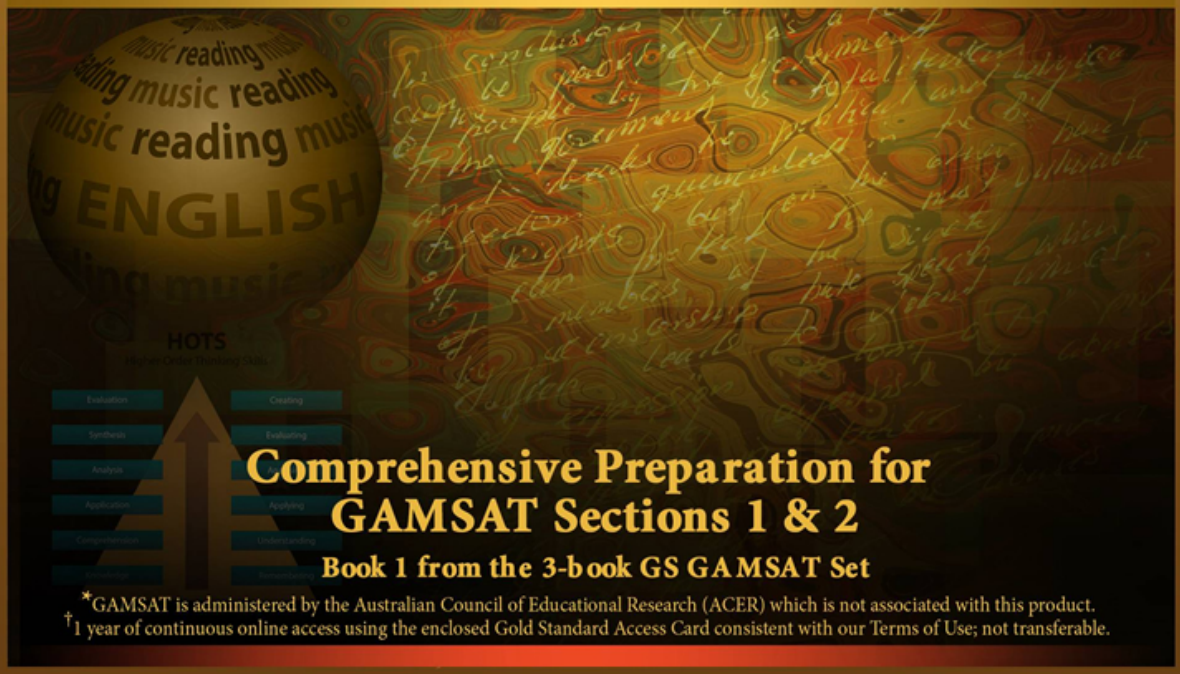
THE GOLD STANDARD

Skills, strategies and practice for Section 1 and Section 2
From basic warm-up exercises to GAMSAT-level practice questions
Full-length, pull-out GS-1 practice paper covering all 3 GAMSAT sections
Online access card†: One year access to worked solutions, forum and scaled scores

GAMSAT*

Reasoning in Humanities and Social Sciences, Essays & Full-length Practice Test



Comprehensive Preparation for GAMSAT Sections 1 & 2

Book 1 from the 3-book GS GAMSAT Set

*GAMSAT is administered by the Australian Council of Educational Research (ACER) which is not associated with this product.
†1 year of continuous online access using the enclosed Gold Standard Access Card consistent with our Terms of Use; not transferable.

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Written Communication

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The GAMSAT is challenging, get organised.

gamsat-prep.com/free-GAMSAT-study-schedule

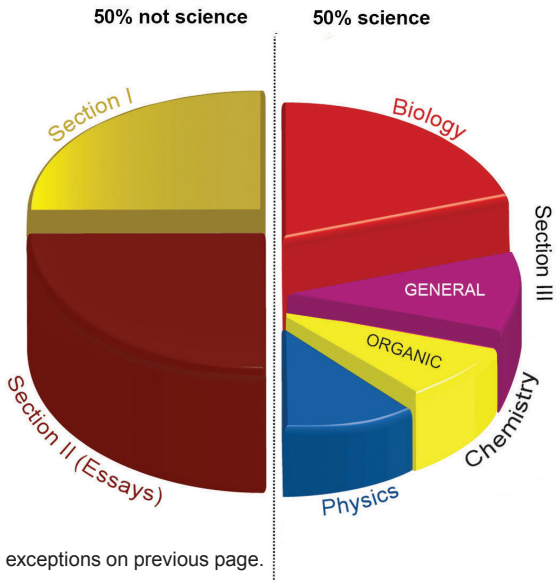
1. How to study:

1. Study the Gold Standard (GS) textbook and videos to learn
2. Do GS Chapter review practice questions
3. Consolidate: create and review your personal summaries (= Gold Notes) daily

2. Once you have completed your studies:

1. Full-length practice test
2. Review mistakes, all solutions
3. Consolidate: review all your Gold Notes and create more
4. Repeat until you get beyond the score you need for your targeted medical/dental school

GAMSAT Scores*



*see exceptions on previous page.

Recommended GAMSAT Communities:

- All countries (mainly Australia): pagingdr.net
- Mainly UK: thestudentroom.co.uk (Medicine Community Discussion)
- Mainly Ireland: boards.ie

Is there something in the Gold Standard that you did not understand? Don't get frustrated, get on-line: gamsat-prep.com/forum

3. Full-length practice tests:

1. ACER practice exams
2. Gold Standard GAMSAT exams
3. Heaps of GAMSAT Practice: 10 full-length exams

4. How much time do you need?

On average, 3-6 hours per day for 3-6 months; depending on life experiences, 2 weeks may be enough and 8 months could be insufficient.

To make the content easier to retain, you can also find aspects of the Gold Standard programme in other formats such as:

Good luck with your studies!

Gold Standard Team

THE GOLD STANDARD
MULTIMEDIA EDUCATION

Let's discuss medical school admissions!

Patients and medical professionals often point to three key characteristics of a successful doctor: knowledge, reasoning and interpersonal skills. Clearly, in order to successfully treat illness, knowledge of the condition and treatment options is important. However, reasoning is required to distil all that is possible down to the most likely diagnosis and create an appropriate plan. Despite the preceding, the patient may not want to comply with treatment if interpersonal skills are lacking.

The medical school admissions process has been designed - in part - to address societal concerns. To determine if you are capable of acquiring knowledge at the agreed standard, your GPA is examined. This reflects the sad reality that the majority of undergraduate studies focus more on memory and less so on higher-order thinking skills. But here comes the GAMSAT! The first word in the description of both Section 1 and Section 3 is "Reasoning." Once you start practicing, you will quickly see how memory is downplayed and reasoning is elevated.

The medical school interview - in particular, the MMI (multiple mini-interview) - was born to address the issue of interpersonal skills. Of course, the skills required for the 3 main criteria of medical school admissions overlap to some degree.

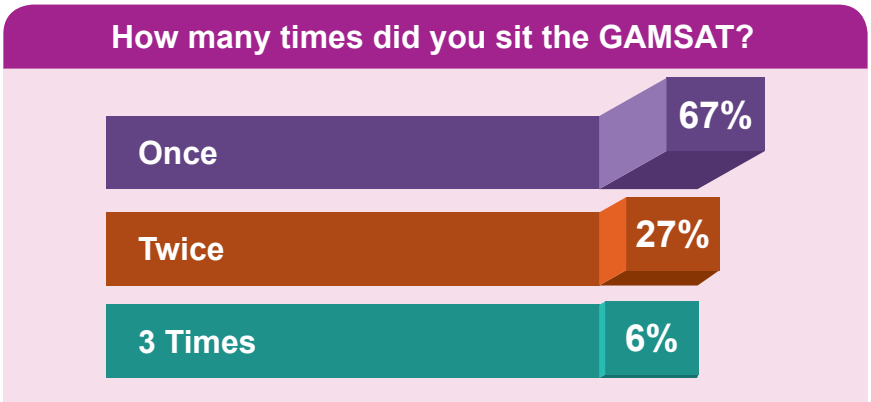
In summary, your GPA and GAMSAT score can write the ticket for a medical school interview where success opens the door for admissions. Our aim is to be of help every step of the way.

We begin with a concise examination as to how you can improve your grades at school; even if you have finished your formal studies, you will find some of the advice helpful for your GAMSAT preparation.

Then we take a 'to the point' approach regarding the non-academic aspects of the admissions process: in particular, medical school interviews and, for those who require them, autobiographical materials and letters of reference. Of course, the advice would also be helpful if your aim is dental school or some other professional school.

The next section of the book, 'Understanding the GAMSAT', takes a closer look at the structure of the exam, strategies for all sections, and how to continue to plan your preparation moving forward.

Since there is no limit to the number of times you can sit the GAMSAT, you may even choose to sit the exam twice in one year. "Each year just under half of the questions in Sections 1 and 3 are new," according to *GAMSAT: A 10-year retrospective overview, with detailed analysis of candidates' performance* (BMC Med Educ. 2015; 15: 31; PMCID: PMC4351698). Despite the fact that over 50% of the multiple-choice questions are repeated, the study found a relatively small GAMSAT score increase (approx. 4/100, overall) with the first repeat, and little evidence of an upward trend thereafter. It seems clear that adequate preparation is more effective than constant repetition.



2010 Gold Standard GAMSAT survey at the University of Sydney (Usyd Medical Science Society), n>100, average reported GAMSAT score (most recent): 62.2. Our study seems consistent with the upward trend reported by ACER: 31% of the cohort had repeated the GAMSAT in 2005, up to 45% in 2014.

1.3.2 Average, Good and High GAMSAT Scores

Please keep in mind that the percentile rank indicates your test performance relative to all the students who sat the same test on the same day. It records the percentage of students whose scores were lower than yours.

Score	Percentile	Score
56-58	50th	average
61-63	75th	usually good*
73 or higher	98th	very high

*Please note, a "good" score may be good enough for admittance to one particular medical school but below the cutoff of another. Consult the websites of the medical institutions to which you intend to apply. Click on your national icon at the following webpage to get a summary of scores required at institutions near you: www.gamsat-prep.com/GAMSAT-scores.

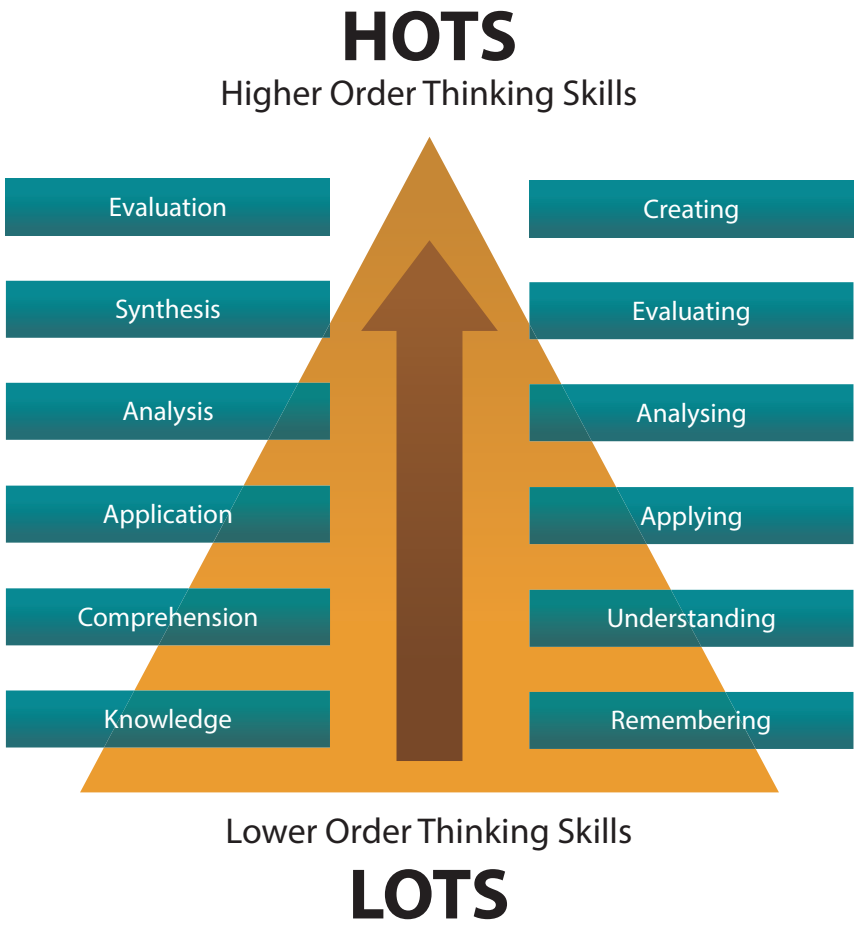


Figure 2: Bloom's original taxonomy on the left and revised taxonomy on the right (Anderson, Krathwohl 2002; Adapted from Tangient LLC 2014).

The following is a list of typical question types you can expect to find as part of the Reasoning in Humanities and Social Sciences section of the GAMSAT. These questions may be asked within the context of different stimuli. As previously described, these stimuli include prose (extracts from literature, academic journals etc.), poetry and song lyrics, graphs and figures, cartoons and images, etc.

Main Idea Questions

These test your comprehension of the theme of the article. Questions may ask you for the main idea, central idea, purpose, a possible title for the passage, and so on. You may be asked to determine which statement best expresses the author's arguments or conclusions.

3.8.9 Cartoon Test

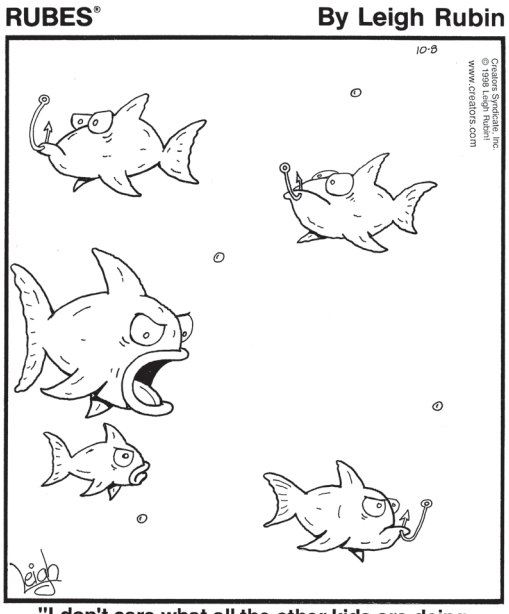
Units with cartoon interpretation usually appear once or twice during the real exam. This mini test presents 11 units with 20 questions. Choose the best answer for each question. You have 25 minutes. Please time yourself accordingly.

BEGIN ONLY WHEN TIMER IS READY

Unit 1

Questions 1 - 2

Cartoon 1

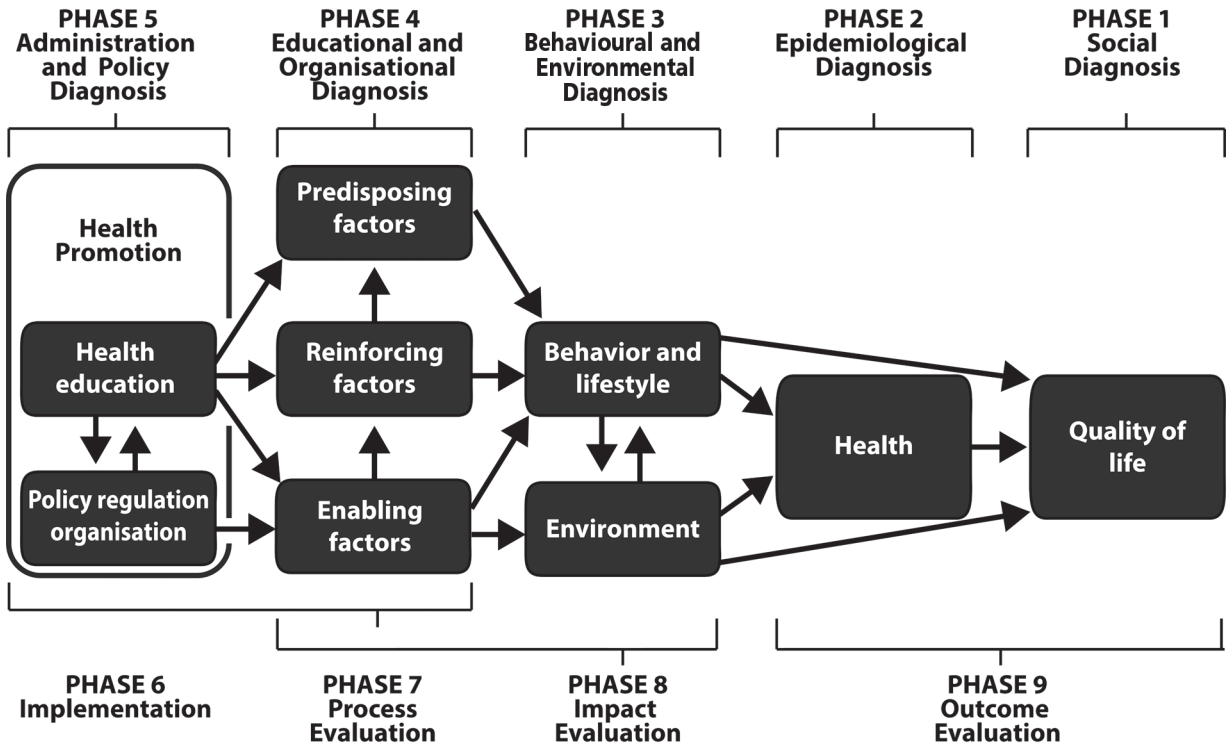


"I don't care what all the other kids are doing, you're *not* getting your lip pierced!"

Reprinted with permission from Creators Syndicate.

1. The humour portrayed in the cartoon mainly relies on:

A. satire.
B. analogy.
C. double meaning.
D. juxtaposition.



12. The most crucial phases as illustrated in the diagram are phases:

- **A.** 3 and 8.
- **B.** 4 and 7.
- **C.** 5 and 6.
- **D.** 1 and 5.

13. How are phases 3 and 8 related (Behavioural and Environmental Diagnosis and Impact Evaluation, respectively)?

- **A.** Through predisposing, reinforcing and enabling factors
- **B.** Through process evaluation and educational diagnosis
- **C.** Through examining impact evaluation and behavioural/environmental diagnosis
- **D.** Through implementation of the process and epidemiological diagnosis

14. The relationship between phases 5 and 6 can be described as:

- **A.** linear orientation.
- **B.** mutual reciprocity.
- **C.** branching influence.
- **D.** symbiotic or commensal.

Extending your personal realisations to a social issue exhibits another aspect of reasoning ability: the ability to be mentally resilient. When you can learn from an experience, take a personal truth and apply it to a novel situation, you are showing that you can continue to educate yourself outside formal teaching, adapt ideas and make them work under different circumstances.

The Personal and Social Relevance

When discussing the social issue part in your essay, it might help to imagine as if you are talking to a patient or a relative of a patient who is in a challenging condition. The person may be feeling frustrated, discriminated, or starting to lose self-esteem because of a debilitating disease. In this case, you would like to share your story as a possible source of inspiration.

The conversation can go something like "I (or my friend) once was. . . But I came to realise that . . . so then I decided to . . . and now I feel that (state a possible solution based on your personal triumph). . ." Of course this is just one strategy. An alternative would be to pick a quote from the given comments that easily pose a personal-social significance. This way, both themes can be interwoven in a single thread of discussion.

The organisation of the Task B essay can be summarised as follows:

Gold Standard Structure for Writing Test B

1 **Introduction:** the first paragraph should acquaint the reader with the topic. In addition, it should give the markers a glimpse of what to expect from the body of your text, which you can do by clearly stating your specific assertion and point of view. Make sure your introduction is written in an active tone, with strong verbs and powerful statements.

2 **The body:** the second paragraph (and sometimes a 3rd and/or 4th) should focus on one main idea that supports your assertions in the Introduction. Dissect that main idea into three distinct parts: the main assertion, a specific supporting example or examples, and a summary (each could be one paragraph depending on how much you can write effectively in the limited time).

3 **Conclusion:** the last paragraph summarises the main point(s), reasserts your view and ends the essay with impact. This will be the last thing markers will get from your essay, so make sure it ties everything together succinctly as well as creates a lasting impression in their mind.

SAMPLE ESSAY #2

A A A A A

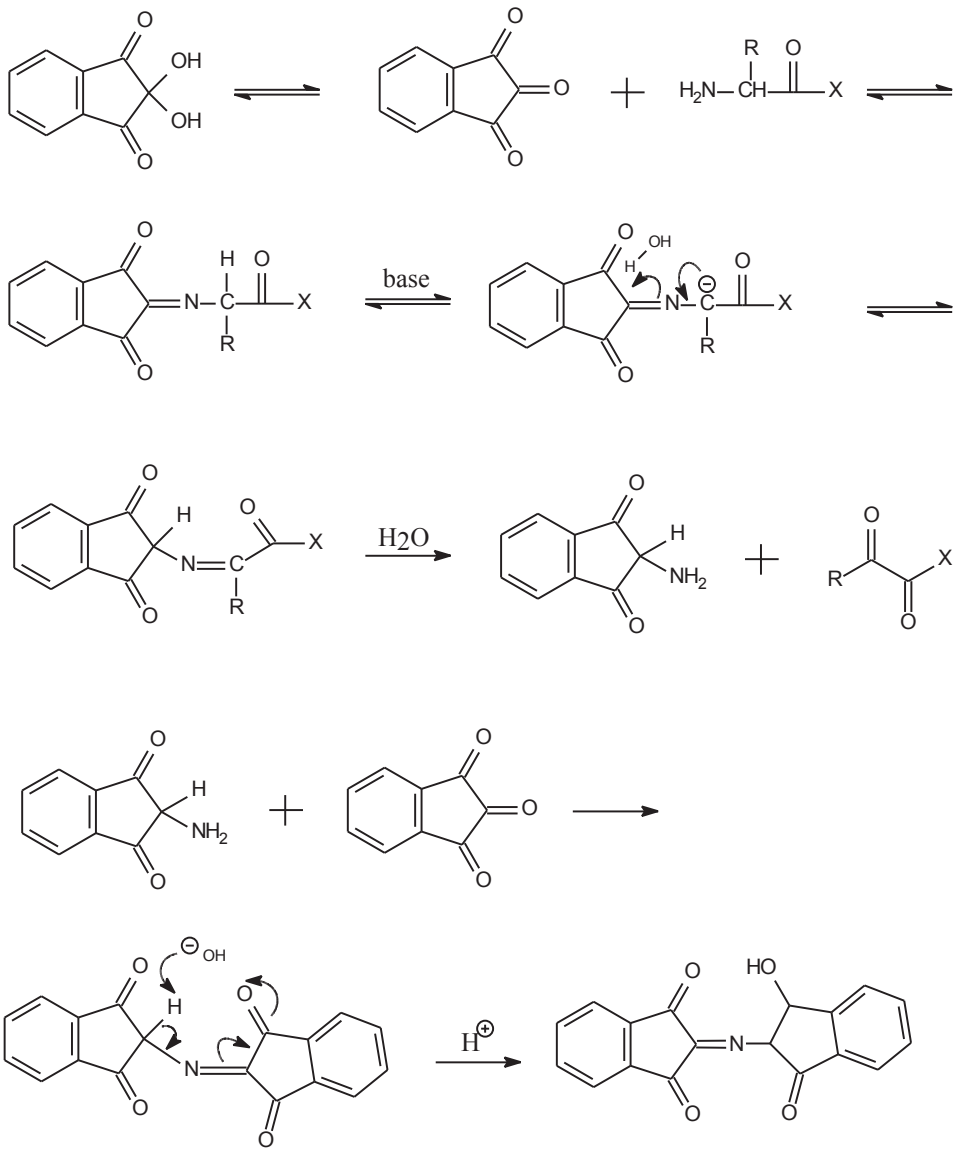
My Rights Begin Where Yours End

In our democratic society, we have created many laws or rules gained through legislation. These rules are discussed, developed and enacted by elected officials who represent the ~~most~~ majority of their constituents. However, the laws produced in this manner may be in conflict with a particular individual's beliefs or values. Thus the statement suggests that when such a conflict is evident, the individuals beliefs superceed the law, rendering the rules of the majority irrelevant. "In matters of conscience, the law of the majority has no place" spoken by a man of peace regarding a non violent struggle. However, there are those who have used such ideas for darker purposes...

For example, in 1996 many churches frequented by the African-American community were set ablaze by individuals - some of whom were members of racist movements. Both arson and such race-based acts are illegal in America. As in this case, the individuals who acted in defiance of the law of majority claimed they were abiding by their own beliefs and values. Thus they acted with a clear conscience destroying the lives and communities of innocent victims. Such a crime is immoral, unacceptable and - according to the rules of

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

Gold Standard GAMSAT* Exam



The Gold Standard GAMSAT

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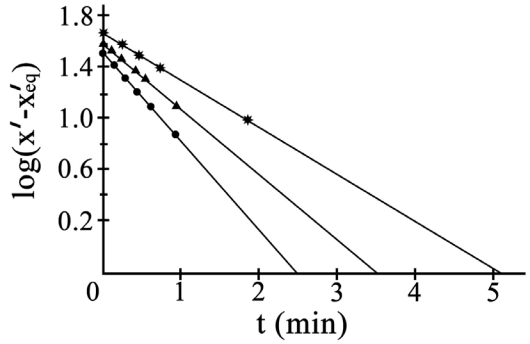
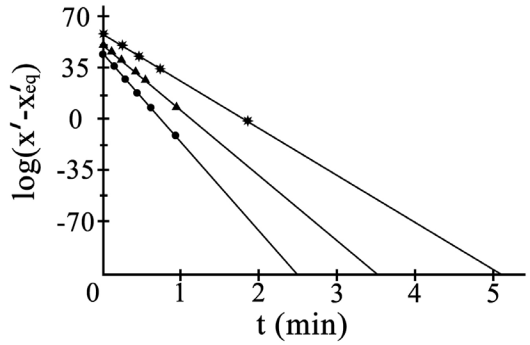
5. Which of the following graphs is consistent with the data in Figure 2?
The following estimates may be of assistance: log 6 = 0.8, log 4 = 0.6.

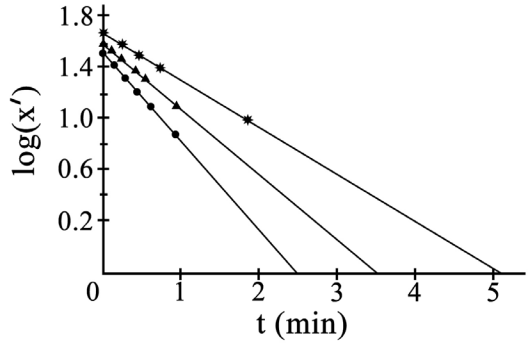
A



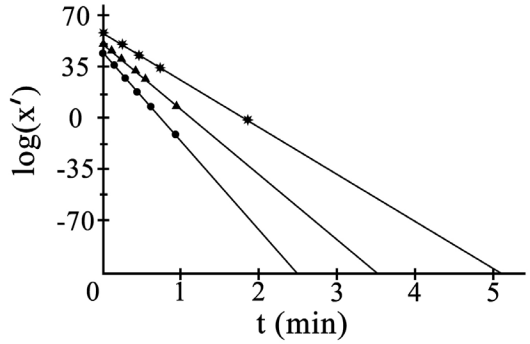
B



C



D



6. According to Figure 2, if 0.2×10^{-6} M of Sparsomycin is applied to 70 picograms of peptidyltransferase from rabbit red blood cells, estimate the rate of inhibition at t = 2 minutes.

A 30 picograms/minute
B 25 picograms/minute
C 15 picograms/minute
D 3.5 picograms/minute

Question 81

The body mass index (BMI) provides a measure of the relative mass based on the weight and height of an individual.

- Metric units: BMI = Weight[kg] / (Height[m] × Height[m])
- Imperial units: BMI = 703 × Weight[lb] / (Height[in] × Height[in])

Consider Figure 1.

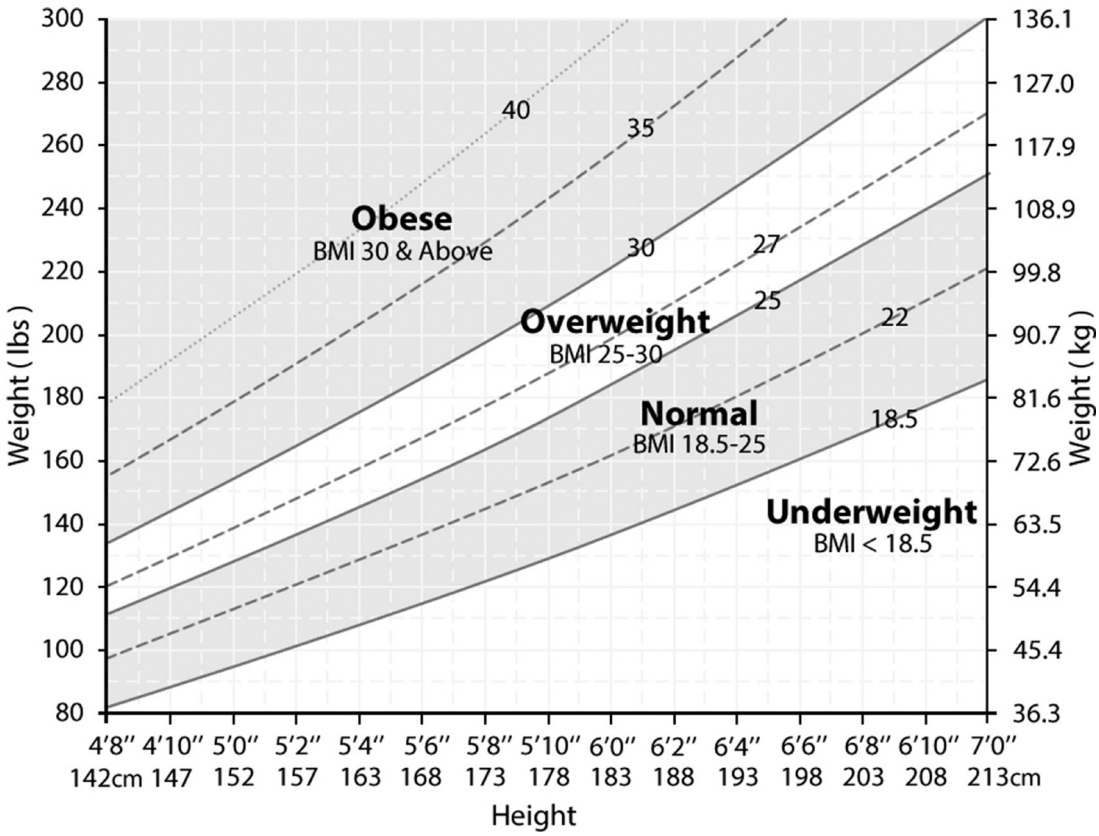


Figure 1: Body Mass Index (BMI) Chart for Adults. Intermittent shading from upper left to bottom right represents Obese, Overweight, Normal, and Underweight, respectively. Note that Height is given in feet (′) and inches (″) as well as centimeters (cm). For example, a 'Normal' BMI of 22 can be seen for a person who 6′0″ or 183 cm, and 160 lbs or 72.6 kg. Adapted from Vertex 42 LLC.

81. Which of the following statements is most accurate?

A A height of 1.75 m with a weight of 96 kg is categorised as 'overweight'.

B With an increase in height, the effect of height on the ratio that constitutes BMI is exponential, whereas the change in weight has a linear effect.

C An increase in weight by 5 kg due to muscle is likely to have a greater impact on the BMI than an increase of 5 kg due to fat.

D Doubling the weight in kilograms for a person who is 'underweight' is more likely to make that person 'obese' as compared to doubling their weight in lbs.