



All About **GMAT**

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What is the Graduate Management Admission Test?

To become successful in today's day and age patience and perseverance play an important role. Your education and experience constantly speak for yourself. With everyone set to achieve goals that they have set for themselves, there is no shortcut to it, but there are certain ways that can help you build a promising career. The Graduate Management Admission Test (GMAT) is a global level exam that can open up the gates of the top business schools in the world for you.

Experience and education go hand in hand and weigh equally in shaping up your career. How you navigate through the choices and move forward to shape your career journey is your decision. Pursuing an MBA degree is definitely a good choice to boost your career in any field, as it is a globally recognized program designed to develop business and management skills. An MBA (Masters in Business Administration) is a vital degree and can boost your career well. Due to this reason, a GMAT exam holds a lot of value and is key to a good MBA college.

Qualifying GMAT makes you eligible for pursuing MBA in different parts of the world. If you are someone aspiring to pursue an MBA abroad, then acing your GMAT should be your utmost priority.

What is GMAT?

GMAT is the test that most people give to get accepted to business schools. It is a multiple-choice exam that is computer-based and is adaptive in nature. It is a standardized exam to get admission in business schools.

GMAT is developed by the GMAC and is also administered by them to give all the business schools with a common measure to assess students. Although the procedure of admission to any business school is dependent on multiple factors, the GMAT score is one that holds weightage along with your work experience, academic records, and other supporting material.

A high score on the GMAT will have a direct and positive impact on any of your business school application.

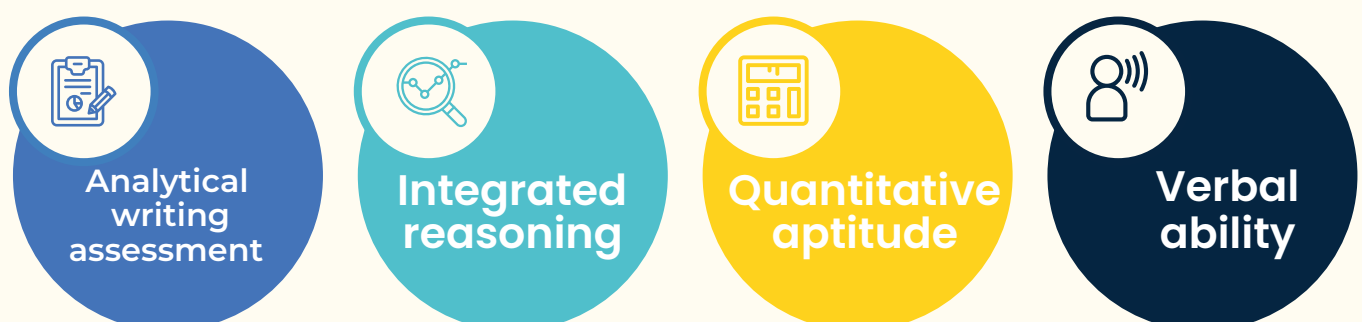


What is tested in GMAT?

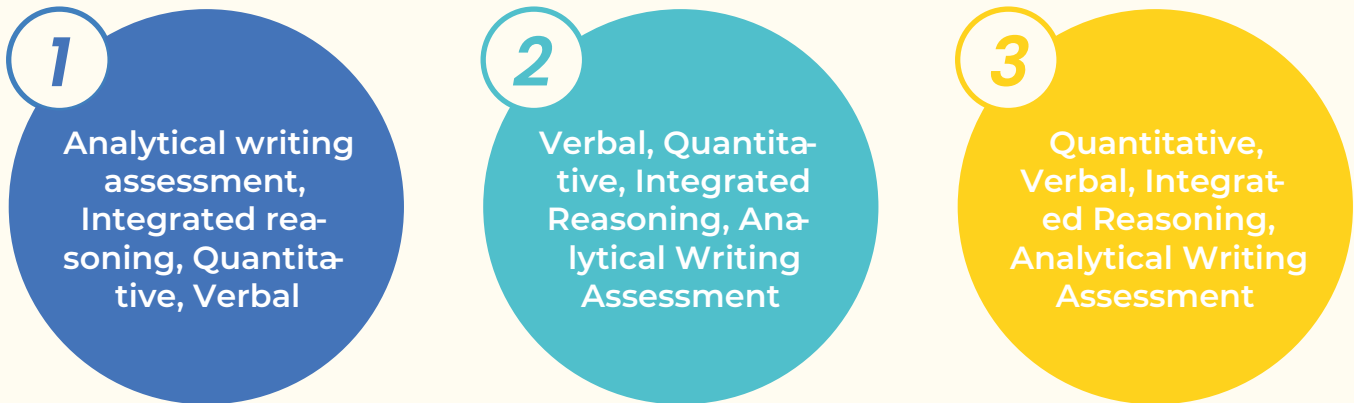
GMAT is an assessment tool that assesses your capability to do basic arithmetic, data analysis, algebra, geometry, and grammar. It also assesses your capability and ability to evaluate written material, and critical thinking ability. It also tests your problem-solving skills.

What does GMAT comprise of?

Assessing critical thinking, problem-solving and evaluating written material is not an easy task. GMAT assesses these things through the following sections:



You can also choose the order in which you would wish to attempt these sections. You will be given this choice right before you are attempting the test. The choice will be as follows:



Let's have a look at each of these sections in detail.

Analytical Writing Assessment

This section aims to check for your critical thinking as well as your communication skills. This section asks you to analyze and write critiques for an argument and communicate your ideas and views logically, after analyzing the argument. In the analysis, what is looked at is how well you reason and find the given argument. This section is 30 minutes long. The argument topics are generally related to business or a variety of other subjects. Knowledge about the topic is not necessary, your main aim should be to write something after analytically assessing the situation.

How will your writing analysis assessment be evaluated? Your essay will be assessed twice.

Electronic system: This is when a computer system will evaluate your essay. It will assess on the basis of the structure and the linguistic features of your essay. It also evaluates your essay on the basis of topical analysis, syntactic variety as well as the organization of ideas.

Trained Evaluators: After the assessment through the electronic system, a trained evaluator also goes through and assesses your essay. These evaluators come from different backgrounds including management educationalists and make sure that they assess the overall quality of your essay. They evaluate the essays on the basis of:

- a. Analyze the important features of your argument
- b. Organization and development of your idea and the expression of your analysis
- c. Provision of supporting reasons along with the examples
- d. Your English communication skills

The score provided in this section is an aggregate of both, the electronic and trained evaluators.

Can you ask for a reassessment? The answer to this question is yes. The fee for reevaluation is \$45. The reassessment request should be made within 6 months of your test date. A few things that you need to know are:

The results for the rescored assessment is final. You cannot submit anymore rescore/revaluation request.

Revaluation may lead to increasing or reducing your test score of this section

These revised results are sent to you as well as the programs you designated your score to within 20 days of your request.

The rescoring fee is non-refundable

For a rescoring request, you will have to contact the GMAT customer services. (<https://www.mba.com/service/contact-us>)

Sample Analysis of an Argument Problem

Directions

In this section, you will be asked to write a critique of the argument presented. You are NOT being asked to present your own views on the subject. Specifically,

Evaluate the argument and plan a response before you begin writing

Organize your ideas and develop them fully

Provide relevant supporting reasons and examples

Question

The following appeared in the editorial section of a monthly business news magazine:

"Most companies would agree that as the risk of physical injury occurring on the job increases, the wages paid to employees should also increase. Hence it makes financial

sense for employers to make the workplace safer: they could thus reduce their payroll expenses and save money."

Discuss how well reasoned you find this argument. In your discussion be sure to analyze the line of reasoning and the use of evidence in the argument. For example, you may need to consider what questionable assumptions underlie the thinking and what alternative explanations or counterexamples might weaken the conclusion.

You can also discuss what sort of evidence would strengthen or refute the argument, what changes in the argument would make it more logically sound, and what, if anything, would help you better evaluate its conclusion.

Answer

The following is an actual AWA essay that received the highest rating:

This argument states that it makes financial sense for employers to

make the workplace safer because by making the workplace safer then lower wages could be paid to employees. This conclusion is based on the premise that as the list of physical injury increases, the wages paid to employees should also increase.

However, there are several assumptions that may not necessarily apply to this argument. For example, the costs associated with making the workplace safe must outweigh the increased payroll expenses due to hazardous conditions. Also, one must look at the plausibility of improving the work environment. And finally, because most companies agree that as the risk of injury increases so will wage doesn't necessarily mean that all companies which have hazardous work environments agree.

The first issue to be addressed is whether increased labor costs justify large capital expenditures to improve the work environment. Clearly one could argue that if making the workplace safe would cost an exorbitant amount of money in comparison to leaving the workplace as is and paying slightly increased wages than it would not make sense to improve the work environment. For example, if making the workplace safe would cost \$100 million versus additional payroll expenses of only \$5,000 per year, it would make financial sense to simply pay the increased wages. No business or business owner with any sense would pay all that extra money just to save a couple of dollars and improve employee health and relations. To consider this, a cost-benefit analysis must be made. I also feel that although a cost-benefit analysis should be the determining factor with regard to these decisions

making financial sense, it may not be the determining factor with regard to making social, moral and ethical sense.

This argument also relies on the idea that companies solely use financial sense in analyzing improving the work environment. This is not the case. Companies look at other considerations such as the negative social ramifications of high on-job injuries. For example, Toyota spends large amounts of money improving its environment because while its goal is to be profitable, it also prides itself on high employee morale and an almost perfectly safe work environment. However, Toyota finds that it can do both, as by improving employee health and employee relations they are guaranteed a more motivated staff, and hence a more efficient staff; this guarantees more money for the business as well as more safety for the employees.

Finally one must understand that not all work environments can be made safer. For example, in the case of coal mining, a company only has limited ways of making the work environment safe. While companies may be able to ensure some safety precautions, they may not be able to provide all the safety measures necessary. In other words, a mining company has limited ability to control the air quality within a coal mine and therefore it cannot control the risk of employees getting Black lung. In other words, regardless of the intent of the company, some jobs are simply dangerous in nature.

In conclusion, while at first, it may seem to make financial sense to improve the safety of the work environment sometimes it truly does not

make financial sense. Furthermore, financial sense may not be the only issue a company faces. Other types of analyses must be made such as the social ramifications of an unsafe work environment and the overall ability of a company to improve that

environment (i.e., coal mine). Before any decision is made, all these things must be considered, not simply the reduction of payroll expenses.

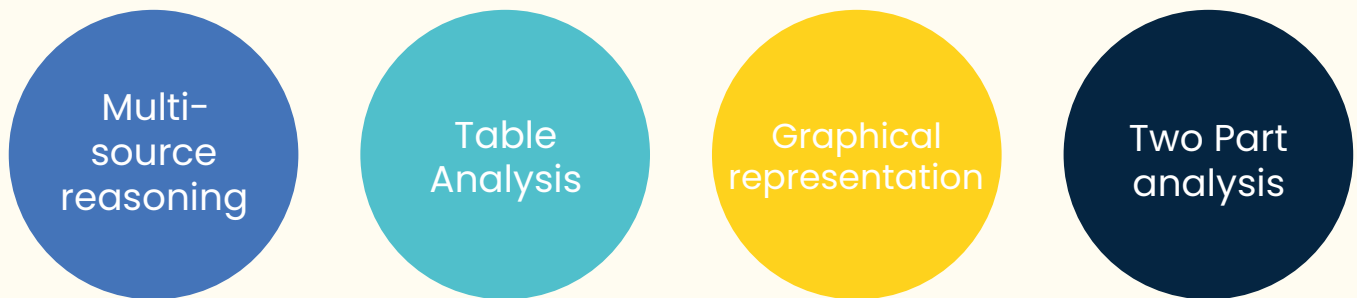
SOURCE: mba.com

<https://www.mba.com/exams/gmat/about-the-gmat-exam/gmat-exam-structure/analytical-writing-assessment>

Integrated Reasoning

This section of the exam is based on critical thinking and interpretation of information/data that is provided. This is considered very important by all the faculty to be a successful student in the classroom. This section usually consists of a case study which needs to be analyzed by the students. They also have to answer some questions that are being asked at the end. All around the globe, all the leaders prefer people who can easily sort through the data and determine what is relevant and devise a strategy keeping in mind the data interpretation to make the product or service successful.

What kind of questions are asked? There are 4 types of questions that are asked in this section:



Let's have a look at all these in detail!

Multi-Source Reasoning

Sample Question:

Email-1

Email from administrator to research staff:

January 15, 10:46 a.m.

Yesterday was the deadline for our receipt of completed survey from doctors who were

Consider each of the following statements. Does the information in the three emails support the inferences as stated?

- a) The administrator is unwilling to incite as many participants in the

incites in the Medical Practice Priorities Survey. Did we get enough return from this original group of invitees to get reliable statistics? Do we need to invite additional participants?

Email-2

Email from project coordinator in response to the administrator's January 15, 10:46 a.m. message:

January 15, 11:12 a.m.

Altogether we got exactly 350 actual survey completions. We need at least 700 and were hoping for even more, so we plan to invite a second group to participate. Both the results from the first group and other research indicates that with this type of survey and this type of participants there is about a 40% probability that any given invitee will submit the completed survey in the time we allow. (Obviously that doesn't mean that if we invited 1000 we'd necessarily get at least 400, so we need to think in terms of the risks of getting too few returns or exceeding the budget.) All of the participants who submitted their surveys by the deadline will get the \$50 payment we promised. What is our total budget for compensation to the participants?

Email-3

Email from administrator in response to the project coordinator's message on January 15, 11:12 a.m. message:

January 15, 1:54 p.m.

The budget we allocated for compensation to those who complete and submit the Medical Practice Priorities Survey is \$45,000. We will honour our commitment to pay \$50 to each participant- in the second group as well as the first- who completes the survey and submit it by the deadline we specify when we invite them to participate. However, we will need to try not to exceed the total amount that is budgeted for this purpose.

SOURCE: mba.com

second group as were invited in the first group.

 Yes

 No

- b) The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.

 Yes

 No

- c) The administrator is willing to accept some risk of exceeding the budget for compensating participants.

 Yes

 No

ANSWER:

The administrator is unwilling to incure as many participants in the second group as were invited in the first group.

 Yes

 No

The project coordinator does not expect to be able to meet the goal for numbers of completed surveys received.

 Yes

 No

The administrator is willing to accept some risk of exceeding the budget for compensating participants.

 Yes

 No

In this type of question, you will be provided with multiple reading material in a tabbed form on your computer screen on the left and will have a question on the right with multiple parts to it. You can go back and forth in these tabs to read the material and then answer the questions that are asked.

While answering these questions, you should keep the following things in mind:

You don't need to be completely comfortable with the material. It is created to be challenging, however, all the information for the questions asked is always present in the question.

Analyze all the things that are mentioned in the questions, it could be a paragraph or even some data. If it is a text passage, they will follow a story/sequentially placed content. Sometimes there might also be graphical representation of data in different ways such as bar graphs, tables, diagrams, etc.

Reading and understanding the content is very important. This is so because sometimes it might require you to validate or find any differences in the content or data.

To choose the answer choices, always take evidence from the story. Don't let your knowledge about the subject influence the answer.

Table Analysis Questions

Sample Question:

Commodity	Production, World Share (%)	Production World Rank	Export World Share (%)	Export World Rank
Orange juice	56	1	82	2
Coffee	40	1	32	2
Sugar	21	1	44	2
Beef	16	2	22	2
Chickens	15	3	38	2
Soybeans	27	2	40	3
Corn	8	4	10	3
Cotton	5	5	10	4
Pork	4	4	23	4

For each of the following statements, select Yes if the statement can be shown to be true based on the information in the table. Otherwise Select No.

No individual country produces more than one-fourth of the world's sugar.	Yes	No
If Brazil produces less than 20% of the world's supply of any commodity listed in the table, Brazil is not the world's top exporter of that commodity.	Yes	No
Of the commodities in the table for which Brazil ranks first in world exports, Brazil produces more than 20% of the world's supply.	Yes	No

Answer:

No individual country produces more than one-fourth of the world's sugar.	Yes	No
If Brazil produces less than 20% of the world's supply of any commodity listed in the table, Brazil is not the world's top exporter of that commodity.	Yes	No
Of the commodities in the table for which Brazil ranks first in world exports, Brazil produces more than 20% of the world's supply.	Yes	No

This type of question is in the form of a table containing data, usually in the form of percentages. You are usually required to read the table, and state if the inferences are Yes or No, True or False format.

While answering these questions you should keep the following things in mind:

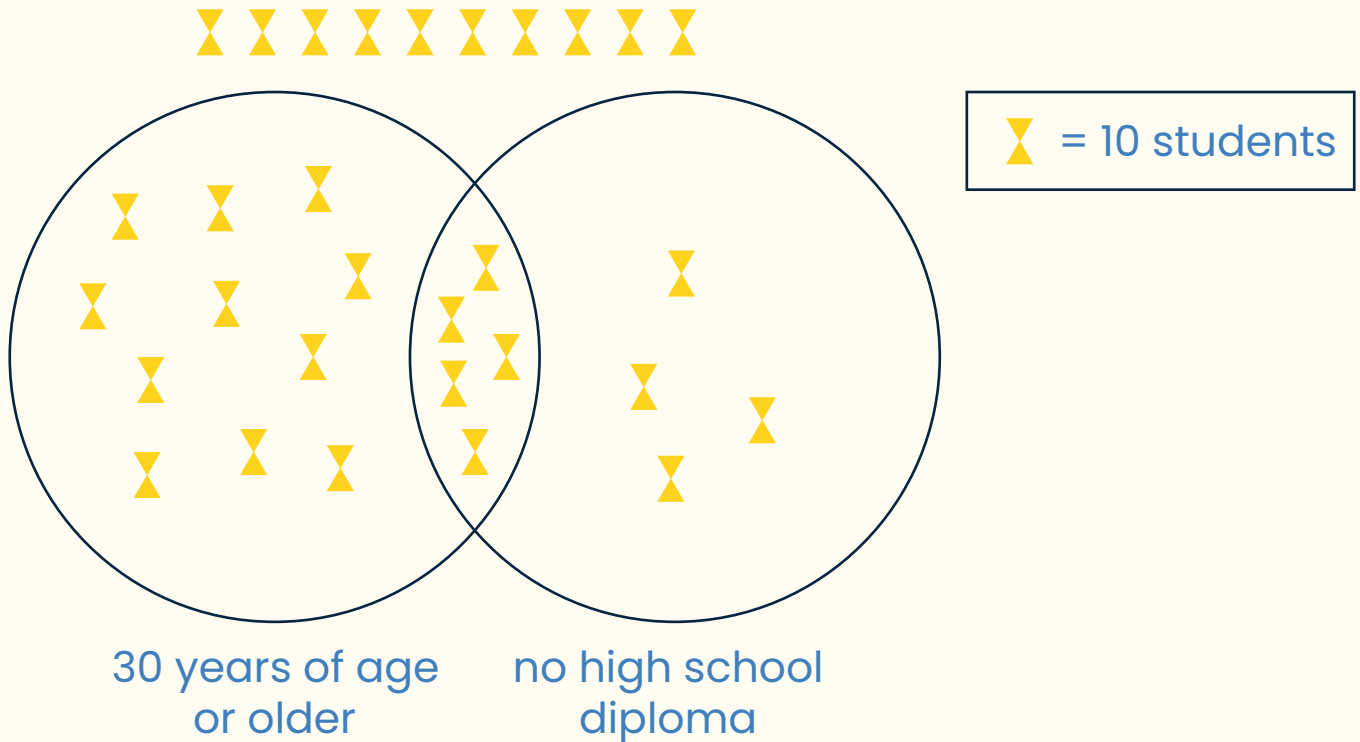
Read the table carefully to know what is the information that is provided. Also read the text in the table carefully.

Analyze the question carefully to ascertain the data analysis to make the correct inferences.

Check all the statements and correlate it to the information that is mentioned in the table. Make sure that you are able to make the interpretation according to the condition that you have, True or False, Yes or No.

Graphic Interpretation Questions:

Sample Question



Refer to the pictograph of a survey of students at central community college. Each symbol represents 10 students in a sample of 300.

Use the drop down menu to complete the statements according to the information that is presented in the diagram.

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is:	1 out of 6	1 out of 3
	2 out of 3	5 out of 6
If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is:	1 out of 6	1 out of 3
	2 out of 3	5 out of 6

Answer:

If one student is selected at random from the 300 surveyed, the chance that the student will be under 30 or a high school graduate or both is:	1 out of 6	1 out of 3
	2 out of 3	5 out of 6
If one student is selected at random from the 300 surveyed, the chance that the student will be both under 30 and a high school graduate is:	1 out of 6	1 out of 3
	2 out of 3	5 out of 6

In these types of questions, you are provided with a graph, pie chart, pictograph etc. along with supporting information that explains the chart and give detailed information about it. You should focus on deriving the information that is being asked by the question which will help you get to the correct answer.

While answering this section, you should keep the following things in mind:

Thoroughly go through the table that contains the data and analyze the data well. Note down all the important things such as values, labels etc. Identify if there are any discrepancies in the data presented.

Read all the information which is given about the data separately. This will tell you all the details that you need to know about the charts given.

Understanding the question is the key here. Knowing about what is being asked will help you pick the right information from the chart.

The options given in the menu as answers should also be read very carefully. It will also guide you what exactly needs to be calculated and will help you interpret the question better.

<https://www.mba.com/exams/gmat/before-the-exam/perform-your-best-on-test-day/prepare-for-the-ir-section>

Two-Part Analysis Question Strategies

Sample Question:

The Quasi JX is a new car model. Under ideal driving conditions, the Quasi JX's fuel economy is E Km/L when its driving speed is constant at S Km/Hour.

In terms of the variables S and E , select the expression that represents the number of liters of fuel used in 1 hour of driving under ideal driving conditions at a constant speed S and select the expression that represents the number of liters of fuel used in a 60 Km drive under ideal driving condition at a constant speed S . Make two selections, one in each column.

Liters of fuel in 1 hour	Liters of fuel in 60 Km	
		S/E
		E/S
		$60/E$
		$60/S$
		$S/60$
		$E/60$

Answer:

Liters of fuel in 1 hour	Liters of fuel in 60 Km	
		S/E
		E/S
		60/E
		60/S
		S/60
		E/60

In this kind of a question, you will be presented with a small situation and will be asked to assess the situation and provide a solution based on the data given. The answer choices given for the questions are related to each other in one way or another. For example, there might be two steps involved in solving a problem or two components required to complete a task. Your possible answers are presented in a table format with a column for each answer choice.

Let's have a look at some tips and tricks which will help you answer and perform better in this kind of a question:

These kinds of questions may cover a lot of different skills being tested like quantitative, verbal or even a combination of both. Reading the question thus becomes a very important aspect of answering and figuring out what is being asked.

Looking at all the answer choices and making elimination is one of the best possible ways to answer these questions.

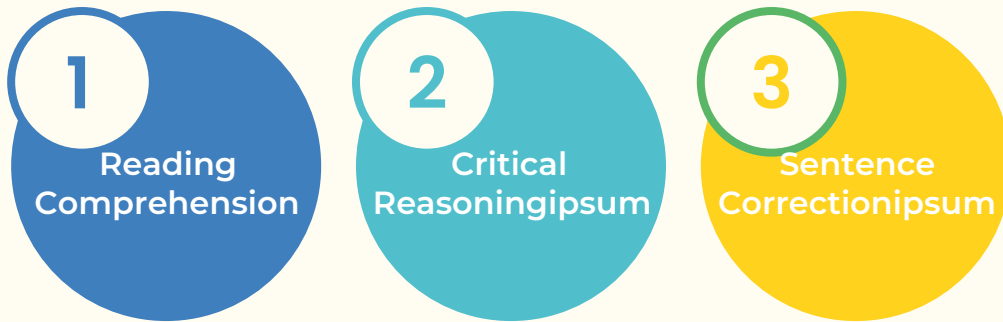
It might be possible that the answer column details are getting confusing or are not clear. In that case, it is important to understand the question which will help you determine what is being asked.

Sometimes, there is a possibility that the same row is answering both the conditions, so if you feel that the answers are the same, then don't hesitate.

Verbal Reasoning Section

The verbal reasoning section of the GMAT is prepared to test multiple things. It tests your capability to assess and comprehend written material, reason and evaluate arguments and and express ideas effectively. This section will consist of 36 questions in the multiple choice format. You will get 65 minutes to complete this section.

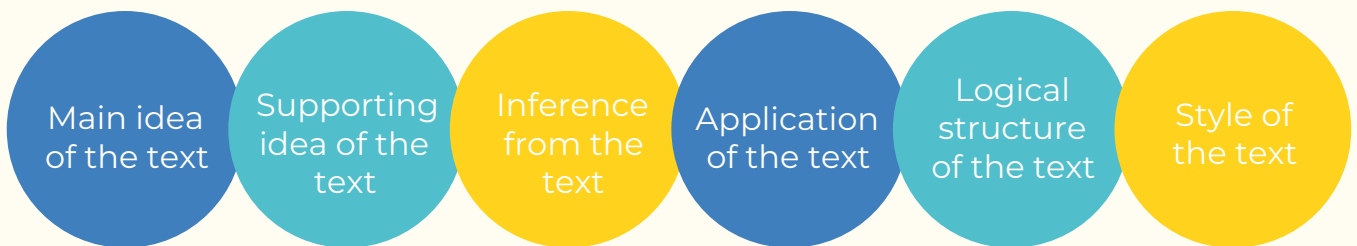
This section has 3 major types of questions



Let's have a clear idea on how these types of questions should be attempted and what exactly is being tested by each of these.

Reading Comprehension:

Reading comprehension questions test your capability to understand the passage and create logical sense between significant points and draw inferences from the text available. It also test your understanding of the following:



Let's have a look at the sample question to get a deeper clarity:

Directions
The questions in this group are based on the content of a passage. After reading the passage, choose the best answer for each question. Answer all questions following the passage on the basis of what is stated or implied in the passage.
Question
Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native Americans. In essence, textbooks stereotype

and depreciate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric, European perspective without recognizing that other perspectives are possible.

One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular cultures are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native Americans is certainly warranted.

Which of the following would most logically be the topic of the paragraph immediately following the passage?

- (A) *Specific ways to evaluate the biases of United States history textbooks*
- (B) *The centrality of the teacher's role in United States history courses*
- (C) *Nontraditional methods of teaching United States history*
- (D) *The contributions of European immigrants to the development of the United States*
- (E) *Ways in which parents influence children's political attitudes*

Answer: (A)

SOURCE: mba.com

Critical Reasoning:

This type of question measures your capability to make valid arguments, evaluate the given arguments, and formulate a plan of action further. These are usually based on short passages of not more than 100 words. These questions usually ask you about things like strengthening or weakening the argument. Identify why the argument is flawed, or support or damage the argument.

Let's have a look at the sample question to get a deeper clarity:

Directions

For this question, select the best of the answer choices given.

Question

The cost of producing radios in Country Q is ten percent less than the cost of producing radios in Country Y. Even after transportation fees and tariff charges are added, it is still cheaper for a company to import radios from Country Q to Country Y than to produce radios in Country Y.

The statements above, if true, best support which of the following assertions?

- (A) Labor costs in Country Q are ten percent below those in Country Y.
- (B) Importing radios from Country Q to Country Y will eliminate ten percent of the manufacturing jobs in Country Y.
- (C) The tariff on a radio imported from Country Q to Country Y is less than ten percent of the cost of manufacturing the radio in Country Y.
- (D) The fee for transporting a radio from Country Q to Country Y is more than ten percent of the cost of manufacturing the radio in Country Q.
- (E) It takes ten percent less time to manufacture a radio in Country Q than it does in Country Y.

Answer: (C)

SOURCE: mba.com

Sentence Correction:

These questions as the name suggests, test the language proficiency. These are focused to judge the grammatical and structural correctness. It also tests effective communication and expression of the idea that you have in mind. To sum up, This section aims at effective expression of your idea, concisely and grammatically correct. Each question has a sentence or a passage, of not more than 100 words and has a phrase underlined. You need to check if it is making sense and choose the correct option that is given.

Let's have a look at the sample question to get a deeper clarity:

Directions

This question presents a sentence, part of which or all of which is underlined. Beneath the sentence you will find five ways of phrasing the underlined part. The first of these repeats the original; the other four are different. If you think the original is best, choose the first answer; otherwise choose one of the others.

This question tests correctness and effectiveness of expression. In choosing your answer, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, and sentence construction. Choose the answer that produces the most effective sentence; this answer should be clear and exact, without awkwardness, ambiguity, redundancy, or grammatical error.

Question

While larger banks can afford to maintain their own data-processing operations, many smaller regional and community banks are finding that the cost associated with upgrading data-processing equipment and with the development and maintenance of new products and technical staff are prohibitive.

- (A) cost associated with (B) costs associated with
(C) costs arising from (D) cost of
(E) costs of

Answer: (B)

SOURCE: mba.com

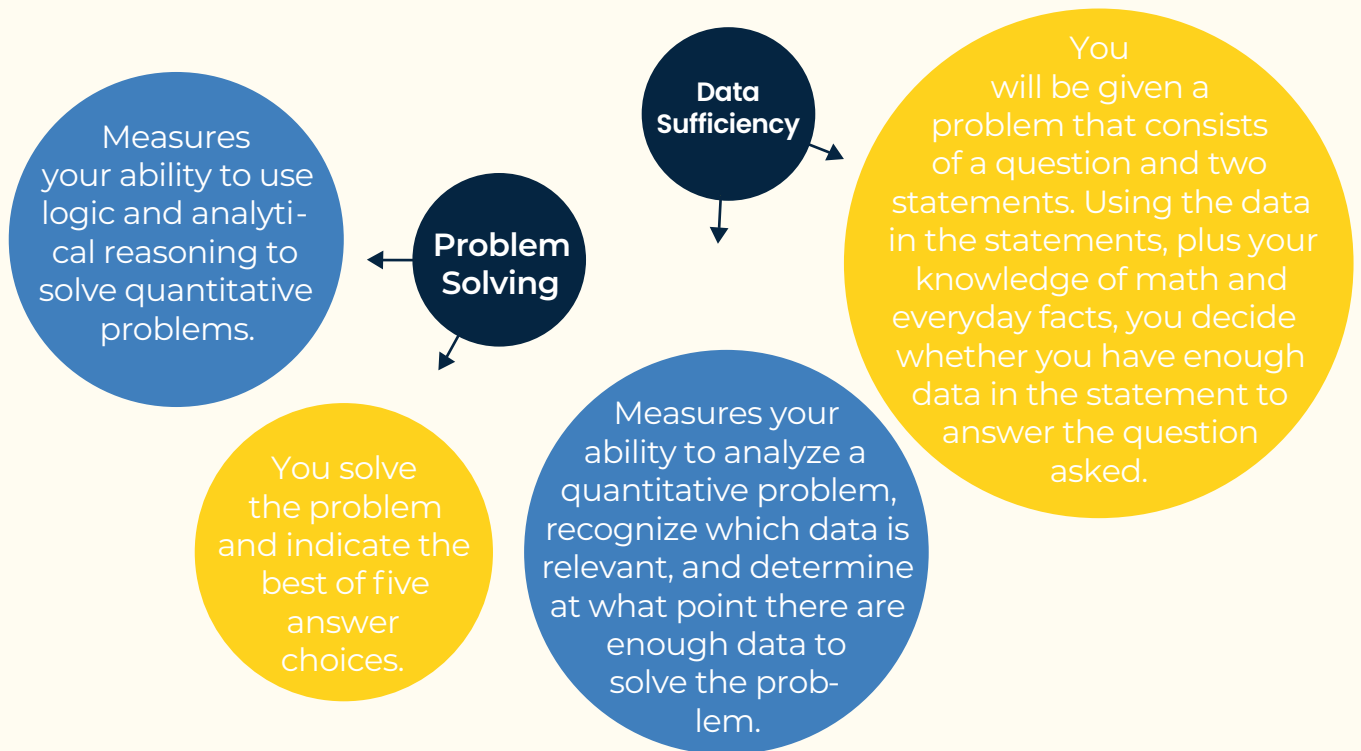
Quantitative Reasoning

This section measures your ability to reason mathematically and solve quantitative problems by interpreting graphical data or otherwise. It consists of 31 questions in the multiple choice format and you are given 62 minutes to complete it.

Two Types of Questions in the Quantitative Section

There are two types of questions in the Quantitative Section – Problem Solving and Data Sufficiency. Both types of questions require some knowledge of arithmetic, elementary algebra and commonly known concepts of geometry. Rest assured that the difficulty of

the questions stems from the logic and analytical skills required, not the underlying math skills. Note that you cannot use a calculator while working on the Quantitative section.



Sample Problem Solving Question

Directions

Solve the problem and indicate the best of the answer choices given.

Question

If $u > t$, $r > q$, $s > t$, and $t > r$, which of the following must be true?

$u > s$

$s > q$

$u > r$

(A) I only (B) II only (C) III only

(D) I and II (E) II and III

Answer: (E)

Sample Data Sufficiency Question

Directions

This data sufficiency problem consists of a question and two statements, labeled (1) and (2), in which certain data are given. You have to decide whether the data given in the statements are sufficient for answering the question. Using the data given in the statements, plus your knowledge of mathematics and everyday facts (such as the number of days in July or the meaning of the word counterclockwise), you must indicate whether:

Statement (1) ALONE is sufficient, but statement (2) alone is not sufficient to answer the question asked.

Statement (2) ALONE is sufficient, but statement (1) alone is not sufficient to answer the question asked.

BOTH statements (1) and (2) TOGETHER are sufficient to answer the question asked, but NEITHER statement ALONE is sufficient to answer the question asked.

EACH statement ALONE is sufficient to

answer the question asked.

Statements (1) and (2) TOGETHER are NOT sufficient to answer the question asked, and additional data specific to the problem are needed.





Question

If a real estate agent received a commission of 6 percent of the selling price of a certain house, what was the selling price of the house?

- (1) The selling price minus the real estate agent's commission was \$84,600.
 - (2) The selling price was 250 percent of the original purchase price of \$36,000.
- (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.

Answer: (D)

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