

GAP test sample with commentary

Upon request, we will be glad to send you the printed form of the test. Please send your request to contact@scio.cz

As a rule, the complete test contains 105 tasks. The applicant has 35 minutes to complete the tasks in each section – the allotted time cannot be carried over from one section to the next. Each section is thus a separate test, which increases its utility.

The test always contains several (5 to 15) similar tasks, which ensure a stable result – therefore, an incidental error does not have a great impact on the result.

Verbal section

Word supplementation (Task No. 1)

Tasks based on the addition of missing words to the text examine how well the applicant is able to deduce missing information from the text, how well he or she is able to determine the correct context if some information is unknown to him or her and must be found. This ability is very important in order for the applicant to correctly comprehend what information the text is imparting and, in the case of less clear information, to correctly understand the relationships in the text.

In the following sentence there are two blank spaces which indicate that something was left out of the sentence. Below the sentence you will find several possibilities – word pairs. Choose the word or word pair that best completes the sentence.

The police had not _____ about the document, but soon afterwards determined that what they held in their hands was a definite _____ .

- (A) heard – nonsense
- (B) suspected – case
- (C) known – forgery
- (D) silenced – alarm
- (E) reported – fact

Correct answer: C

Comprehension of unknown text

These tasks very closely approximate the actual learning situation. A substantial part of every course of study depends on precise comprehension and interpretation of specialist text. A significant difference lies in whether the applicant reads the text, mechanically remembers it and then after a short time forgets it, or whether he or she manages to immediately comprehend the text and its essence, acquire the maximum amount of the information provided in the text and place it in an external context.

Choose the correct summary of the text below:

Perhaps the most widespread and influential type of opera in the age of classicism was the so-called *opera seria* – a genre which was developed in the High Baroque era. *Opera seria* is Italian both in its origins and in the language of the libretti. In spite of this, however, it was a truly international type of musical theatre: it was cultivated throughout Europe and was produced not only by Italians, but also by composers of other nationalities, who based their works on the Italian model. Even though *opera*

seria had its origins in a previous epoch, it was composed until the close of the century; Mozart's *Titus* of 1791, for example, is among the later examples of the form. *Opera seria* occupies a special position in the stylistic development of European music: it consisted of Baroque music, though from the second third of the 18th century more lyrical melodies and simpler orchestral accompaniment began to be used in the genre, which led to a new stylistic epoch. *Opera seria* thus became one of the areas in which the musical discourse of the classical era was formalised.

(Kouba, J.: *The ABCs of Musical Styles*. Supraphon, Prague, 1988)

The article discusses:

- (A) the stylistic development of European music in the 17th century.
- (B) a genre that originated in a work by Mozart.
- (C) the most widespread type of opera in the age of classicism.
- (D) differences between Italian and French opera in the High Baroque and classicism periods.
- (E) a purely Italian genre of opera.

Correct answer: C

According to the text, more lyrical melodies and simpler orchestral accompaniment are characteristics of:

- (A) Baroque music
- (B) High Baroque music
- (C) Italian opera
- (D) French opera
- (E) Classical music

Correct answer: E

Another type of tasks regularly used in the GAP test: comparison of the semantic relationship of word pairs, matching of words with the same or opposite meaning.

Analytical section

Comprehension of meaning from texts

Tasks focused on inference of meaning from texts comprise a traditional part of the analytical section. The aim of these tasks is primarily to determine whether the applicant comprehends the logical relationships in the text and whether he or she can come to a conclusion based only on the information contained in the text. The applicant should be able to differentiate assertions which are necessarily valid based on the text (i.e. which are inherent in the text) from those that are not dependent on the text – thus it is not explicit in the text that the assertion is valid or that the opposite is valid – and those which are at variance with the text. These tasks require attentive reading and comprehension of significant differences in the given assertions.

A written legal act is valid if it is signed by the competent party. The signature can be replaced by mechanical means in situations where this normally occurs.

From the text, it follows that:

- (A) A legal act is valid if it has been signed.
- (B) An unsigned legal act can be replaced by mechanical means.
- (C) In legal acts, mechanical means can replace the competent parties, if this is usually done.
- (D) There exist situations in which a legal act needn't be signed by a competent party and is nevertheless valid.
- (E) We verify the validity of the signature through mechanical means.

Correct answer: D

Sets of conditions

Another important type of task is contained in the analytical section. The problems are composed of a set of conditions and the student's task is mainly to decide on the veracity of the submitted statements ("Is a certain assertion definitely true based on the task?" or "Is it possible that it is true?"), or to determine which individual can fulfil the conditions presented in the task, etc. These tasks test whether the student is able to orient himself or herself in a certain set of conditions and combine them, and if he or she is capable of working with them (for example, charting is a schematically suitable method) and draw from them further conclusions.

Four employees of one company, Mr. **Bílý**, Mr. **Adamovský**, Mrs. **Černá** and Mrs. **Doležalová**, must divide six work tasks among themselves:

- Age – ordinary agenda of the company
- Bus – business trip
- Sup – meeting with suppliers
- Cor – business correspondence
- Ord – order fulfilment
- Dec – decoration of the conference room

- (1) One employee cannot handle more than two tasks.
- (2) No more than one employee can be assigned to any of the work tasks.
- (3) Decoration of the conference room must be done by a woman.
- (4) Mr. Bílý or Mrs. Doležalová must handle the business correspondence.
- (5) Whoever goes on the business trip cannot be assigned another task during the course of the week.
- (6) The meeting with suppliers must be attended by whoever fulfils orders.

If one employee handles correspondence and decoration, this can be:

- (A) Mr. Bílý
- (B) Mr. Adamovský
- (C) Mrs. Černá
- (D) Mrs. Doležalová
- (E) none of the above

Correct answer: D

Which of the following divisions of labour can be considered:

| | Bílý | Adamovský | Černá | Doležalová |
|-----|----------|-----------|----------|------------|
| (A) | Cor | Bus | Dec, Sup | Ord, Age |
| (B) | Bus | Age, Dec | Sup, Ord | Cor |
| (C) | Cor | Age | Sup, Ord | Bus, Dec |
| (D) | Age, Cor | Bus | Sup | Ord, Dec |
| (E) | Age | Sup, Ord | Bus | Cor, Dec |

Correct answer: E

If Mrs. Doležalová goes on the business trip, which of the following would meet with suppliers:

- (A) Mr. Bílý
- (B) Mr. Adamovský
- (C) Mrs. Černá
- (D) Mrs. Doležalová
- (E) Cannot be determined.

Correct answer: B

Quantitative section

The aim of the quantitative section is to determine whether the applicant knows and is able to apply basic mathematical processes (for example, calculation with percentages, adjustment of expressions, solution of a set of two linear equations involving two unknowns, calculation of volumes and areas, etc.) in specific cases. In the utilised tasks, however, this does not concern the calculations themselves, but rather the main concepts and relationship of the above-mentioned processes and whether the student is aware of the relevant relationship (on which the value of the result actually depends).

The examples of tasks shown below will seem trivial to readers educated in the natural sciences or technical fields. Of course, it is necessary to bear in mind that the applicant has something less than a minute to solve each problem. The success rate of applicants in individual tasks does not exceed 50%. And only very exceptionally does it happen that applicants receive a perfect score in the quantitative section (for example, in the second NCE term only two out of 15,892 applicants managed to do so). On one hand, the quantitative part of the test thus determines the basic abilities necessary for working with quantities and, on the other hand, effectively differentiates between talented applicants, determining whether they have the prerequisites for studying mathematics.

A sweater was discounted twice, the first time by 20%, then by another 20% off the new price. It now cost CZK 800. What was the price of the sweater before the first discount?

- (A) CZK 1280
- (B) CZK 1250
- (C) CZK 1200
- (D) CZK 1120
- (E) CZK 1000

Correct answer: B

If $A = x \cdot y$ and $B = \frac{x}{y}$, what does $\frac{A^2}{B}$ equal?

- (A) $x \cdot y^3$
- (B) x^2
- (C) y^2
- (D) $\frac{y^3}{x}$
- (E) None of the possible answers (A) through (D) is correct.

Correct answer: A

The basic monthly fee for telephone service is CZK 60. For 40 tariff impulses and the basic fee, we paid CZK 120. How does one tariff impulse cost?

- (A) CZK 3
- (B) CZK 2
- (C) CZK 1.50
- (D) CZK 1.20
- (E) None of the possible answers (A) through (D) is correct.

Correct answer: C

Foreign language

For 2008, the difficulty and general composition of the foreign-language tests will be modified through particular changes so that the test will determine the applicant's achieved level in the given language precisely in accordance with the B2 level European Union directive. A certificate with the result of the test in the foreign language can serve the applicant beyond university entrance exams.

There is always a listening component of the foreign-language tests within the NCE.

Modular composition of the tests – tests tailored to the needs of the faculty

As with the GAP test, where the results of the verbal, analytical and quantitative section are available separately, the results of individual parts – test modules – are calculated for each applicant, e.g. for biology, chemistry and physics in the Natural Sciences module; constitution and law, philosophy and sociology in the Foundations of Social Sciences (FSS) module; basic observations, algebra, functions, geometry in the Mathematics module, etc.

This enables each faculty to compose "its own" test according to its needs. For example, in the FSS test, a law faculty can assign a greater weight to the constitution, law and political science parts and, conversely, assign less importance to the economics and sociology parts. A school with an economics focus can give greater weight to results in economics and

sociology, etc. Natural sciences and technology faculties can place greater emphasis on the quantitative section at the expense of the verbal section, whereas humanities faculties can proceed in the opposite manner.

More information

Our foreign department will gladly provide you with additional information. Please contact us at:

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Or directly contact our team responsible for the National Comparative Exams: provs@scio.cz or by telephone at +420 234 705 550. Through these contacts it is possible to arrange a personal meeting.