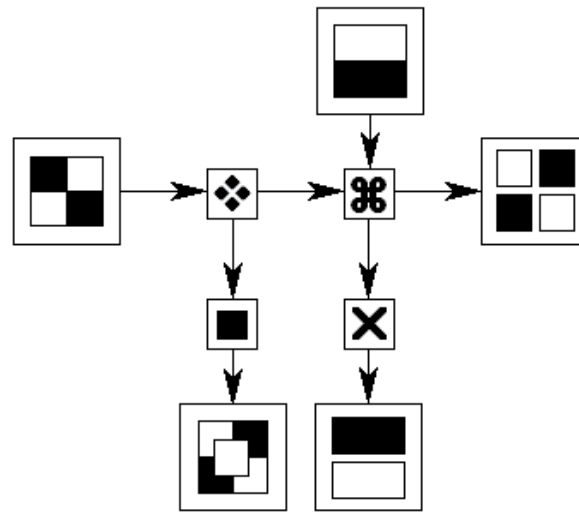
Test 1—35 Questions

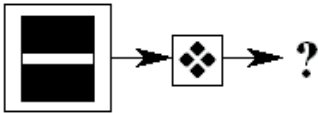
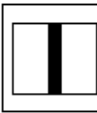

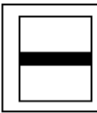
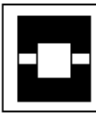
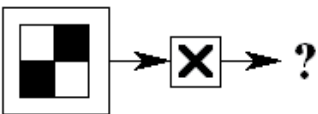

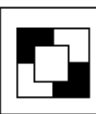

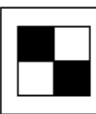
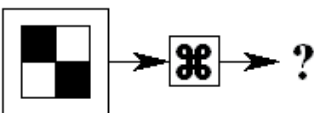
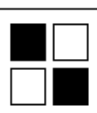



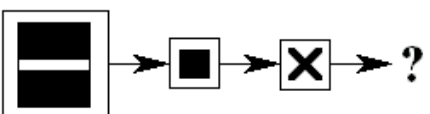

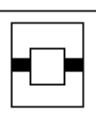

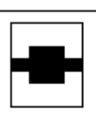
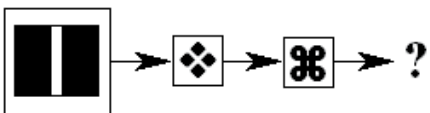
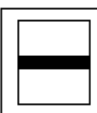


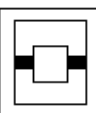
Answer as many questions as you can in 20 minutes. Circle the letter at the bottom of the page which corresponds to the correct answer.



1	2	3	4	5
A B C D	A B C D	A B C D	A B C D	A B C D

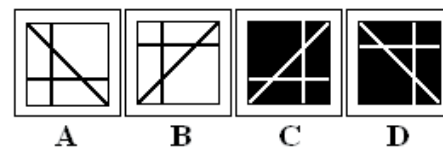
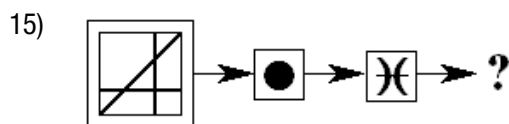
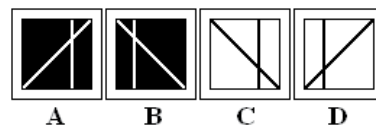
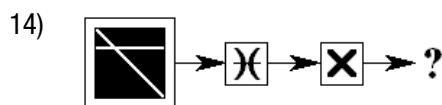
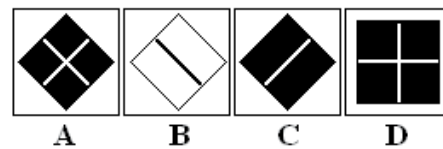
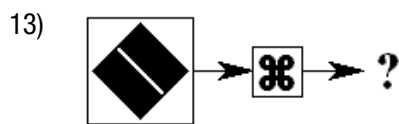
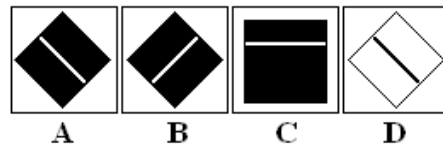
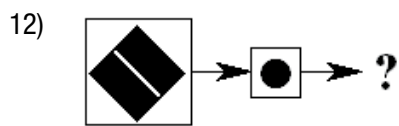
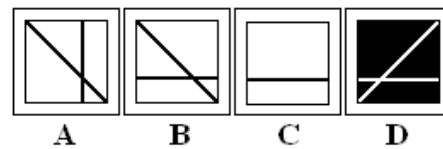
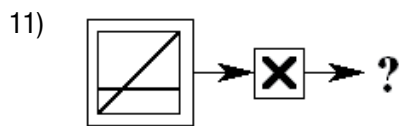
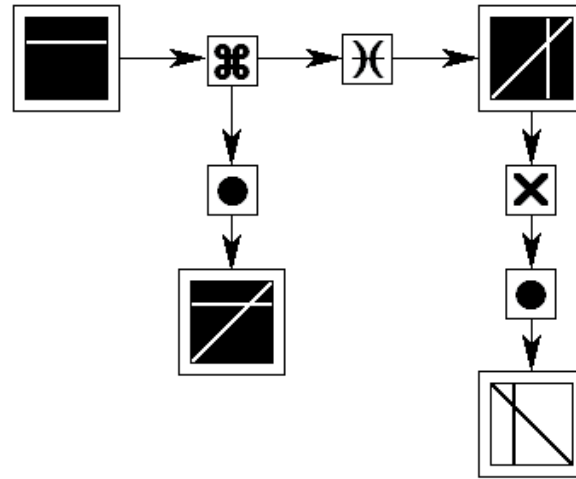
Diagrammatic Reasoning



- 6)     
- 7)     
- 8)     
- 9)     
- 10)     

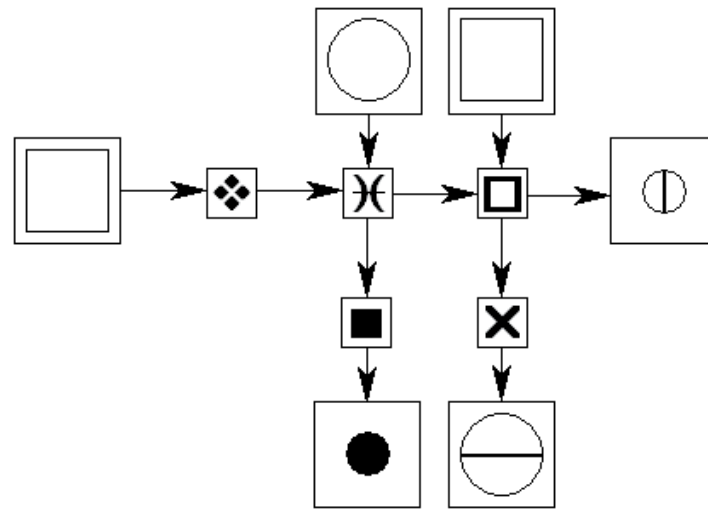
6	7	8	9	10
A B C D	A B C D	A B C D	A B C D	A B C D

Diagrammatic Reasoning



11	12	13	14	15
A B C D	A B C D	A B C D	A B C D	A B C D

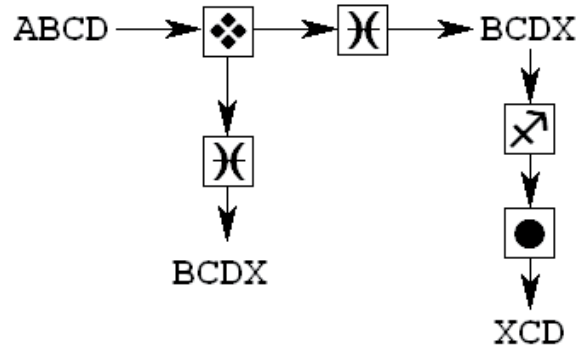
Diagrammatic Reasoning



- 16) A B C D
- 17) A B C D
- 18) A B C D
- 19) A B C D
- 20) A B C D

16	17	18	19	20
A B C D	A B C D	A B C D	A B C D	A B C D

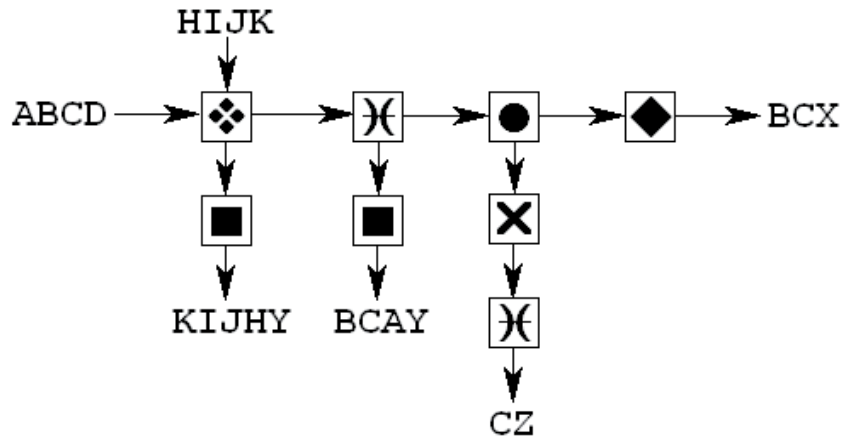
Diagrammatic Reasoning



- 21) $ABC \rightarrow \boxed{\nearrow X} \rightarrow ?$
- | | | | |
|------|-----|------|----|
| ABCX | CBA | ABCZ | AB |
| A | B | C | D |
- 22) $ABC \rightarrow \boxed{\blacklozenge} \rightarrow ?$
- | | | | |
|-----|------|----|----|
| CBA | ABCX | BC | AB |
| A | B | C | D |
- 23) $ABC \rightarrow \boxed{\bullet} \rightarrow ?$
- | | | | |
|----|-----|------|----|
| AB | CBA | ABCX | BC |
| A | B | C | D |
- 24) $ABC \rightarrow \boxed{() } \rightarrow \boxed{\nearrow X} \rightarrow ?$
- | | | | |
|-----|----|-----|-----|
| BCX | CB | ABX | CBA |
| A | B | C | D |
- 25) $ABC \rightarrow \boxed{\bullet} \rightarrow \boxed{\blacklozenge} \rightarrow ?$
- | | | | |
|-----|------|-----|------|
| ACB | XBCA | BCX | CBAX |
| A | B | C | D |

21	22	23	24	25
A B C D	A B C D	A B C D	A B C D	A B C D

Diagrammatic Reasoning



- 26) $ABC \rightarrow \boxed{X} \rightarrow ?$

ABCX	CBA	ABCZ	AB
A	B	C	D
- 27) $ABC \rightarrow \boxed{\bullet} \rightarrow ?$

CBA	AB	BC	ABCY
A	B	C	D
- 28) $ABC \rightarrow \boxed{\blacklozenge} \rightarrow ?$

AB	BC	ABCX	CBA
A	B	C	D
- 29) $ABC \rightarrow \boxed{)} \rightarrow \boxed{X} \rightarrow ?$

BCZ	CBAX	AB	CBA
A	B	C	D
- 30) $ABC \rightarrow \boxed{\blacklozenge} \rightarrow \boxed{\blacklozenge} \rightarrow ?$

YACB	XBCA	BCZ	CBAX
A	B	C	D

26	27	28	29	30
A B C D	A B C D	A B C D	A B C D	A B C D

Diagrammatic Reasoning

Operators

	Swap with top box.		Reverse colors e.g. =
	Copy to bottom box.		Set colors to white e.g. =
	Swap with box above.		Set colors to black e.g. =
	Copy to box below.		

31)

--	--	--	--	--

A	B	C	D	E

32)

--	--	--	--	--

A	B	C	D	E

33)

--	--	--	--	--

A	B	C	D	E

34)

















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A	B	C	D	E









31	32	33	34
A B C D E	A B C D E	A B C D E	A B C D E






Diagrammatic Reasoning

Operators

 Swap with top box.	 Reverse colors e.g.   = 
 Copy to bottom box.	 Set colors to white e.g.   = 
 Swap with box above.	 Set colors to black e.g.   = 
 Copy to box below.	

35)

				
A	B	C	D	E

35
A B C D E

End of Diagrammatic Reasoning—Test 1

<i>Answers</i>							
1)	B		16)	B		31)	B
2)	D		17)	A		32)	D
3)	A		18)	D		33)	C
4)	B		19)	C		34)	A
5)	C		20)	A		35)	B
6)	B		21)	B			
7)	D		22)	B			
8)	A		23)	D			
9)	D		24)	B			
10)	C		25)	C			
11)	D		26)	C			
12)	B		27)	B			
13)	A		28)	D			
14)	C		29)	A			
15)	B		30)	B			

Spatial Ability

Spatial ability is required in technical and design jobs where drawings and plans are used, for example; architecture, surveying, engineering, and design. It is also important in some branches of science and technology where 3 dimensional components are interacting.

Spatial ability questions are not routinely used in graduate and management level tests unless the job specifically requires good spatial skills.

Spatial Ability		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative				
Police, Fire, Military etc.	Y	0 - Occasionally used in selection.		
Management Trainee	0			
Graduate & Professional	0			

There is one exception. If you are applying for a job in the military, police or emergency services then you may be asked one specific type of spatial question. This will involve a map or street plan and you will need to show that you understand directions as they appear on a map and that you can use the map to plan, follow or describe routes.

Do not be misled by the fact that some of these questions look similar to abstract reasoning questions. Spatial ability questions are concerned only with your ability to mentally manipulate shapes, not to identify patterns and make logical deductions. Unless the job you are applying for demands spatial skills, you are unlikely to face this type of question.

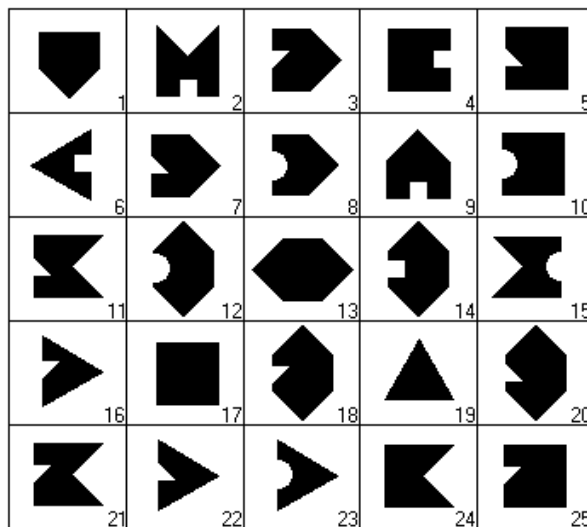
Remember, employers use spatial ability questions where the job involves: drawings, plans or the manipulation of shapes. You are not likely to be asked to mentally manipulate three dimensional shapes unless the job requires it.

Test 1—45 Questions

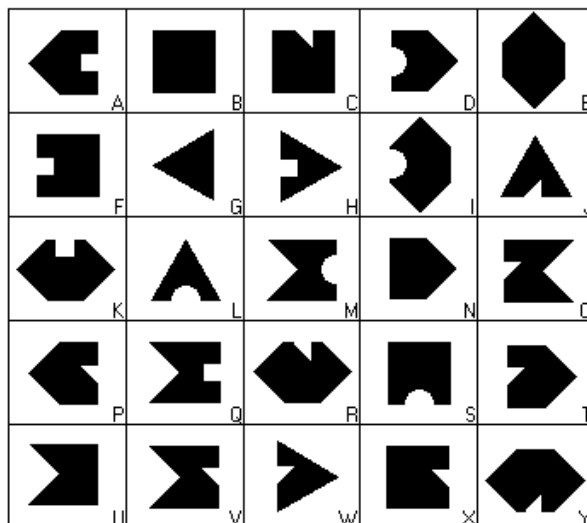
Answer as many questions as you can in 20 minutes.

The shapes in Group 1 and Group 2 are identical, although some of them may be rotated. Which shape in Group 2 corresponds to the shapes (1 to 25) in Group 1?

Group 1



Group 2

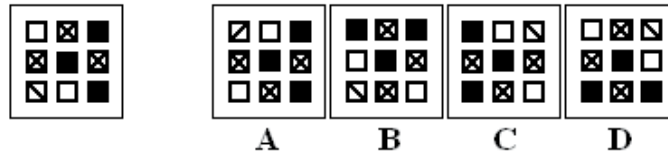


- | | | | | |
|-----|-----|-----|-----|-----|
| 1) | 2) | 3) | 4) | 5) |
| 6) | 7) | 8) | 9) | 10) |
| 11) | 12) | 13) | 14) | 15) |
| 16) | 17) | 18) | 19) | 20) |
| 21) | 22) | 23) | 24) | 25) |

Spatial Ability

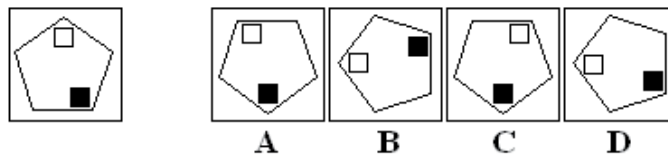
In the figures shown below, one of the shapes (A-D) is identical to the first figure but has been rotated.

26) Which figure is identical to the first?



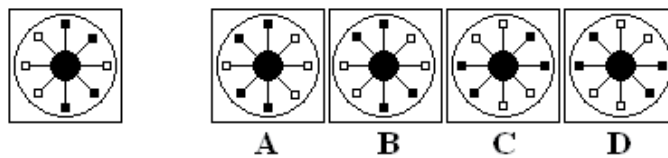
A B C D

27) Which figure is identical to the first?



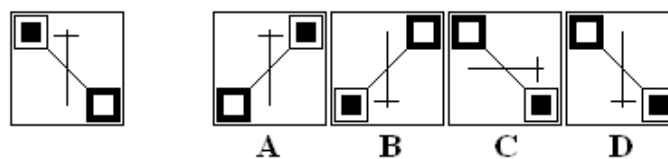
A B C D

28) Which figure is identical to the first?



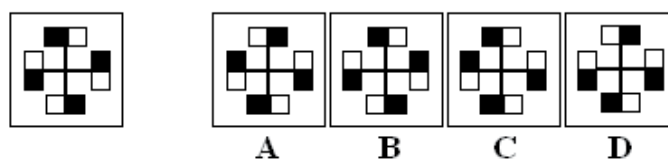
A B C D

29) Which figure is identical to the first?



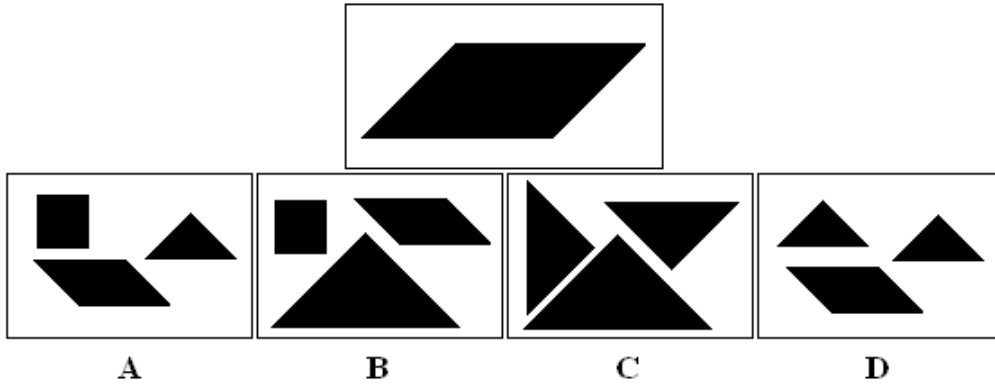
A B C D

30) Which figure is identical to the first?



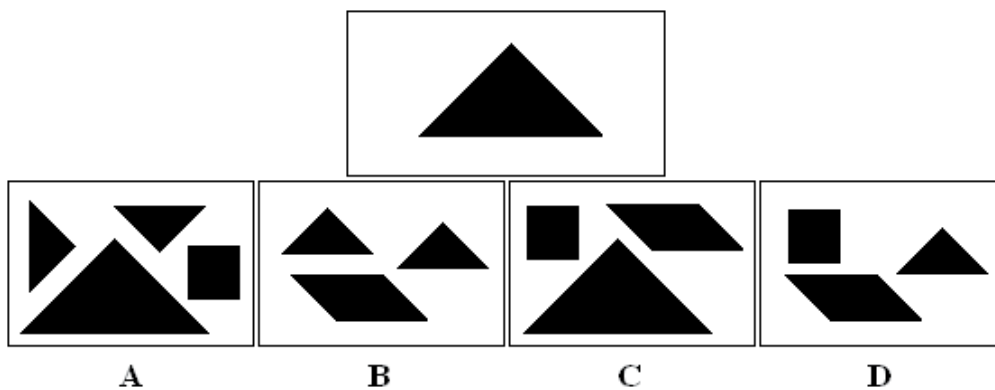
A B C D

31) Which group of shapes can be assembled to make the shape shown?



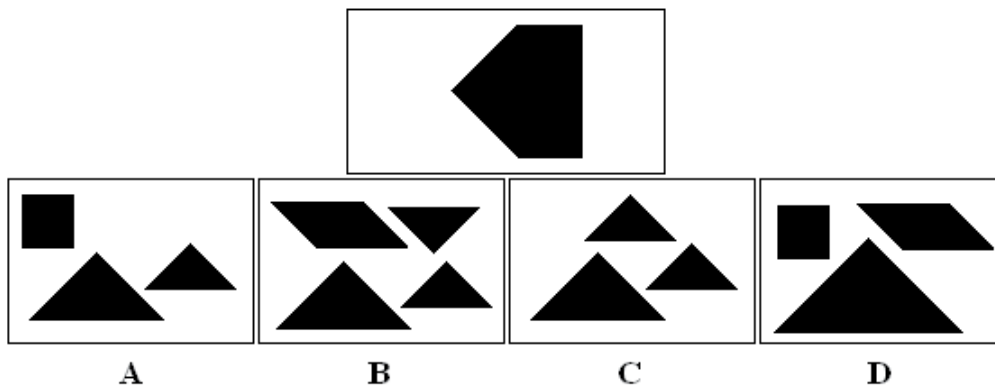
A B C D

32) Which group of shapes can be assembled to make the shape shown?



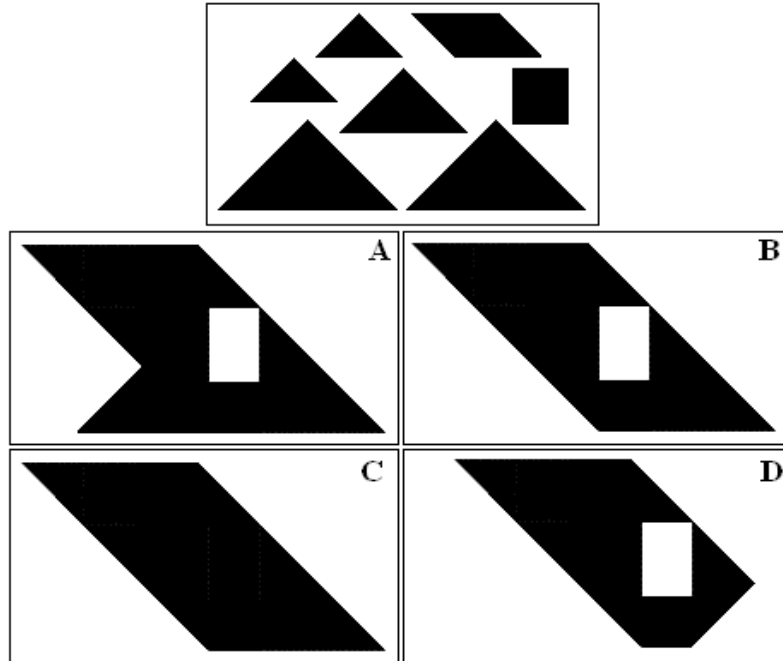
A B C D

33) Which group of shapes can be assembled to make the shape shown?



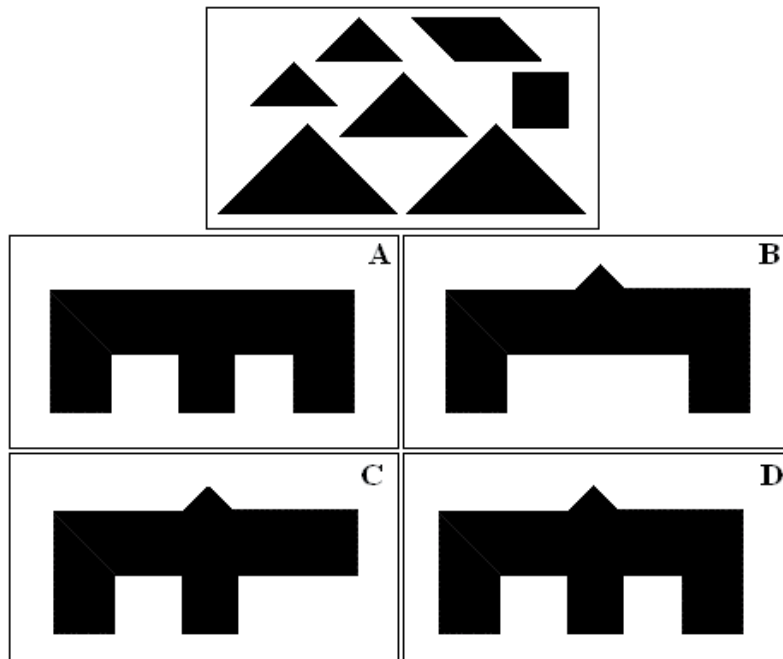
A B C D

34) Which shape can be assembled using all of the individual shapes shown?



A B C D

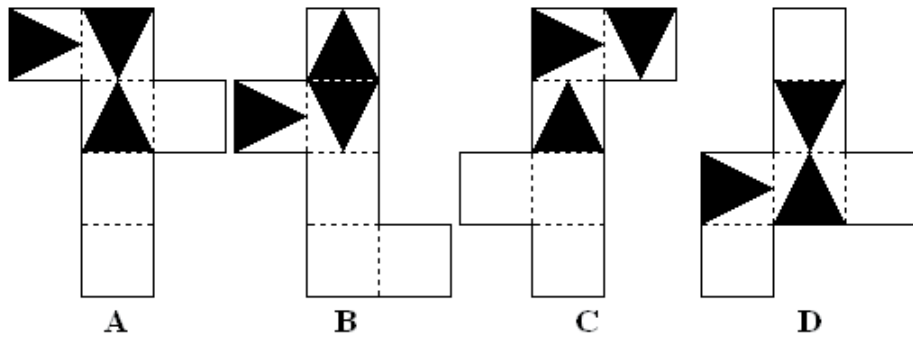
35) Which shape can be assembled using all of the individual shapes shown?



A B C D

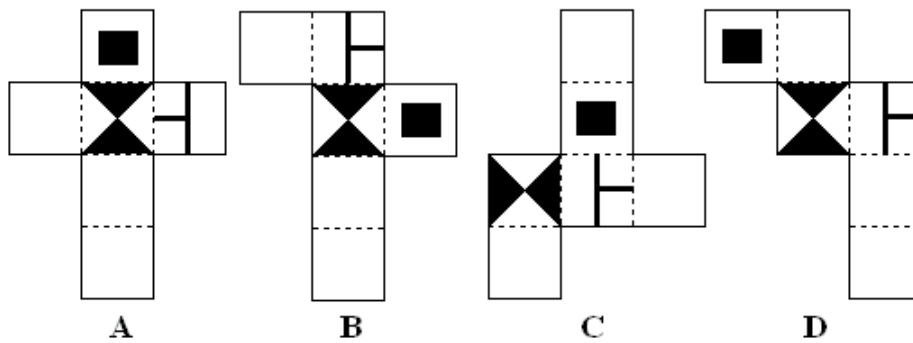
Which pattern can be folded to make the cube shown?

36)



A B C D

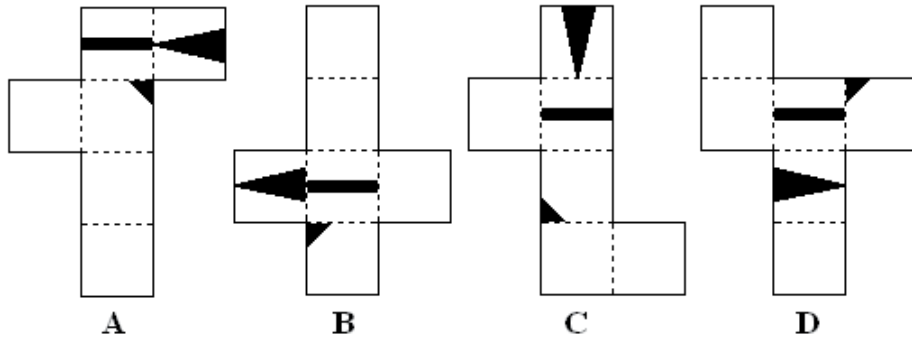
37)



A B C D

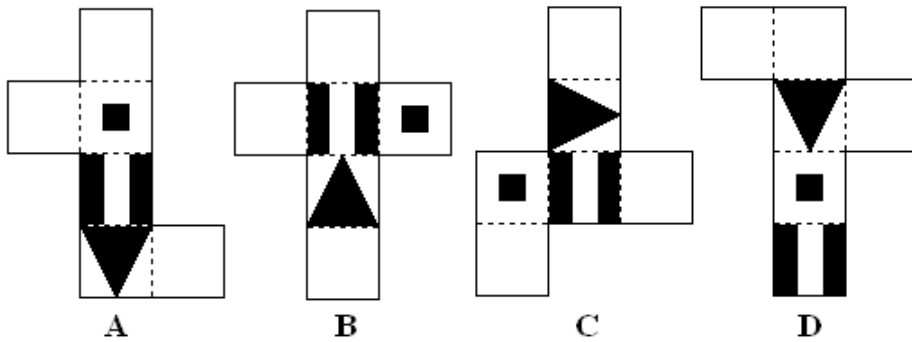
Spatial Ability

38)



A B C D

39)

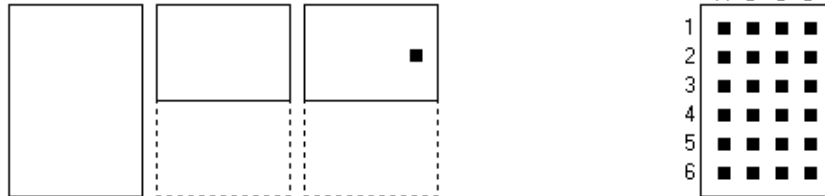


A B C D

Spatial Ability

The drawings show a sheet of paper which has been folded. The dashed lines indicate the whole sheet, each drawing represents a single fold. The black square shows where a hole was punched. Where do the holes appear when the sheet is unfolded?

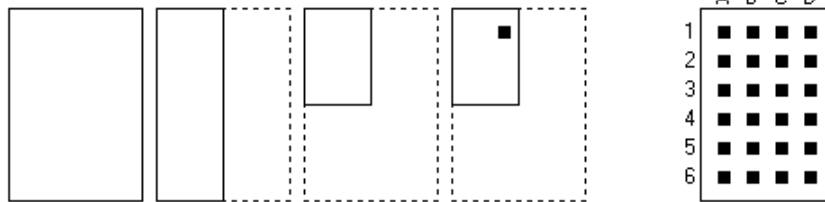
40)



A	B	C	D
2C,5C	2D,5D	3D,3D	2C,2D

A B C D

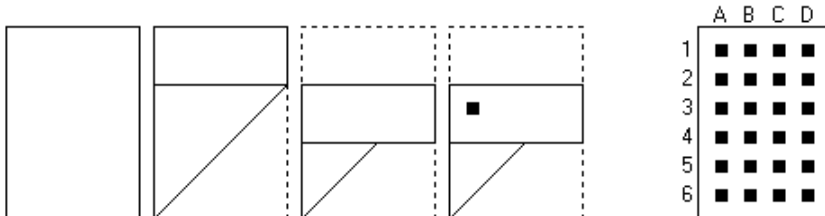
41)



A	B	C	D
1B,1C,5B,5C	2B,2C,5B,5C	1B,2C,6B,6C	1B,1C,6B,6C

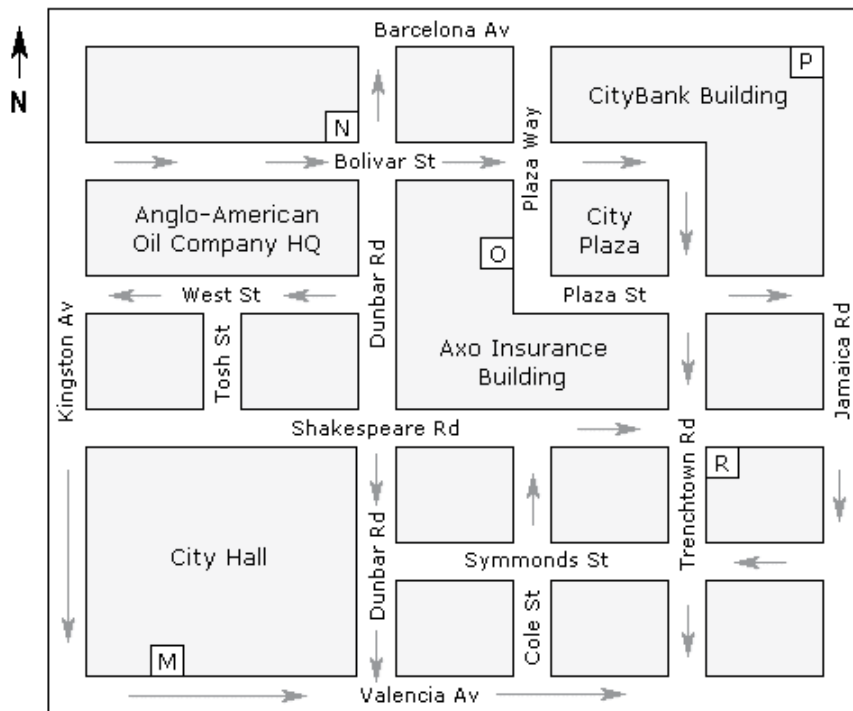
A B C D

42)



A	B	C	D
3A,2A,6D	3A,5A,6D	3A,5A,3D	3A,2A

A B C D



43) Officer Perez is in Tosh St with City Hall to her right. What direction is she facing?

A	B	C	D
North	South	East	West

44) She turns and walks to the junction with West St. She then turns right and walks to the next junction before turning left. Where is location 'O' in relation to her position?

A	B	C	D
North	South	East	West

45) Officer Martinez starts from location 'M' and proceeds as follows: left onto Valencia Av - heading East, second left - heading North, second right - heading East, second left - heading North. He proceeds North for two blocks. What is his location?

A	B	C	D
N	O	R	P

End of Spatial Reasoning—Test 1

<i>Answers</i>							
1)	N		16)	W		31)	C
2)	Q		17)	B		32)	B
3)	T		18)	R		33)	B
4)	F		19)	G		34)	B
5)	X		20)	Y		35)	D
6)	H		21)	O		36)	A
7)	P		22)	J		37)	B
8)	D		23)	L		38)	A
9)	A		24)	U		39)	B
10)	S		25)	C		40)	B
11)	V		26)	C		41)	D
12)	I		27)	B		42)	A
13)	E		28)	A		43)	C
14)	K		29)	D		44)	C
15)	M		30)	B		45)	D

Mechanical Reasoning

Mechanical reasoning tests measure your knowledge of straightforward mechanical and physical concepts. They do not measure your underlying mechanical aptitude in the same way that abstract reasoning questions measure your underlying intellectual ability. For example, you could sit an abstract reasoning test without having seen one before and still get a reasonable score. The same is not true of mechanical reasoning where your score will depend significantly on your knowledge of:

- Levers
- Pulleys
- Gears
- Springs
- Simple Electrical Circuits
- Tools
- Shop Arithmetic

You may have come across: levers, pulleys, gears, springs and simple circuits in elementary science and the questions on these topics are fairly straightforward. If elementary science classes seem like a long time ago and you need to refresh your memory then read *'Mechanical Reasoning Tests—What You Need to Know'* before you attempt these practice tests.

If you are taking a test as part of the selection for a craft or apprenticeship job, then you may be asked some questions about tools and how they are used. These questions are again straightforward and if you have spent significant time fixing or making things, they won't present any problems.

However, mechanical goods of all types are relatively cheaper, less prone to breakdown and often less repairable than they were 20 years ago. This means that many people under 30 years of age don't have much practical experience of fixing things or of watching someone else do so. If you feel that this applies to you, then you will need to make some effort to improve your knowledge of everyday tools. You can do this by getting hold of a catalog for a tool hire company and simply reading through it—boring but effective.

Mechanical Reasoning

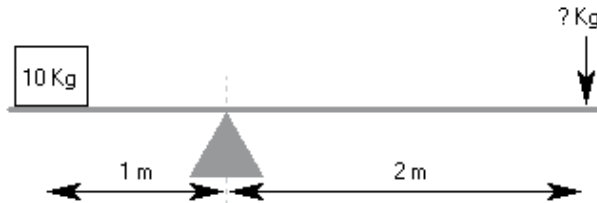
If you are taking a test as part of the selection for a craft or apprenticeship job you should also expect some shop arithmetic questions. These questions approximate the type of reasoning and maths that are needed to estimate materials costs etc. You will need to know the formulae for calculating the areas and volumes of simple shapes, as well as familiarity with imperial units including: inches, feet and yards. For example, you need to know that there are nine square feet in a square yard, something which surprises many people brought up using only metric units! These are again dealt with in *'Mechanical Reasoning Tests—What You Need to Know'*.

One final point, many of the questions in mechanical reasoning tests are 'industry' specific. For example, tests used by the fire service tend to frame the questions in terms of fire-fighting whereas tests used to select for an aircraft maintenance job would tend to frame the questions in aviation industry terms. It doesn't matter if the questions you practice on aren't specific to the industry you are applying for. It is the substance of the question that is important—the scenario is incidental.

Test 1—20 Questions

Answer as many questions as you can in 15 minutes. Circle the letter below the question which corresponds to the correct answer. You are advised to use a calculator.

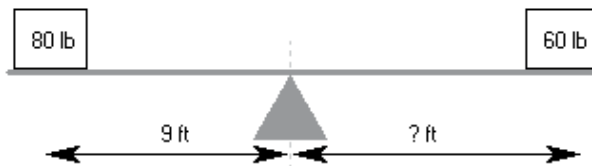
- 1) How much weight is required to balance the lever?



A	B	C	D	E
15Kg	5Kg	10Kg	7.5Kg	20Kg

A B C D E

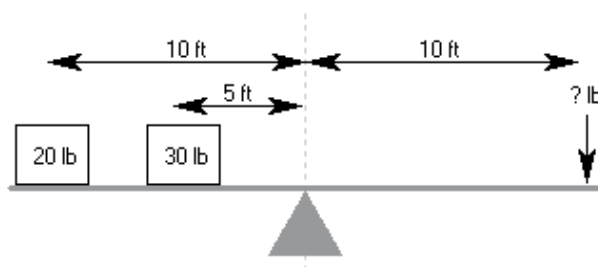
- 2) How far from the fulcrum does the 60 lb weight need to be to balance the lever?



A	B	C	D	E
9 ft	7 ft	14 ft	12 ft	10 ft

A B C D E

- 3) How much weight is required to balance the lever?

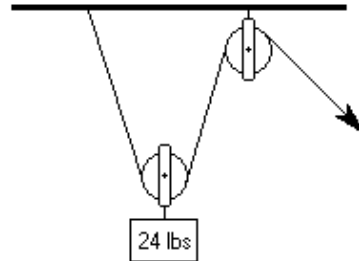


A	B	C	D	E
30 lbs	25 lbs	28 lbs	40 lbs	35 lbs

A B C D E

Mechanical Reasoning

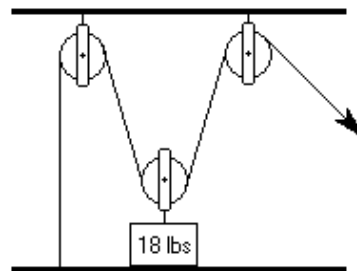
- 4) Approximately how much force is needed to lift the weight?



A	B	C	D	E
24 lbs	10 lbs	48 lbs	12 lbs	18 lbs

A B C D E

- 5) Approximately how much force is needed to lift the weight?



A	B	C	D	E
36 lbs	10 lbs	18 lbs	9 lbs	14 lbs

A B C D E

- 6) If gear X turns clockwise at a constant speed of 10 rpm. How does gear Y turn?



A	B	C	D	E
anti c/w 10 rpm	c/w 10 rpm	c/w 5 rpm	anti c/w 5 rpm	c/w 20 rpm

A B C D E

Mechanical Reasoning

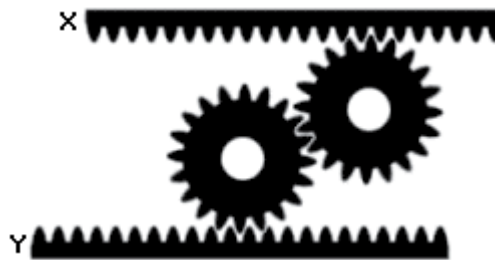
- 7) If gear X turns clockwise at a constant speed of 10 rpm. How does gear Y turn?



A	B	C	D	E
anti c/w 10 rpm	c/w 10 rpm	c/w 5 rpm	anti c/w 5 rpm	c/w 20 rpm

A B C D E

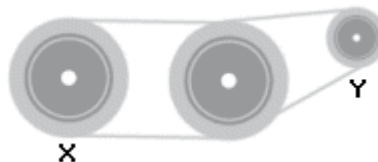
- 8) If bar Y moves left a constant speed. How does bar X move?



A	B	C	D	E
Left, Faster	Left, Same	Left, Slower	Right, Same	Right, Slower

A B C D E

- 9) If drive wheel X rotates clockwise at a speed of 10 rpm. How does wheel Y turn?

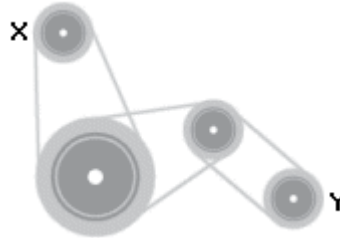


A	B	C	D	E
anti c/w faster	c/w slower	c/w faster	anti c/w slower	anti c/w same

A B C D E

Mechanical Reasoning

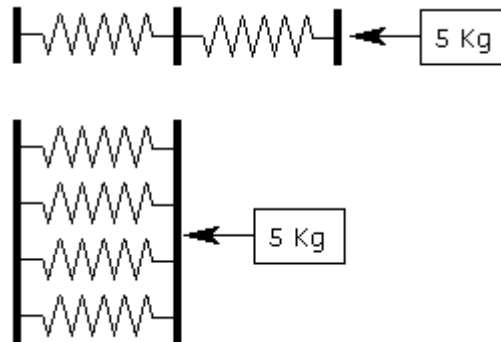
- 10) If drive wheel X rotates clockwise at a speed of 10 rpm. How does wheel Y turn?



A	B	C	D	E
anti c/w faster	c/w slower	c/w faster	anti c/w slower	c/w same

A B C D E

- 11) A force of 5 Kg compresses the springs in series 10cm. What will be the total distance that the springs in parallel are compressed?

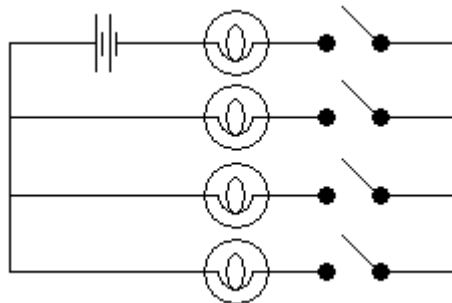


A	B	C	D	E
2.5 cms	5 cms	7.5 cms	10 cms	15 cms

A B C D E

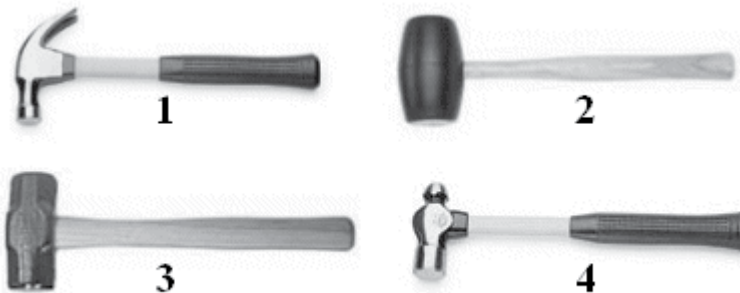
Mechanical Reasoning

12) In the circuit shown, how many switches need to be closed to light up one bulb?



A	B	C	D	E
None	One	Two	Three	Four

A B C D E



13) Which is the most suitable tool for breaking up concrete?

A	B	C	D	E
None	1	2	3	4

A B C D E

14) Which is the most suitable tool for assembling a friction fit wooden frame?

A	B	C	D	E
None	1	2	3	4

A B C D E

Mechanical Reasoning



15) Which tool or combination of tools would be most useful for general woodworking?

A	B	C	D	E
4 & 2	3, 5 & 7	2, 4 & 6	4 & 7	3 & 6

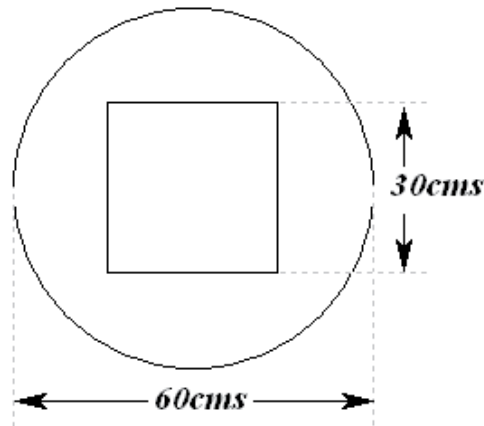
A B C D E

16) Which tool or combination of tools would be most useful for repairing a broken radio?

A	B	C	D	E
1 & 8	3, 5 & 7	8	1 & 9	3 & 6

A B C D E

Mechanical Reasoning



The sketch above shows a component which is stamped out of sheet steel. The square in the center is discarded. These components are stamped out of a continuous steel coil with a width of 70 cms. The stamping process requires a gap of 25mm between each component. The steel coil is supplied in lengths of 25 meters costing \$200.

- 17) What is the approximate area of the remaining shape in square centimetres?

A	B	C	D	E
1938	1855	1926	1880	1760

A B C D E

- 18) What is the approximate percentage of steel wasted including the center square?

A	B	C	D	E
56%	50%	62%	48%	52%

A B C D E

- 19) Assuming minimal wastage, how many components can be produced from each 25 meter coil?

A	B	C	D	E
38	40	36	42	37

A B C D E

- 20) What is the approximate cost of a component if the scrap is sold at 50% of cost?

A	B	C	D	E
\$3.60	\$3.15	\$3.55	\$5.00	\$4.85

A B C D E

End of Mechanical Reasoning—Test 1

<i>Answers to Mechanical Reasoning Test 1</i>							
Question	Test 1						
1)	B						
2)	D						
3)	E						
4)	D						
5)	D						
6)	B						
7)	D						
8)	B						
9)	C						
10)	E						
11)	A						
12)	C						
13)	D						
14)	C						
15)	B						
16)	D						
17)	C						
18)	A						
19)	B						
20)	C						

Fault Diagnosis

Fault Diagnosis tests are used to select technical personnel who need to be able to find and repair faults in electronic and mechanical systems. As modern equipment of all types becomes more dependent on electronic control systems (and arguably more complex) the ability to approach problems logically in order to find the cause of the fault is increasingly important.

Fault Diagnosis		Operatives	Supervisory	Management
Craft & Technical		Y	Y	Y
Clerical & Administrative				
Police, Fire, Military etc.	M	M - Usually restricted to technical roles in military		
Management Trainee				
Graduate & Professional				

This type of test is used extensively to select technical and maintenance personnel as well as to select for artificer (technical) roles within the armed forces. For example, aircraft technician.

This type of test usually forms part of a test battery in which verbal and numerical reasoning also feature. No specialised knowledge is required to answer these fault diagnosis questions (unlike mechanical reasoning).





Only when you are happy that you understand how these questions work should you attempt the sample paper. Remember that the object is to work systematically through the questions and avoid mistakes.

Example Question 1

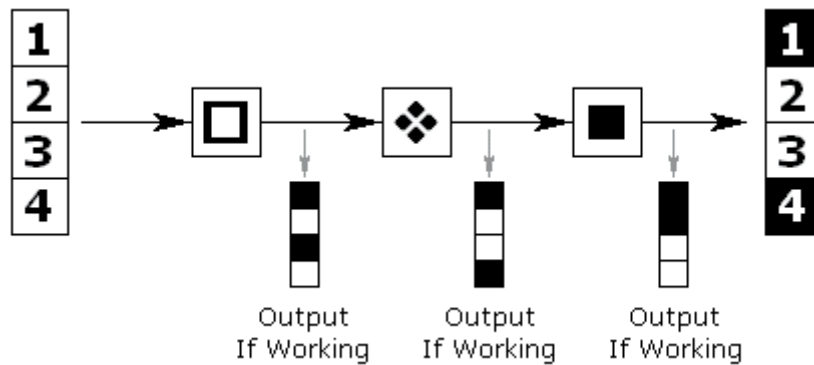
There are two components to this question.

1. A grid which describes the function of a series of switches.
2. A flowchart showing: input—switches—output.

Each of the switches acts to alter the input before the next switch in the series.

Switch	Function	Code
	Inverts 1 & 2 (on=off, off=on)	A - Indicates Fault
	Inverts 1 & 3 (on=off, off=on)	B - Indicates Fault
	Inverts 2 & 4 (on=off, off=on)	C - Indicates Fault
	Inverts 3 & 4 (on=off, off=on)	D - Indicates Fault
	N = On N = Off	E - Indicates No Faults

This grid shows four switches and their effect on four numbered inputs which may be either on or off. The first switch (diamond symbol) inverts inputs one and two. That is, if the input is on, it is turned off and if it is off it is turned on. The other switches act in a similar way as detailed in the grid. If a switch is not working then it has no effect on the input which passes through unchanged.



In this example flowchart, all of the inputs (numbered 1, 2, 3, 4) are on. When these inputs pass through the first switch 1 & 3 are inverted (i.e. switched off). These modified inputs (1=off, 2=on, 3=off, 4=on) then pass through the second switch. The second switch inverts inputs 3 & 4, which gives (1=off, 2=on, 3=on, 4=off). These modified inputs (1=off, 2=on, 3=on, 4=off) then pass through the third switch. The third switch should invert inputs 2 & 4, giving (1=off, 2=off, 3=on, 4=on).

However the third switch is not working so the output from switch two is not changed.

The answer to this question is therefore 'C' — because switch type 'C' is at fault.

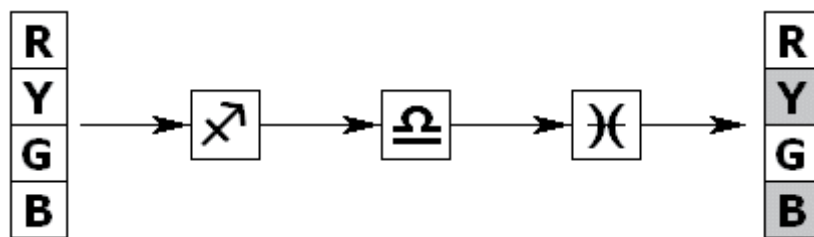
Example Question 2

There are two components to this question.

1. A grid which describes the function of a series of switches.
2. A flowchart showing: input—switches—output.

Switch	Function	Fault	Code
↗	Allows all colours to pass	Allows only red to pass	A
Ω	Allows only red & yellow to pass	Allows only green & blue to pass	B
⋈	Turns on red & green	Turns on yellow & blue	C
⌘	Toggles all colours	Toggles red & blue	D
No Faults			E
R = Red Y = Yellow G = Green B = Blue <input type="checkbox"/> = On <input checked="" type="checkbox"/> = Off			

This grid shows four switches and their effect on four coloured inputs which may be either on or off. For example, the first switch (arrow symbol) allows all colours to pass when working but when at fault allows only red to pass.



In this example, all of the inputs (Red, Yellow, Green, Blue) are on.

When these inputs pass through the first switch, all colours are allowed to pass if the switch is working and only red is allowed to pass if the switch is at fault.

Fault Diagnosis

This modified input passes through the second switch which allows only red and yellow to pass if the switch is working and only green and blue to pass if the switch is at fault.







This modified input passes through the third switch which turns on red and green if the switch is working and turns on yellow and blue if the switch is at fault.

Once again, you need to compare the input and output and determine which of the switches is at fault. In this case, it is switch 'A' (the first switch) which allows all colours to pass when working but allows only red to pass when at fault.

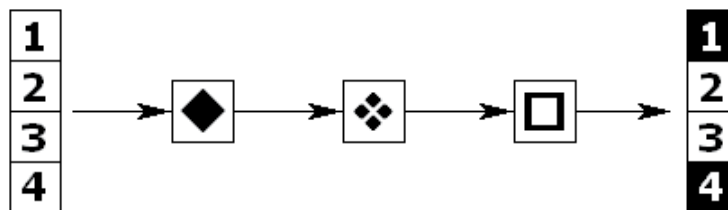
Note that the fourth switch (not used in this question) 'toggles' the lights. That is, it switches a light off if it is on and vice versa.

Test 1–12 Questions

Answer as many questions as you can in 10 minutes. Circle the letter on the right which corresponds to the correct answer.

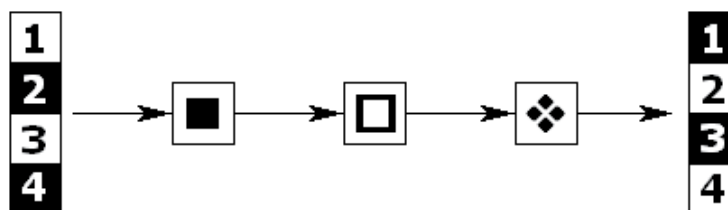
Switch	Function	Code
	Inverts 1 & 2 (on=off, off=on)	A - Indicates Fault
	Inverts 1 & 3 (on=off, off=on)	B - Indicates Fault
	Inverts 2 & 4 (on=off, off=on)	C - Indicates Fault
	Inverts 3 & 4 (on=off, off=on)	D - Indicates Fault
 = On  = Off		E - Indicates No Faults

1) Which switch is showing a fault?



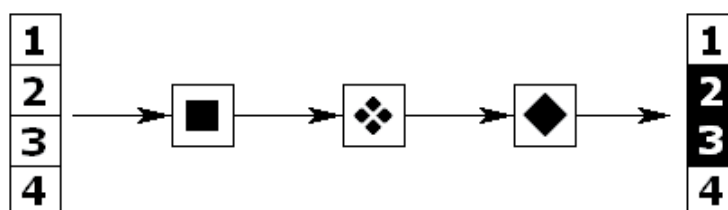
A B C D E

2) Which switch is showing a fault?



A B C D E

3) Which switch is showing a fault?

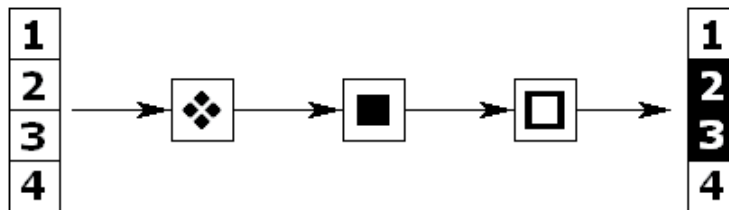


A B C D E

Fault Diagnosis

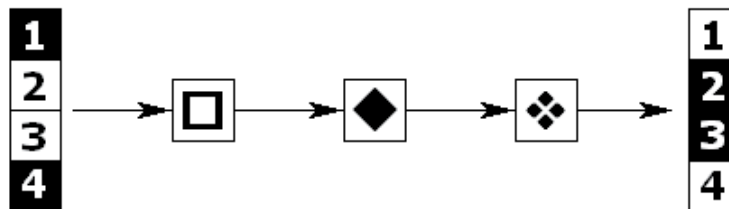
Switch	Function	Code
◆	Inverts 1 & 2 (on=off, off=on)	A - Indicates Fault
□	Inverts 1 & 3 (on=off, off=on)	B - Indicates Fault
■	Inverts 2 & 4 (on=off, off=on)	C - Indicates Fault
◈	Inverts 3 & 4 (on=off, off=on)	D - Indicates Fault
	N = On N = Off	E - Indicates No Faults

4) Which switch is showing a fault?



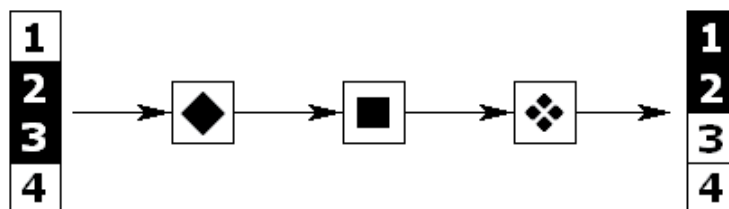
A B C D E

5) Which switch is showing a fault?



A B C D E

6) Which switch is showing a fault?

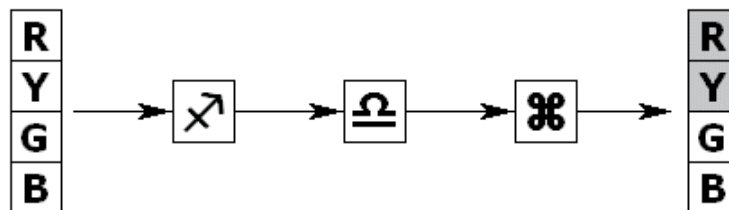


A B C D E

Fault Diagnosis

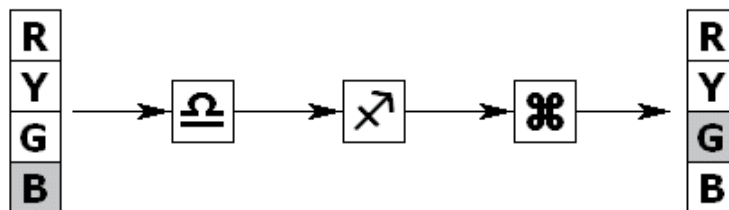
Switch	Function	Fault	Code
	Allows all colours to pass	Allows only red to pass	A
	Allows only red & yellow to pass	Allows only green & blue to pass	B
	Turns on red & green	Turns on yellow & blue	C
	Toggles all colours	Toggles red & blue	D
No Faults			E
R = Red Y = Yellow G = Green B = Blue <input type="checkbox"/> = On <input checked="" type="checkbox"/> = Off			

7) Which switch is showing a fault?



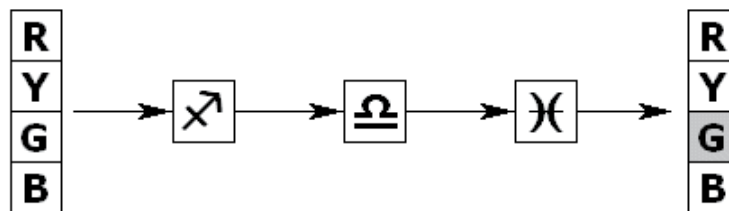
A B C D E

8) Which switch is showing a fault?



A B C D E

9) Which switch is showing a fault?

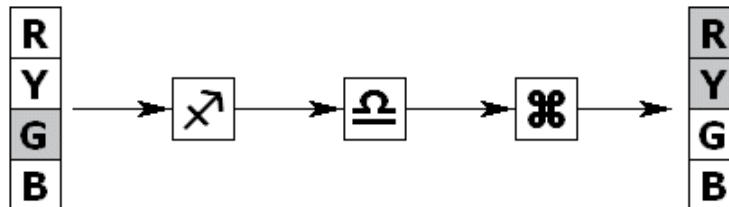


A B C D E

Fault Diagnosis

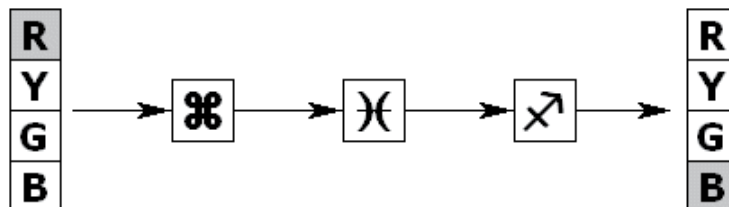
Switch	Function	Fault	Code
	Allows all colours to pass	Allows only red to pass	A
	Allows only red & yellow to pass	Allows only green & blue to pass	B
	Turns on red & green	Turns on yellow & blue	C
	Toggles all colours	Toggles red & blue	D
No Faults			E
R = Red Y = Yellow G = Green B = Blue <input type="checkbox"/> = On <input checked="" type="checkbox"/> = Off			

10) Which switch is showing a fault?



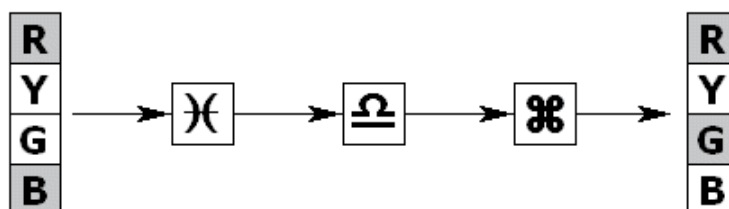
A B C D E

11) Which switch is showing a fault?



A B C D E

12) Which switch is showing a fault?



A B C D E

End of Fault Diagnosis—Test 1

<i>Answers</i>							
	Test 1						
1)	A						
2)	D						
3)	A						
4)	B						
5)	B						
6)	E						
7)	E						
8)	B						
9)	C						
10)	E						
11)	D						
12)	D						

Data Checking

These tests present you with number of tables of information which must be checked against each other. This type of test is used to measure how quickly and accurately errors can be detected in data. It is used to select candidates for clerical and data input jobs, particularly where accuracy is important. For example, accounting, banking and healthcare.

Data Checking		Operatives	Supervisory	Management
Craft & Technical				
Clerical & Administrative		Y	Y	
Police, Fire, Military etc.				
Management Trainee				
Graduate & Professional				

This data may be either meaningless, for example account numbers, or may be fairly meaningful, for example names and addresses. In both cases it is vital to check each character rather than ‘read’ the data normally. You should also bear in mind that there may be more than one error in any single piece of data.

These tests usually contain between 20 and 40 questions and take 10-20 minutes to complete. It is important, although difficult, to maintain your concentration for the full duration of the test. The speed at which you can answer these questions is the critical measure, as most people could achieve a very high score given unlimited time in which to answer.

Test 1—40 Questions

Instructions: Answer as many questions as you can in 15 minutes. Find the two identical codes on each line and circle the corresponding letters on the right.

- 1)

A	B	C	D	E
1QhJp	1Qhjp	1QhJp	1QhJP	1QkJp

A B C D E

- 2)

A	B	C	D	E
V%4k	V*/4k	V*%4K	V*%4k	V*%4k

A B C D E

- 3)

A	B	C	D	E
sSAAa	sS4Aa	SS4Aa	SSAAa	sS4Aa

A B C D E

- 4)

A	B	C	D	E
Is5Sii	Is5Sji	Is5Sij	Is5Sij	is5Sij

A B C D E

- 5)

A	B	C	D	E
L873E	LB73E	LB78E	L873E	L878E

A B C D E

- 6)

A	B	C	D	E
pGeCC	pCeCc	pGeCc	pGeCG	pGeCc

A B C D E

- 7)

A	B	C	D	E
FaFAf	FafAf	FafAF	FafAf	FefAf

A B C D E

- 8)

A	B	C	D	E
9g6dB	9g6bB	986bB	9g6bB	986dB

A B C D E

- 9)

A	B	C	D	E
Ogt7G	Qgt7G	Qgt7G	Ogy7G	Og7tG

A B C D E

- 10)

A	B	C	D	E
B8B98	BBb89	B8b89	BBb98	B8b89

A B C D E

- 11)

A	B	C	D	E
2vuuw	2vww	2vuuw	2wuw	2www

A B C D E

- 12)

A	B	C	D	E
5S5ihj	5S5hij	5Si5hj	5S5hj	5S5hj

A B C D E

- 13)

A	B	C	D	E
B6r%2	B6r/2	B6%2	B6r/i2	B6r/2

A B C D E

- 14)

A	B	C	D	E
T4z2k	T4z2K	T4Z2k	T4Z2k	T4Z2K

A B C D E

Data Checking

- 15)

A	B	C	D	E
221321	221312	212312	221321	223121

 A B C D E
- 16)

A	B	C	D	E
S5\$£&	S5\$£&	S5£&	S5\$&	S5\$£

 A B C D E
- 17)

A	B	C	D	E
33232	32332	33232	32323	33223

 A B C D E
- 18)

A	B	C	D	E
jkJkSS	jkJkSS	jkJksS	jkJksS	jkJksS

 A B C D E
- 19)

A	B	C	D	E
Qwuvu	Qwvvu	Qvvuvu	Owvvu	Qwvvu

 A B C D E
- 20)

A	B	C	D	E
2B8B8	2888B	288B8	288B8	28888

 A B C D E
- 21)

A	B	C	D	E
Ccc*cC	Cc*ccC	Cc*CcC	Ccc*cC	Cc*cC

 A B C D E
- 22)

A	B	C	D	E
X£&^!	X££^!	X£&^!	X££N!	X£&N!

 A B C D E
- 23)

A	B	C	D	E
5555S	55555	55S55	55S5S	55S5S

 A B C D E
- 24)

A	B	C	D	E
L11Li	L11L1	L1LJi	L1LLi	L11L1

 A B C D E
- 25)

A	B	C	D	E
KFkkf	KFKkf	KFkkf	KFkKf	KFkkF

 A B C D E
- 26)

A	B	C	D	E
eeaoea	eaeoea	eaeoae	eeaoea	eeaoae

 A B C D E
- 27)

A	B	C	D	E
030020	030020	030020	030C20	030020

 A B C D E
- 28)

A	B	C	D	E
dbbddd	dbbddd	dbbddd	dbbddd	dbbddd

 A B C D E

PSYCHOMETRIC SUCCESS—FREE PRACTICE TESTS

Data Checking

Instructions: Identify whether the hand written information matches the printed version. Check each line of the printed version and if you find an error then circle the corresponding letters on the right (There may be more than one error). If there are no errors then circle 'E'

Name:	Mrs LJ Bailey	Policy No:	AP4388W2312
Address:	44 Rivermead Walk Stretton Gloucestershire GL44 5TY	Premium:	£183:44
Telephone:	01276 448484	Excess:	£50:00
		Renewal Date:	18 Jan 2009
		Customer Since:	18 Jan 2000

Name:	Mrs N Kwok	Policy No:	AZ527V7768
Address:	16a Claremont St Welford Warwickshire CV56 9FT	Premium:	£324:84
Telephone:	01789 166533	Excess:	£50:25
		Renewal Date:	11 May 2009
		Customer Since:	17 Feb 2001

Name:	Mr P Hamilton-Voss	Policy No:	GV9462W2115
Address:	27 High St Wolverhampton West Midlands WV88 9TJ	Premium:	£354:37
Telephone:	0121 445 333	Excess:	£80:00
		Renewal Date:	21 Jan 2010
		Customer Since:	1 June 2002

29)

A	Policy No: GV9462W2115	Premium: £354:37	Excess: £80:00
B	Name: Mr P Hamilton-Voss	Telephone: 0121 455 333	
C	Address: 27 High St, Wolverhampton, West Midlands, WV88 9TJ		
D	Customer Since: 1 June 2002	Renewal Date: 21 Jan 2010	

A B C D E

30)

A	Policy No: AP4388W2312	Premium: £183:44	Excess: £50:00
B	Name: Mrs LJ Bailey	Telephone: 01276 448484	
C	Address: 27 Rivermead Walk, Stretton, Gloucestershire, GL44 5TY		
D	Customer Since: 18 Jan 2000	Renewal Date: 18 Jan 2000	

A B C D E

31)

A	Policy No: AZ527V7768	Premium: £324:4	Excess: £50:25
B	Name: Mrs N Kwok	Telephone: 01789 166533	
C	Address: 16a Claremont St, Welford, Warwickshire, CV56 9FT		
D	Customer Since: 17 Feb 2001	Renewal Date: 11 May 2009	

A B C D E

Data Checking

Name:	Mr A Krawiec	Policy No:	FW6549W9859
Address:	33 Hamilton Drive Tiddington Warwickshire CV37 7JT	Premium:	£122:43
Telephone:	01789 319883	Excess:	£40:00
		Renewal Date:	17 Dec 2009
		Customer Since:	8 Jan 2002

Name:	Mr A Gillespie	Policy No:	FH6682X2949
Address:	185 Woodwynd St Alveston Warwickshire CV78 5FK	Premium:	£413:40
Telephone:	01789 218421	Excess:	£55:50
		Renewal Date:	23 Sept 2009
		Customer Since:	20 May 2000

Name:	Mrs R Singh	Policy No:	ES4186C4296
Address:	2 Brigge Street Coventry West Mids CV2 4RT	Premium:	£221:00
Telephone:	07171 49573	Excess:	£55:00
		Renewal Date:	23 Nov 2009
		Customer Since:	1 March 2000

32)

A	Policy No: ES4186C4296	Premium: £221:00	Excess: £55:00
B	Name: Mrs R Singh	Telephone: 07171 49573	
C	Address: 2 Bridge Street, Coventry, West Mids, CV2 4RT		
D	Customer Since: 1 March 2000	Renewal Date: 23 Nov 2009	

A B C D E

33)

A	Policy No: FH6682X2949	Premium: £413:40	Excess: £55:50
B	Name: Mr A Gillespie	Telephone: 01789 218421	
C	Address: 185 Woodwynd St, Alveston, Warwickshire, CV78 5FK		
D	Customer Since: 20 May 2000	Renewal Date: 23 Sept 2009	

A B C D E

34)

A	Policy No: FW6549w9859	Premium: £212:43	Excess: £40:00
B	Name: Mr A Krawiec	Telephone: 01789 319883	
C	Address: 33 Hamilton Drive, Tiddington, Warwickshire, CV37 7JT		
D	Customer Since: 8 Jan 2002	Renewal Date: 17 Dec 2009	

A B C D E

Data Checking

Name:	Mrs M Reeves	Policy No:	KA4529X3795
Address:	12 Margesson Walk Leamington Spa Warks LT63 7KL	Premium:	£223:44
Telephone:	01926 537923	Excess:	£40:00
		Renewal Date:	13 March 2009
		Customer Since:	11 March 2000

Name:	Mrs V Regis	Policy No:	ZA448A8844
Address:	26a Lynchgate St Kenilworth Warwickshire CV26 9AW	Premium:	£428:55
Telephone:	01789 359977	Excess:	£50:30
		Renewal Date:	23 May 2009
		Customer Since:	18 June 2002

Name:	Mrs V Baxter	Policy No:	VH8666X3129
Address:	62 Vine St Alcester Warwickshire CV44 3GK	Premium:	£113:00
Telephone:	01789 219375	Excess:	£50:50
		Renewal Date:	6 Sept 2009
		Customer Since:	24 May 2000

35)

A	Policy No: ZA4A8A8844	Premium: £428:55	Excess: £50:30
B	Name: Mrs V Regis	Telephone: 01789 359977	
C	Address: 26 Lynchgate St, Kenilworth, Warwickshire, CV26 9AW		
D	Customer Since: 18 June 2002	Renewal Date: 23 May 2009	

A B C D E

36)

A	Policy No: VH8666X3129	Premium: £113:00	Excess: £50:00
B	Name: Mrs V Baxter	Telephone: 01789 219375	
C	Address: 62 Vine St, Alcester, Warwickshire, CV44 3GK		
D	Customer Since: 6 Sept 2009	Renewal Date: 24 May 2000	

A B C D E

37)

A	Policy No: KA4529X3795	Premium: £223:44	Excess: £40:00
B	Name: Mrs M Reeve	Telephone: 01926 537923	
C	Address: 12 Margesson Walk, Leamington Spa, Warks, LT63 7KL		
D	Customer Since: 11 March 2000	Renewal Date: 13 March 2009	

A B C D E

PSYCHOMETRIC SUCCESS – FREE PRACTICE TESTS

Data Checking

Name:	Mr VP Sanders	Policy No:	WB216H7338
Address:	56 Reginald St Salford Cheshire SA1 4HK	Premium:	£94:00
Telephone:	07937 255583	Excess:	£25:00
		Renewal Date:	15 May 2009
		Customer Since:	27 Feb 2000

Name:	Mr D Nuyen	Policy No:	NM5827A8355
Address:	321 Wood St Napton Warwickshire CV32 7FF	Premium:	£104:21
Telephone:	07973 221452	Excess:	£50:00
		Renewal Date:	22 Feb 2010
		Customer Since:	3 July 2002

Name:	Ms K Kelly	Policy No:	AT3921X4358
Address:	12 Saughton St Bidford Warwickshire B55 7RT	Premium:	£323:00
Telephone:	01789 219334	Excess:	£40:00
		Renewal Date:	9 Dec 2009
		Customer Since:	14 Jan 2001

38)

A	Policy No: NM5827A8355	Premium: £104:21	Excess: £40:00
B	Name: Mr D Nuyen	Telephone: 07973 221452	
C	Address: 321 Wood Rd, Napton, Warwickshire, CV32 7FF		
D	Customer Since: 3 July 2002	Renewal Date: 22 Feb 2010	

A B C D E

39)

A	Policy No: WB216H7388	Premium: £94:00	Excess: £25:00
B	Name: Mr VP Sanders	Telephone: 07937 255583	
C	Address: 56 Reginald St, Salford, Cheshire, SA1 4HK		
D	Customer Since: 27 Feb 2002	Renewal Date: 15 May 2009	

A B C D E

40)

A	Policy No: AT3921X4358	Premium: £323:00	Excess: £40:00
B	Name: Mr K Kelly	Telephone: 01789 219334	
C	Address: 12 Saughton St, Bidford, Warwickshire, B53 7RT		
D	Customer Since: 14 Jan 2001	Renewal Date: 9 Dec 2009	

A B C D E

End of Data Checking Test 1

<i>Answers</i>							
1)	AC		21)	AD			
2)	DE		22)	AC			
3)	BE		23)	DE			
4)	CD		24)	BE			
5)	AD		25)	AC			
6)	CE		26)	AD			
7)	BD		27)	AC			
8)	BD		28)	CD			
9)	BC		29)	B			
10)	CE		30)	CD			
11)	AC		31)	AC			
12)	DE		32)	C			
13)	BE		33)	E			
14)	CD		34)	A			
15)	AD		35)	AC			
16)	AB		36)	AD			
17)	AC		37)	B			
18)	DE		38)	AC			
19)	BE		39)	AD			
20)	CD		40)	BC			

Concentration/Work Rate

Concentration tests are used to select personnel who need to work through items of information in a systematic way while making very few mistakes. They are most often used when selecting candidates for administrative and clerical jobs where mistakes can have serious or expensive consequences. This includes areas like financial services, legal services and healthcare.

Concentration		Operatives	Supervisory	Management
Craft & Technical				
Clerical & Administrative		Y	Y	
Police, Fire, Military etc.				
Management Trainee				
Graduate & Professional				

The tests themselves are speed tests. This means that given sufficient time to complete them, most people would be able to obtain a perfect score provided that they were capable of working in a systematic and careful way. However, the time limit is usually set so that the test is impossible to complete. In addition, the questions tend to be similar and rather repetitive which makes it difficult to maintain attentiveness. These factors taken together make this type of test ideal for selecting candidates who are able to process information accurately and maintain their concentration even when certain parts of the job may be repetitive.

Before you attempt this test make sure that you understand what it is that you need to do. This is described in the example question on the next page.

Only when you are happy that you understand how these questions work should you attempt the sample paper. Remember that the object is to work systematically through the questions and avoid mistakes.

Example Question

Ω	↗	❖	X	▲	⌘
3	7	6	1	4	8
E	L	K	C	G	P

KEY:

L
❖
4

X 1 G	▲ P 7	6 ↗ G	C 7 ↗	7 ⌘ 6
A	B	C	D	E

The question comprises:

1. A grid in which there are rows of symbols, numbers and letters.
2. A key which contains one symbol, one number and one letter.
3. A series of five answer options.

As you can see from the grid above, the key contains one symbol, one number and one letter which have each been taken from a different column in the grid. In this example, the letter L has been taken from column 2, the symbol has been taken from column 3 and the number 4 has been taken from column 5.

You need to examine the answer options and decide—In which option have the three elements been taken from the same columns as those of the key. In other words, you are looking for the option where one element has been taken from column 2, one from column 3 and one from column 5.

X 1 G	▲ P 7	6 ↗ G	C 7 ↗	7 ⌘ 6
A	B	C	D	E

Concentration/Work Rate

Considering each of the answer options in turn.

- Option A—Incorrect as neither the symbol nor the number 1 are found in columns 2, 3 or 5.
- Option B—Incorrect as the letter P is not found in columns 2, 3 or 5.
- Option C—Correct as each element can be found in columns 2, 3 and 5.
- Option D—Incorrect as the letter C is not found in columns 2, 3 or 5.
- Option E—Incorrect as the symbol is not found in columns 2, 3 or 5.

Note

One element must come from each of the three columns specified by the key. In other words each element in the answer option must come from a different column.

The answer option may have more than one letter, number or symbol, provided that they are each taken from a different column.

Test 1—12 Questions

Answer as many questions as you can in 5 minutes. Circle the letter on the right which corresponds to the correct answer.

1) Which option has been taken from the same columns as the key?

■	⬥	●
9	7	6
H	G	M

9
KEY: 6
G

●	H	■
---	---	---

H	7	⬥
---	---	---

●	⬥	■
---	---	---

M	●	7
---	---	---

■	M	H
---	---	---

A B C D E
A B C D E

2) Which option has been taken from the same columns as the key?

◆	⬥	□
2	4	7
E	K	N

⬥
KEY: N
◆

4	□	7
---	---	---

2	4	E
---	---	---

E	4	□
---	---	---

4	7	K
---	---	---

2	□	7
---	---	---

A B C D E
A B C D E

3) Which option has been taken from the same columns as the key?

■	Ω	□
5	8	3
S	M	B

□
KEY: M
5

3	B	8
---	---	---

■	8	S
---	---	---

8	■	Ω
---	---	---

B	8	S
---	---	---

■	B	3
---	---	---

A B C D E
A B C D E

Concentration/Work Rate

4) Which option has been taken from the same columns as the key?

□	●	▲	◆
3	7	4	2
N	S	H	R

KEY:

2
●
4

R ▲ 3	R H 7	R H □	3 ◆ 7	S H 7
A	B	C	D	E

A B C D E

5) Which option has been taken from the same columns as the key?

▲	♄	♠	■
2	5	7	8
A	N	K	M

KEY:

7
M
▲

2 ♠ A	♠ ■ K	K 5 A	A ■ K	A ■ 5
A	B	C	D	E

A B C D E

6) Which option has been taken from the same columns as the key?

◆	▲)(⌘
9	5	8	4
C	B	M	K

KEY:

4
9
B

8 ▲ K	C M 5	C ▲ K	C ▲ 8	◆ 8 K
A	B	C	D	E

A B C D E

Concentration/Work Rate

7) Which option has been taken from the same columns as the key?

■	❖	●	□	⌘
9	7	6	1	2
H	G	M	K	P

KEY:

●
1
9

H ❖ 6	H □ P	7 □ M	K G ⌘	H □ M
A	B	C	D	E

A B C D E

8) Which option has been taken from the same columns as the key?

◆	□	Ω	▲	❖
1	7	2	6	5
T	A	P	H	M

KEY:

❖
◆
P

A T 5	M 1 7	6 T 2	T M Ω	Ω 7 □
A	B	C	D	E

A B C D E

9) Which option has been taken from the same columns as the key?

▲	⌘	□	■	●
8	4	3	2	9
N	E	F	K	C

KEY:

E
K
●

D 8 ■	4 2 □	4 ■ C	3 4 G	C F ⌘
A	B	C	D	E

A B C D E

Concentration/Work Rate

10) Which option has been taken from the same columns as the key?

9	5	4	2	3	7
D	H	K	T	B	G

KEY:

3
D
T

- | | | | | |
|-------|------|---|------|------|
| G 2 9 | B 2 | B | 7 K | K H |
| A | B | C | D | E |

A B C D E

11) Which option has been taken from the same columns as the key?

3	7	6	1	4	8
E	L	K	C	G	P

KEY:

L
4

- | | | | | |
|------|-----|-----|-----|------|
| 6 G | P 7 | 1 G | C 7 | 7 6 |
| A | B | C | D | E |

A B C D E

12) Which option has been taken from the same columns as the key?

2	5	9	3	7	6
S	N	A	H	T	D

KEY:

7
D

- | | | | | |
|------|------|------|-------|---|
| N S | 2 T | S A | S T 6 | 3 |
| A | B | C | D | E |

A B C D E

End of Concentration—Test 1

Concentration/Work Rate

<i>Answers</i>							
1)	C						
2)	C						
3)	D						
4)	B						
5)	D						
6)	C						
7)	E						
8)	D						
9)	C						
10)	C						
11)	A						
12)	D						

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