

UPSC Prelims 2012 Analysis

Paper I – GS:

Like 2011, the General Studies paper had 100 questions. The overall marking scheme, negative marking, timing etc were the same as the 2011 exam.

| Summary | |
|---------------------|---------------------------|
| Total Marks | 200 |
| Number of Questions | 100 |
| Marks per Question | 2 |
| Number of options | 4 |
| Negative Marking | 1/3 of Marks per Question |

The section wise breakup of the questions in this paper is as given below:

| Subject Area | Number of Questions |
|-----------------|---------------------|
| Environment | 20 |
| General Science | 12 |
| Economics | 11 |
| Indian History | 20 |
| Geography | 10 |
| Indian Polity | 27 |

Paper II – CSAT:

Again, like 2011, there were 80 questions in the paper and the marking scheme was retained as in 2011. The focus was once again largely on Comprehension skills with 35 questions as well as a fair sprinkling of questions from other areas such as Logical Reasoning, Basic Numeracy, Decision Making etc. Overall, the paper was not lengthy, and all questions could have been tried by the well-prepared student. It was compulsory to attempt the seven questions from the area of “Interpersonal skills and decision making”, for which there was no negative marking.

The marking scheme and breakup of subject areas in the paper was as follows:

| Summary | |
|----------------------------|--|
| Total Marks | 200 |
| Number of Questions | 80 |
| Marks per Question | 2.5 |
| Number of options | 4 |
| Negative Marking | No negative marking for questions on Interpersonal Skills and Decision Making. $\frac{1}{3}$ of Allotted Marks per Question for other questions |

The section wise breakup of the questions in this paper is as given below:

| Subject Area | Number of Questions |
|--|----------------------------|
| Comprehension | 35 |
| English Language Comprehension | 8 |
| Logical Reasoning and Analytical Ability | 27 |
| General Mental Ability and Basic Numeracy | 3 |
| Decision Making and Interpersonal Skills | 7 |

1. **Comprehension:**

The comprehension questions formed a large chunk of the overall paper. The passages were not lengthy, but some of them were quite dense and difficult to read. Selection of questions was important since some of the options were worded so to make the questions very difficult. The passage topics were much more varied compared to last year.

2. **English Language Comprehension:**

While the comprehension question maintained the same structure as last year, some of the questions were significantly more difficulty - testing not just vocabulary but a deeper understanding of the passage.

This made them closer to comprehension questions than last year, and could have been designed to put english-medium and non-english-medium students on an equal footing.

3. **Logical Reasoning and Analytical Ability:**

The focus within this area was more on analytical ability than on logical reasoning, with only 6 questions from this area being based on logical reasoning i.e. syllogisms. While the analytical ability questions were on the simpler side, the logical reasoning questions were trickier.

The analytical ability questions covered common testing areas such as logical puzzles, relationships, directions and arrangements, series and analogies of the visual reasoning type as well as Venn Diagrams. All the questions from these areas should have been attempted so as to maximise the score in this paper

On the other hand, the logical reasoning questions were predominantly based on Syllogisms. These were of a moderate difficulty level and should have been attempted based on the comfort level with this area.

4. General Mental Ability and Basic Numeracy:

This section had a few basic questions covering arithmetic topics such as time and distance, averages and mixtures and alligations. These questions required very basic mathematical skills. Unlike last year, there were no questions on interpretations of graphs.

5. Decision Making and Interpersonal Skills::

These questions did not have negative marking. It was compulsory to attempt all these questions - raising the important (but unanswered) issue of whether some answers will get partial credit.