

The SNAP 2012 exam has gone back in terms of difficulty level to the 2010 pattern, especially in the Logical Reasoning and General Awareness sections. The overall structure and marking scheme of the exam was the same as the last 3 years i.e. 150 questions for 180 marks in 120 minutes. As usual, the Logical Reasoning section had the least questions but the maximum marks allotted to it.

A major break from tradition this year was that the SNAP question booklets were taken back at the end of the exam, like erstwhile MHCET exams. This may make prediction of actual marks and the overall cut-off slightly more difficult.

Summary	
Number of Sections	4
Options per Question	4
Negative Marking	1/4 th of Marks for the Question
Marks per Question	2 per questions for LR, 1 per question for remaining sections
Expected Overall Cut-offs	105+ for SIBM-P, 100+ for SCMHRD

1. Logical Reasoning – 30 questions:

Like every year, the LR section had 30 questions, with 2 marks allotted to each question. The concepts covered in this section were linear and circular arrangements, family tree, cubes, coded mathematical operations, numerical machines, letter coding, Venn diagrams, letter-based analogies etc. Instead of standard critical reasoning questions, this section also had two FIJ questions. The question level breakup of questions is as given below:

Question Type	Number of Questions
Linear and Circular Arrangements	7
Relationships - Family Tree	3
Venn Diagrams	4
Coded Mathematical Operations	2
Shifting of digits	3
Cubes	4
Letter Coding	2
Fact-inference-judgement	2
Letter based analogy	1
Diagrammatic Numeric Puzzle	1
Miscellaneous puzzle	1

In general, the entire section was simple but the order in which you attempted questions could have helped optimise your available time. The sets on Venn diagrams, family tree relationships, cubes and linear arrangements were extremely simple and could have helped you attempt approximately 15 questions in around 15-20 minutes. The set on circular arrangements was slightly tougher and required more time, considering there were only 3 questions to attempt. The two number based sets i.e. coded mathematical operations and shifting of digits were simple but should have been attempted based on the student's comfort level and time available. A couple of questions such as the word based analogy (compatible-curie) and the odd-man-out were time consuming. Because of the simplicity of the remaining questions, the FIJ questions could have been avoided (as most students find them difficult). On the whole, a student could have attempted 25-27 questions in around 40 minutes with a very high accuracy.

2. Verbal Ability – 40 questions:

This year’s SNAP was not very different compared to the previous SNAP papers. The verbal section was a bit skewed towards grammar and vocabulary especially synonyms.

As has been the practice in SNAP, there was only one RC with five questions. The RC (on the history of Celts in Britain) was short and easy, with direct questions. There were around 7 to 8 direct questions on synonyms and 2 to 4 on synonyms/antonyms mixed, which were presented differently. A large portion of questions were based on grammatical concepts like identifying the type of sentence (simple, compound, complex), punctuation and identifying the parts of speech in a sentence (i.e. pronoun, preposition etc.). The regular concepts like Jumbled Sentences, Fill in the Blanks, Spotting the error in the sentence were also tested. The only surprise element was a reasoning question based on weakening the argument.

Overall the section was of moderate difficulty. A good attempt would be 30+ in this section in around 25 minutes. A good level of preparedness could result in a score of 25 to 31.

Question Type	Number of Questions
Reading Comprehension	5
Synonyms/Antonyms	10
Fill in the blanks	8
Weakening the argument	1
Mark the error	1
Jumbled sentences	2
Vocabulary	3
Grammar based	5

3. General Knowledge and Current Affairs – 40 questions:

The GK section was a mixed bag, covering topics from business, sports, politics, history, science etc. It had a good blend of static and dynamic GK. The section was relatively easy and the questions were more or less direct. Someone who has kept himself abreast of the latest happenings would have been able to attempt 16 to 20 questions with ease.

4. Quantitative Ability + Data Interpretation – 40 questions:

The Quantitative Ability section was extremely easy with a very high focus on Arithmetic (as usual). The overall topic-level breakup of the quantitative aptitude and data interpretation section is as given below:

Topic	Number of Questions
Arithmetic	17-19
Algebra	6-8
Geometry	3
Modern Maths	3
Higher Maths	1 (question on variance)
Data Interpretation	6

Within Arithmetic, the focus was on percentages, time and distance, profit and loss and ratio and proportion. However, there were also questions from averages and time and work. In algebra, the questions were spread across all the chapters. Geometry had two questions on triangles and one on circles. Finally, Modern maths had a couple of questions on probability, and one on sets. There was a single question on variance, which was simple to solve if you knew the formula for variance. The caselet on income, PF and expenditure was not difficult in terms of calculations. However, it required the student to know and assume that provident fund is calculated

only on the basic salary and not on the total income. Thus, the set could possibly have been classified as ambiguous but the given options would have matched only if the provident fund was calculated on the basic salary. On the whole, this was a simple and high-scoring section. A student could have easily attempted 33-34 questions in 40-45 minutes.

Overall, 90-95 attempts and a score of 105 or above should be a good score for students applying to SIBM (Pune). For students applying to SCMHRD, 100 or above should be a safe score. The cut-offs should be lower for the remaining Symbiosis institutes.