

ANSWER KEY — 26 JUNE 2026

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A	B	C	D	A	B	C	D	A	B
Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
C	D	A	B	C	D	A	B	C	D
Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
A	B	C	D	A	C	B	D	A	C

RC PASSAGES

Q1 A
The passage argues that although a book stays the same, the reader is transformed by the life lived between readings, so a familiar text yields new meaning on return: 'The book has not changed, but the reader has.' That is its central claim. The view that rereading wastes time is raised only as an objection the author answers and rejects. Suspense is described as the lesser pleasure that the rereader is freed from. And the author never says books themselves improve; it is the reader's perception that deepens. Hence (A) is correct.

Q2 B
In context, the first-time reader is 'driven' by suspense and turns the pages 'hungrily', compelled to find out what happens; the rereader is 'freed' from this. 'Tyranny' here therefore figuratively names the compelling, controlling grip that plot exerts over the reader, not literal political rule. It is plainly not a trivial irritation, since it dominates the first reading, nor a loss of interest. Only the sense of a controlling, compelling hold fits. Hence (B) is correct.

Q3 C
The author writes that the works that reward us most 'cannot be exhausted in one reading' and 'hold something in reserve for the patient', implying that a great book carries more meaning than one reading can draw out. The passage values rereading precisely because the book is not used up by knowing the ending, so the claims that it loses value once the ending is known, or should be raced through, run against the author's view. Predictability of the ending is never made a mark of greatness. Hence (C) is correct.

Q4 D
Throughout, the author praises rereading, calling it 'discovery', 'an act of intimacy and of trust', and 'quietly radical', and gently answers the objection against it. The tone is warm and approving, and it seeks to win the reader over without stridency, hence appreciative and quietly persuasive. It is clearly not dismissive or neutral, and while it meets one objection, its manner is calm rather than anxious or defensive. Hence (D) is correct.

Q5 A
The argument rests on the premise that because the reader has changed, a reread book yields genuinely new meaning. Evidence that rereaders gain no new insight and only recall old reactions strikes directly at that premise and so most weakens the case. Writers rereading their favourites, or noticing more in a film on a second viewing, tend to support the author. The sheer number of new books restates the objection the author already answered rather than refuting his reasoning. Hence (A) is correct.

Q6 B
The passage traces how zero, recognised as a genuine number by Indian mathematicians, spread westward against resistance and ultimately made modern mathematics possible, ending on the theme that taken-for-granted ideas were once hardest won. That is its main idea. The Romans are said to have managed 'remarkably well', not to have rejected all numerals; the fear of fraud is reported as a mistaken resistance, not endorsed; and Brahmagupta set down rules but did not single-handedly create calculus or computing. Hence (B) is correct.

Q7 C
The passage contrasts zero as a mere 'blank space' or 'empty placeholder' with zero as a 'number in its own right'. A placeholder, then, is a mark that simply keeps an empty position, without being a quantity one can calculate with. It is not a person reserving a seat, not the largest number in a sequence, and not a method of arithmetic. Only the sense of an empty position-holder fits the contrast the author draws. Hence (C) is correct.

Q8 D
The passage says zero 'made possible the place-value system on which all modern calculation rests'. It follows that the place-value system depends on a symbol like zero to mark empty positions (for example, to distinguish 105 from 15). The text places the key advance in India, not Europe, and credits Indian mathematicians with embracing zero rather than rejecting it; Brahmagupta in fact worked with negative numbers, so zero did not make them impossible. Hence (D) is correct.

Q9 A

The author calls zero 'radical', 'one of the most powerful somethings ever devised', and closes by marvelling that ideas we take for granted were once the hardest won. The tone is one of admiration for how a hard idea transformed thought. The author plainly does not belittle zero's importance, does not share the old alarm about fraud (which is reported as mistaken), and is far from indifferent to its eventual triumph. Hence (A) is correct.

Q10 B

The claim is specifically that Europe resisted zero. Documentary evidence that medieval European city governments formally banned the numeral directly supports the assertion that the symbol met resistance there, reinforcing the passage's statement that 'some cities even banned it'. Praise for Brahmagupta in India, the binary basis of modern computers, and Arab scholars' enthusiasm all concern places or times other than the European resistance, so they do not strengthen that particular claim. Hence (B) is correct.

CR PASSAGES

Q11 C

A conclusion is the claim the rest of the passage is offered to support. Here every strand, the harm to attention, the social cost, the reply to defenders, builds towards one recommendation, stated at both the start and the close: smartphones should be kept out of school during teaching hours. The claims about attention-fragmentation and about the purpose of schools are premises supporting that recommendation, and the point about learning to manage technology is an opposing consideration the author addresses. Only the recommendation is the conclusion. Hence (C) is correct.

Q12 D

The argument moves from 'phones harm attention and social skills' to 'phones should be banned'. That step holds only if the harms are not outweighed by countervailing benefits of allowing phones; otherwise a ban would not follow. So the argument assumes the costs exceed the benefits. It need not assume that no school has tried a ban (it cites schools that have), nor that every pupil uses a phone constantly, nor that teachers cannot teach well, none of which the reasoning requires. Hence (D) is correct.

Q13 A

The argument treats the phone as inherently destructive of attention and learning. Evidence that lessons designed around phones actually improve attention and results undercuts that central premise and so most weakens the case for a ban. The admission that a few pupils feel tempted, or that phones distract office workers, tends if anything to support the author; parents' wish for after-school use is irrelevant to a ban confined to teaching hours. Hence (A) is correct.

Q14 B

The conclusion is that banning phones will benefit learning. Controlled trials showing that removing phones produces large, lasting learning gains provide direct evidence that a ban achieves its aim, strengthening the argument. Pupils preferring to keep their phones, the rising price of phones, and teachers using phones for the register are all beside the point and do nothing to show a ban improves learning. Hence (B) is correct.

Q15 C

The argument builds its case wholly on the phone as a distraction and a silencer of playgrounds, while brushing aside its potential as a learning tool. In doing so it treats the device's worst use as its only use, which is its main weakness. It does not in fact rest on disaffected pupils' opinions, does not reason from office workers to children (that comparison appears in the options, not the passage), and never argues that phones are bad simply because they are new. Hence (C) is correct.

Q16 D

The passage is built to support one recommendation: that a wealth tax is the wrong tool for reducing inequality and that better tools should be used instead. That is its conclusion, stated near the opening and again at the close. The difficulty of measuring wealth and the abolition of wealth taxes in Europe are premises offered as evidence, not the conclusion, and the author expressly insists that inequality should NOT be ignored, so that option misreads the argument. Hence (D) is correct.

Q17 A

The argument infers that the wealth tax is the wrong tool from claims that it raises little and invites avoidance. That inference works only if a measure which raises little and invites avoidance is thereby a poor means of reducing inequality, the bridging assumption. The argument does not assume that no wealth can ever be measured (only that it is hard), does not claim the rich are entitled to every rupee (it backs other taxes), and does not downgrade the goal of reducing inequality, which it endorses. Hence (A) is correct.

Q18 B

The case against the wealth tax rests on two practical claims: that wealth cannot be valued and that the rich will flee. An international agreement that makes valuation practical and prevents flight removes both supporting premises at once, so it most weakens the argument. Public support for taxing the rich speaks to popularity, not workability; criticism of inheritance taxes attacks an alternative the author favours without rescuing the wealth tax; and a few volunteers do not address avoidance or flight generally. Hence (B) is correct.

Q19 C

The argument claims the wealth tax raises little and drives capital abroad. A cross-country study confirming that every adopting nation saw revenue fall short and capital flee directly corroborates both claims and so most strengthens the case. The urgency of inequality and the public's grasp of wealth taxes do not show the tax fails, and the existence of some easily valued assets, if anything, cuts against the author's valuation worry. Hence (C) is correct.

Q20 D

The author condemns the wealth tax chiefly for avoidance, valuation difficulty and capital flight, all of which are practical, contingent problems that improved enforcement, valuation methods or international cooperation might substantially fix. Treating curable implementation problems as decisive against the policy in principle is the argument's main vulnerability. The author does not call inequality desirable, does not rest on the opinions of the rich, and does not reject the tax merely for being new. Hence (D) is correct.

SECTION C – RAPID-FIRE GK & CURRENT AFFAIRS

Q21 A

The capital of Australia is Canberra, a purpose-built, planned city chosen as a deliberate compromise between the long-standing rival claims of Sydney and Melbourne to be the national capital. Sydney is the country's largest city and Melbourne its second largest, and both are far better known internationally, yet neither holds the status of capital. Perth is the capital only of the state of Western Australia. The national capital is Canberra. Hence (A) is correct.

Q22 B

The official currency of Japan is the yen, one of the most widely traded currencies in the world. The won is the currency used in South Korea, the yuan, also called the renminbi, is the currency of the People's Republic of China, and the ringgit is the currency of Malaysia. Of the four choices offered, only the yen is associated with Japan. The Japanese currency is therefore the yen. Hence (B) is correct.

Q23 C

The term 'love', meaning a score of zero, is peculiar to the scoring system of tennis, as in the call 'fifteen-love'. It is often said to derive from the French word for an egg, suggesting the round shape of a nought. Cricket counts runs, field hockey counts goals, and golf counts strokes, and none of these games uses the word 'love' for a score. The sport in question is therefore tennis. Hence (C) is correct.

Q24 D

The tragedy 'Hamlet', telling of the Prince of Denmark, is among the most famous plays of William Shakespeare, the English dramatist and poet. Charles Dickens and Robert Louis Stevenson were celebrated novelists writing in English, while Leo Tolstoy was a Russian novelist who wrote 'War and Peace'. None of those three wrote the play in question. The author of 'Hamlet' is William Shakespeare. Hence (D) is correct.

Q25 A

During photosynthesis green plants take in carbon dioxide from the surrounding air through tiny pores in their leaves and, using the energy of sunlight captured by chlorophyll, combine it with water to manufacture glucose, releasing oxygen as a by-product. They do not absorb oxygen, nitrogen or hydrogen for this food-making process. The gas absorbed from the air during photosynthesis is therefore carbon dioxide. Hence (A) is correct.

Q26 C

The adjective 'benevolent' means well-meaning, kindly and disposed to do good to others. Its direct opposite is 'malevolent', which means wishing harm or evil upon others. The words 'generous' and 'affectionate' are close in meaning to benevolent rather than opposite to it, and 'cheerful', meaning merely happy in mood, is unrelated to the idea of goodwill. The word most nearly opposite in meaning is malevolent. Hence (C) is correct.

Q27 B

The idiom 'to bite the bullet' means to brace oneself and endure something difficult, painful or unpleasant that cannot be avoided, the image being that of a wounded soldier biting on a bullet to bear pain before anaesthetics existed. It does not mean to avoid a task, to squander money, or to speak without thinking first. The phrase therefore means to face a hard situation with courage. Hence (B) is correct.

Q28 D

Article 32 of the Constitution guarantees the Right to Constitutional Remedies, empowering a citizen to move the Supreme Court directly for the enforcement of fundamental rights; Dr. B. R. Ambedkar famously called it the very heart and soul of the Constitution. Articles 14, 19 and 21 guarantee important substantive rights, but it is Article 32 that supplies the means to enforce them all. The answer is Article 32. Hence (D) is correct.

Q29 A

The Nobel Prizes, established under the will of Alfred Nobel, are awarded in Physics, Chemistry, Physiology or Medicine, Literature and Peace, with the prize in Economic Sciences added later in his memory. There is no Nobel Prize in Mathematics; the most prestigious comparable honour for mathematicians is the Fields Medal, awarded once every four years. The field in which no Nobel Prize is given is therefore Mathematics. Hence (A) is correct.

Q30 C

The basic structure doctrine, holding that Parliament's power to amend the Constitution does not extend to altering its essential framework, was laid down by a thirteen-judge bench of the Supreme Court in *Kesavananda Bharati v. State of Kerala* in 1973. The earlier *Golaknath* case took a different view, while *Minerva Mills* later applied and strengthened the doctrine, and *Maneka Gandhi* concerned Article 21. The doctrine originates in the *Kesavananda Bharati* case. Hence (C) is correct.