

AB INBEV

GRADUATE/ENTRY LEVEL

Online Aptitude test past questions

- Updated Practice**
- Answers & Workings**
- Faster Preparation**

**2018
UPDATE**

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ABINBEV

APTITUDE TEST PREPARATION

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PART 1:

THE ODYSSEY

ASSESSMENT

INTRODUCTION

This is a brief guide into the Odyssey assessments. Our aim is to help you cross the hurdle easily, and crack the hard parts.

The Odyssey assessments is a psychologically-proven gamified assessment used for high volume recruitment in organisations that employ cashiers, packers, pickers, learners, call centre agents, and other semi-skilled workers. When applied correctly it is also especially effective in high volume initiatives such as graduate recruitment such as the AbinBev graduate trainee programme.

Unlike other assessment tools – which assume a base level of learning in each candidate – Odyssey consists of a series of gamified assessments and experiences that identify talent and potential, regardless of any previous formal training.

Odyssey uses an online, gamified assessment process to measure the only real skills employees need to operate at the lower levels of work. These include:

Problem solving

Can the person display elementary problem solving and dynamically find a solution when no clear guidance is provided?

Instruction assimilation

Can the person assimilate and execute work processes?

English literacy

Vocabulary, spelling and sentence construction

Trainability

How fast will the employee respond to on-the-job training?

Clerical accuracy

Accurate execution of clerical data capture tasks

Numerical literacy

Addition, multiplication and division

Productivity

Accurate and fast execution of tasks and work processes.

As the name implies, Odyssey means Journey. So, Goodluck on your journey to becoming a master of the Odyssey assessment.

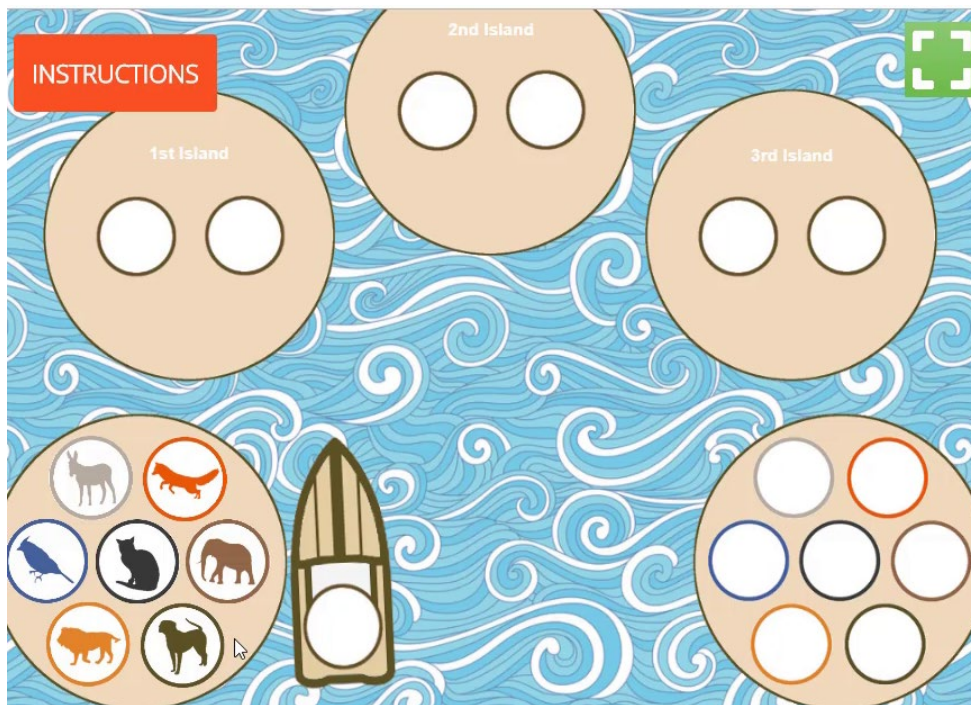
PROBLEM SOLVING

General Overview

The challenge is to be able to succeed in executing the instruction while keeping all necessary factors that relate to the assignment in mind.

Important Instructions.

In this exercise, you have to move all the animals one by one from the first island through three more islands until all animals are in the last island.



You have to move all the animals through all the islands safely to the final island, without one animal killing the other.

To do this, click / touch the animal you want to move, then click / touch the next island to move it to.

RULES OF THE GAME.

1. You can only move one animal at a time and one island forward at a time.

This means that you can only move one animal at a time. Moving two or more is not acceptable. In moving the animals, you have to be careful about the animal you're moving to the island because some animals cannot be in the same island with some selected animals. So you have to be extremely careful.

2. You can move an animal backwards from any location at any time.

This is very important for you to note. You can move any animal backwards from one island to another. Just that you have to be careful of rule 1. Don't move an animal back to where its enemy is.

3. You cannot move an animal forwards from an island unless there is another animal in the island with it.

This means that you cannot move one animal forward 2 times. It also means that you cannot move an animal out of the island without a neighbor. In the island, there are two spaces for two animals. This rule explains that you need to have 2 animals in a space in order to move one of them to the next island.

4. The animals attack each other outside the first and last island, as follows:

This means that the animals have enemies except the donkey.

a) The lion will eat everything except the bird and the elephant.

This means that the lion is an enemy to all the animals except the bird and the elephant. This implies that the lion needs to be with either the elephant and the bird for it to move to the next island. It means you can only move the lion to the next island when it's with a bird presently and the next island has an elephant waiting or vice versa.

b) The jackal will eat the dog and the cat.

This means that the Jackal is an enemy to the cat and the dog and on no occasion should you move a Jackal to an island with a dog or a cat. So you have to move the jackal forward with other available animals. Not with a cat and dog

c) The dog will eat the cat.

This means that the dog is an enemy with the cat and they cannot be in the same island. You have to move the cat or dog with its friends (other animals except both of them)

d) The cat and the dog will eat the bird.

This rule means that the cat and the dog and the bird are enemies and they should not be found anywhere close to each other in any of the islands outside.

There are seven animals all together

1. Lion
2. Elephant
3. Bird
4. Cat
5. Dog
6. Jackal
7. Donkey

And you need to move all the animals through 3 islands. There are 5 islands in all.

1. The home island – the starting point, where all the animals are
2. The 1st island
3. The 2nd island
4. The 3rd island
5. The destination island – this is where you will move all animals to.

The game is expecting you to move all animals (one by one) through the 3 islands till you get to the destination island.

The fiends and enemy rules does not apply to the home island and the destination island. It only applies in the 3 islands (1st, 2nd and 3rd Island)

Tips

Ensure to follow the rules as explained here and also view the demo video.

Sample Game.

Now we have all the animals in the home island. And we need to move them, one by one. First remember all the rules.

Step 1:

First move the Jackal to the 1st island

Then come back to move the bird

Step 2:

move the jackal to the 2nd island

come back to the destination island and move the donkey to the 1st island

Step 3:

move the bird to the 2nd island

go to the home island and move the elephant to the 1st island

Step 4:

move the bird from the 2nd island to the 3 island

move the donkey to the 2nd island

Step 5:

move the jackal to the 3rd island

move the lion from the home island to meet the elephant in the 2nd island because they are friends.

Step 6:

move the bird from the 3rd island back to the 2nd island

move the donkey from the 2nd jackal to the 3rd jackal

Step 7:

move the lion from the 1st island to meet the bird in the 2nd island

move the cat from the home island to the 1st island to meet the elephant there

Step 8:

move the jackal from the 3rd island to the destination island

move the bird from the 2nd island to the 3rd island to meet the donkey

Step 9:

move the elephant from 1st island to the 2nd island to meet the lion.

move the donkey from the 3rd island to the destination island

Step 10:

move the lion to the 3rd island to meet the bird

move the elephant back to the 1st island to meet the cat (remember the rule that says you can move an animal backwards)

Step 11:

move the cat to the 2nd island (which was empty before)

move the dog from the home island to meet the elephant in the 1st island

Step 12:

move the elephant to the 2nd island

move the bird from the 3rd island to the destination island

Step 13:

move the elephant to the 3rd island to meet the lion there.

move the lion to the destination island

Step 14:

move the donkey back from the destination island to the 3rd island to meet the elephant there

also move the donkey back from the 3rd island to the 2nd island

Step 15:

move the cat from the 2nd island to meet the elephant in the 3rd island

move the cat to the destination island from the 3rd island.

Step 16:

move the elephant back to the 2nd island

move the donkey to the 3rd island

Step 17:

move the dog from 1st island to meet the elephant in the 2nd island

move the dog to the 3rd island

Step 18:

move the donkey to the destination island

move the elephant to meet the dog in the 3rd island

Step 19:

move the dog to the destination island

move the elephant to the destination island.

NUMERICAL LITERACY GAME

General Overview

The challenge of this game is to test your speed and accuracy with basic arithmetic operations and rules.

Important Instructions

This test will provide you with a few basic calculations.

A calculation will be provided with four possible answers and you will be required to choose the correct answer from the four given.

You do this by clicking/ touching the answer of your choice. You then have to click/touch the continue button to go to the next calculation.

If you would like to change your answer, click / touch the new answer you chose.

Click/ touch the "start demo" button to view a demonstration of how to do this test.

Tips

1. Apply the BODMAS rule.

This means that arithmetic operations should be carried out in the proper order. This means the preference for execution should be Bracket first, then Of, Division, Multiplication, Addition and Subtraction follow in that order.

For example

$$9 - 2 \times 2 = ?$$

Solution

The solution to this should not be $9 - 2 = 7$

$$7 \times 2 = 14,$$

Rather, it is $2 \times 2 = 4$

$$9 - 4 = 5$$

This implies that, the order must be followed- multiplication first before subtraction as seen in BODMAS

2. Solve as quickly as possible.

This means that you do not necessarily need to think deep or write down anything while solving some questions.

For example

To solve 13×12 with the options 156, 158, 123, 234. We know that $3 \times 2 = 6$ and so any option that ends with 6 is the correct answer i.e. option A.

Same goes for $256 - 144$, you don't need to finish calculating just pick the option that ends in 2 and if they are two options like that, check the one with the middle number 1 (from $5 - 4 = 1$)

You should expect to see something like this:

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.

The image shows a math quiz interface with three questions, each in a green box with a gear icon. Question 1 asks for $6 + 5 =$ with options 12, 11, 30, and 65. Question 2 asks for $3 \times 2 =$ with options 6, 5, 32, and 8. Question 3 asks for $6 \div 2 =$ with options 4, 62, 3, and 8. A thought bubble above the 'CONTINUE' button says 'Click / touch here to continue to the next page.' There is also a green square icon with a white crosshair in the bottom left corner.

1 | What is $6 + 5 =$

2 | What is $3 \times 2 =$

3 | What is $6 \div 2 =$

12

11

30

65

6

5

32

8

4

62

3
















8

Click / touch here to continue to the next page.

INSTRUCTIONS

CONTINUE

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.
















 4 What is $8 - 5 =$	 5 What is $7 + 5 =$	 6 What is $3 \times 8 =$
 4	 12	 11
 5	 25	 12
 9	 13	 24
 3	 10	 10



INSTRUCTIONS

CONTINUE

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.
















 13 What is $143 + 155 =$	 14 What is $13 \times 12 =$	 15 What is $7 \div 2 =$
 308	 156	 3
 272	 158	 2.5
 354	 123	 3.5
 298	 234	 4.5



INSTRUCTIONS

CONTINUE

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.

















 16 What is $256 - 144 =$	 17 What is $10\% \text{ of } 100 =$	 18 What is $10\% \text{ of } 240 =$
 323	 7.5	 15
 112	 5	 24
 120	 10	 25
 122	 20	 40




















INSTRUCTIONS

CONTINUE



















There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.

 19 What is the next number in the sequence: 2,4,6,...	 20 What is 15% of 250 =	 21 What is 17% of 250 =
 <input type="text" value="5"/>	 <input type="text" value="35.5"/>	 <input type="text" value="42.5"/>
 <input type="text" value="7"/>	 <input type="text" value="25.5"/>	 <input type="text" value="42"/>
 <input type="text" value="8"/>	 <input type="text" value="40.5"/>	 <input type="text" value="43"/>
 <input type="text" value="10"/>	 <input type="text" value="37.5"/>	 <input type="text" value="44.5"/>
	<input type="button" value="INSTRUCTIONS"/>	<input type="button" value="CONTINUE"/>

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.

 22 What is $5 + 7 \times 3 =$	 23 What is $5 \times 6 \div 2 =$	 24 Arrange the numbers and symbols of the following and choose the correct answer: 5, 3, 1, +, -
 <input type="text" value="43"/>	 <input type="text" value="12"/>	 <input type="text" value="6"/>
 <input type="text" value="36"/>	 <input type="text" value="15"/>	 <input type="text" value="5"/>
 <input type="text" value="35"/>	 <input type="text" value="13"/>	 <input type="text" value="4"/>
 <input type="text" value="26"/>	 <input type="text" value="23"/>	 <input type="text" value="3"/>
 <input type="text" value="2"/>		<input type="button" value="INSTRUCTIONS"/>
		<input type="button" value="CONTINUE"/>

There are three calculations on this page. For each there are multiple answers. Please click / touch the answers listed below to select it and then on the continue button.

 25 Arrange the numbers and symbols of the following and choose the correct answer: 1, 2, 3, +, -	 26 Arrange the numbers and symbols of the following and choose the correct answer: 2, 3, 4, +, -	 27 What is the next number in the sequence: 3,6,10,15,...
 <input type="text" value="0"/>	 <input type="text" value="20"/>	 <input type="text" value="10"/>
 <input type="text" value="3"/>	 <input type="text" value="16"/>	 <input type="text" value="5"/>
 <input type="text" value="5"/>	 <input type="text" value="3"/>	 <input type="text" value="7"/>
 <input type="text" value="6"/>	 <input type="text" value="10"/>	 <input type="text" value="21"/>
 <input type="text" value="1"/>	 <input type="text" value="8"/>	
	<input type="button" value="INSTRUCTIONS"/>	<input type="button" value="CONTINUE"/>

VOCABULARY GAME

General Overview

The games seek to test the ability of the player to locate the right image for a given word.

Important Instructions

Welcome to the Vocabulary Game

Instructions

This exercise will look at English vocabulary. When you start the exercise you will find a list of words on the left and pictures on the right.

You will need to match each word to the correct picture.

To do this, you need to click / touch the word and then on the picture to match up the word with the correct picture.

If you wish to change your answer please click / touch on the picture or word.

Click / touch the "start demo" button to view a demonstration of how to do this test.

Tips

Ensure that the word that is matched to an image is the very closest in the group.

For example, for the image of a ship with goods, the following words might be provided: cargo, container and shipping. These all seem just correct, however, the answer to be chosen will also depend on other provided images.

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Crisis
- Refueling
- Mining
- Planning
- Global Business

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Airport
- Growth
- Agreement
- Air Freight
- Career Growth

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- E Mail
- Presentation
- Call Centre
- Meeting
- Training

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Customer Service
- Helicopter
- Academic
- Storage
- Air Traffic Control

INSTRUCTIONS
CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Cargo
- Information
- Container
- Trucking
- Shipping

INSTRUCTIONS
CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Idea
- Transportation
- Cloud Computing
- Banking
- Success

INSTRUCTIONS
CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Credit Card
- Power Station
- Team
- Quality Control
- People

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- Conference Room
- Computer Room
- Business Agreement
- Rail Yard
- Production Line

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

- ATM
- Palette
- Plane
- Keyboard
- Watch

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

This interface features a list of five words on the left: 'Money' (green), 'Computer' (green), 'Screen' (red), 'Mouse' (red), and 'Laptop' (red). On the right, there is a vertical stack of five images: a computer monitor, a mouse, a desktop computer system, a keyboard with Euro banknotes, and a laptop. Lines connect 'Money' to the keyboard image and 'Computer' to the monitor image. Each image has a small red or green circle next to it, indicating its status. A zoom icon is in the top right, and 'INSTRUCTIONS' and 'CONTINUE' buttons are at the bottom right.

Money

Computer

Screen

Mouse

Laptop

INSTRUCTIONS

CONTINUE

Click / Touch on a word and then click / touch on a picture to link the two, double click / tap the image to zoom in

This interface features a list of five words on the left: 'Supervisor' (red), 'Police' (green), 'Desk' (red), 'Warehouse' (red), and 'Factory' (red). On the right, there is a vertical stack of five images: a desk with a laptop, a factory building, a police officer, a large industrial factory, and a woman in a hard hat. A line connects 'Police' to the police officer image. Each image has a small red or green circle next to it. A zoom icon is in the top right, and 'INSTRUCTIONS' and 'CONTINUE' buttons are at the bottom right.

Supervisor

Police

Desk

Warehouse

Factory

INSTRUCTIONS

CONTINUE

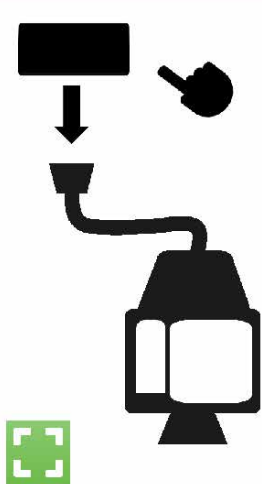
SENTENCE CONSTRUCTION

General Overview

The games seek to test the ability of the player to coordinate scattered data into meaningful information

Important Instructions:

Welcome to the Sentence Construction Game



Instructions

This exercise will look at how you build sentences in English. When starting the exercise you will be presented with mixed words at the top of the screen.

You have to place the words in the correct order to form a sentence. You do this by clicking /touching the word and then clicking / touching the frame above the machine.

Once finished, please click/touch on the continue button to move to the next sentence.

If you make a mistake, just click on the "try again" button and start dropping the words in the machine again.

Click / touch the "start demo" button to view a demonstration of how to do this test.

START DEMO

Tips

1) Do not delay

The given words are quite scattered. This is one reason why you might think that the solution is spending much time to arrange them in your mind first is the correct solution. However, the is the opposite. You should not spend too much time trying to arrange the words in your mind. Just arrange the words as best as you can first, and then when you have, you will see the words correctly arranged and if not, the more organized form of arrangement that you have produce will open you out to a better clue on what the final arrangement should be.

For example

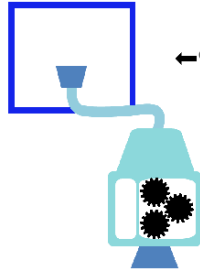
Given: MAN TRAVELS TAXI WORK TO BY THE

First trial: MAN TRAVELS TO WORK BY THE TAXI

Final (and correct) trial: THE MAN TRAVELS TO WORK BY TAXI

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

ALL THESE TASKS FINISH



← Click / Touch here once you have selected a word.

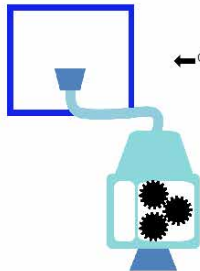
INSTRUCTIONS

TRY AGAIN

CONTINUE



Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



← Click / Touch here once you have selected a word.

INSTRUCTIONS

TRY AGAIN

CONTINUE

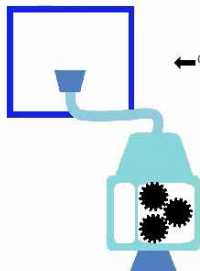


Click / touch here to continue to the next page.

FINISH ALL THESE TASKS

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

DO EXPLAINS SUPERVISOR WHAT TO MY



← Click / Touch here once you have selected a word.

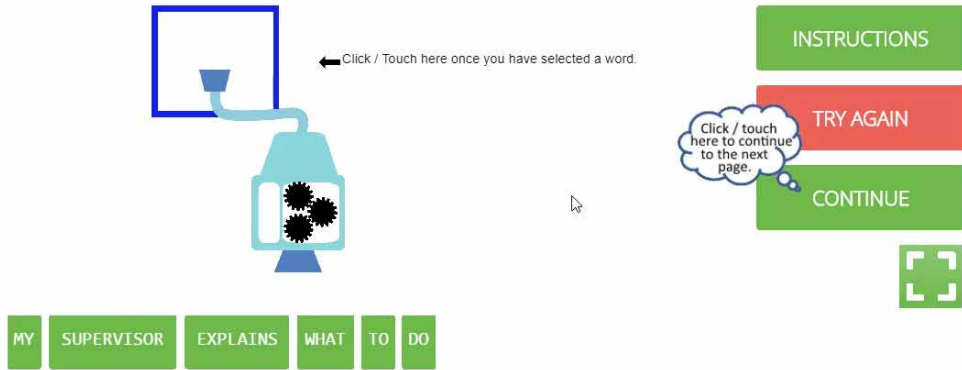
INSTRUCTIONS

TRY AGAIN

CONTINUE



Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area.



Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

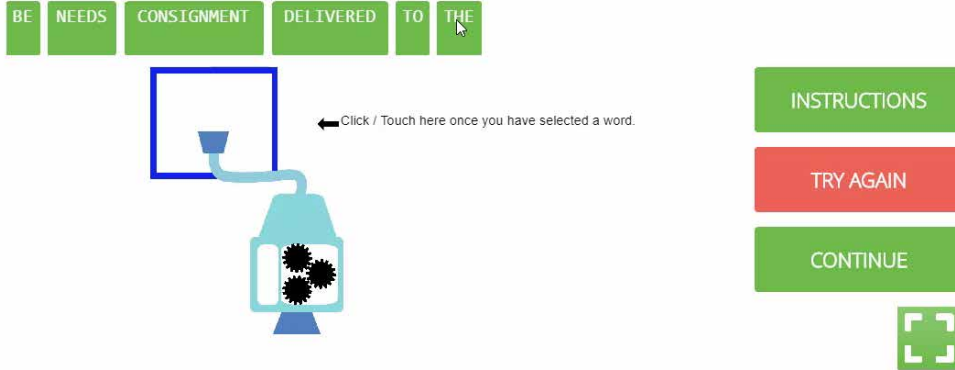
TRY AGAIN

CONTINUE

MY SUPERVISOR EXPLAINS WHAT TO DO

This interface shows a blue robot character with gears inside its head, positioned below a blue square drop area. To the right, there are three buttons: 'INSTRUCTIONS' (green), 'TRY AGAIN' (red), and 'CONTINUE' (green). Below the robot is a row of six green buttons containing the words 'MY', 'SUPERVISOR', 'EXPLAINS', 'WHAT', 'TO', and 'DO'. A mouse cursor is pointing at the 'DO' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area.



Click / Touch here once you have selected a word.

INSTRUCTIONS

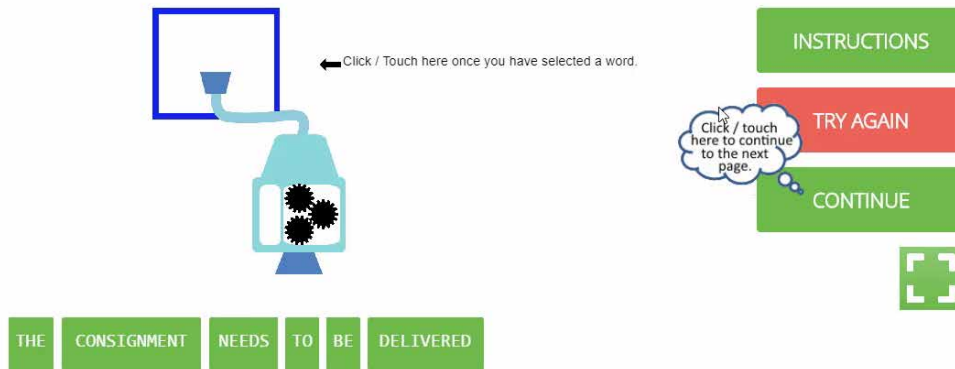
TRY AGAIN

CONTINUE

BE NEEDS CONSIGNMENT DELIVERED TO THE

This interface is similar to the first one, but the row of words below the robot is 'BE', 'NEEDS', 'CONSIGNMENT', 'DELIVERED', 'TO', and 'THE'. The mouse cursor is pointing at the 'THE' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area.



Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

TRY AGAIN

CONTINUE

THE CONSIGNMENT NEEDS TO BE DELIVERED

This interface is similar to the second one, but the row of words below the robot is 'THE', 'CONSIGNMENT', 'NEEDS', 'TO', 'BE', and 'DELIVERED'. The mouse cursor is pointing at the 'TRY AGAIN' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

TRY AGAIN

CONTINUE

OUR STRATEGY NEEDS TO HAPPEN BEFORE QUARTER 4'S SESSION END

This interface features a blue robot character with three gears on its chest, positioned below a blue-bordered drop area. A horizontal row of ten green buttons contains the words: OUR, STRATEGY, NEEDS, TO, HAPPEN, BEFORE, QUARTER, 4'S, SESSION, and END. To the right, there are three stacked buttons: INSTRUCTIONS (green), TRY AGAIN (red), and CONTINUE (green). A thought bubble next to the CONTINUE button contains the text 'Click / touch here to continue to the next page.' A small green square with a white crosshair is located below the CONTINUE button. A mouse cursor is positioned over the 'BEFORE' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

TRY AGAIN

CONTINUE

STAFF MUST BE ON TIME

This interface is identical in layout to the first one, featuring a blue robot character, a drop area, and a row of five green buttons with the words: STAFF, MUST, BE, ON, and TIME. The navigation buttons (INSTRUCTIONS, TRY AGAIN, CONTINUE) and the thought bubble are also present. A mouse cursor is positioned over the 'ON' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

TRY AGAIN

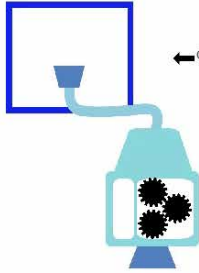
CONTINUE

WHY IS THIS NOT YET DONE

This interface is identical in layout to the previous ones, featuring a blue robot character, a drop area, and a row of five green buttons with the words: WHY, IS, THIS, NOT, and YET. The navigation buttons and thought bubble are also present. A mouse cursor is positioned over the 'YET' button.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area

NEEDS BE PRODUCT TO MANUFACTURED THE



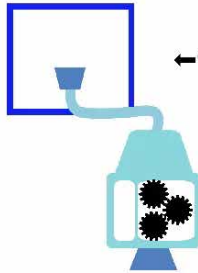
← Click / Touch here once you have selected a word.

INSTRUCTIONS

TRY AGAIN

CONTINUE

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



← Click / Touch here once you have selected a word.

INSTRUCTIONS

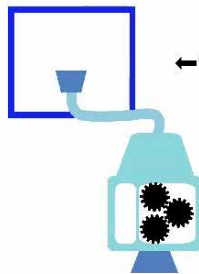
TRY AGAIN

CONTINUE

Click / touch here to continue to the next page.

WORK HOURS ARE 8 TO 5

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



← Click / Touch here once you have selected a word.

INSTRUCTIONS

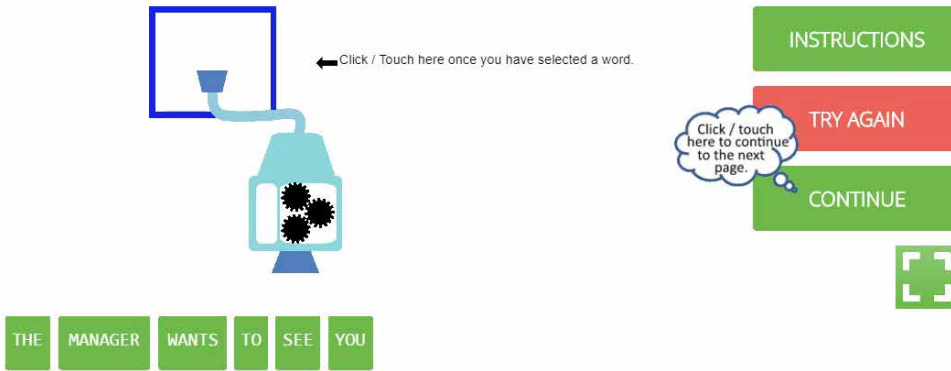
TRY AGAIN

CONTINUE

Click / touch here to continue to the next page.

THE MAN TRAVELS TO WORK BY TAXI

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



Click / Touch here once you have selected a word.

INSTRUCTIONS

TRY AGAIN

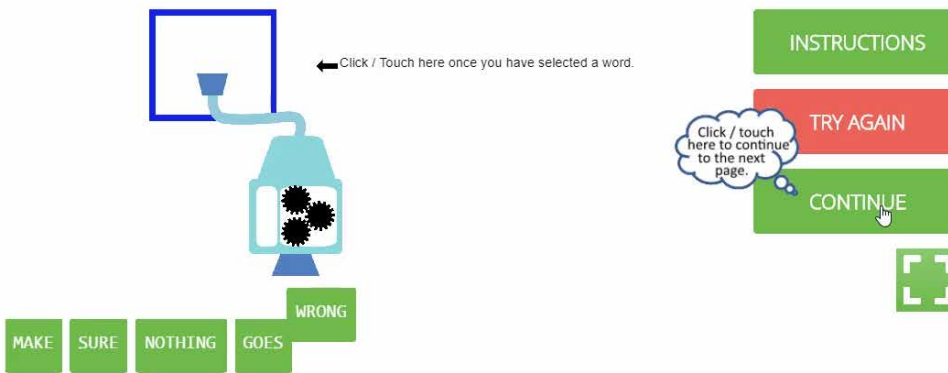
Click / touch here to continue to the next page.

CONTINUE

THE MANAGER WANTS TO SEE YOU

This interface shows a robot character with a speech bubble. Below it is a row of word buttons: 'THE', 'MANAGER', 'WANTS', 'TO', 'SEE', 'YOU'. To the right are three buttons: 'INSTRUCTIONS' (green), 'TRY AGAIN' (red), and 'CONTINUE' (green). A thought bubble points to the 'CONTINUE' button with the text 'Click / touch here to continue to the next page.' A square drop area is located above the robot's head.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



Click / Touch here once you have selected a word.

INSTRUCTIONS

TRY AGAIN

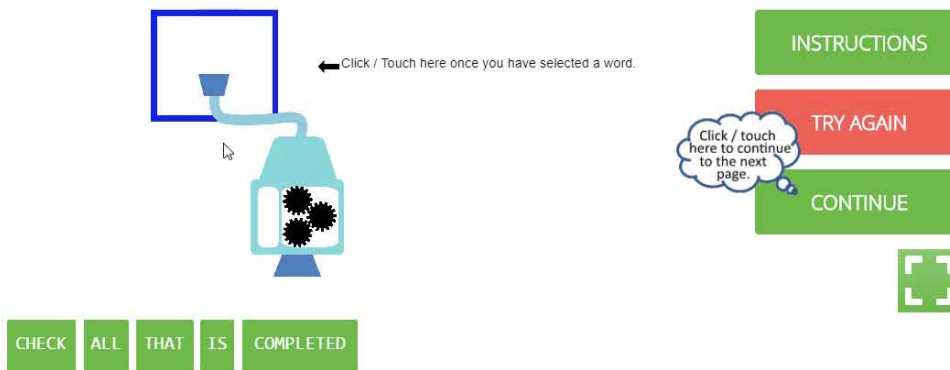
Click / touch here to continue to the next page.

CONTINUE

MAKE SURE NOTHING GOES WRONG

This interface is similar to the first one, but the word buttons are 'MAKE', 'SURE', 'NOTHING', 'GOES', 'WRONG'. The 'CONTINUE' button has a mouse cursor over it, and the thought bubble text remains the same.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



Click / Touch here once you have selected a word.

INSTRUCTIONS

TRY AGAIN

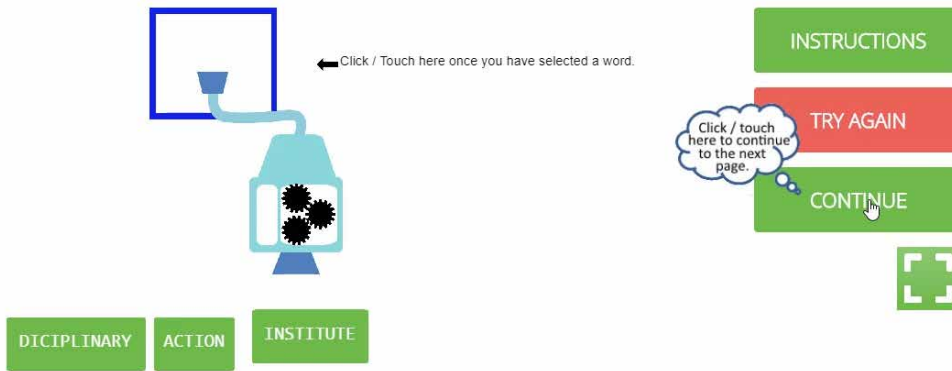
Click / touch here to continue to the next page.

CONTINUE

CHECK ALL THAT IS COMPLETED

This interface is similar to the previous ones, but the word buttons are 'CHECK', 'ALL', 'THAT', 'IS', 'COMPLETED'. The mouse cursor is now over the robot's head, and the thought bubble text remains the same.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

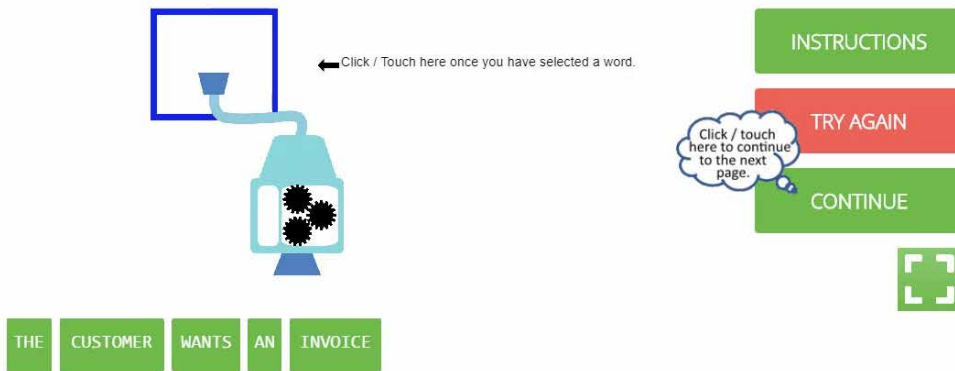
TRY AGAIN

CONTINUE

DICIPLINARY ACTION INSTITUTE

This interface features a central robot character with three gears in its chest. Above the robot is a blue square drop area with a white arrow pointing to it. Below the robot are three green buttons labeled 'DICIPLINARY', 'ACTION', and 'INSTITUTE'. To the right of the robot are four buttons: 'INSTRUCTIONS' (green), 'TRY AGAIN' (red), 'CONTINUE' (green), and a square button with four corner brackets (green). A thought bubble above the 'CONTINUE' button contains the text 'Click / touch here to continue to the next page.' An arrow points from the text 'Click / Touch here once you have selected a word.' to the drop area.

Please build a sentence by clicking/touching the words below and then clicking/touching on the drop area



Click / Touch here once you have selected a word.

Click / touch here to continue to the next page.

INSTRUCTIONS

TRY AGAIN

CONTINUE

THE CUSTOMER WANTS AN INVOICE

This interface is identical in layout to the first one, featuring a central robot character, a drop area, and a set of word buttons. The word buttons are labeled 'THE', 'CUSTOMER', 'WANTS', 'AN', and 'INVOICE'. The 'CONTINUE' button is highlighted with a thought bubble containing the text 'Click / touch here to continue to the next page.' An arrow points from the text 'Click / Touch here once you have selected a word.' to the drop area.

SPELLING

General Overview

The challenge in the game is to form correct words by completing the given set of letters.

Important Instructions:

In this game, you are given a set of incomplete letters. You are also provided with a 'keyboard' from which you can select the correct letter which will complete it to make it a correct word.

Tips

Complete easier words first before taking on the harder ones, it will help save you some amount of time.

CLERICAL ACCURACY

General Overview

The games seek to test the ability of the player to locate mistakes in texts in a limited time frame.

Important Instructions:

In this game, you are expected to endorse the correct entry. On the left hand side is the handwritten entry and on the right hand side is the computer entry. You are expected to click/touch the instance where the computer entry is the correct form of the handwritten entry. You do not need to click/touch if they are not the same.

Tips

Words that are shortened in the handwritten form need to be written in the full form. e.g. rd. in the handwritten entry must be re-entered as road

You should expect to see something like this:

Please show which entries have been correctly captured into the computer by clicking on the correct ones and then clicking continue.

1) <i>Lindiwe Radebe, 7 Loan Street, London</i>	1) Lindiwe Radebe, 7 Loan Street, London
2) <i>Rashni Kezi, 45 Central avenue, Soweto</i>	2) Rashi Kezi, 45 Central Avenue, Soweto
3) <i>Ami You, 76 Shamir Avenue, Singapore</i>	3) Arni You, 76 Shamir Avenue, Singapore
4) <i>Allesandro Nanini, Piazza Verdi, Rome</i>	4) Allesandro Nanini, Piazza Verdi, Rome
5) <i>Jacque Preller, Gassin, France</i>	5) Jacque Preler, Gassin, France
6) <i>Sibongile Mohamme, Zone 4, Thembisa</i>	6) Sibongile Mohammed, Zone 4, Thembisa

 [INSTRUCTIONS](#) [CONTINUE](#)

Please show which entries have been correctly captured into the computer by clicking on the correct ones and then clicking continue.

19) <i>Natasha Seedat, 97 Queen Ave, Pietersburg</i>	19) Natasha Seedat, 97 Queen Avenue, Pietermaritzburg
20) <i>Shahied Haripersad, 6 Skinner Str, Allendale</i>	20) Shahied Haripersad, 6 Skinner Street, Allendale
21) <i>Shaun Adams, 733 Steve Rd, Amsterdam</i>	21) Shaun Addams, 733 Steve Rd, Amsterdam
22) <i>David Aphane, 12 Mahlangu Rd, Germiston</i>	22) David Aphane, 12 Mahlangu Road, Germiston
23) <i>Sibonokuhle Bapela, 88 Pros Str, Graskop</i>	23) Sibonokuhle Bapela, 88 Pros Street, Graskop
24) <i>Bongiwe Pule, 17 Jan Shoba Str, Lyttelton</i>	24) Bongiwe Pule, 17 Jan Shoba Street, Lyttelton

Please show which entries have been correctly captured into the computer by clicking on the correct ones and then clicking continue.

25) <i>Bongani Radebe, 51 Zambezi Av, Isando</i>	25) Bongani Radebe, 51 Zambezi Avenue, Isando
26) <i>Dimakato Bopape, 50 Oak Rd, Mokopane</i>	26) Dimakato Bopape, 50 Oak Road, Mokopane
27) <i>Emma Jamela, 98 First Street, Pretoria</i>	27) Emma Jamemela, 98 First Street, Pretoria
28) <i>Geoffrey Magagula, 19 Elm Street, Strand</i>	28) Geoffrey Magagula, 19 Elm Street, Strand
29) <i>Jabulle Mathebula, 26 Lake Av, Westville</i>	29) Jabulle Mathebula, 26 Lake Avenue, Westville
30) <i>Mpho Phungula, 29 Park Road, Witbank</i>	30) Mpho Phungulla, 29 Park Road, Witbank

This is a demo. We will first show you how. Look carefully at this example.
Please click / touch continue to start the exercise.

1) 123 Street Name, Suburb, Area	1) 123 Street Name, Subrb, Area
2) 123 Street Name, Suburb, Area	2) 123 Street Name, Suburb, Area 
3) 123 Street Name, Suburb, Area	3) 123 Street Name, Suburb, Area
4) 123 Street Name, Suburb, Area	4) 123 Street Name, Suburb, Area
5) 123 Street Name, Suburb, Area	5) 123 Street Name, Suburb, Area
6) 123 Street Name, Suburb, Area	6) 113 Street Name, Suburb, Area

EXECUTING CODE INSTRUCTIONS

General Overview

The challenge is to be able to convert clerical assignment into codes for execution.

Important Instructions:

In this exercise, you are required to choose the correct code for a clerical instruction.

The following must be noted:

1. The code for cash payment is C
2. The code for payment by Credit card is CC
3. The code for payment less than 50 is S which stands for small
4. The code for payment more than 50 is L which stands for large
5. The code for buying food is F
6. The code for buying Drink is D

Tips

Also, it should be noted that the code is expected to be written in the format:

Payment method first then the size and then **the item type last**

You should expect something like this:

Please click / touch the answers listed below to select it and then on the continue button.

The screenshot shows a quiz interface with three questions, each with four multiple-choice options. The questions are:

- 7 | What is the code for the Customer paying 27 for food by cash:
 - CLD
 - CSF
 - CCSF
 - CCSD
- 8 | What is the code for the Customer paying 23 for food by credit card:
 - CLD
 - CCLD
 - CCSF
 - CCSD
- 9 | What is the code for the Customer paying 27 for meat by cash:
 - CLD
 - CSF
 - CCSF
 - CCSD

At the bottom, there are two buttons: "INSTRUCTIONS" and "CONTINUE". A speech bubble points to the "CONTINUE" button with the text "Click / touch here to continue to the next page." There is also a small green square icon with a white crosshair in the bottom left corner.

Please click / touch the answers listed below to select it and then on the continue button.

13 | What is the code for the Customer paying 76 for drinks by cash:





- CCLD
- CLFC
- CSD
- CLD

14 | What is the code for the Customer paying 56 for food by credit card:

- CLD
- CCLD
- CCSF
- CCLF

15 | What is the code for the Customer paying 76 for milk by cash:

- CLD
- CLFC
- CSD
- CCLD

EXECUTING PROCESS INSTRUCTION

General Overview

This challenge all about being able to derive logical conclusions by studying a flow chart.

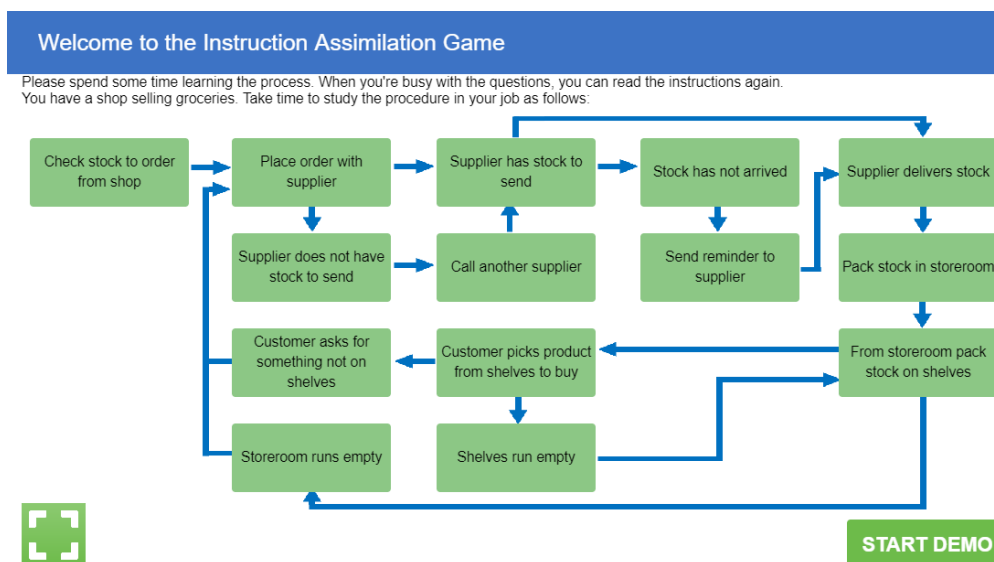
Important Instructions

You are required to first comprehend the given flow chart and then you are to use that to answer the questions preceding.

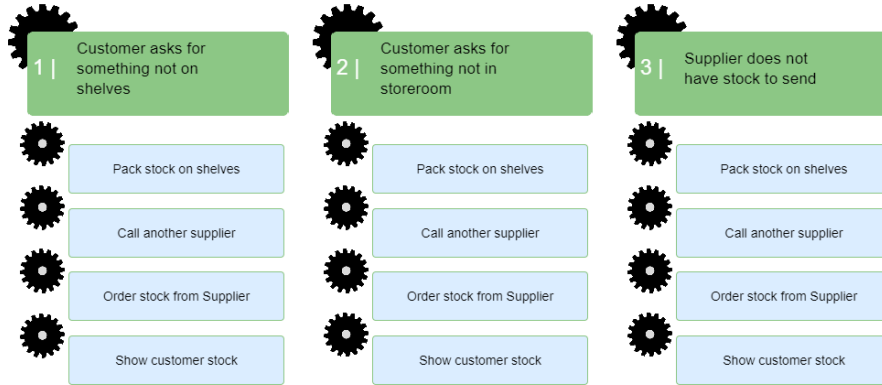
Tips

You must be very careful to study the chart very well. This is because even though there is a provision to read the instruction after you have left that page, revisiting instruction page will cost some points. As a preventive measure, ensure that you either draw the chart on a nearby sheet of paper or to take a shot of it with maybe a phone camera before proceeding to answer the questions following. This is to ensure that you have a point of reference to answer your question without losing points.

You should expect something like this:



This is a demo. We will first show you how. Look carefully at this example.
Please click / touch continue to start the exercise.



CONTINUE

PART 2: THE PHYSICAL ASSESSMENT

PART1: Numerical Analysis

Instructions:

This exercise is designed to assess your ability to understand data.

You will be presented with a series of tables and graphs, each followed by several questions. Your task is to choose the best answer to each question from the options given.





Tips:

Make sure you fully understand the examples and have a pen, paper and a calculator available before starting the test.



1. How many employees were rated as 'Good' or 'Excellent'?

- A. 20
- B. 50
- C. 70
- D. 210
- E. 300

Vehicle Production						
		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

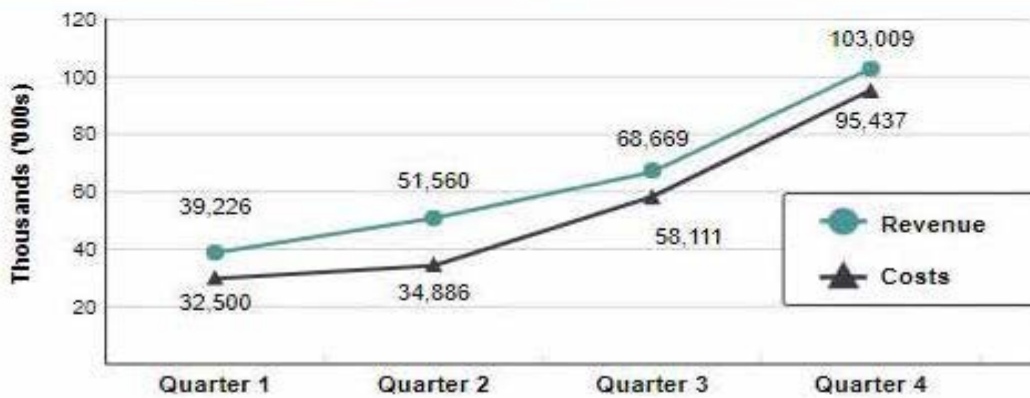
2. In which year were the most vehicles exported?

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

IT Supplies Company

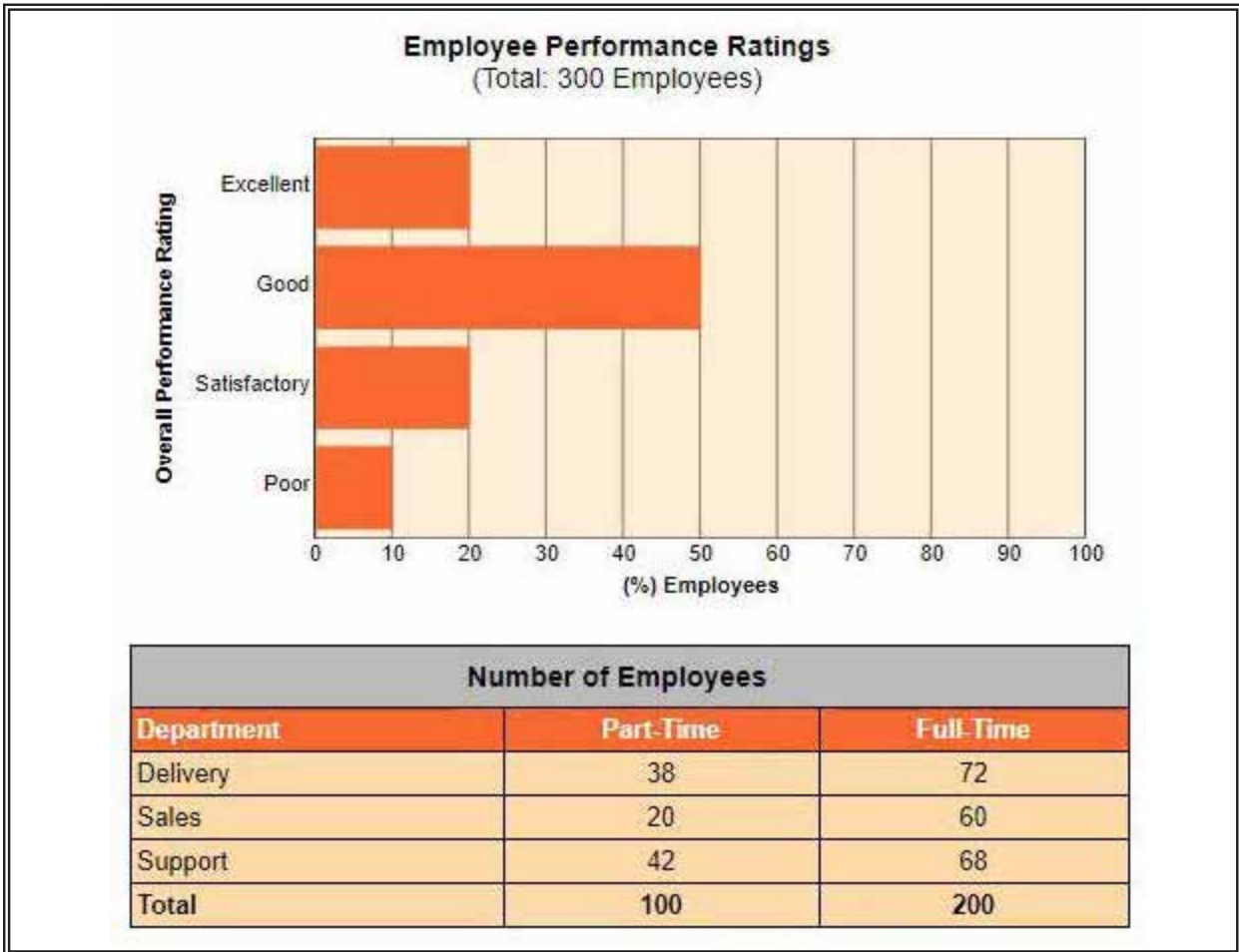
Percentage of Revenue by Item				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Laptop Cases	12%	18%	16%	2%
Monitors	12%	12%	7%	16%
2 Metre Cables	2%	7%	12%	12%
USB Flash Drives	28%	12%	5%	2%
Keyboards	12%	2%	16%	25%
Mouses	15%	29%	21%	15%
Headphones	19%	20%	23%	28%

COSTS AND REVENUE PER QUARTER



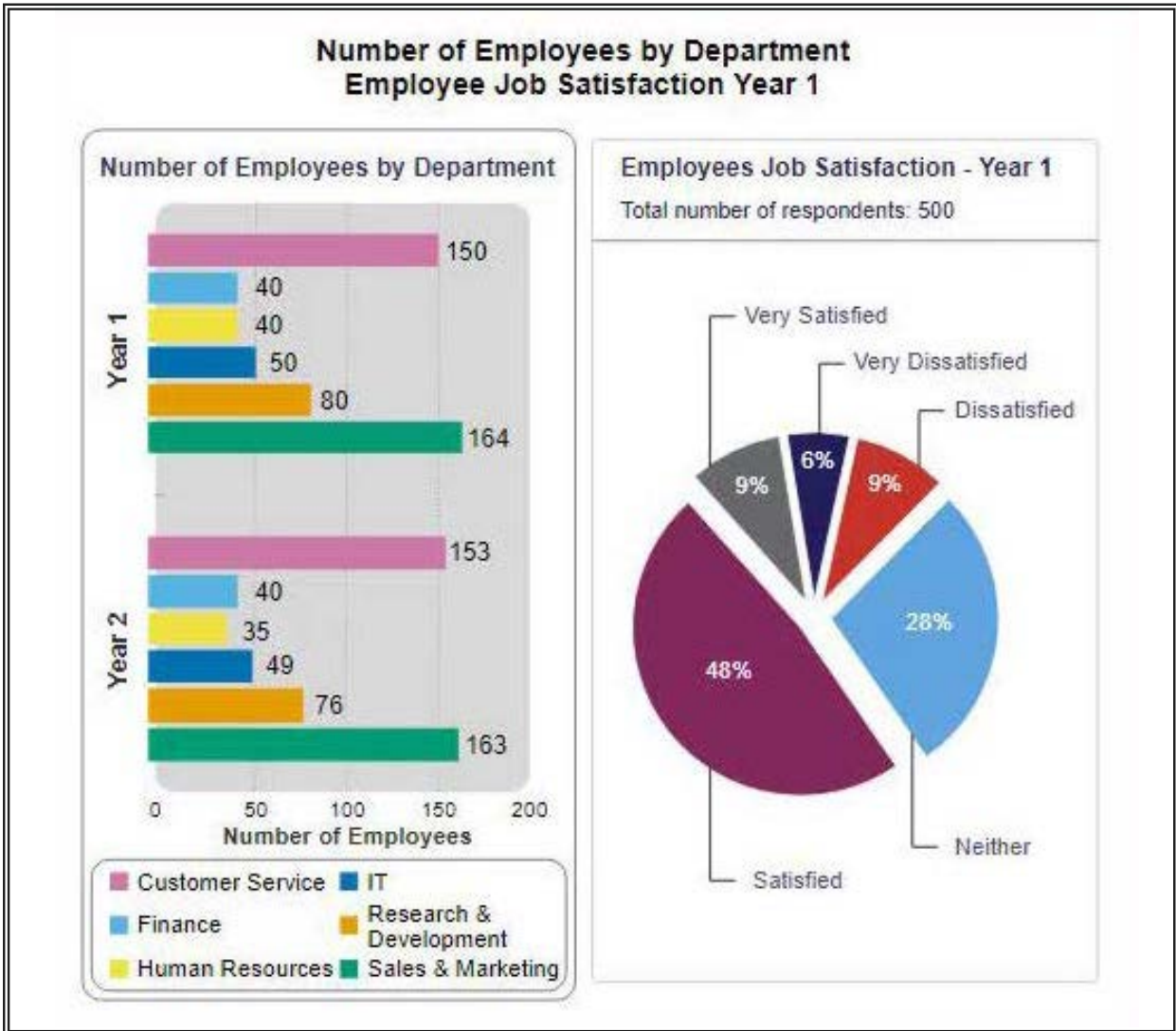
3. In which quarter did both Monitors and Keyboards experience an increase in percentage of revenue upon the previous quarter?

- A. Quarter 1
- B. Quarter 2
- C. Quarter 3
- D. Quarter 4
- E. None of the above







4. Which department has less than 100 employees?

- A. Delivery
- B. Sales
- C. Support







5. What was the ratio of respondents who were 'Very Satisfied' or 'Satisfied' with their job to those who were 'Very Dissatisfied' or 'Dissatisfied' in Year 1?

- A. 3:1
- B. 13:4
- C. 14:4
- D. 19:5
- E. 4:1

		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

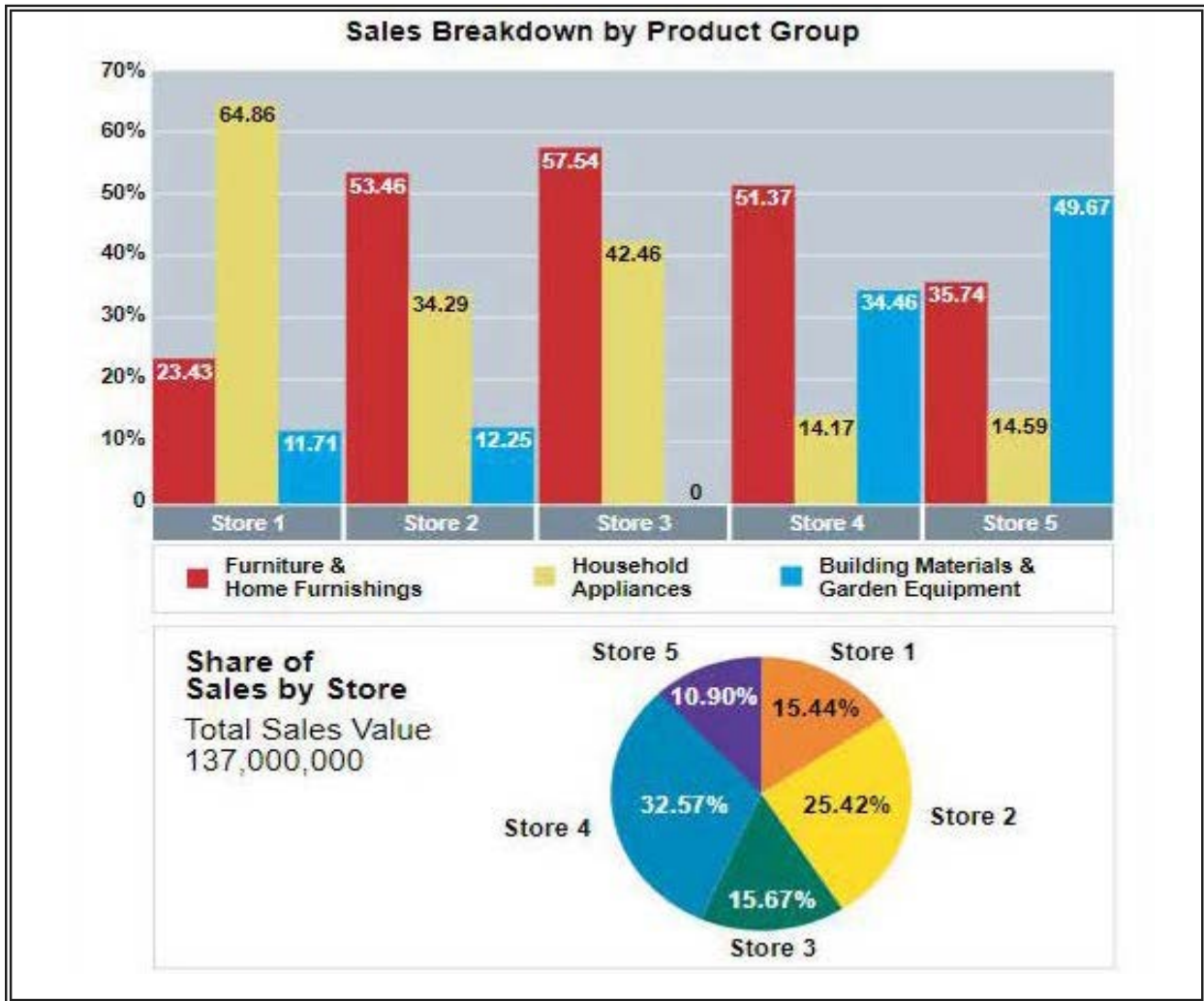
6. Approximately what percentage of all vehicles produced in Year 1 were exported?

- A. 40%
- B. 45%
- C. 50%
- D. 60%
- E. 65%

		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

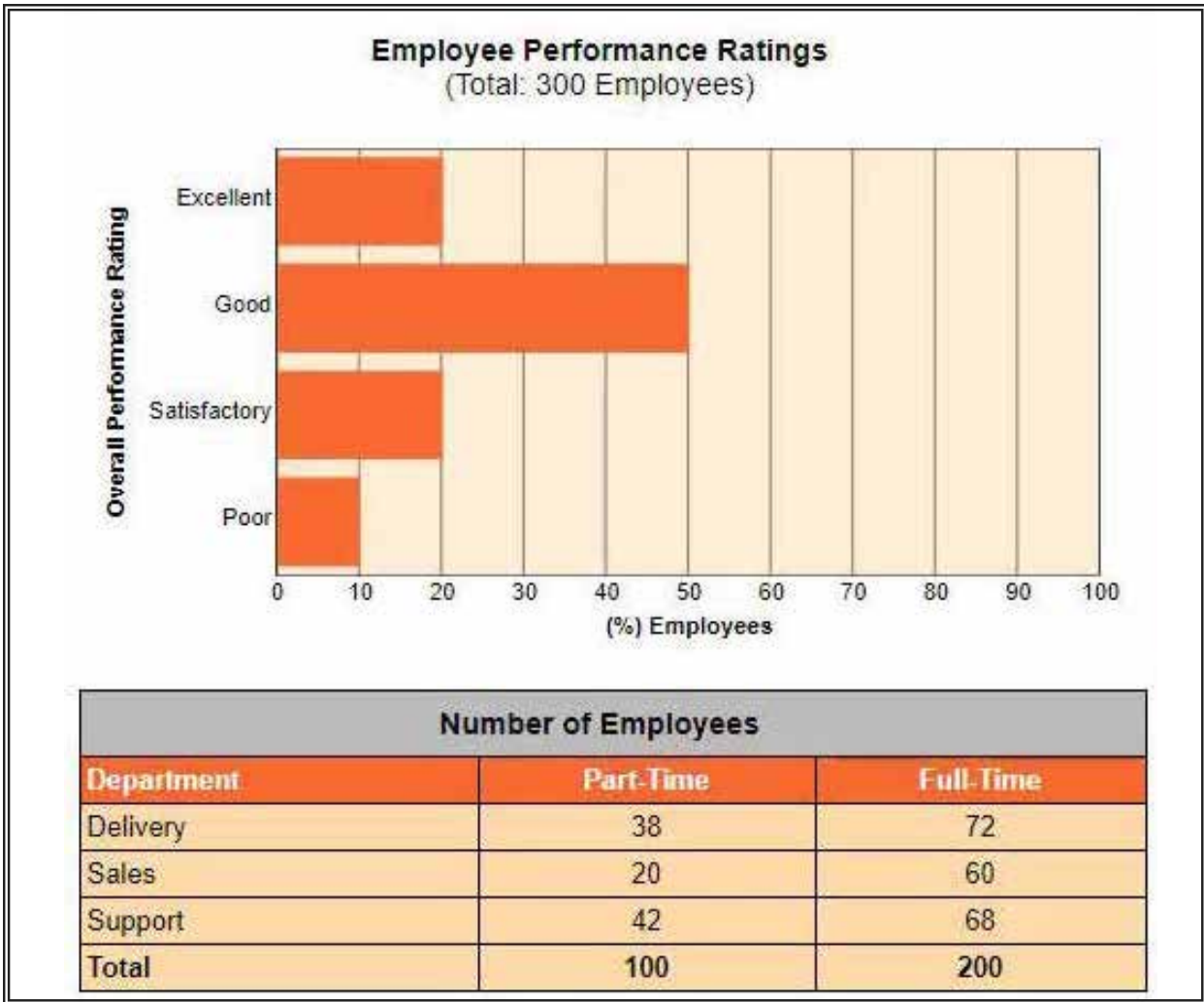
7. What was the approximate percentage change in Commercial Vehicle production in Year 5 compared with Year 4?

- A. 17% decrease
- B. 10% decrease
- C. No change
- D. 10% increase
- E. 17% increase



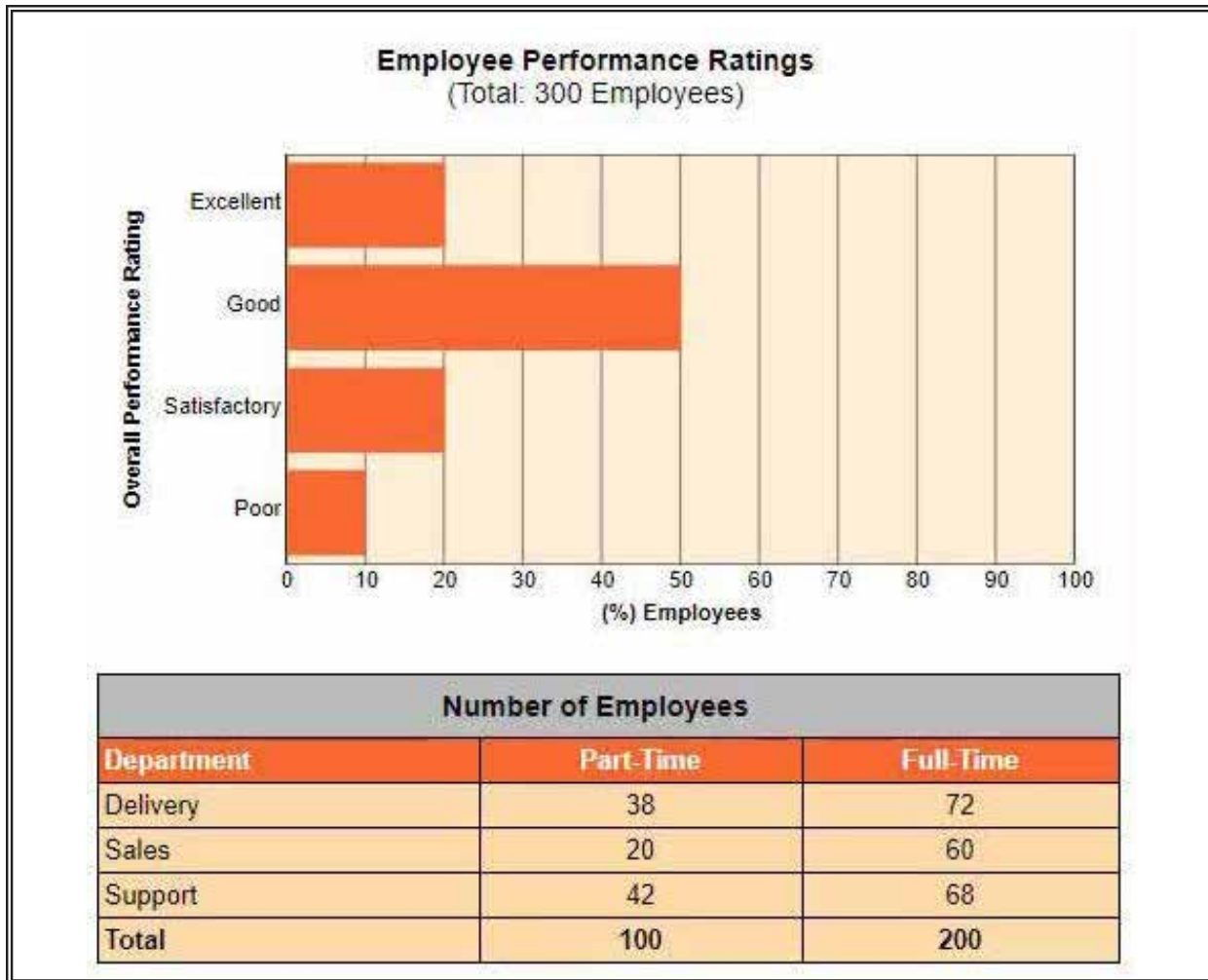
8. The value of sales of Building Materials and Garden Equipment for Store 2 was less than half of that for Store 5.

- A. True
- B. False
- C. Not possible to say



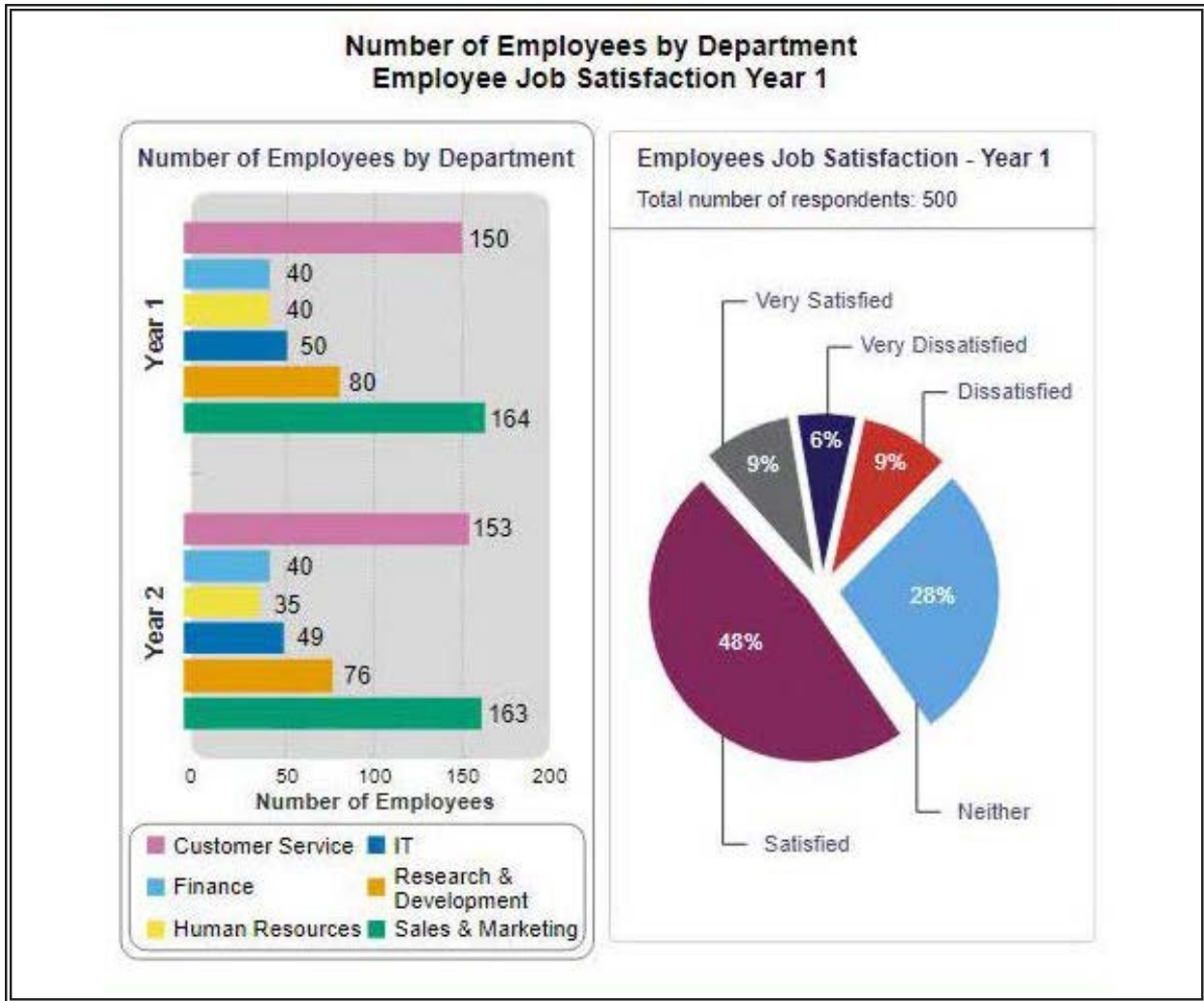
9. 20% of part-time employees were rated as 'Excellent'.

- A. True
- B. False
- C. Not possible to say



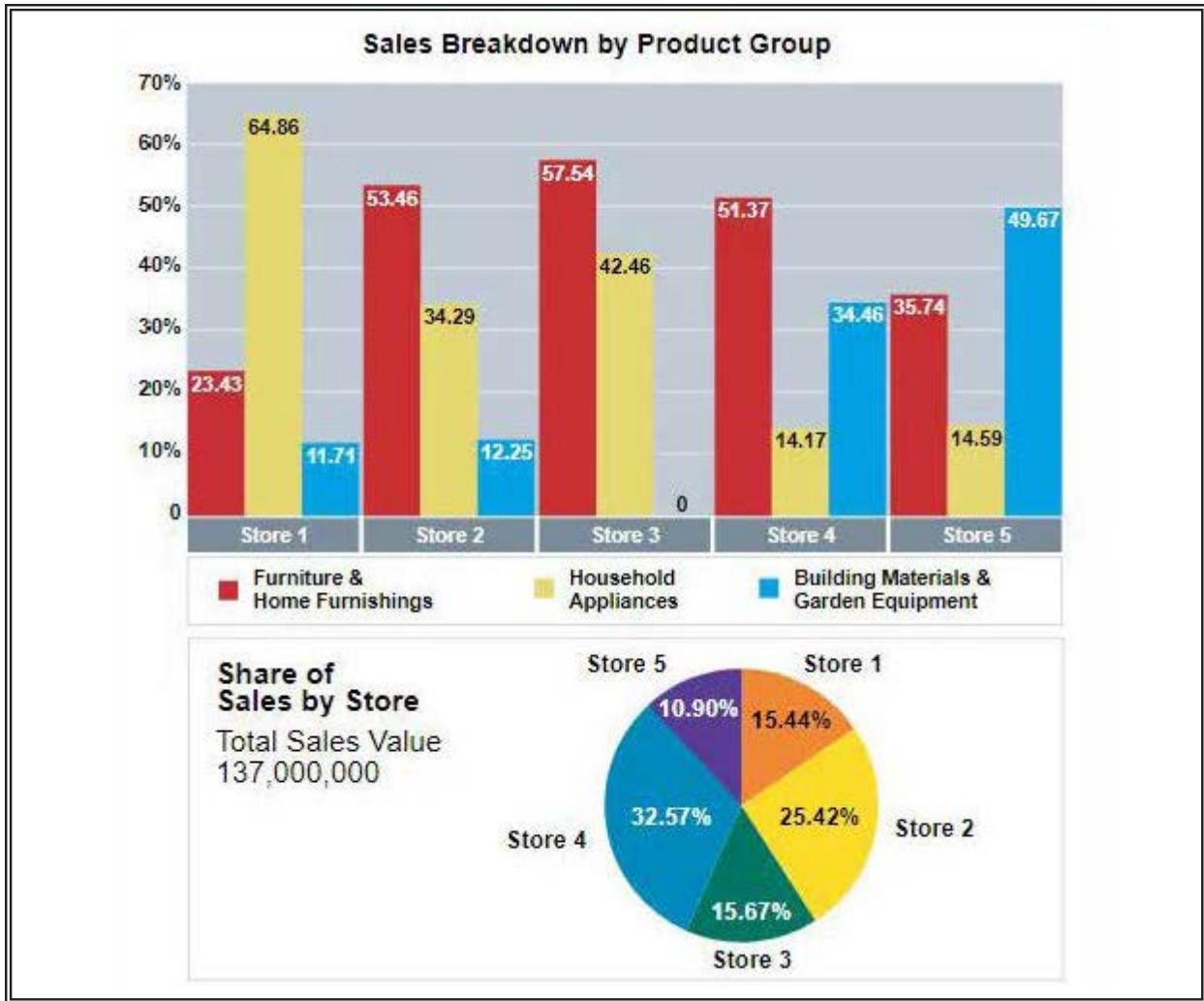
10. What percentage of the employees in Sales are full-time?

- A. 20%
- B. 25%
- C. 60%
- D. 75%
- E. 80%



11. If only 75% of employees responded to the Employee Job Satisfaction Survey in Year 2, what is the difference in the number of respondents between Year 1 and Year 2?

- A. 14
- B. 16
- C. 25
- D. 110
- E. 113



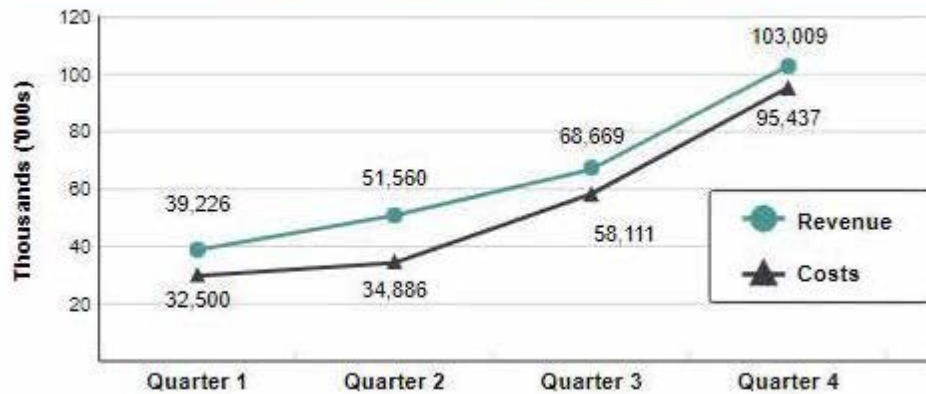
12. The value of sales of Household Appliances for Store 2 was higher than for Store 3.

- A. True
- B. False
- C. Not possible to say

IT Supplies Company

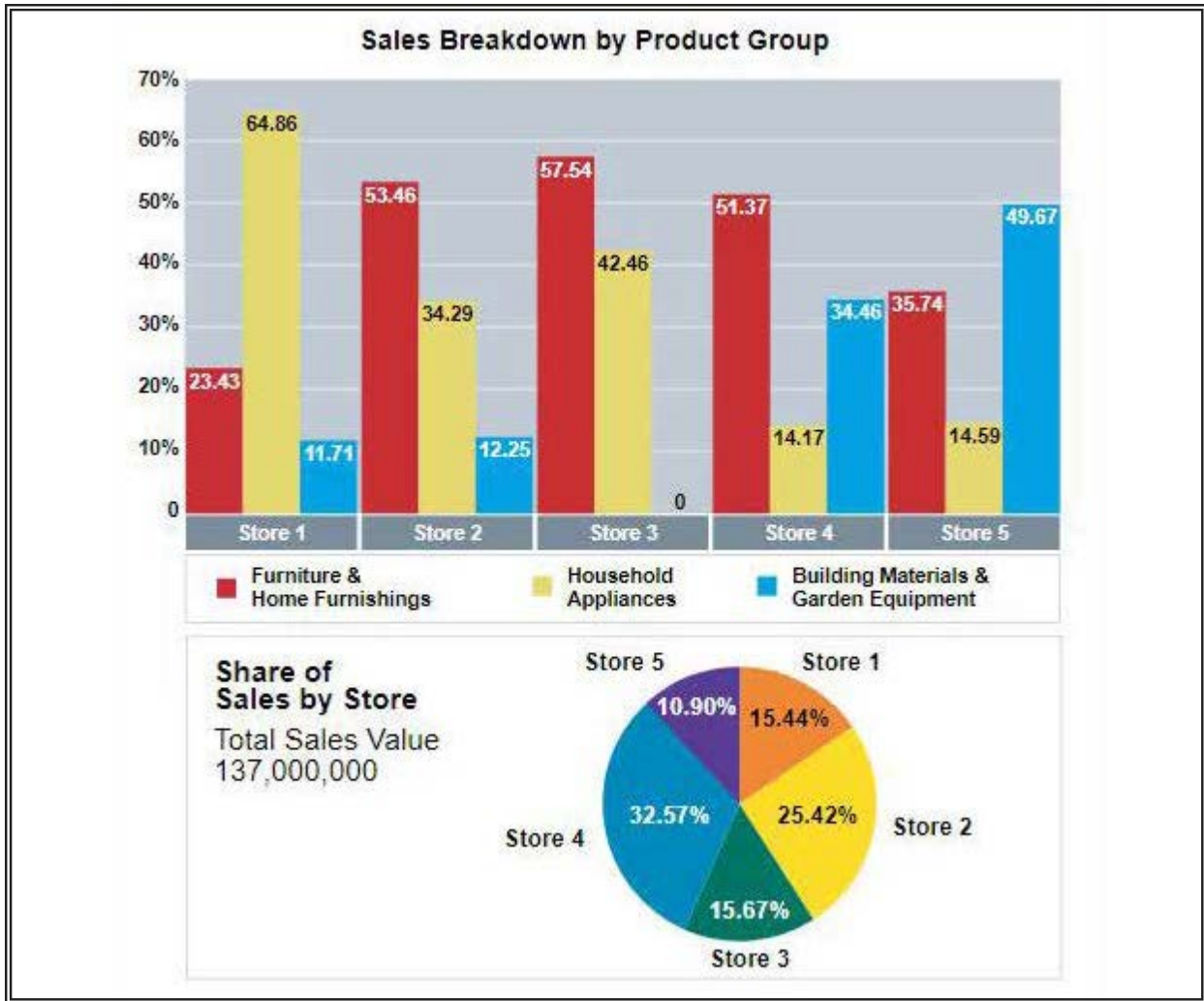
Percentage of Revenue by Item				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Laptop Cases	12%	18%	16%	2%
Monitors	12%	12%	7%	16%
2 Metre Cables	2%	7%	12%	12%
USB Flash Drives	28%	12%	5%	2%
Keyboards	12%	2%	16%	25%
Mouses	15%	29%	21%	15%
Headphones	19%	20%	23%	28%

COSTS AND REVENUE PER QUARTER



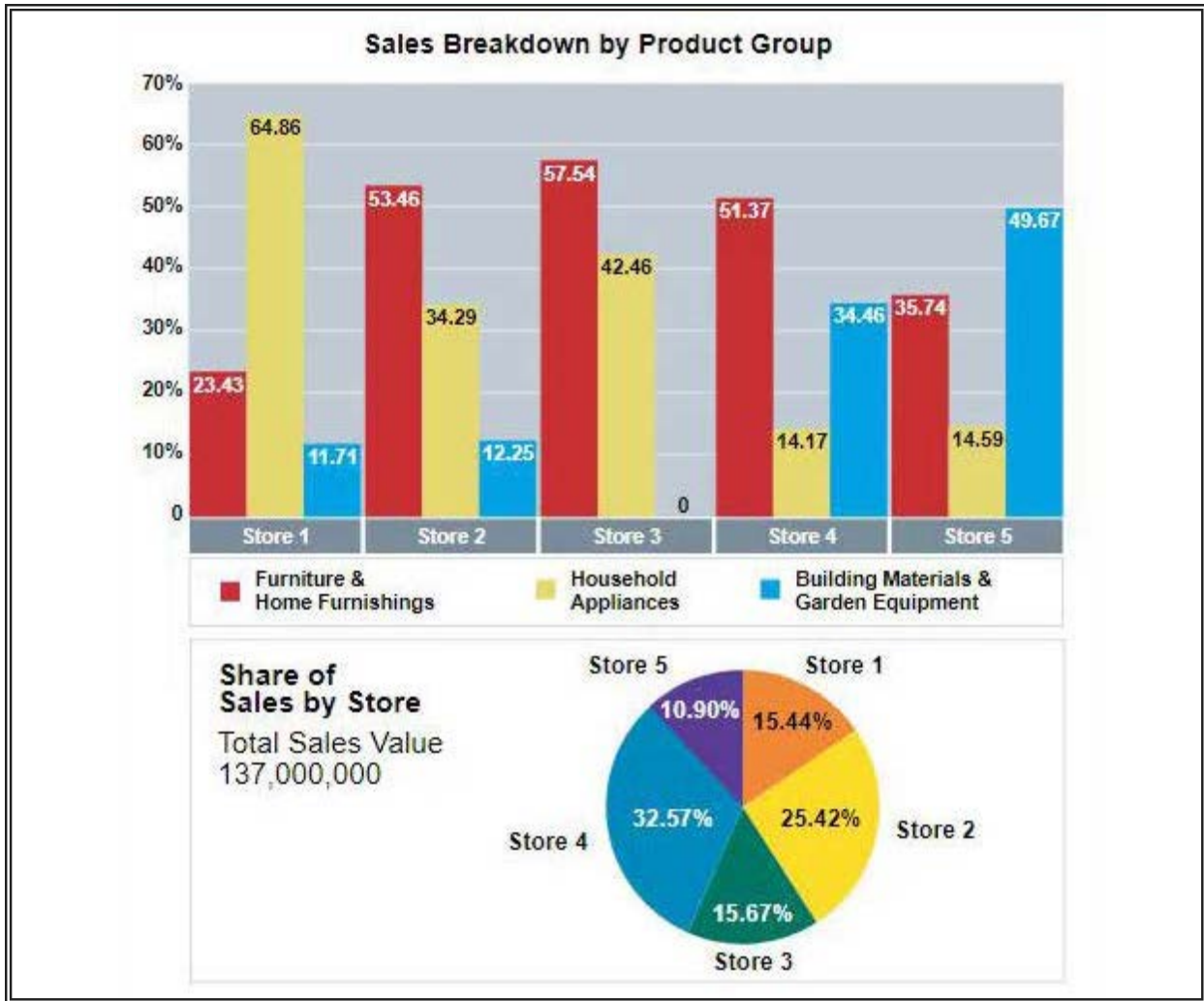
13. The revenue generated by the sales of Laptop Cases and Mouses in Quarter 1 was enough to cover a third of the costs from that quarter.

- A. True
- B. False
- C. Not possible to say



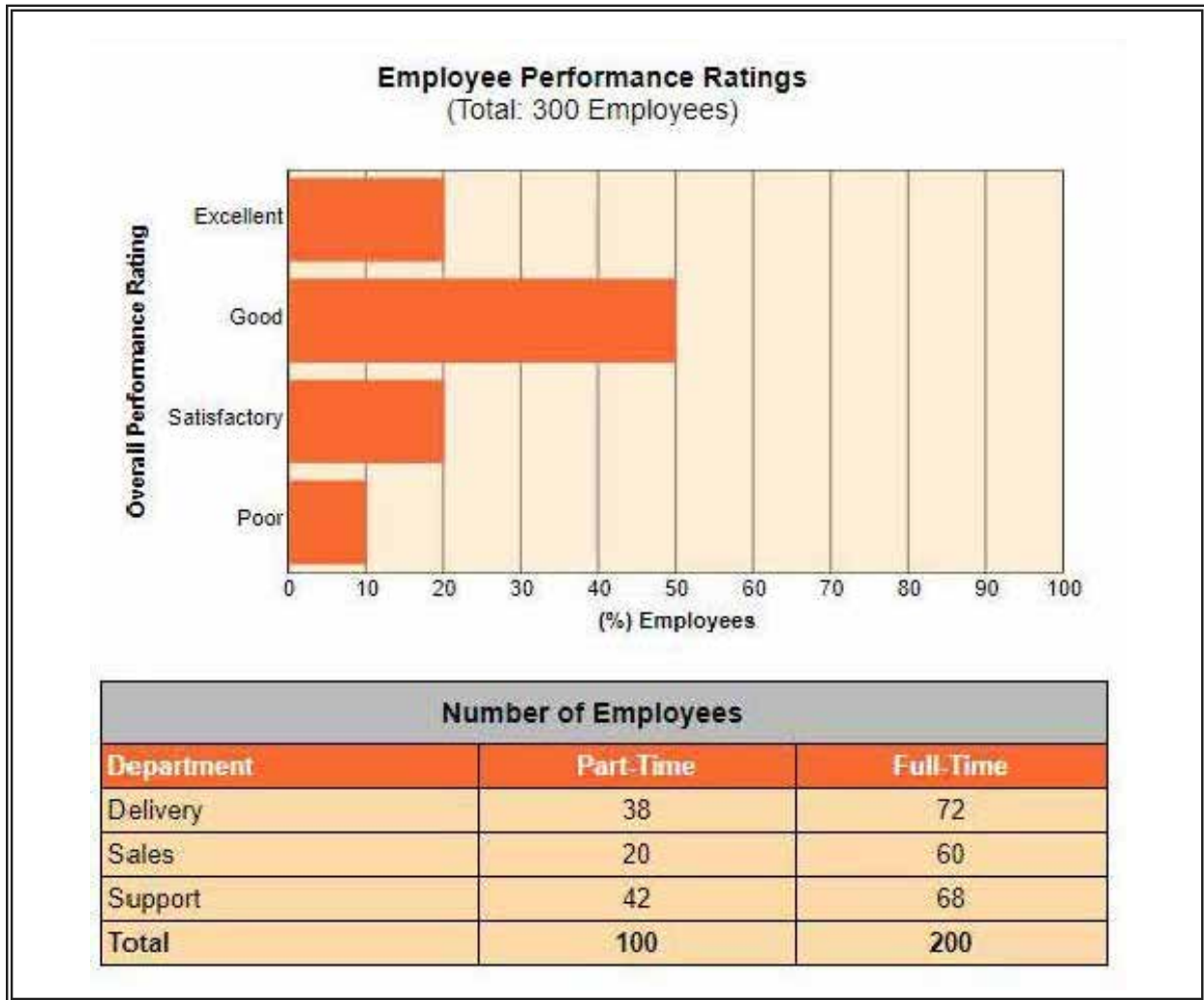
14. Approximately, what is the Total Sales ratio of Store 2 to Store 4?

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



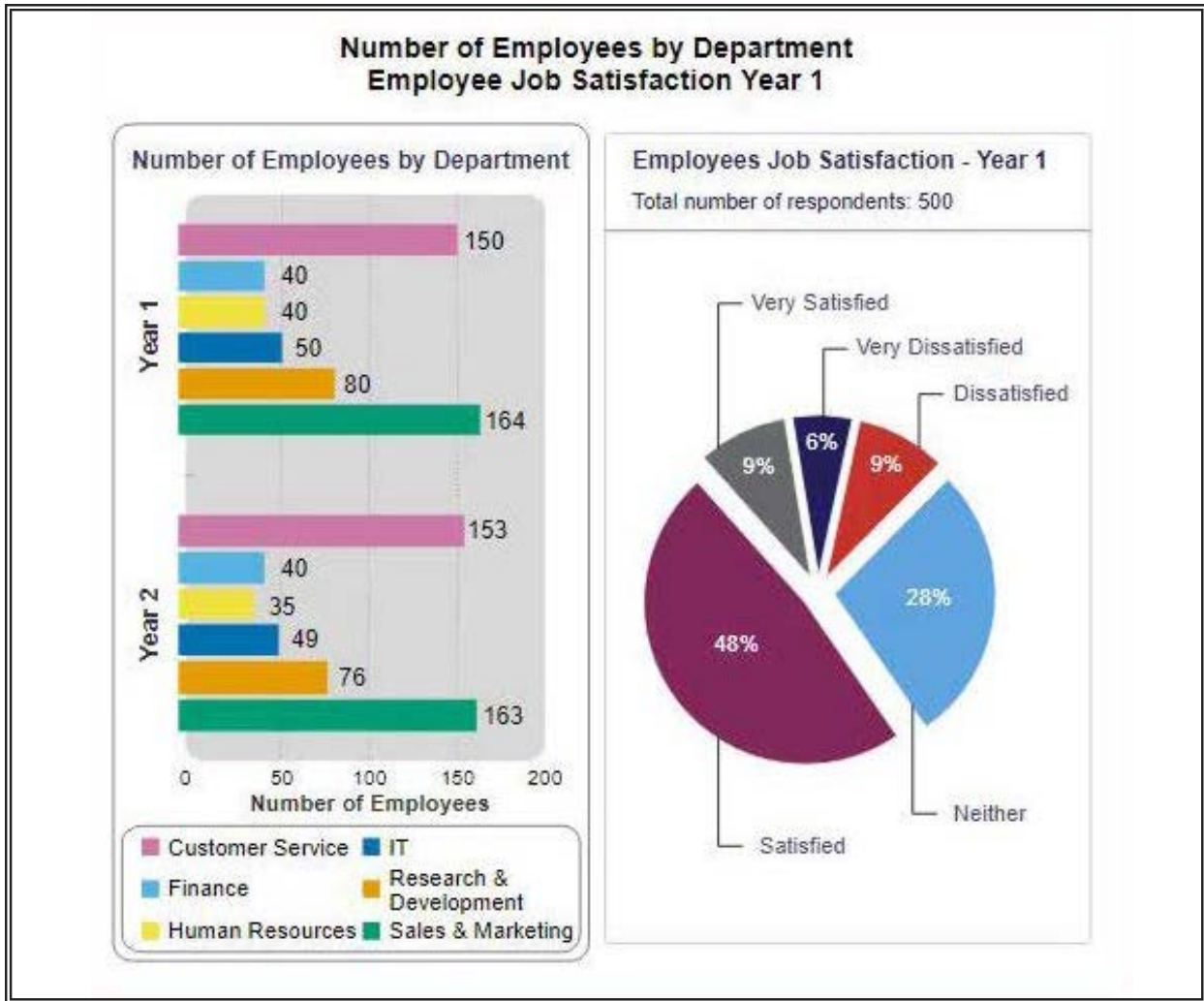
15. If sales for the group as a whole are targeted to increase to 150 million, what percentage increase is that approximately?

- A. 4%
- B. 6%
- C. 8%
- D. 10%
- E. 12%







16. Approximately what percentage of the employees in Delivery are part-time?

- A. 20%
- B. 35%
- C. 60%
- D. 75%
- E. 80%







17. Fewer than 5% of employees did not respond to the Employee Job Satisfaction Survey in Year 1.

- A. True
- B. False
- C. Not possible to say

		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

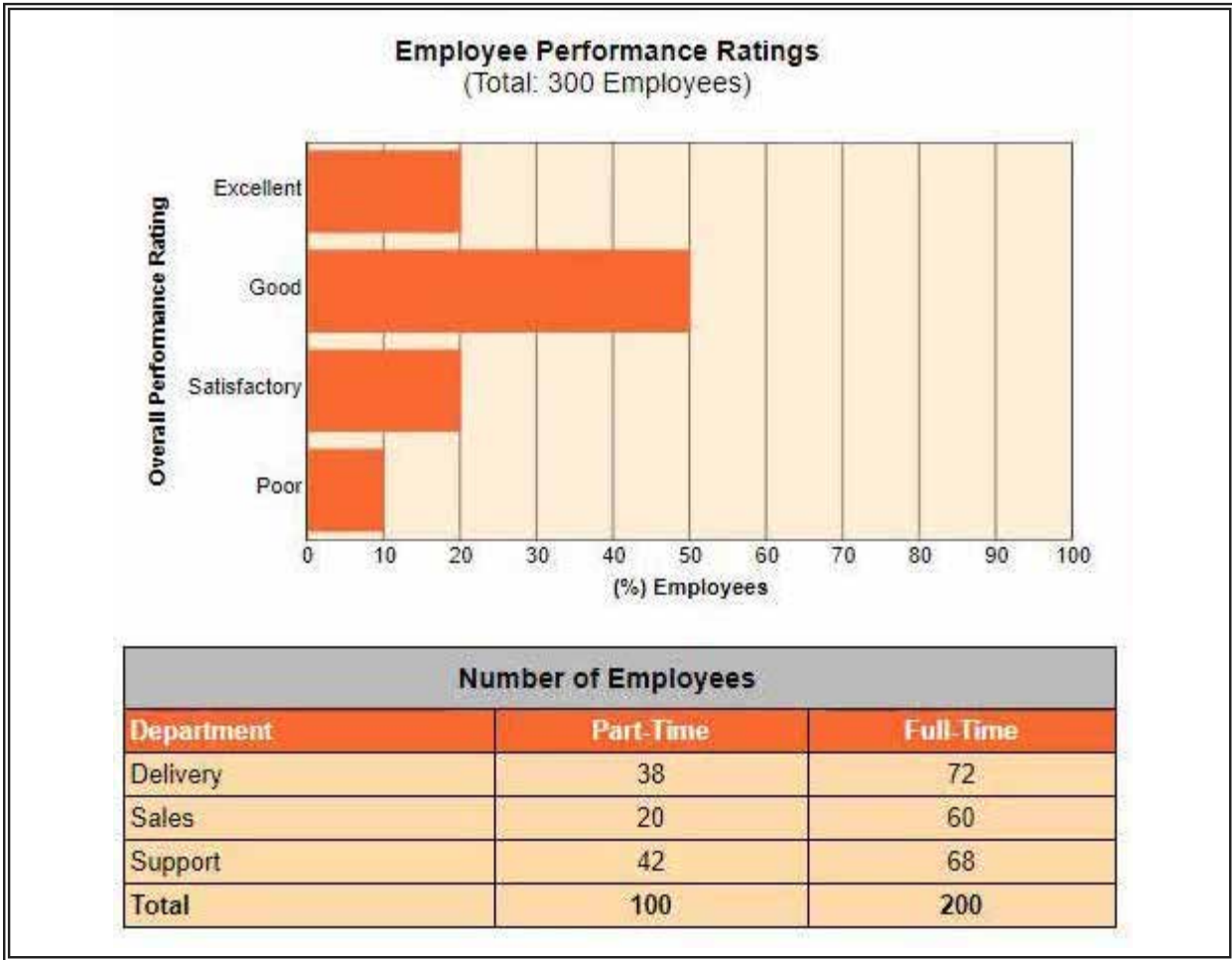
18. In which year were the least vehicles exported?

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

Vehicle Production						
		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

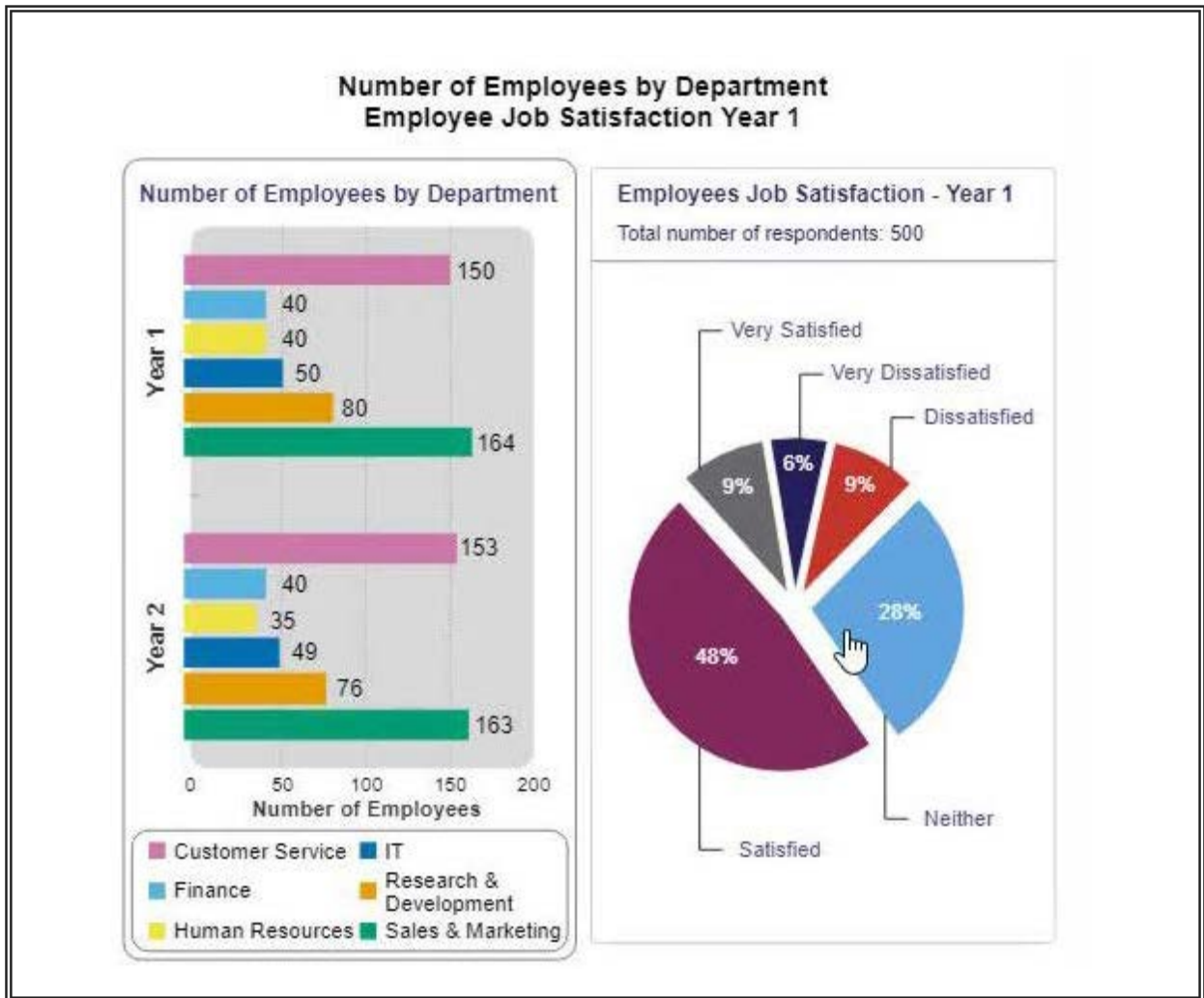
19. What was the approximate ratio of Commercial Vehicles to Passenger Vehicles produced in Year 4?

- A. 1:11
- B. 1: 9
- C. 1:6
- D. 9:1
- E. 11:1



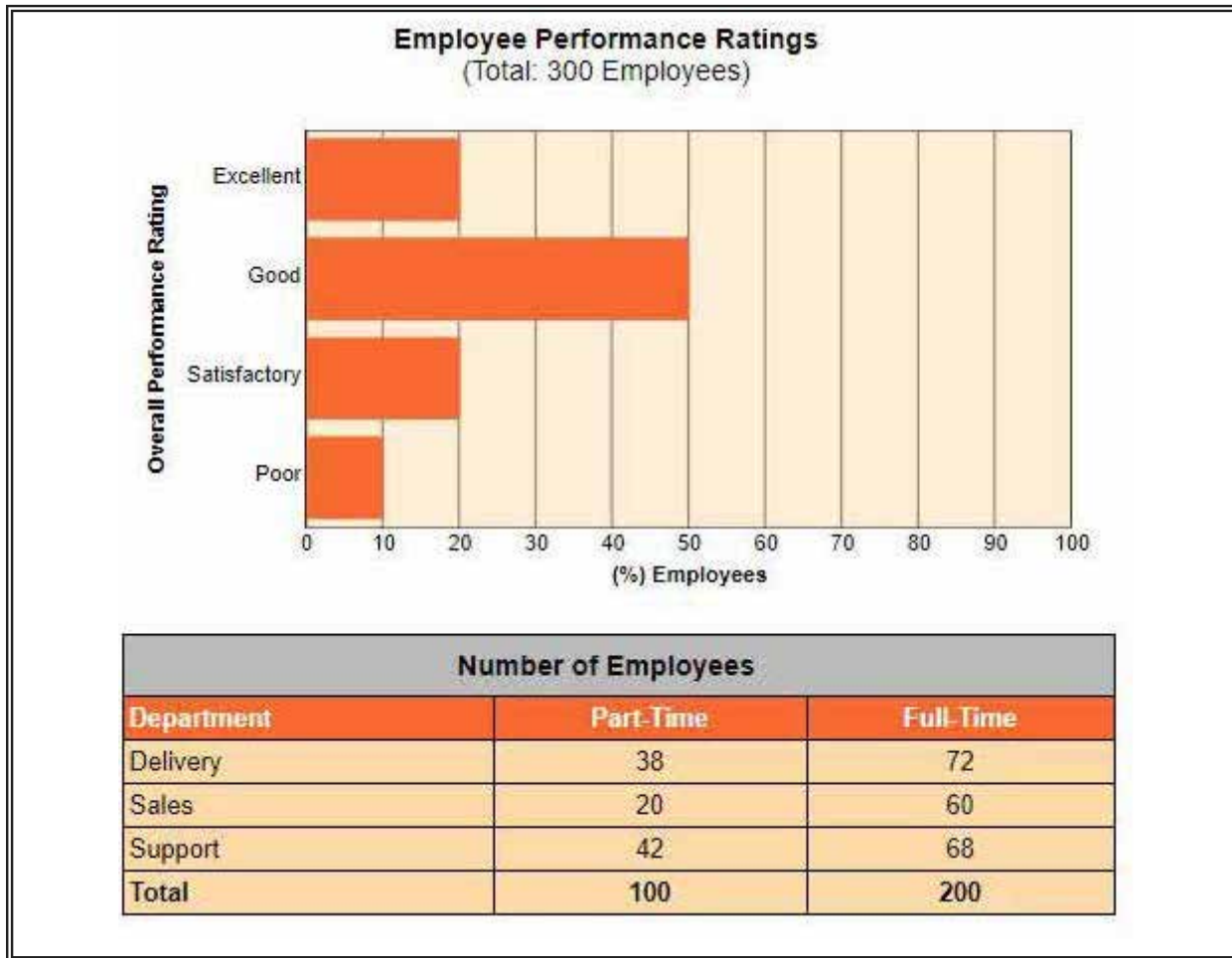
20. How many employees were rated as “satisfactory”?

- A. 20
- B. 50
- C. 60
- D. 210
- E. 300







21. How many employees expressed that they were either 'Satisfied' or 'Dissatisfied' with their job in Year 1?

- A. 180
- B. 130
- C. 145
- D. 285
- E. 280



22. How many departments has less than 100 employees?

- A. 1
- B. 2
- C. 3

Vehicle Production						
		Year 1	Year 2	Year 3	Year 4	Year 5
Passenger Vehicles ('000s)						
Produced		1492	1630	1658	1595	1620
Exported		766	1047	1144	1126	1151
Commercial Vehicles ('000s)						
Produced		193	191	189	177	160
Exported		96	114	103	105	92

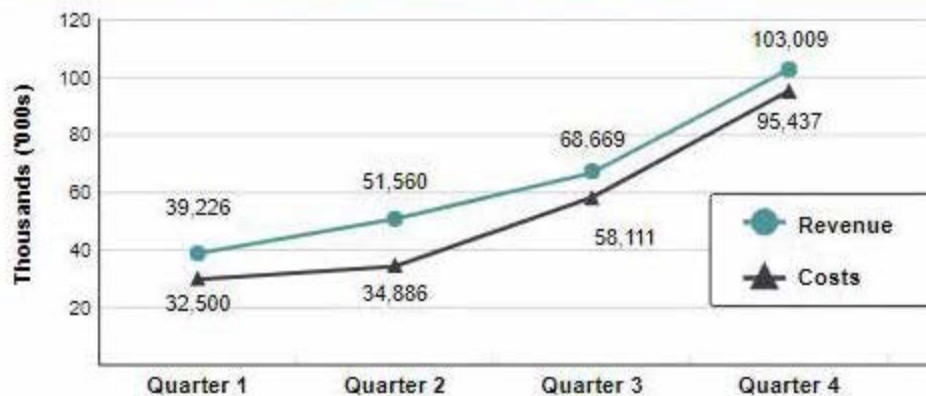
23. What was the total number of Commercial Vehicles and Passenger Vehicles produced from Year 4 to Year 5?

- A. 3552
- B. 3200
- C. 1502
- D. 3215
- E. 3502

IT Supplies Company

Percentage of Revenue by Item				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Laptop Cases	12%	18%	16%	2%
Monitors	12%	12%	7%	16%
2 Metre Cables	2%	7%	12%	12%
USB Flash Drives	28%	12%	5%	2%
Keyboards	12%	2%	16%	25%
Mouses	15%	29%	21%	15%
Headphones	19%	20%	23%	28%

COSTS AND REVENUE PER QUARTER



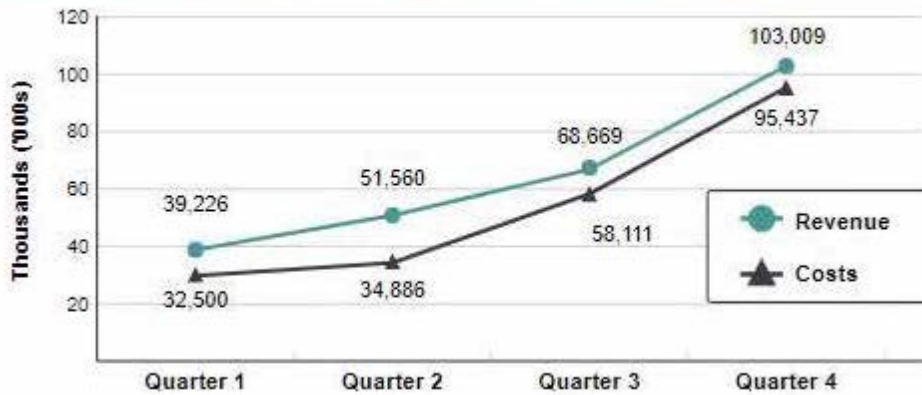
24. By what approximate percentage did costs increase from Quarter 1 to Quarter 3?

- A. 26%
- B. 44%
- C. 48%
- D. 75%
- E. 79%

IT Supplies Company

Percentage of Revenue by Item				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Laptop Cases	12%	18%	16%	2%
Monitors	12%	12%	7%	16%
2 Metre Cables	2%	7%	12%	12%
USB Flash Drives	28%	12%	5%	2%
Keyboards	12%	2%	16%	25%
Mouses	15%	29%	21%	15%
Headphones	19%	20%	23%	28%

COSTS AND REVENUE PER QUARTER	
Quarter 1	39,226
Quarter 2	51,560
Quarter 3	68,669
Quarter 4	103,009



25. What was the difference in revenue between Headphones and Keyboards in Quarter 4?

- A. 1175.78
- B. 1256.82
- C. 1486.80
- D. 1565.07
- E. 3090.27

PART2: Verbal Analysis

About:

This exercise is designed to assess your ability to understand written information.

Your task is to choose the best answer to each question from the options given, based only on the information in the passage(s) presented on screen.

Tips:

Before you start the test, make sure you try the examples. You will be given feedback on your answers and can repeat the instructions and examples as often as you like.

Make sure you fully understand the examples and have a pen and paper available before starting the test.

In the last period more performance ratings of 'good' or 'excellent' have been achieved than in any other. Furthermore, more employees have met or exceeded their individual targets than in previous reviews. The main objective in the next period will be to sustain levels of performance despite increased targets.

The number of customer complaints received has reduced dramatically in the last period reflecting overall improvements in staff performance. Customers have benefited from a more attentive service and loyalty incentives providing them with excellent value without sacrificing quality.

1. Which passage mentions 'loyalty incentives'?
- A. Employee Performance only
 - B. Customer Feedback only
 - C. Both passages
 - D. Neither passage

Performance-related Pay

Setting goals for an employee with a clear reward at the end for achieving those goals should, in theory, motivate employees more to strive harder towards, reaching them. There are a wide variety of methods used including share schemes, profits related pay and straight forward bonuses, but all assume the promise of pay will provide an incentive to greater performance. Salary can be set on the basis of employee performance evaluation. Targets can vary depending on the type and level of work that the individual employee does. Performance-related pay can also be a useful means for improving employee engagement and retention.

Performance-related pay may not encourage performance.

Performance-related pay is pay for performance, and the better performance you turn in and the harder you work the more you will get to take home. However, academics are now suggesting that more often than not the opposite may be the case. New research shows that, far from encouraging people to strive to reach the heights, performance-related pay often does the opposite and encourages people to work less hard. An analysis of several separate experimental studies of financial incentives in employment relations found what the academics carrying out the study described as "overwhelming evidence" that these incentives could reduce an employee's natural inclination to complete a task and derive pleasure from doing so.

2. According to the first article, what is not a suggested method used to motivate employees?

- A. Revenue-related pay
- B. Attractive bonuses
- C. Loyalty programmes
- D. Share scheme

Employee Performance

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Customer Feedback

The number of customer complaints received has reduced dramatically in the last period reflecting overall improvements in staff performance. Customers have benefited from a more attentive service and loyalty incentives providing them with excellent value without sacrificing quality.

3. An increase in staff levels has contributed to the reduction in customer complaints.

A. True on the basis of the passages

B. False on the basis of the passages

C. Not possible to say if the statement is true or false on the basis of the passages

Computer-aided Manufacturing (CAM)

(Benefits of CAM) While wholly undesirable for factory workers, the ideal state of affairs for manufacturers is an entirely automated manufacturing process. In conjunction with computer-aided design (CAD), computer-aided manufacturing (CAM) enables manufacturers to reduce the costs of producing goods by minimising the involvement of human operators. In addition to lower running costs! Here are several other lesser benefits associated with using CAM software. By removing the need to translate CAD models into manufacturing instructions through paper drafts it enables manufacturers to make quick alterations to the product design, feeding updated instructions to the machine tools and seeing instant results. Also, many CAM software packages have the ability to manage simple tasks such as the re-ordering of parts, further minimising human involvement.

Email Exchange

Problems with CAM Unfortunately, there are several limitations associated with computer-aided manufacturing. Obviously, setting up the infrastructure to begin with can be extremely expensive. Computer-aided manufacturing requires not only the numerical controlled machine tools themselves but also an extensive suite of software and hardware to develop the design models and convert them into manufacturing instructions - as well as trained operatives to run them.

Additionally, the field of computer-aided manufacturing is fraught with inconsistency. While all numerical controlled machine tools operate using G-code, there is no universally used standard for the code itself.

4. According to the passages, which of the following is not an advantage of computer- aided manufacturing?

- A. CAM is more flexible process than CAD in the production process
- B. CAM is cheaper to use than employing human operators
- C. CAM is capable of managing straightforward tasks
- D. CAM allows for quick modifications to the product design

Employee Performance

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5. Which one of the following issues is not discussed in the "Customer Feedback" passage?

- A. Improvements in staff performance
- B. The attentiveness of service
- C. The quantity of customer purchases
- D. Attempts to improve customer loyalty

Employee Performance

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- B. False on the basis of the passages
- C. Not possible to say if the statement is true or false on the basis of the passages

Loyalty is Key

In times of economic uncertainty you'd be wise to focus your newly limited resources on the area of greatest opportunity - your existing customers. The result is lower marketing costs and increased sales. If you choose to go down this route, the statistics are on your side. Evidence from a number of studies shows that it costs five times as much to attract a new customer as it does to keep an existing one satisfied. One study found the average company has a 60-70% probability of selling again to existing customers, a 20-40% probability of successfully selling to lapsed customers -but only a 5-20% chance of selling to a prospective customer. No company can afford to lose too many customers. Research shows that 91 % of unhappy customers will never buy again from a company that has displeased them and will also voice their dissatisfaction to at least seven other people.

Loyalty Schemes

Surviving a downturn is about retaining your most valued customers and, where possible, acquiring more. Customer loyalty schemes are an effective way to improve customer retention levels. The high cost of bringing in new business compared to retaining existing clients is undisputed so increasing your customer retention can significantly boost bottom line profits. Loyal customers are also good for your business because they become your best advocates. They recommend you to others, saving you marketing costs. A loyal customer's endorsement is more powerful to their friends and family than any advertising campaign.

7. Based on the Loyalty Schemes article, satisfied customers are more likely than dissatisfied customers to tell their friend's about their buying experience.

A. True on the basis of the article

B. False on the basis of the article

C. Not possible to say if the statement is true or false on the basis of the article

Creating a Happy Workforce

Simply giving your colleagues a hug first thing in the morning can boost profits, judging by the experiences of one manufacturing company. The workers begin and end each day with an embrace. The company has also banned overtime and pays for its staff to socialise with each other through group meals and group trips. The move was influenced after the training manager attended a course on reducing stress in the workplace and improving output. It proved to be so popular that the company has seen profits and productivity almost double.

e-blog comments

Communication between management and employees is crucial in any organisation. Staff that are kept in the dark feel unappreciated and nervous for their future. Staff that are well-informed and allowed to contribute to the company feel involved and tend to be more loyal to a company. Management teams - talk to your staff members, and listen to what they have to say! I'm not too sure about the group hugs though - I think most people would probably find them embarrassing. However, killing off the long hours culture by stopping overtime and using company cash to promote socialising between staff members will both be morale boosters.

8. Based on the blog comment, what is not mentioned as being related to communication levels within the company?

- A. Staff feeling nervous
- B. Staff feeling passionate
- C. Staff feeling unappreciated
- D. Staff feeling included

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10. Both articles agree that concentrating on existing customers can help a company to.

- A. Increase its market share
- B. Reduce marketing costs
- C. Attract new customers

D. Limit resources

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11. Which of the following is skeptical about the benefits of encouraging staff to socialise?

- A. The article
- B. The blog comment
- C. Both the article and the blog comment
- D. Neither the article nor the blog comment

Loyalty is Key

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12. Which of the following statements contradicts what is suggested in the Loyalty is Key article?

- A. Unhappy customers spread their displeasure
- B. Dissatisfied customers are highly unlikely to buy again
- C. Selling to new customers is easier

D. Losing too many customers is disadvantageous

Computer-aided Manufacturing (CAM)

(Benefits of CAM) While wholly undesirable for factory workers, the ideal state of affairs for manufacturers is an entirely automated manufacturing process. In conjunction with computer-aided design (CAD), computer-aided manufacturing (CAM) enables manufacturers to reduce the costs of producing goods by minimising the involvement of human operators. In addition to lower running costs! Here are several other lesser benefits associated with using

CAM software. By removing the need to translate CAD models into manufacturing instructions through paper drafts it enables manufacturers to make quick alterations to the product design, feeding updated instructions to the machine tools and seeing instant results. Also, many CAM software packages have the ability to manage simple tasks such as the re-ordering of parts, further minimising human involvement.

Email Exchange

Problems with CAM Unfortunately, there are several limitations associated with computer-aided manufacturing. Obviously, setting up the infrastructure to begin with can be extremely expensive. Computer-aided manufacturing requires not only the numerical controlled machine tools themselves but also an extensive suite of software and hardware to develop the design models and convert them into manufacturing instructions - as well as trained operatives to run them.

Additionally, the field of computer-aided manufacturing is fraught with inconsistency. While all numerical controlled machine tools operate using G-code, there is no universally used standard for the code itself.

13. Which of the following statements contradicts the passages?

A. Many CAM software packages are capable of re-ordering parts

- B. The set-up costs of CAM are relatively inexpensive
- C. CAD reduces the need for conventional draughtsmen
- D. Generally manufacturers are in favour of CAM

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14. Based on the blog comment, what is not mentioned as being related to communication levels within the company?

- A. Staff feeling nervous
- B. Staff feeling passionate
- C. Staff feeling unappreciated
- D. Staff feeling included

Employee Performance

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Customer Feedback

The number of customer complaints received has reduced dramatically in the last period reflecting overall improvements in staff performance. Customers have benefited from a more attentive service and loyalty incentives providing them with excellent value without sacrificing quality.

15. On which one of the following statements do the two passages agree?

- A. Loyalty incentives have been beneficial to customers
- B. Individual targets will be increased
- C. Staff performance has improved
- D. The number of customer complaints has reduced

Employee Performance

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Customer Feedback

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16. Which passage talks about “staff performance”?

- A. Employee Performance only
- B. Customer Feedback only
- C. Both passages
- D. Neither passage

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17. Which of the articles suggests that it is more expensive to attract new customers than to keep existing ones?

- A. The Loyalty is Key article
- B. The Loyalty Schemes article
- C. Both articles

D. Neither article

Creating a Happy Workforce

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18. Based on both the article and the blog comment, which statement is not suggested as a way to boost morale?

- A. Reducing overtime
- B. Financial incentives
- C. Improving communication
- D. Staff bonding

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19. The company mentioned in the article banned overtime, yet still managed to increase productivity.

A. True on the basis of the article

B. False on the basis of the article

C. Not possible to say if the statement is true or false on the basis of the article

Employee Performance

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Customer Feedback

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20. Which passage mentions 'loyalty incentives'?

- A. Employee Performance only
- B. Customer Feedback only
- C. Both passages
- D. Neither passage

Performance -related Pay

Setting goals for an employee with a clear reward at the end for achieving those goals should, in theory, motivate employees more to strive harder toward reaching them. There are a wide variety of methods used including share scheme profit related pay and straightforward bonuses, but all schemes assume the promise of pay will provide an incentive to greater performance. Salary can be set on the basis of employee performance evaluation. Targets can vary depending on the type and level of work that the individual employee does. Performance-related pay can also be a useful means for improving employee engagement and retention.

Performance-related pay may not encourage performance.

Performance-related pay is pay for performance, and the better performance you turn in and the harder you work the more you will get to take home. However, academics are now suggesting that more often than not the opposite may be the case. New research shows that, far from encouraging people to strive to reach the heights, performance-related pay often does the opposite and encourages people to work less hard. An analysis of several separate experimental studies of financial incentives in employment relations found what the academics carrying out the study described as "overwhelming evidence" that these incentives could reduce an employee's natural inclination to complete a task and derive pleasure from doing so.

21. According to the second article, what is not a suggested consequence of performance-related pay?

- A. Reduced intrinsic drive
- B. Reduced work effort
- C. Reduced contentment from completing tasks
- D. Reduced employee relations

Computer-aided Manufacturing (CAM)

(Benefits of CAM) While wholly undesirable for factory workers, the ideal state of affairs for manufacturers is an entirely automated manufacturing process. In conjunction with computer-aided design (CAD), computer-aided manufacturing (CAM) enables manufacturers to reduce the costs of producing goods by minimising the involvement of human operators. In addition to lower running costs! Here are several other lesser benefits associated with using

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Email Exchange

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Additionally, the field of computer-aided manufacturing is fraught with inconsistency. While all numerical controlled machine tools operate using G-code, there is no universally used standard for the code itself.

22. Computer-aided manufacturing is only economically viable for large-scale production runs.

A. True on the basis of the passages

B. False on the basis of the passages

C. Not possible to say if the statement is true or false on the basis of the passages

Employee Performance

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- A. Improvements in staff performance
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Customer Feedback

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24. On which one of the following statements do the two passages agree?

- A. Loyalty incentives have been beneficial to customers
- B. Individual targets will be increased
- C. performance has improved

The number of customer complaints has reduced

Employee Performance

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Customer Feedback

The number of customer complaints received has reduced dramatically in the last period reflecting overall improvements in staff performance. Customers have benefited from a more attentive service and loyalty incentives providing them with excellent value without sacrificing quality.

25. An increase in staff levels has contributed to the reduction in customer complaints.

- A. True on the basis of the passages
- B. False on the basis of the passages
- C. Not possible to say if the statement is true or false on the basis of the passages

Performance -related Pay

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55. Which article suggest that some performance-related pay schemes are less than effective?

- A. The first article only
- B. The second article only
- C. Both articles
- D. Neither article

Computer-aided Manufacturing (CAM)

(Benefits of CAM) While wholly undesirable for factory workers, the ideal state of affairs for manufacturers is an entirely automated manufacturing process. In conjunction with computer-aided design (CAD), computer-aided manufacturing (CAM) enables manufacturers to reduce the costs of producing goods by minimising the involvement of human operators. In addition to lower running costs! Here are several other lesser benefits associated with using

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Additionally, the field of computer-aided manufacturing is fraught with inconsistency. While all numerical controlled machine tools operate using G-code, there is no universally used standard for the code itself.

27. Based on the information given in the passages, which of the following statements is most accurate?

- A. Computer-aided manufacturing has few limitations
- B. Most large manufacturers have adopted CAM
- C. Factory workers jobs are threatened by CAM
- D. The problems associated with CAM deter most manufacturers from using it

Diagrammatic Analysis

This exercise is designed to assess your ability to understand logical processes. For each set of questions, there is a panel and an illustration. The panel describes the effect of various operators in words. The illustration shows the operators working. Use the information in the panel and illustration to answer the questions that follow. Each question contains a question mark?'

Your task is to identify which of the answer options could replace the '?' that indicates a missing INPUT, PROCESS or OUTPUT.

Where the process consists of more than one operator, the operators are applied in sequence from left to right.

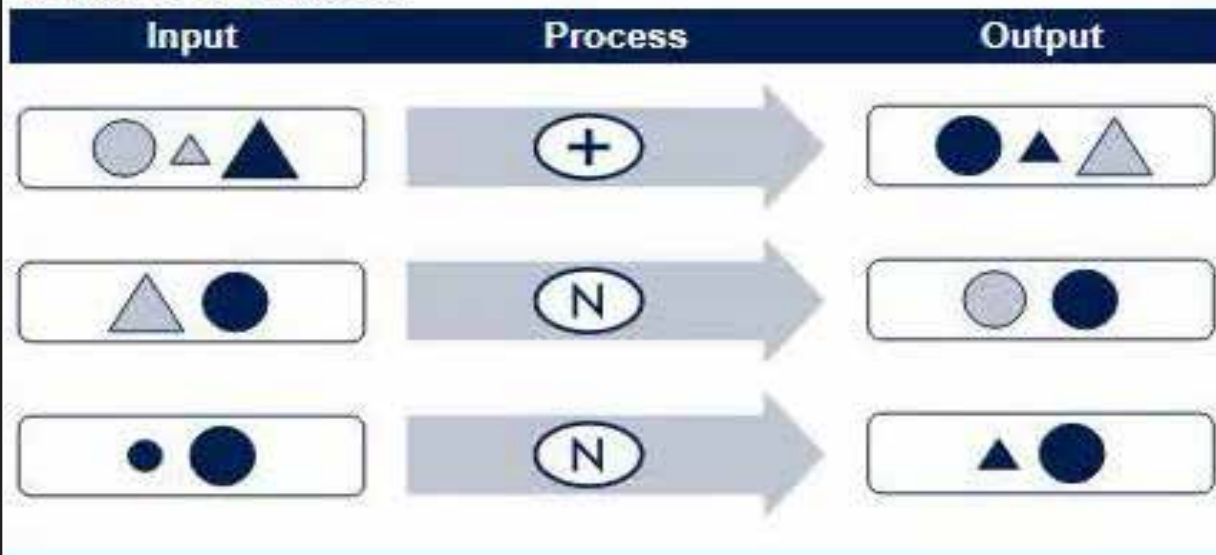
Before you start the test, you should try to complete the practice exercises. You will be given feedback on your answers and can repeat the instructions and examples as often as you like.

Make sure you fully understand the examples and have a pen and paper available before starting the test.

Example Panel

Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration



1.



- Only
- Only
- Either or
- Neither nor

Panel

Operator	Effect
	Duplicates light triangles
	Deletes large circles
	(see illustration)


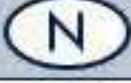
Illustration

Input	Process	Output










2.

-
-
-
-

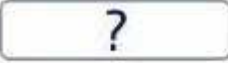


Example Panel





Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output
		
		
		

3.

- 
- 
- 
- 

Panel

Operator	Effect
(P)	Deletes 1st figure
(Q)	Duplicates 3rd figure
(R)	Deletes 2nd figure

Illustration



Input	Process	Output
	(P)	
	(Q)	
	(P)(R)	
	(R)(Q)	

4.












- Only (Q)(R)
- Only (R)(Q)
- Either (Q)(R) or (R)(Q)
- Neither (Q)(R) nor (R)(Q)

Example Panel







Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output
		
		
		

5.



- 
- 
-  
-  

Panel

Operator	Effect
	Duplicates light triangles
	Deletes large circles
	(see illustration)

Illustration

Input	Process	Output

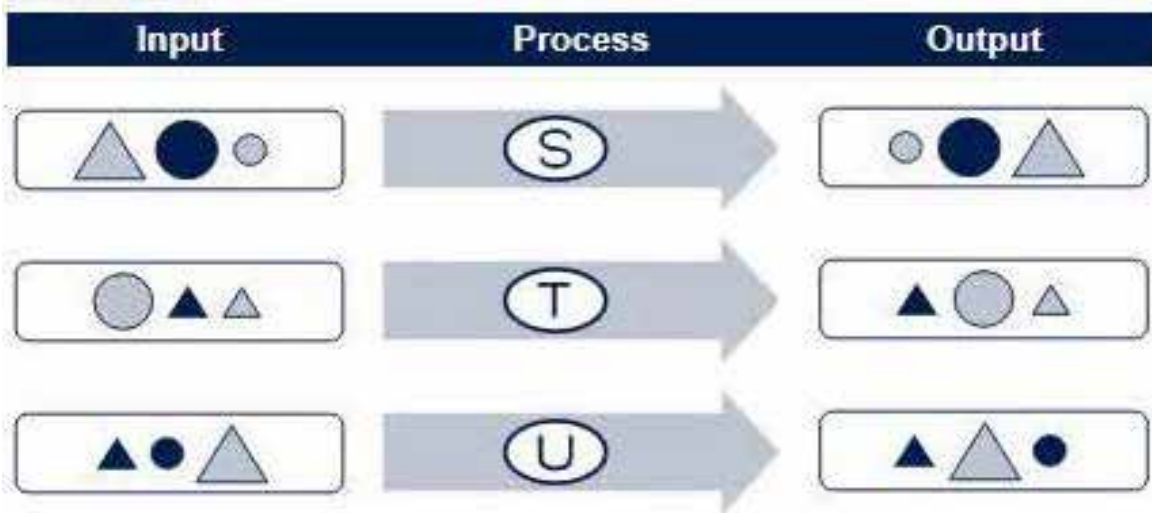
6.

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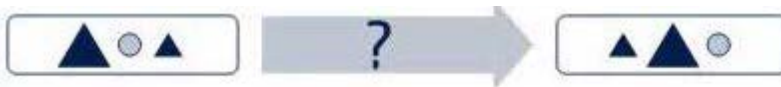
Panel

Operator	Effect
(S)	Swaps 1st and 3rd figures
(T)	Swaps figures (see illustration)
(U)	Swaps figures (see illustration)

Illustration



7.



- (S)
- (U)
- (S)(U)
- (U)(S)

Example Panel

Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output

8.



-
-
-
-

Panel

Operator	Effect
	Changes shading of triangles
	Changes size of circles
	(see illustration)

Illustration

Input	Process	Output

9.

→ ? →

Only

Only

Either or

Neither nor

Panel

Operator	Effect
(P)	Deletes 1st figure
(Q)	Duplicates 3rd figure
(R)	Deletes 2nd figure

Illustration

Input	Process	Output
	(P)	
	(Q)	
	(P)(R)	
	(R)(Q)	

10.



- (Q)(P)
- (P)(Q)
- (P)(Q)(P)
- (Q)(P)(Q)



Panel	
Operator	Effect
	Changes shading of triangles
	Changes size of circles
	(see illustration)

Illustration		
Input	Process	Output


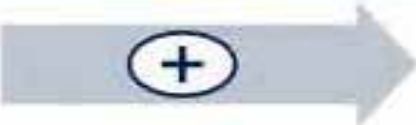







11.

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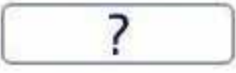


Example Panel





Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output
		
		
		

12.

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Panel

Operator	Effect
	Deletes 1st figure
	Duplicates 3rd figure
	Deletes 2nd figure

Illustration



Input	Process	Output

13.

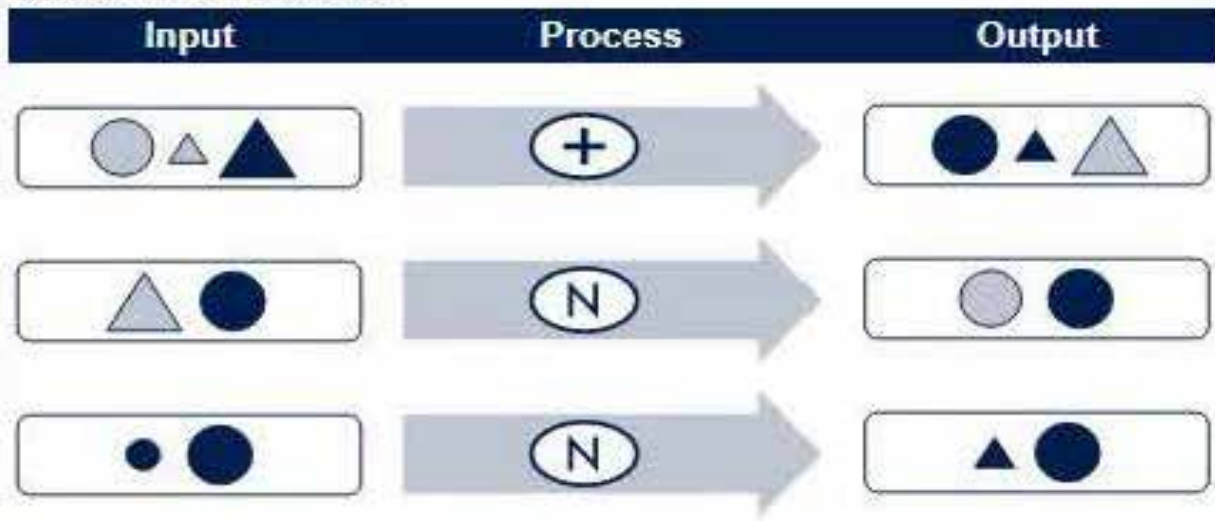


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Example Panel



Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration



14.



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Panel

Operator	Effect
(S)	Swaps 1st and 3rd figures
(T)	Swaps figures (see illustration)
(U)	Swaps figures (see illustration)

Illustration

Input	Process	Output
	(S)	
	(T)	
	(U)	

15.

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Panel

Operator	Effect
(V)	Duplicates light triangles
(W)	Deletes large circles
(X)	(see illustration)

Illustration

Input	Process	Output
	(V)	
	(W)	
	(X)	
	(X)	

16.



- (X)
- (V)
- (X) (V)
- (V) (X)

Panel

Operator	Effect
(P)	Deletes 1st figure
(Q)	Duplicates 3rd figure
(R)	Deletes 2nd figure

Illustration

Input	Process	Output
	(P)	
	(Q)	
	(P)(R)	
	(R)(Q)	

17.

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Example Panel

Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output

18.

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-
-

Example Panel

Operator	Effect
	Changes shading of all figures
	Changes 1st figure (see illustration)

Example Illustration

Input	Process	Output

19.

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-
-
-

Panel

Operator	Effect
(P)	Deletes 1st figure
(Q)	Duplicates 3rd figure
(R)	Deletes 2nd figure

Illustration

Input	Process	Output

20.



- (Q) (P)
- (P) (Q)
- (P) (Q) (P)
- (Q) (P) (Q)

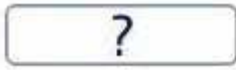


Panel





Operator	Effect
	Changes shading of triangles
	Changes size of circles
	(see illustration)

Illustration

Input	Process	Output

21.

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- 
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- 

Panel

Operator	Effect
	Changes shading of triangles
	Changes size of circles
	(see illustration)

Illustration

Input	Process	Output

22.

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-
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-

Panel

Operator	Effect
	Changes shading of triangles
	Changes size of circles
	(see illustration)

Illustration

Input	Process	Output

23.

-
-
-
-

Panel

Operator	Effect
(S)	Swaps 1st and 3rd figures
(T)	Swaps figures (see illustration)
(U)	Swaps figures (see illustration)

Illustration

Input	Process	Output
	(S)	
	(T)	
	(U)	

24. $\xrightarrow{(U)(T)}$

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-
-

Panel

Operator	Effect
(S)	Swaps 1st and 3rd figures
(T)	Swaps figures (see illustration)
(U)	Swaps figures (see illustration)

Illustration

Input	Process	Output
	(S)	
	(T)	
	(U)	

25. → ? →

- (U)
- (T)
- (U) (T)
- (T) (U)

ANSWERS

Numerical Analysis

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

Verbal Analysis

ANSWER KEYS				
1. B	6. C	11. D	16. C	21. A
2. C	7. C	12. D	17. C	22. C
3. B	8. B	13. B	18. C	23. C
4. A	9. C	14. B	19. A	24. C
5. C	10. C	15. C	20. B	25. C
26. B	27. C			

Diagrammatic Analysis

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