



Applaa UCAT Practice Mock 61

Mock Practice Exam Booklet

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Instructions & Study Method

Welcome to your Applaa offline practice booklet. Please follow these guidelines to maximize your learning outcome:

- 1. Distraction-Free Practice:** Solve the multiple-choice questions in Section 1 under timed conditions. Do not look for shortcuts or answers until you are completely done.
- 2. Check & Submit Online:** We have intentionally excluded the answer key from this printout. To get your score, see worked solutions, and track your progress metrics, open: <https://applaa.com/practice/check?exam=ucat&paper;=61> on any browser. Bubble in your answers in our digital check sheet.
- 3. Learn with Appy Buddy (AI Socratic Tutor):** Applaa is a 100% ad-free educational space. Our online AI Tutor guides you step-by-step through questions you get wrong, showing you how to solve them rather than just giving you the answer.

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Section 1: Practice Questions

Question 1 — [Verbal Reasoning / true_false_cant_tell]

Read the passage below and decide if the following statement is True, False, or Can't Tell based on the text.

Passage: Public health campaigns in United Kingdom during the late twentieth century made significant progress in combating infectious diseases. In 1992, the incidence rate of Malaria was recorded at 299 cases per 100,000 people. Following a nationwide distribution of protective nets and sanitation improvements, the rate fell to 204 cases per 100,000 people over the next decade. While this decline was celebrated as a major victory, health officials warned that rising temperatures could allow vector populations to rebound in rural regions. Statement: The incidence rate of Malaria per 100,000 people in United Kingdom decreased after the public health campaign.

- A: True
- B: False
- C: Can't Tell

Question 2 — [Verbal Reasoning / true_false_cant_tell]

Read the passage below and decide if the following statement is True, False, or Can't Tell based on the text.

Passage: In 2025, research conducted by researchers led by Dr. Aris Thorne at the Materials Science Lab investigated the properties of Germanene. Initial experimental setups achieved an energy conversion efficiency of 20 percent. By refining the chemical vapor deposition process and reducing crystalline defects, the team successfully boosted the efficiency of Germanene to 32 percent in follow-up trials. Despite these promising results, commercial viability is currently limited by the high cost of raw precursor materials and safety regulations governing nanotechnology manufacturing. Statement: The research team led by Dr. Aris Thorne managed to increase the energy conversion efficiency of Germanene.

- A: True
- B: False
- C: Can't Tell

Question 3 — [Verbal Reasoning / true_false_cant_tell]

Read the passage below and decide if the following statement is True, False, or Can't Tell based on the text.

Passage: Public health campaigns in Morocco during the late twentieth century made significant progress in combating infectious diseases. In 1973, the incidence rate of Cholera was recorded at 235 cases per 100,000 people. Following a nationwide distribution of protective nets and sanitation improvements, the rate fell to 149 cases per 100,000 people over the next decade. While this decline was celebrated as a major victory, health officials warned that rising temperatures could allow vector populations to rebound in rural regions. Statement: Rising temperatures caused the incidence rate of Cholera to increase during the campaign.

- A: True
- B: False
- C: Can't Tell

Question 4 — [Verbal Reasoning / true_false_cant_tell]

Read the passage below and decide if the following statement is True, False, or Can't Tell based on the text.

Passage: Public health campaigns in Romania during the late twentieth century made significant progress in combating infectious diseases. In 2007, the incidence rate of Cholera was recorded at 239 cases per 100,000 people. Following a nationwide distribution of protective nets and sanitation improvements, the rate fell to 185 cases per 100,000 people over the next decade. While this decline was celebrated as a major victory, health officials warned that rising temperatures could allow vector populations to rebound in rural regions. Statement: Rising temperatures caused the incidence rate of Cholera to increase during the campaign.

- A: True
- B: False
- C: Can't Tell

Question 5 — [Decision Making / venn_deduction]

Based on the Venn diagram, how many members belong to EXACTLY one club/group?

- A: 89
- B: 81
- C: 83
- D: 71

Question 6 — [Decision Making / error_checking]

How many of the four pictures in the left-hand column are exactly the same as the corresponding picture in the right-hand column?

- A: 0
- B: 1
- C: 2
- D: 3
- E: 4

Question 7 — [Decision Making / error_checking]

How many of the four pictures in the left-hand column are exactly the same as the corresponding picture in the right-hand column?

- A: 0
- B: 1
- C: 2
- D: 3
- E: 4

Question 8 — [Decision Making / venn_deduction]

Based on the Venn diagram, how many members belong to AT LEAST two clubs/groups?

- A: 30
- B: 35
- C: 32
- D: 37

Question 9 — [Quantitative Reasoning / table_interpretation]

What are the average annual sales of Product Gamma over the three-year period (in thousands)?

- A: \$127.4k
- B: \$122.0k
- C: \$117.0k
- D: \$109.5k
- E: \$113.8k

Question 10 — [Quantitative Reasoning / chart_interpretation]

What is the simplified ratio of the revenue of Dept B to that of Dept A?

- A: 2:3
- B: 4:3
- C: 4:1
- D: 1:4
- E: 4:9

Question 11 — [Quantitative Reasoning / chart_interpretation]

What is the simplified ratio of the revenue of Dept C to that of Dept A?

- A: 5:3
- B: 1:1
- C: 5:6
- D: 4:3
- E: 1:4

Question 12 — [Quantitative Reasoning / chart_interpretation]

What is the simplified ratio of the revenue of Dept A to that of Dept B?

- A: 1:2
- B: 2:3
- C: 2:5
- D: 3:2
- E: 7:5

Question 13 — [Abstract Reasoning / sequence]

Which of the options completes the sequence shown in the diagram?

- A:** `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <g><line x1="40.0" y1="35" x2="10" y2="35" stroke="#000000" stroke-width="2" /><polygon points="60,35 40.0,25.0 40.0,45.0" fill="#000000" stroke="#000000" stroke-width="1" /></g> </svg>`
- B:** `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <g><line x1="30.0" y1="35" x2="60" y2="35" stroke="#000000" stroke-width="2" /><polygon points="10,35 30.0,25.0 30.0,45.0" fill="#000000" stroke="#000000" stroke-width="1" /></g> </svg>`
- C:** `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <g><line x1="35" y1="30.0" x2="35" y2="60" stroke="#000000" stroke-width="2" /><polygon points="35,10 45.0,30.0 25.0,30.0" fill="#000000" stroke="#000000" stroke-width="1" /></g> </svg>`
- D:** `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <g><line x1="30.0" y1="35" x2="60" y2="35" stroke="#000000" stroke-width="2" /><polygon points="10,35 30.0,25.0 30.0,45.0" fill="#000000" stroke="#000000" stroke-width="1" /></g> </svg>`
- E:** `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <g><line x1="30.0" y1="35" x2="60" y2="35" stroke="#000000" stroke-width="2" /><polygon points="10,35 30.0,25.0 30.0,45.0" fill="#000000" stroke="#000000" stroke-width="1" /></g> </svg>`

Question 14 — [Abstract Reasoning / set_ab]

Does the Test Shape belong to Set A, Set B, or Neither?

- A:** Set A
- B:** Set B
- C:** Neither

Question 15 — [Abstract Reasoning / sequence]

Which of the options completes the sequence shown in the diagram?

A: `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <circle cx="15.5" cy="52.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="52.5" cy="15.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="14.5" cy="17.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="51.5" cy="50.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> </svg>`

B: `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <circle cx="20.5" cy="20.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="51.5" cy="50.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="52.5" cy="14.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="20.5" cy="49.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> </svg>`

C: `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <circle cx="53.5" cy="50.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="16.5" cy="18.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="19.5" cy="55.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="54.5" cy="16.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> </svg>`

D: `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <circle cx="53.5" cy="16.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="51.5" cy="50.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="15.5" cy="54.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="16.5" cy="17.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> </svg>`

E: `<svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <circle cx="17.5" cy="14.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="15.5" cy="53.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> <circle cx="53.5" cy="18.5" r="10.08" fill="#888888" stroke="#000000" stroke-width="2" fill-opacity="1.0" /> </svg>`

Question 16 — [Abstract Reasoning / sequence]

Which of the options completes the sequence shown in the diagram?

A: <svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <polygon points="18.5,3.9000000000000004 31.1,16.5 18.5,29.1 5.9,16.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="55.5,40.9 68.1,53.5 55.5,66.1 42.9,53.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="50.5,4.9 63.1,17.5 50.5,30.1 37.9,17.5" fill="#888888" stroke="#000000" stroke-width="2" /> </svg>

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C: <svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <polygon points="19.5,36.9 32.1,49.5 19.5,62.1 6.9,49.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="55.5,7.9 68.1,20.5 55.5,33.1 42.9,20.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="51.5,36.9 64.1,49.5 51.5,62.1 38.9,49.5" fill="#888888" stroke="#000000" stroke-width="2" /> </svg>

D: <svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <polygon points="19.5,38.9 32.1,51.5 19.5,64.1 6.9,51.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="54.5,36.9 67.1,49.5 54.5,62.1 41.9,49.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="50.5,5.9 63.1,18.5 50.5,31.1 37.9,18.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="20.5,7.9 33.1,20.5 20.5,33.1 7.9,20.5" fill="#888888" stroke="#000000" stroke-width="2" /> </svg>

E: <svg width="70" height="70" viewBox="0 0 70 70" xmlns="http://www.w3.org/2000/svg" style="background-color:#f8f9fa;border:1px solid #ced4da;"> <rect x="0" y="0" width="70" height="70" rx="4" ry="0" fill="#f8f9fa" stroke="#343a40" stroke-width="2" fill-opacity="1.0" /> <polygon points="18.5,39.9 31.1,52.5 18.5,65.1 5.9,52.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="54.5,6.9 67.1,19.5 54.5,32.1 41.9,19.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="18.5,7.9 31.1,20.5 18.5,33.1 5.9,20.5" fill="#888888" stroke="#000000" stroke-width="2" /> <polygon points="51.5,39.9 64.1,52.5 51.5,65.1 38.9,52.5" fill="#888888" stroke="#000000" stroke-width="2" /> </svg>

Question 17 — [Situational Judgement / importance]

Scenario: A medical student, Olivia, at City General Infirmary is deciding whether to raise a complaint about a consultant in hematology who is consistently 29 minutes late to teaching sessions. How important is the following factor to consider? Factor: How popular the consultant is among the rest of the student cohort.

- A: Very Important
- B: Important
- C: Of Minor Importance
- D: Not Important at All

Question 18 — [Situational Judgement / appropriateness]

Scenario: A junior doctor, Sarah, at State Medical Center discovers that her close colleague, Charles, who has worked there for 4 months, has been falsifying overnight patient observation logs in urology. How appropriate is the following action? Action: The doctor decides not to report it to protect her colleague's medical career.

- A: A very appropriate thing to do
- B: Appropriate, but not ideal
- C: Inappropriate, but not awful
- D: A very inappropriate thing to do

Question 19 — [Situational Judgement / importance]

Scenario: A GP, Grace, in neurology at Mount Sinai is deciding whether to refer an anxious 62-year-old patient for an MRI scan for back pain, which is not clinically indicated. The patient has been experiencing symptoms for 6 weeks. How important is the following factor to consider? Factor: The patient's anxiety and their explicit request for the scan.

- A: Very Important
- B: Important
- C: Of Minor Importance
- D: Not Important at All

Question 20 — [Situational Judgement / importance]

Scenario: A medical student, Megan, at Memorial Hospital is writing up a clinical case study about a 64-year-old patient from their urology rotation that lasted 3 weeks. How important is the following factor to consider? Factor: The student's personal opinion of the patient's lifestyle choices.

- A: Very Important
- B: Important
- C: Of Minor Importance
- D: Not Important at All

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■ Section Complete!

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Simply bubble in your choices (e.g. A, B, C, D) and get instantly scored! You can then review the explanations or chat with Appy Buddy (AI Socratic tutor) to understand complex concepts.