

MAKE YOUR OWN COMPARISON

ETS is asking you in its advertising to make your own comparison of GMAT and GRE questions. We think that's a good idea, especially based on the samples that the ad offers. Just take a look at the analysis below, and we think you will agree that there is no substitute for the GMAT.



Assess Ability. Predict Performance.

The GRE® and GMAT® tests: Compare for yourself

When you compare these sample questions, you'll see that the GRE® and GMAT® tests both measure the skills that business schools value:

- quantitative reasoning
- verbal reasoning
- critical thinking
- analytical writing

GRE Problem Solving	GMAT Problem Solving
<p>If $0 < st < 1$, then which of the following can be true?</p> <p>(A) $s < -1$ and $t > 0$ (B) $s < -1$ and $t < -1$ (C) $s > -1$ and $t < -1$ (D) $s > 1$ and $t < -1$ (E) $s > 1$ and $t > 1$</p> <p>Answer: (C)</p>	<p>If $u > t$, $r > q$, $s > t$, and $t > r$, which of the following must be true?</p> <p>I. $u > s$ II. $s > q$ III. $u > r$</p> <p>(A) I only (B) II only (C) III only (D) I and II (E) II and III</p> <p>Answer: (E)</p>

This GRE question requires only the basic application of two simple rules.

To answer this question, the test taker must

- 1) Know the rules for multiplying positive and negative numbers
- 2) Recognize that to yield a product of between 0 and 1, at least one of the multiplicands (s or t) must be in the -1 to $+1$ range

This GMAT question assesses the higher-order skills of restructuring and evaluating information.

To answer this question, the test taker must

- 1) Repeatedly apply the transitive property (if $a < b$ and $b < c$, then $a < c$) and recognize when the rule does not apply

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GRE Quantitative Comparison	GMAT Data Sufficiency				
<p>A retail business has determined that its net income, in terms of x, the number of items sold, is given by the expression $x^2 + x - 380$.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>Column A</u></td> <td style="text-align: center; width: 50%;"><u>Column B</u></td> </tr> <tr> <td style="text-align: center;">The number of items that must be sold for the net income to be zero</td> <td style="text-align: center;">10</td> </tr> </table> <p>(A) The quantity in Column A is greater. (B) The quantity in Column B is greater. (C) The two quantities are equal. (D) The relationship cannot be determined from the information given.</p> <p>Answer: (A)</p>	<u>Column A</u>	<u>Column B</u>	The number of items that must be sold for the net income to be zero	10	<p>If a real estate agent received a commission of 6 percent of the selling price of a certain house, what was the selling price of the house?</p> <p>(1) The selling price minus the real estate agent's commission was \$84,600. (2) The selling price was 250 percent of the original purchase price of \$36,000.</p> <p>(A) Statement (1) ALONE is sufficient, but statement (2) alone is not sufficient. (B) Statement (2) ALONE is sufficient, but statement (1) alone is not sufficient. (C) BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient. (D) EACH statement ALONE is sufficient. (E) Statements (1) and (2) TOGETHER are NOT sufficient.</p> <p>Answer: (D)</p>
<u>Column A</u>	<u>Column B</u>				
The number of items that must be sold for the net income to be zero	10				

This GRE example requires:

- **A simple estimation or computation**

—It's an unrealistic question

The test taker simply puts $x=10$ into $x^2+x-380$

$$(10)^2+10-380 = -270$$

It's very easy to see that a much larger value of x is needed for Column A, and hence there's only one right answer.

This GMAT example requires

- **multiple analysis of each statement**
- **multiple transformations of the data provided**

—It's a realistic, complex question.

The test taker must determine whether:

- 1) Statement A provides sufficient information to determine the selling price
- 2) Statement B is sufficient
- 3) Or other combinations are needed

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GRE Reading Comprehension

The common belief of some linguists that each language is a perfect vehicle for the thoughts of the nation speaking is in some ways the exact counterpart of the conviction of the Manchester school of economics that supply and demand will regulate everything for the best. Just as economists were blind to the numerous cases in which the law of supply and demand left actual wants unsatisfied, so also many linguists are deaf to those instances in which the very nature of a language calls forth misunderstandings in everyday conversation, and in which, consequently, a word has to be modified or defined in order to present the idea intended by the speaker: "He took his stick—no, not John's, but his own." No language is perfect, and if we admit this truth, we must also admit that it is not unreasonable to investigate the relative merits of different languages or of different details in languages.

In presenting the argument, the author does all of the following EXCEPT

- (A) give an example
- (B) draw a conclusion
- (C) make a generalization
- (D) make a comparison
- (E) present a paradox

Answer: (E)

GMAT Reading Comprehension

Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native Americans. In essence, textbooks stereotype and depreciate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric, European perspective without recognizing that other perspectives are possible.

One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time that students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular cultures are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native Americans is certainly warranted.

Which of the following would most logically be the topic of the paragraph immediately following the passage?

- (A) specific ways to evaluate the biases of United States history textbooks
- (B) the centrality of the teacher's role in United States history courses
- (C) nontraditional methods of teaching United States history
- (D) the contributions of European immigrants to the development of the United States
- (E) ways in which parents influence children's political attitudes

Answer: (A)

This GRE example is a basic low-level identification type of question.

The test taker applies definitions of example, conclusion, generalization, comparison, and paradox to material in a single paragraph.

This GMAT example is a higher-order skills question.

The test taker must draw an inference from the two paragraphs and judge what would follow logically.