Graduate Management Admission Test (GMAT) Practice Test (Sample)

Study Guide

BY EXAMZIFY

Everything you need from our exam experts!

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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. Don’t worry about getting everything right, 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, and take breaks to retain information better.

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.

7. Use Other Tools

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

1. **In calculating the probability of at least one event occurring from two draws, which formula is appropriate?**
   - **A. 1 - (1-p)(1-q)**
   - **B. p + q**
   - **C. (1-p) + (1-q)**
   - **D. pq**

2. **If the remainder of n divided by 3 is 1, what can be inferred about n?**
   - **A. n = 3x + 1**
   - **B. n is divisible by 3**
   - **C. n = 3x**
   - **D. n is an odd number**

3. **What is referred to as the root of an equation?**
   - **A. The highest power in the equation**
   - **B. The solution of the equation**
   - **C. The average of variable terms**
   - **D. The constant term in the equation**

4. **In a set of data, how is the mode defined?**
   - **A. Average of all numbers**
   - **B. Number appearing the most**
   - **C. Number appearing the least**
   - **D. Sum of all numbers divided by count**

5. **In overlapping set questions, which visual aid is recommended when working with more than two sets?**
   - **A. Bar chart**
   - **B. Pie chart**
   - **C. Line graph**
   - **D. Venn diagram**

6. **In a sequence of consecutive numbers starting from 5, what is the highest number in the sequence n1, n2, n3, ..., n125?**

   A. 124

   B. 125

   C. 129

   D. 130

7. **Which operation can be performed on the expression $\sqrt{(a^2)}$ assuming a is positive?**

   A. $\sqrt{a}$

   B. $\pm a$

   C. a^2

   D. 0

8. **What is the strategy for analyzing whether two variables m and n are consecutive?**

   A. Set m to be 2n

   B. Set m=n and n=m

   C. Set up equations m=n+1 or m=n-1

   D. Check if m equals n

9. **What two conditions must be satisfied for a number to be divisible by 12?**

   A. Divisible by 2 and 6

   B. Divisible by 3 and 5

   C. Divisible by 3 and 4

   D. Divisible by 6 and 4

10. **What is the result of adding two odd numbers together?**

   A. Odd

   B. Even

   C. Positive

   D. Zero

Answers

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

Explanations

1. In calculating the probability of at least one event occurring from two draws, which formula is appropriate?

A. 1 - (1-p)(1-q)

B. p + q

C. (1-p) + (1-q)

D. pq

The formula \(1 - (1-p)(1-q)\) is appropriate for calculating the probability of at least one event occurring from two independent draws. To understand why this is the correct choice, it's useful to analyze what \(p\) and \(q\) represent in this context. Here, \(p\) is the probability of the first event occurring, while \(q\) is the probability of the second event occurring. The expression \(1-p\) gives the probability that the first event does not occur, and \(1-q\) gives the probability that the second event does not occur. The product \((1-p)(1-q)\) therefore represents the probability that neither event occurs in the two draws. By subtracting this product from 1, we obtain the probability that at least one of the events occurs. This approach effectively captures the complementary relationship of the scenario, where we first calculate the situation we want to avoid (neither event occurring) and subtract that from the total probability, which is 1. The other formulas provided do not appropriately capture the scenario described. Adding \(p\) and \(q\) would miscalculate the likelihood by assuming that these events are mutually exclusive, which is not necessarily true.

2. If the remainder of n divided by 3 is 1, what can be inferred about n?

A. n = 3x + 1

B. n is divisible by 3

C. n = 3x

D. n is an odd number

When the remainder of a number \(n \) divided by 3 is 1, it indicates a specific relationship between \(n \) and its multiples of 3. The mathematical expression that captures this relationship is \(n = 3x + 1 \), where \(x \) is an integer. This equation shows that \(n \) can be expressed as some multiple of 3 (which is \(3x \)) plus an additional 1. This equation highlights the structure of \(n \) clearly. For instance, if \(x = 0 \), \(n \) would equal 1; if \(x = 1 \), \(n \) would equal 4; if \(x = 2 \), \(n \) would be 7; and so forth. Each of these outcomes confirms that the remainder is indeed 1 when \(n \) is divided by 3. In contrast, the choice of whether \(n \) is divisible by 3 does not hold, as this would imply a remainder of 0, contradicting our initial condition. Likewise, \(n = 3x \) cannot be true since it suggests that \(n \) would have no remainder when

3. What is referred to as the root of an equation?

A. The highest power in the equation

B. The solution of the equation

C. The average of variable terms

D. The constant term in the equation

The root of an equation is defined as the solution that satisfies the equation when substituted for the variable. In other words, if you have an equation set to zero, the root is the value of the variable that makes the equation true (i.e., the equation holds valid). For example, in a simple equation like \(x^2 - 4 = 0 \), the roots are \(x = 2 \) and \(x = -2 \) because substituting either value back into the equation results in a true statement (0 = 0). This demonstrates that roots are directly tied to the concept of finding solutions to equations, particularly algebraic equations. The other options do not define the root accurately. The highest power refers to the degree of the polynomial and offers information about its shape and behavior but not its solutions. The average of variable terms is unrelated to the context of logically solving for roots. The constant term, while an integral part of forming equations, does not in itself identify any solutions or roots of the equation. Thus, the correct choice distinctly highlights the essence of what constitutes a root in mathematical terms.

4. In a set of data, how is the mode defined?

A. Average of all numbers

B. Number appearing the most

C. Number appearing the least

D. Sum of all numbers divided by count

The mode of a set of data is defined as the number that appears most frequently within that set. When analyzing a collection of numbers, the mode helps identify which value occurs with the highest frequency, thereby giving insight into the most common value within the data. It is especially useful in understanding data distributions, particularly when the dataset has repeated values. For instance, if we have a dataset like {1, 2, 2, 3, 4}, the mode is 2 because it appears more times than any other number. In cases where no number repeats, the dataset may be said to have no mode, or it may have multiple modes if several numbers share the highest frequency. The other options are associated with different statistical measures: the average refers to the mean (the sum of numbers divided by the count), the least frequent number does not relate to the mode and does not provide meaningful information in this context, and the sum of all numbers divided by the count refers specifically to calculating the mean rather than the mode. Thus, the mode's specific role within statistics is to identify that most frequently occurring value.

5. In overlapping set questions, which visual aid is recommended when working with more than two sets?

A. Bar chart

B. Pie chart

C. Line graph

D. Venn diagram

When considering visual aids for overlapping set questions, especially when dealing with more than two sets, a Venn diagram is ideal because it allows for a clear representation of the relationships and intersections among multiple sets. With a Venn diagram, each set is represented by a circle, and the overlapping areas highlight the elements that belong to multiple sets simultaneously. This makes it easier to visualize and understand how the different sets interrelate, especially when the number of sets increases. For instance, if you have three or more sets, a Venn diagram can delineate all possible intersections and unique elements, enabling a straightforward comparison and analysis. Other visual aids like bar charts, pie charts, or line graphs typically do not effectively convey the complexities of overlaps across multiple sets since they are better suited for displaying single variables or trends over time, rather than multidimensional relationships. Thus, using a Venn diagram is the most effective choice for visualizing overlapping sets involving three or more categories.

6. In a sequence of consecutive numbers starting from 5, what is the highest number in the sequence n1, n2, n3, ..., n125?

A. 124

B. 125

C. 129

D. 130

In this sequence, the numbers are consecutive and start from 5. To find the highest number in the sequence of the first 125 terms (n1, n2, n3, ..., n125), we need to realize that n1 corresponds to the first term, which is 5, and each subsequent term increases by 1. Therefore, the first few numbers in the sequence would be: - n1 = 5 - n2 = 6 - n3 = 7 - ... - n125 = 5 + (125 - 1) Here, we see that to get to the 125th number, we add 124 to the starting point of 5: n125 = 5 + 124 = 129. This calculation shows that the highest number in this sequence of 125 consecutive numbers starting from 5 is indeed 129. Each number is simply the starting point plus the index minus one, which confirms that the answer of 129 is accurate and reflects the pattern of consecutive integers starting from 5.

7. Which operation can be performed on the expression √(a^2) assuming a is positive?

A. √a

B. ±a

C. a^2

D. 0

The expression √(a^2) simplifies to a when assuming that a is positive. In mathematical terms, the square root of a squared value yields the original value if the original value is non-negative. Since a is positive, the square root operation produces a without ambiguity. The option that indicates ±a suggests that the square root of a number can be both positive and negative. This is generally true for square roots in broader terms because the equation $x^2 = a$ can yield both positive and negative roots. However, in the context of the problem where a is specified as positive, the expression simplifies directly to a, making the use of ± here somewhat misleading in strict mathematical contexts. The other choices don't relate directly to the operation of taking the square root of a^2 efficiently: - Taking the square root of a (the first option) doesn't follow from the original expression. - a^2 represents squaring the value and isn't the direct result of simplifying √(a^2). - Zero does not pertain to the operation being performed on a^2 in this context. Thus, stating ±a accurately reflects the general behavior of square roots in mathematical expressions, even though it may not apply directly when we know the value is positive.

8. What is the strategy for analyzing whether two variables m and n are consecutive?

A. Set m to be 2n

B. Set m=n and n=m

C. Set up equations m=n+1 or m=n-1

D. Check if m equals n

To determine whether two variables, m and n, are consecutive, the most effective approach is to set up equations that reflect the definition of consecutive integers. Consecutive integers differ by one unit; therefore, if one integer is represented by m and the other by n, they can be related through simple equations. Specifically, the equations m = n + 1 or m = n - 1 clearly indicate that either m is one more than n or m is one less than n. This captures the essence of what it means for two integers to be consecutive—there is an integer gap of exactly one between them. This technique allows you to directly ascertain their relationship and elegantly demonstrates whether they are indeed consecutive integers. By using these equations, you are explicitly testing for the condition that defines consecutive numbers, which is the primary goal of the analysis. This method is straightforward and effective, making it the best strategy for this purpose.

9. What two conditions must be satisfied for a number to be divisible by 12?

A. Divisible by 2 and 6

B. Divisible by 3 and 5

C. Divisible by 3 and 4

D. Divisible by 6 and 4

For a number to be divisible by 12, it must meet specific criteria based on its factors. The fundamental concept here involves breaking down 12 into its prime factors. The number 12 can be expressed as $2^2 \times 3$, meaning that it encompasses the factors 2 and 3. To determine divisibility, a number must be divisible by both 4 and 3. Divisibility by 4 ensures that the number has enough factors of 2 (specifically at least two 2's), while divisibility by 3 ensures that the number can accommodate the factor of 3 present in 12. This understanding leads us to recognize that meeting these criteria together guarantees that the number is divisible by 12, as satisfying the conditions for both 4 and 3 collectively covers all prime factors of 12. Thus, a number divisible by 3 and 4 is indeed divisible by 12.

10. What is the result of adding two odd numbers together?

A. Odd

B. Even

C. Positive

D. Zero

When two odd numbers are added together, the result is always an even number. This occurs because odd numbers can be represented in the form "2n + 1," where "n" is an integer. For example, if we take two odd numbers, say 3 and 5, they can be expressed as: 3 = 2(1) + 1 and 5 = 2(2) + 1. When you add them: 3 + 5 = (2(1) + 1) + (2(2) + 1) = 2(1 + 2) + 2 = 2(3) + 2. This can be rewritten as 2(3 + 1), which is indeed an even number. Therefore, the sum of any two odd numbers will always be even, confirming that the correct answer is that the result is even.

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.

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

https://gmat.examzify.com

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