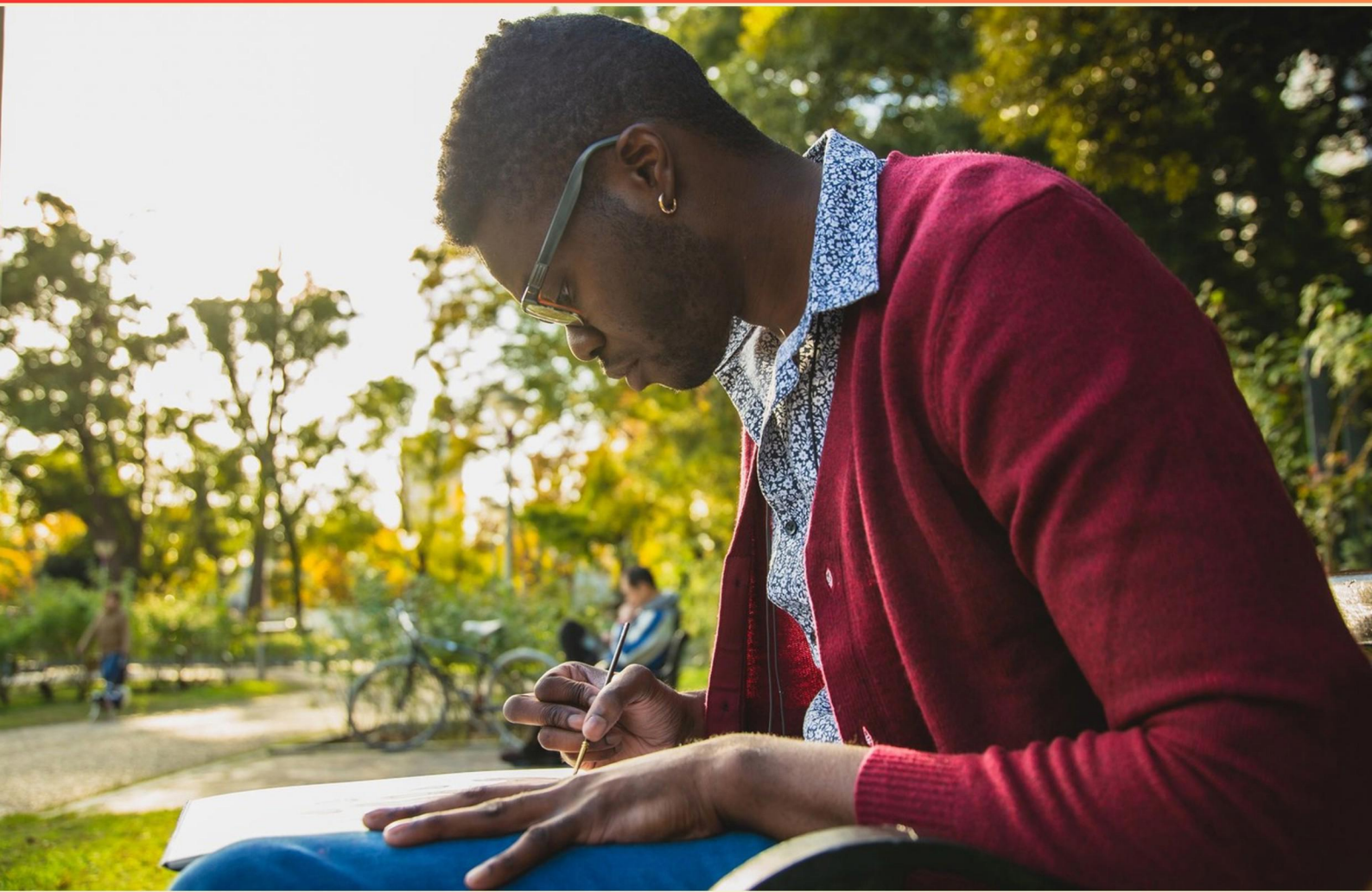


# GMAT FOCUS EDITION PRACTICE TEST (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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# Table of Contents

|                             |    |
|-----------------------------|----|
| Copyright .....             | 1  |
| Table of Contents .....     | 2  |
| Introduction .....          | 3  |
| How to Use This Guide ..... | 4  |
| Questions .....             | 5  |
| Answers .....               | 8  |
| Explanations .....          | 10 |
| Next Steps .....            | 15 |

SAMPLE

# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

## 1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

## 2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

## 3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

## 4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

## 5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

## 6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

## Questions

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**1. What is an 'Alternative Explanation' in Critical Reasoning?**

- A. A different factor that could independently account for the observed evidence
- B. A second conclusion that matches the first
- C. A sampling method that reduces bias but keeps the same conclusion
- D. A data collection method

**2. Which option is least likely to be a valid inference from the passage?**

- A. A deduction grounded in stated facts.
- B. A hypothesis that follows logically from the evidence.
- C. A claim that restates a sentence from the passage.
- D. A claim that introduces new, real-world information not mentioned in the passage.

**3. If an item's price is cut in half, what is the percentage decrease?**

- A. 50 percent
- B. 25 percent
- C. 75 percent
- D. 100 percent

**4. In a Two-Part Analysis, can the same statement be used as the answer for both columns unless the prompt forbids it?**

- A. No, the same statement cannot be used.
- B. Only if the statements are logically independent.
- C. Yes, unless the prompt rules specifically forbid it.
- D. It must be impossible to reuse a statement.

**5. What is the formula for distance in terms of rate and time?**

- A. Distance = Rate \* Time
- B. Distance = Time / Rate
- C. Distance = Rate + Time
- D. Distance = Time - Rate

- 6. Which statement best describes Non-Response Bias?**
- A. When responses are collected from a random sample.
  - B. When those who refuse to answer possess fundamentally different views than those who respond.
  - C. When the responses come from a single subgroup.
  - D. When the sample size is large.
- 7. If a quadratic equation yields two distinct roots, what does that imply about the sufficiency of that equation for a DS Value question?**
- A. It is sufficient
  - B. It is sufficient only if the roots are integers
  - C. It is not sufficient
  - D. It depends on whether the roots are positive or negative
- 8. Which option is an example of a false dichotomy?**
- A. Providing multiple nuanced choices
  - B. Using random sampling to generalize
  - C. Presenting only two extreme options when other intermediate alternatives exist
  - D. Considering alternative explanations
- 9. If a triangle has side lengths of 5, 12, and  $x$ , what is the absolute minimum integer value for  $x$ ?**
- A. 7
  - B. 8
  - C. 9
  - D. 10
- 10. If  $x$  is divisible by both 2 and 3, which number must also divide  $x$ ?**
- A. 4
  - B. 6
  - C. 3
  - D. 12

## **Answers**

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1. A
2. D
3. A
4. C
5. A
6. B
7. C
8. C
9. B
10. B

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## **Explanations**

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## 1. What is an 'Alternative Explanation' in Critical Reasoning?

- A. A different factor that could independently account for the observed evidence
- B. A second conclusion that matches the first
- C. A sampling method that reduces bias but keeps the same conclusion
- D. A data collection method

*In Critical Reasoning, an Alternative Explanation is a different factor that could independently account for the observed evidence. It's a plausible competing cause that could produce the same outcome, which means the conclusion isn't fully established until this alternative is considered or ruled out. For example, if an argument claims that a new teaching method raised test scores, an Alternative Explanation might be that students had extra tutoring, or that the class happened to have higher prior achievement, or that the test was easier that year. Each of these could account for the improvement without attributing it to the teaching method alone. Recognizing this helps you evaluate how strongly the stated conclusion follows from the evidence. The other options describe different ideas (a second conclusion, a sampling method, or a data-collection method) that don't capture what an Alternative Explanation is seeking to identify.*

## 2. Which option is least likely to be a valid inference from the passage?

- A. A deduction grounded in stated facts.
- B. A hypothesis that follows logically from the evidence.
- C. A claim that restates a sentence from the passage.
- D. A claim that introduces new, real-world information not mentioned in the passage.

*Inference means drawing conclusions from the passage that are supported by what is stated or by logical implications of the evidence. The statement that introduces new, real-world information not mentioned anywhere in the passage goes beyond what the text supports and cannot be justified as an inference. By contrast, a deduction grounded in stated facts uses the information given; a hypothesis that logically follows from the evidence is a reasonable extension; and a claim that restates a sentence from the passage is deriving an idea directly from the text. Therefore, introducing information not present in the passage is least likely to be a valid inference.*

## 3. If an item's price is cut in half, what is the percentage decrease?

- A. 50 percent
- B. 25 percent
- C. 75 percent
- D. 100 percent

*When something's price is reduced by half, the amount it decreases is half of the original price. The percent decrease is that decrease divided by the original amount, times 100. If the original price is  $P$ , the new price is  $P/2$ , so the decrease is  $P - P/2 = P/2$ . The percent decrease is  $(P/2) / P \times 100\% = 50\%$ . So the price has fallen by 50%. The other possibilities would correspond to leaving 75% of the original price (a 25% decrease), leaving 25% of the original price (a 75% decrease), or dropping to zero (a 100% decrease), none of which matches halving.*

**4. In a Two-Part Analysis, can the same statement be used as the answer for both columns unless the prompt forbids it?**

- A. No, the same statement cannot be used.
- B. Only if the statements are logically independent.
- C. Yes, unless the prompt rules specifically forbid it.**
- D. It must be impossible to reuse a statement.

*In a Two-Part Analysis, you choose one statement for each column that fits the condition described for that column. The same statement can be used for both sides unless the prompt specifically forbids it. The reason is that each column is evaluated against its own requirement, and a single statement can satisfy both if it meets both criteria. The only constraint that would prevent reuse is explicit wording in the prompt asking for two distinct statements or for no repetition. So the correct idea is: you may reuse a statement for both columns unless the prompt rules it out.*

**5. What is the formula for distance in terms of rate and time?**

- A. Distance = Rate \* Time**
- B. Distance = Time / Rate
- C. Distance = Rate + Time
- D. Distance = Time - Rate

*When you know how fast something is going and how long it travels, you multiply to get distance. Rate is distance per unit of time, so distance equals rate times time. For example, traveling at 60 miles per hour for 2 hours gives  $60 \times 2 = 120$  miles. The other options mix units or combine quantity types in ways that don't produce distance (time divided by rate would give time per distance; adding or subtracting rate and time doesn't yield a meaningful distance).*

**6. Which statement best describes Non-Response Bias?**

- A. When responses are collected from a random sample.
- B. When those who refuse to answer possess fundamentally different views than those who respond.**
- C. When the responses come from a single subgroup.
- D. When the sample size is large.

*Non-response bias occurs when the people who refuse to participate differ in important ways from those who do respond, so the survey results don't accurately reflect the entire population. If nonrespondents have different opinions or characteristics, the average or distribution you observe among respondents will be biased relative to the true population values. Think of it this way: the goal is a representative snapshot of the whole group, but when a portion of people never answers, that snapshot becomes skewed because it's missing those potentially different views. That's what makes this type of bias distinct from other sampling issues. For context, a random sampling approach aims for representativeness, but non-response bias can still creep in if certain individuals are more likely to skip the questions. That's not about the size of the sample; it's about who actually participates. The idea that responses come from a single subgroup points to a different form of bias—sampling or coverage bias—where the sample isn't diverse enough to reflect the population. And having a large sample size improves precision, not necessarily representativeness, if nonresponse is at play. So the statement that best describes non-response bias is the one that highlights a fundamental difference between those who answer and those who do not.*

7. If a quadratic equation yields two distinct roots, what does that imply about the sufficiency of that equation for a DS Value question?

- A. It is sufficient
- B. It is sufficient only if the roots are integers
- C. It is not sufficient**
- D. It depends on whether the roots are positive or negative

*In DS Value questions, sufficiency means the data give you a single, definite value for the variable in question. If a quadratic yields two distinct roots, there are two possible values that satisfy the equation. Without any extra constraints, you can't know which root is the one the problem intends, so the information doesn't pin down a unique value. That's why the equation by itself is not sufficient. It would only become sufficient if the problem were asking for something that both roots share (like their sum or product, which are determined by the coefficients) or if additional information forces you to pick a specific root. But for a question that asks for the value of the variable, two distinct roots mean you don't have enough to determine a single value.*

8. Which option is an example of a false dichotomy?

- A. Providing multiple nuanced choices
- B. Using random sampling to generalize
- C. Presenting only two extreme options when other intermediate alternatives exist**
- D. Considering alternative explanations

*A false dichotomy happens when an argument or presentation limits choices to only two extremes, ignoring other possibilities. The option describing presenting only two extreme options while other intermediate alternatives exist is exactly that pattern: it makes it seem like there are only two choices, when in reality there are many in-between options. This narrows thinking and can push a conclusion unfairly. The other choices don't fit this pattern: providing multiple nuanced choices shows a range of possibilities; using random sampling concerns methodology, not the presentation of options; and considering alternative explanations is good critical thinking, not a dichotomy.*

9. If a triangle has side lengths of 5, 12, and  $x$ , what is the absolute minimum integer value for  $x$ ?

- A. 7
- B. 8**
- C. 9
- D. 10

*The triangle inequality governs which side lengths can form a triangle: the sum of any two sides must be strictly greater than the third. With sides 5, 12, and  $x$ , the inequalities are  $5 + 12 > x$ ,  $5 + x > 12$ , and  $12 + x > 5$ . The first gives  $x < 17$ , the second gives  $x > 7$ , and the third is automatically true for positive  $x$ . So  $x$  must satisfy  $7 < x < 17$ . Among integers, the smallest value that fits is 8. Checking:  $5 + 8 > 12$ ,  $8 + 12 > 5$ , and  $5 + 12 > 8$  all hold, so a triangle exists. Values 7 or 17 would make a degenerate triangle, so they're not allowed. Therefore the absolute minimum integer value for  $x$  is 8.*

10. If  $x$  is divisible by both 2 and 3, which number must also divide  $x$ ?

- A. 4
- B. 6**
- C. 3
- D. 12

*When a number is divisible by two different numbers, you can combine those facts by using their least common multiple. If  $x$  is divisible by 2 and by 3, then  $x$  must be divisible by 6. That means 6 will always divide  $x$ , no matter which multiple of 2 and 3  $x$  happens to be. The other options aren't guaranteed: 4 doesn't have to divide  $x$  (for example,  $x$  could be 6, which isn't divisible by 4), and 12 also isn't guaranteed ( $x$  would need to be a multiple of 12). While 3 does divide  $x$ , that's already part of the given information, so the new conclusion from both conditions is that 6 must divide  $x$ .*

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## Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://gmatfocused.examzify.com>

We wish you the very best on your exam journey. You've got this!

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