KAPLAN

TEST PREP AND ADMISSIONS

UKCAT Sample Questions

2009

- Verbal Reasoning
- Quantitative Reasoning
- Abstract Reasoning
- Decision Analysis

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UKCAT Sample Questions

Verbal Reasoning
Subtest length: Eleven passages, four questions each
Subtest timing: 21 minutes (less than 2 minutes per passage)

Sample length: One passage, four questions
Sample timing: 2 minutes

Quantitative Reasoning
Subtest length: Ten sets of graphs/charts/tables, four questions each
Subtest timing: 21 minutes (2 minutes per graph/chart/table)

Sample length: One set of charts, four questions
Sample timing: 2 minutes

Abstract Reasoning
Subtest length: 13 sets of shapes, 5 test shapes per set
Subtest timing: 15 minutes (about 1 min per set of shapes)

Sample length: One set of shapes, five test shapes
Sample timing: 1 minute

Decision Analysis
Subtest length: One code, plus additional info; 26 questions
Subtest timing: 29 minutes (2 min to read instructions and code, then 1 min per question)

Sample length: One code, five questions
Sample timing: 7 minutes

Non-Cognitive Analysis
Subtest length: Questionnaire; number of items varies
Subtest timing: 29 minutes

Sample length: One scenario with eleven questions
Sample timing: 7 minutes

Scottish devolution

In September 1997, Scotland held a referendum on the question of devolution. Over 60 per cent of eligible voters went to the polls, and they voted in favour of both questions on the ballot-paper. On the first question, asking whether there should be a Scottish Parliament, 74.3 per cent of voters agreed, including a majority in favour in every Scottish local authority area. On the second question, asking whether that Parliament should have tax-varying powers, 63.5 per cent of voters agreed, including a majority in favour in every Scottish local authority area except Orkney and Dumfries & Galloway. In response to the results of this referendum, the UK Parliament passed the 1998 Scotland Act, which was given Royal Assent on 19 November 1998. The first members of Scottish Parliament (MSPs) were elected on 6 May 1999, and the Queen formally opened the Scottish Parliament on 1 July 1999, at which time it took up its full powers.

Under the terms of the 1998 Scotland Act, the Scottish Parliament has the authority to pass laws that affect Scotland on a range of issues. These issues are known as 'devolved matters', as power in these matters has been transferred (or 'devolved') from a national body (the UK Parliament at Westminster) to regional bodies (the Scottish Parliament, the National Assembly for Wales, and the Northern Ireland Assembly). Education, Agriculture, Justice and Health (including NHS issues in Scotland) are among the issues devolved to the Scottish Parliament. The Scottish Parliament also has the power to set the basic rate of income tax, as high as 3 pence in the pound.

The 1998 Scotland Act also provides for 'reserved matters', which Scots must take up through their MPs at Westminster rather than through their MSPs. Such reserved matters, on which the Scottish Parliament cannot pass legislation, include Foreign Affairs, Defence and National Security.

In Scottish parliamentary elections, each voter has two votes: one vote for the MSP for their local constituency, and one vote for the candidate or party to represent their Scottish Parliamentary Region. There are 73 local constituencies, and 8 Scottish Parliamentary Regions; each local constituency is represented by one local MSP, and each region is represented by 7 regional MSPs. These local and regional MSPs account for the total membership of the Scottish Parliament. Thus, every Scotsman or Scotswoman is represented by a total of 8 MSPs (1 local and 7 regional).

1. In the 1997 referendum, more voters in Dumfries & Galloway were in favour of a Scottish Parliament than were in favour of tax-varying powers for a Scottish Parliament.

   A. True
   B. False
   C. Can't tell

2. The Scottish Parliament can raise the basic rate of income tax by 3 pence in the pound.

   A. True
   B. False
   C. Can't tell

3. NHS issues in Wales are among the issues devolved to the National Assembly for Wales.

   A. True
   B. False
   C. Can't tell

4. There are a total of 129 MSPs in the Scottish Parliament.

   A. True
   B. False
   C. Can't tell

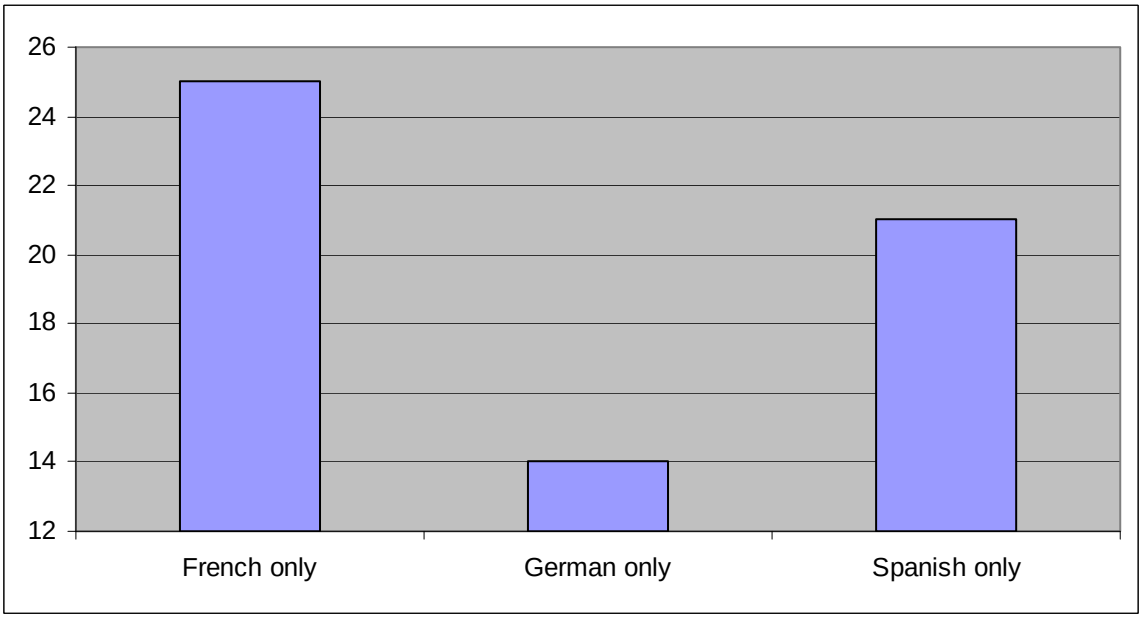
Linden Grove School is designated a Specialist Language College. All students at Linden Grove must study at least one language to GCSE level, and many students take GCSEs in two languages.

All students in Year 11 at Linden Grove take at least one of three languages:

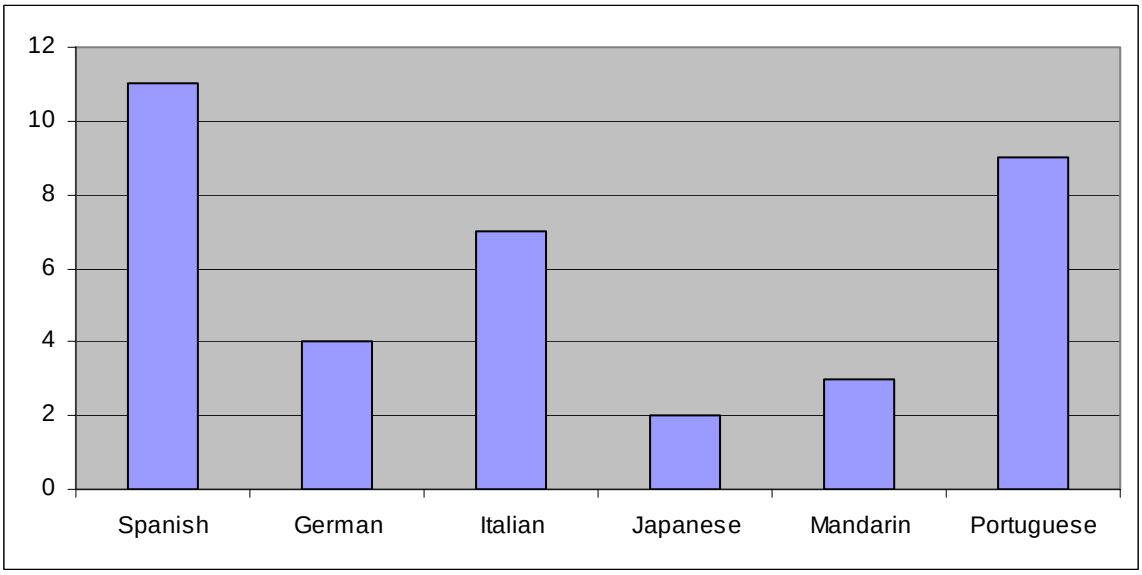
61 students in Year 11 study French
35 students in Year 11 study German
47 students in Year 11 study Spanish

These numbers include students who take a single language, as shown in the first chart, as well as students taking more than one language, as shown in the second, third and fourth charts.

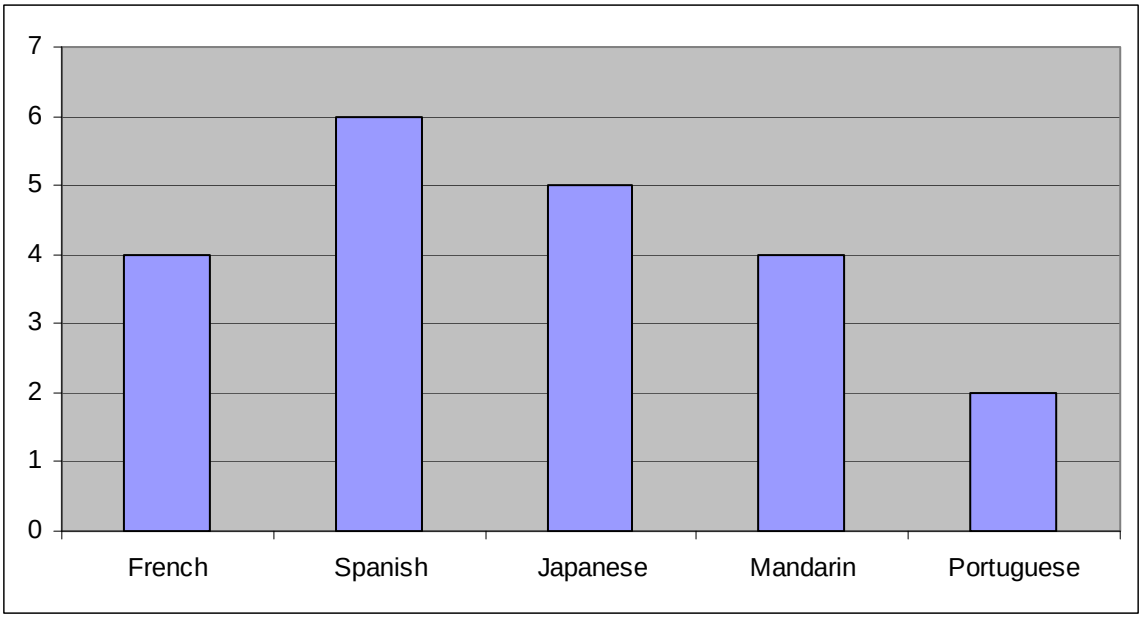
Students in Year 11 Who Study One Language Only



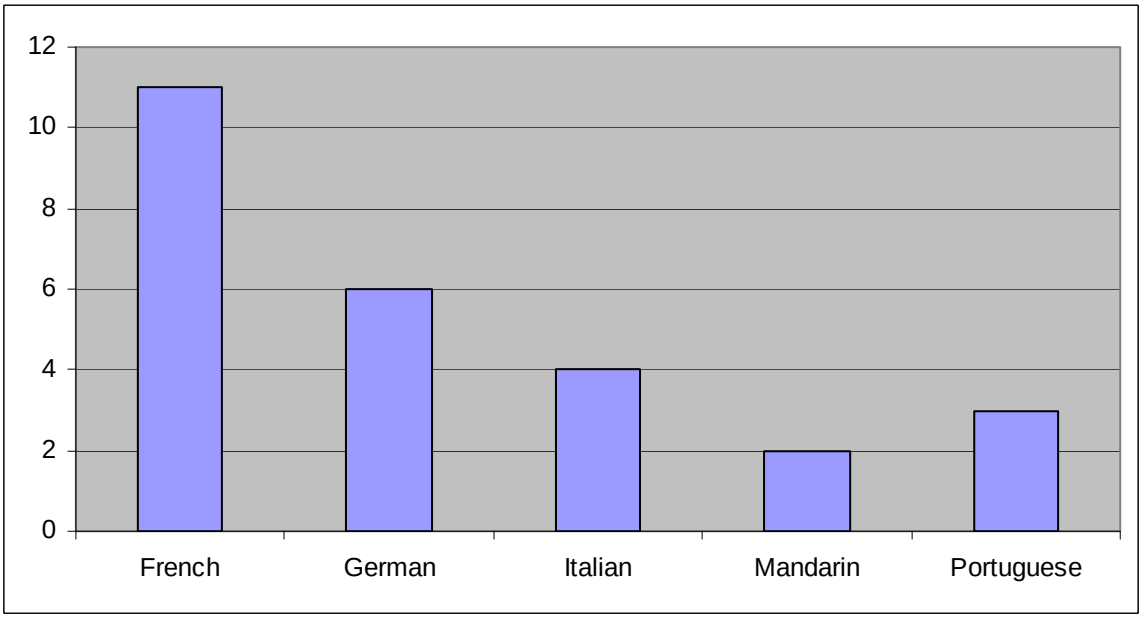
Second Languages of Students in Year 11 Who Study French



Second Languages of Students in Year 11 Who Study German



Second Languages of Students in Year 11 Who Study Spanish



No student in Year 11 studies more than two languages.

1. What is the total number of students in Year 11?

A. 80
B. 101
C. 122
D. 143
E. Can’t tell

2. The number of students who study Spanish as their only language is equal to the total number of students that study which two languages?

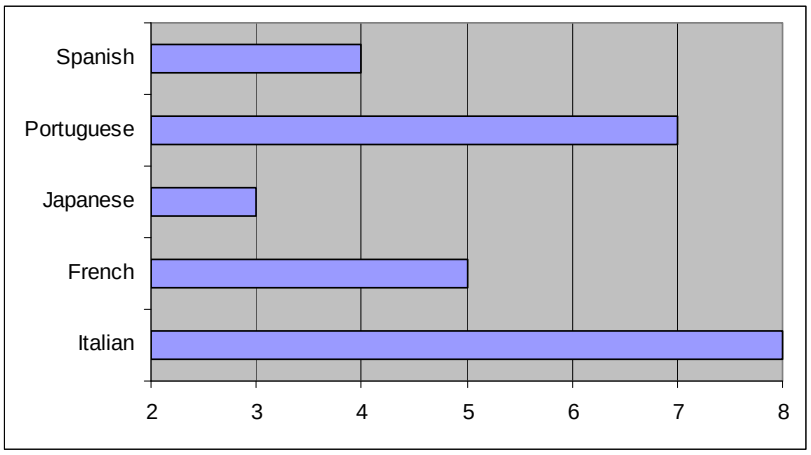
A. Mandarin and Portuguese
B. Italian and Mandarin
C. Italian and Japanese
D. Italian and Portuguese
E. Japanese and Portuguese

3. What percentage of students who study German also study Mandarin?

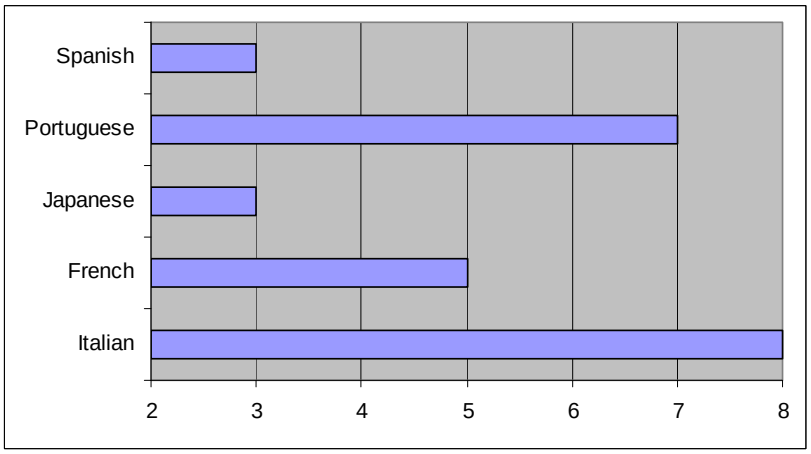
A. 4%
B. 11%
C. 19%
D. 26%
E. 43%

4. At the start of the academic year, Linden Grove decides to allow Italian as a first-language choice. Three students switch from studying French and Italian to Italian only, and one switches from Spanish and Italian to Italian only. During the autumn term, four new students joining Year 11 opt for Italian only; one selects French and Italian; and three take Italian and Japanese. Half of all Portuguese students in Year 11 also decide to switch their first language to Italian in the autumn term. Which chart shows the second languages of students in Year 11 who are studying Italian at the end of the autumn term?

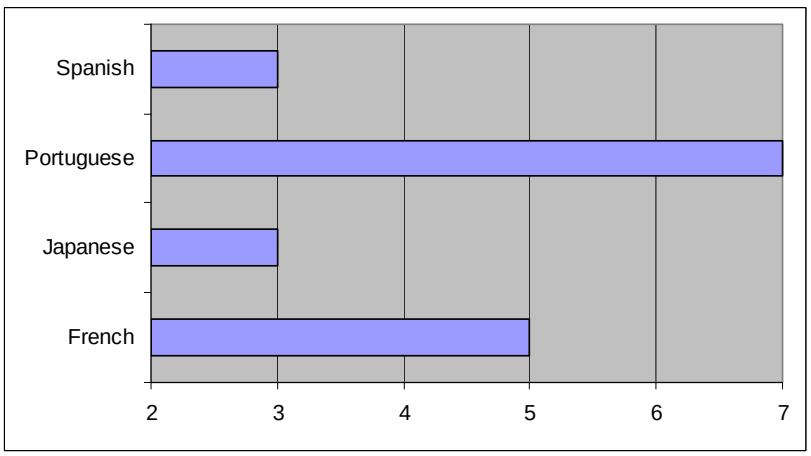
A.



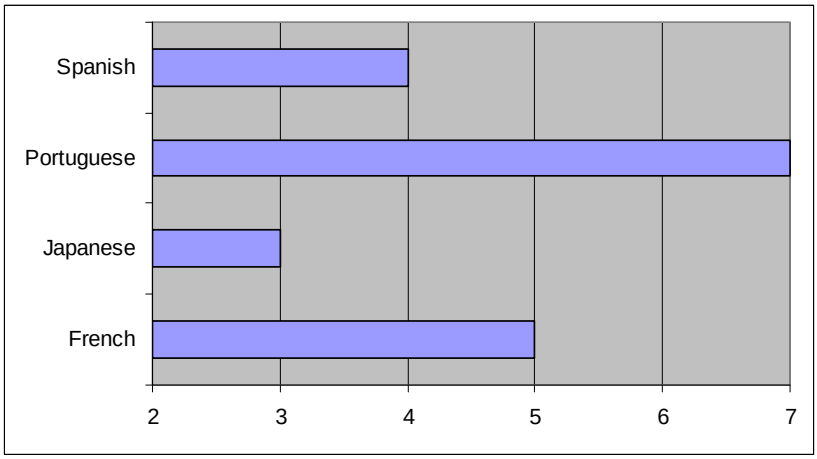
B.



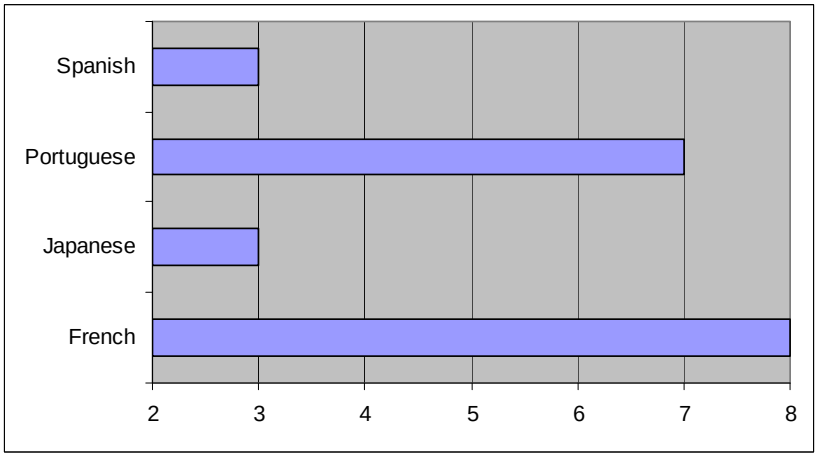
C.



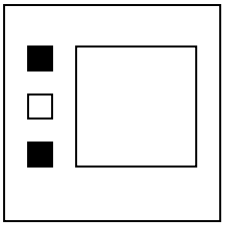
D.


Spanish
Portuguese
Japanese
French
2
3
4
5
6
7

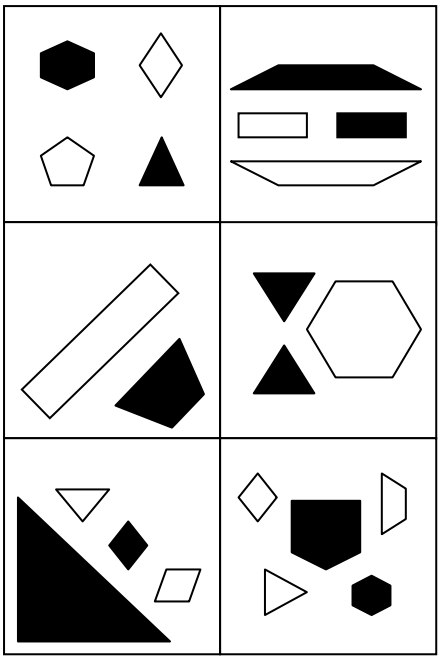
E.


Spanish
Portuguese
Japanese
French
2
3
4
5
6
7
8

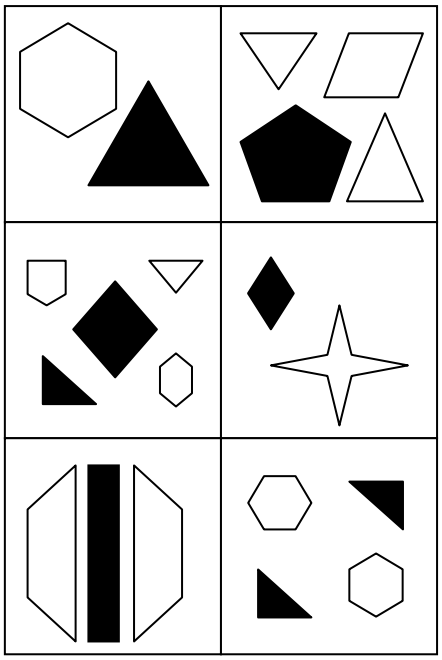
1. **Test Shape**



Set A

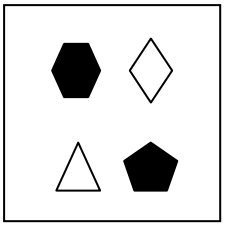


Set B

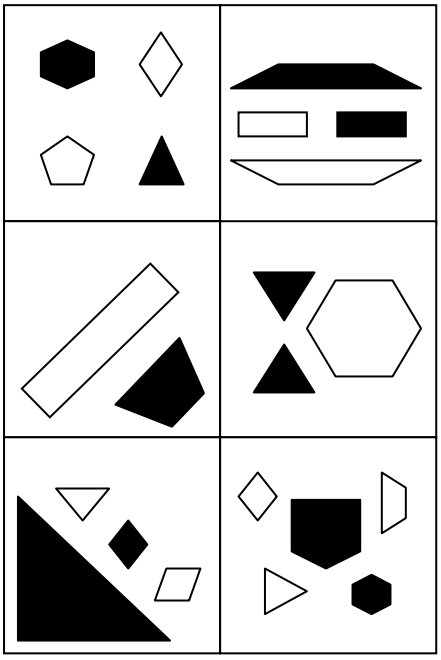


° A. Set A
° B. Set B
° C. Neither

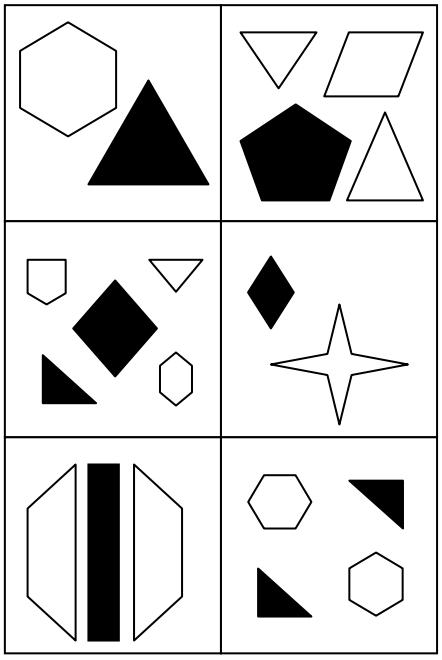
2. **Test Shape**



Set A

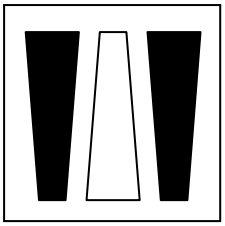


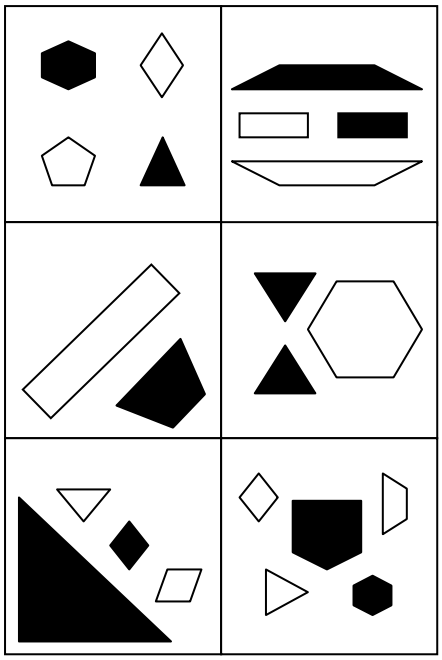
Set B

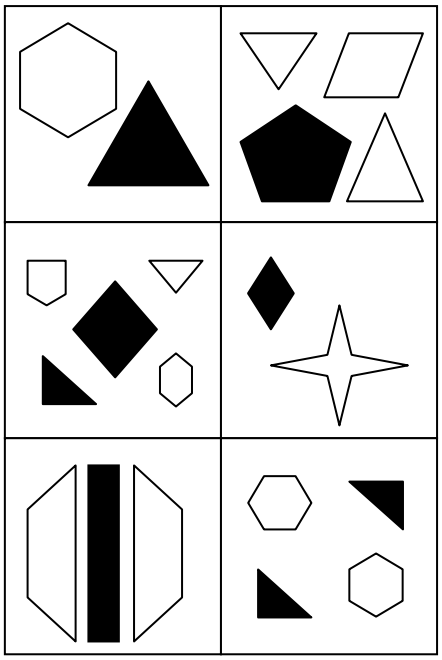


° A. Set A
° B. Set B
° C. Neither

3. **Test Shape** **Set A** **Set B**

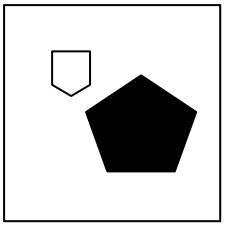


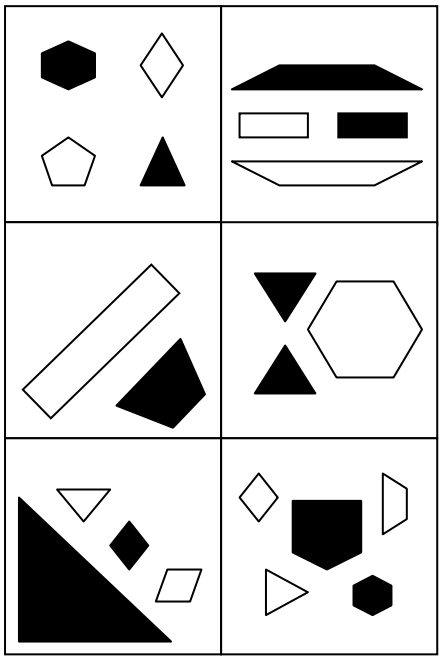


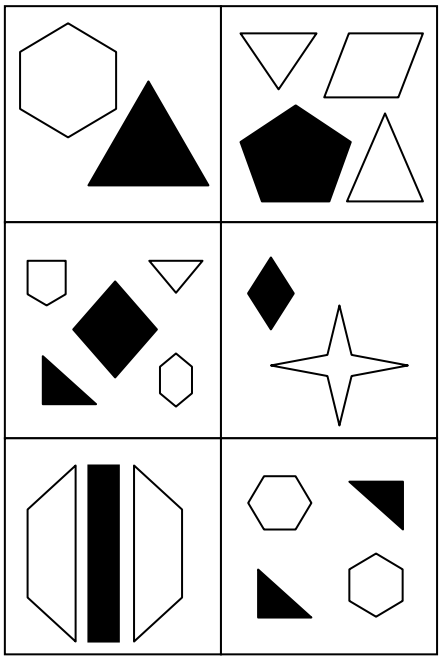


° A. Set A
° B. Set B
° C. Neither

4. **Test Shape** **Set A** **Set B**

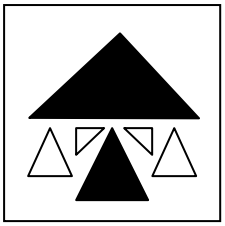




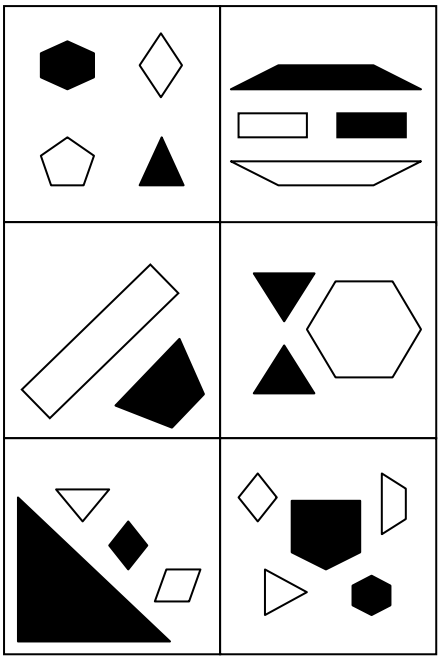


° A. Set A
° B. Set B
° C. Neither

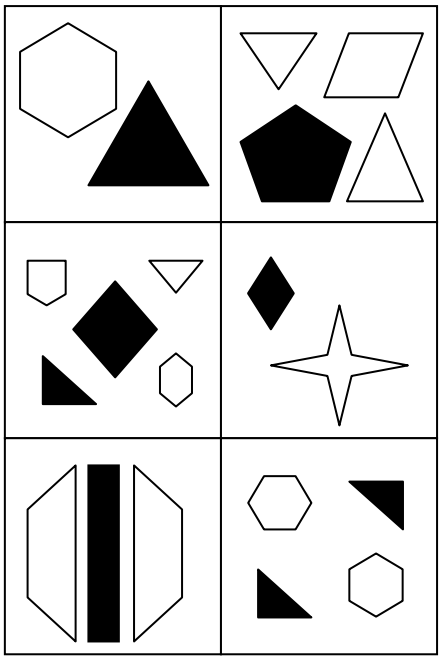
5. **Test Shape**



Set A



Set B



° A. Set A
° B. Set B
° C. Neither

Mediaeval Tapestry Code

Whilst cleaning a 14th century tapestry, employees at the British Museum discover a previously undetected and rather elaborate code woven into its fabric. The code appears to consist of a series of letters and numbers, grouped together in sequences as coded messages, that appear to tell a story. The empolyees call in an art historian, who hires you as his assistant to decipher these newfound codes.

On examining the tapestry, you determine that some of the information is strange or incomplete, but all of the messages contain some logic. Indeed, the code seems to follow certain patterns that indicate an internal logic is built into its use. Thus you must make your assessments based on the codes rather than what seems the most predictable or literal translation. Every code has a best answer that makes the most sense based on all the information presented, but remember that this test requires you to make judgements rather than simply apply logic and rules.

Table of Codes

Operators & General Rules	**Specific Information Basic Codes**
A = multiple B = opposite C = down D = group E = danger F = noble G = into H = special	1 = I 2 = you 3 = man 4 = horse 5 = sword 6 = tree 7 = brave 8 = move 9 = take 10 = fight 11 = creature 12 = castle 13 = goblet 14 = search

1. What is the best interpretation of the coded message: C12, 1, 9, F(B3)

A. Down from the castle, the noblewoman takes me as her equal.
B. The countess was my downfall.
C. I am taking the duchess into the castle.
D. I took the countess down from her castle.
E. The duchess and I found our downfall at the castle.

2. What is the best interpretation of the coded message: F(7,3), E8, 5, B(G6)

A. The brave duke pulled the dangerous sword out of the tree.
B. The brave duke risked pushing the sword into the tree.
C. The duke bravely moved away from the treacherous tree with sword in hand.
D. The knight pulled the sword out of the tree.
E. The knight risked pulling the sword out of the tree.

Table of Codes

Operators & General Rules	Specific Information Basic Codes
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3. What would be the best way to encode the following message: Many armies of knights came to the castle seeking the Holy Grail.

A. AF(7, 3), 8, G12, 14, H13
B. AF(7, 3), 8, D4, G12, 14, H13
C. ADF(7, 3), 8, G12, 14, H13
D. ADF(7, 3), 8, G12, 9(14, H13)
E. ADF(7, 3), 8, D4, G12, 14, H13

4. What is the best interpretation of the coded message: B(7, 3), 8, 10, (7, 3), 14, B10

A. On his quest for peace, a fearful man sometimes moves against a brave one in battle.
B. A coward fights on, while a fearless man seeks peace.
C. A man who is not a knight went and fought one who was on a search to end the war.
D. A serf must go fight a knight in the name of peace.
E. Peace is found when serfs and knights refuse to fight.

5. Which of the following would be the most useful and second most useful additions to the codes to convey the message accurately?

Message: The perilous woodland creatures alarmed my horse with their vulgar sounds.

A. Peril
B. Woodland
C. Disturb
D. Vulgar
E. Noise