

**Dept. of Architecture  
University of Asia Pacific**

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**Admission Test**

Date: .....

Time: 2 hours

There are several sections in the test followed by  
a verbal session with applicants.  
All sections have time limitations  
and have to be touched

**Section:  
General information**

1. Name of the Applicant :
  
2. Academic record :  
GPA (SSC or equivalent) :  
Institution :  
GPA (HSC or equivalent):  
Institution :
  
3. Contact Address :  
Email :  
Telephone :

**Section: Aptitude test**

**(30 minutes)**

**1. Mathematical logic and problem solving ability**

The following diagram is popularly known as "SUDOKU" puzzle. If any applicant is unfamiliar with SUDOKU, the instructions are as below:

All rows must have numbers from 1 to 9 and no number can be repeated.

All columns must have numbers from 1 to 9 and no number can be repeated.

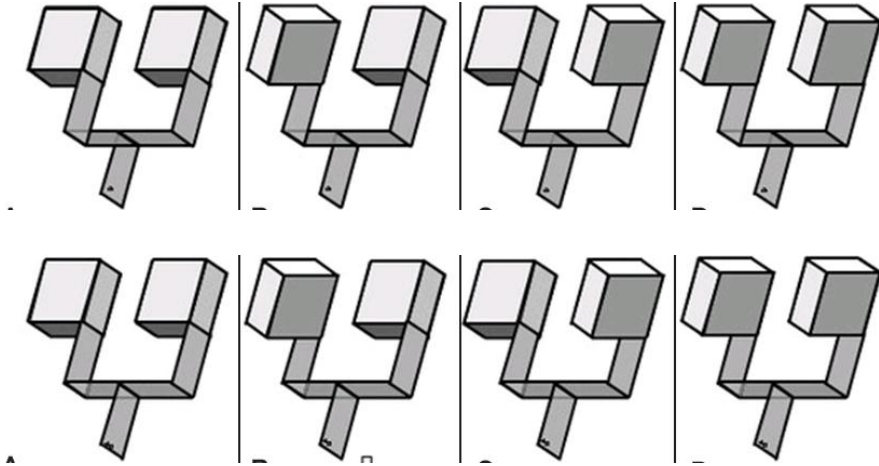
All nine square slots must have numbers from 1 to 9 and no number can be repeated.

Few of the correct numbers are already given; complete the puzzle with numbers in all slots.

	<b>9</b>	<b>3</b>	<b>1</b>		<b>5</b>	<b>6</b>	<b>4</b>	
<b>7</b>								<b>5</b>
<b>5</b>		<b>1</b>	<b>2</b>		<b>9</b>	<b>3</b>		<b>7</b>
<b>2</b>								<b>3</b>
	<b>3</b>	<b>6</b>	<b>9</b>		<b>7</b>	<b>5</b>	<b>2</b>	
<b>9</b>								<b>1</b>
<b>3</b>		<b>2</b>	<b>4</b>		<b>8</b>	<b>1</b>		<b>9</b>
<b>6</b>								<b>4</b>
	<b>4</b>	<b>7</b>	<b>3</b>		<b>2</b>	<b>8</b>	<b>5</b>	

## 2. 3d Perception test

Observe the following diagram carefully. There are eight diagrams in two rows. Not all diagrams are drawn correctly. Identify the correct diagrams. (Tick mark on the image)



### 3. Gestalt test:

There are two similar images down below. They seem same but there are few differences. Point out where the images are different (put a circle) and how many differences are there?



**Section: Drawing skill test**

**(20 minutes)**

1. Please redraw the diagram already drawn on the white board. Maintain as much accuracy as possible in proportion and detail. Do not use any ruler or pen. Use pencil and draw by free hand.

**You should spend about 15 minutes on this task.**

**Read the following article carefully, go through Question no. 1 to 3. Find the right answer from the multiple choices.**

*[Note: This is an extract from an Academic Reading passage on the subject of government subsidies to farmers. The text preceding this extract explained how subsidies can lead to activities which cause uneconomical and irreversible changes to the environment.]*

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilizers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilizers and pesticides. Fertilizer use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertilizer subsidies had been followed by a fall in fertilizer use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being

paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow.

They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidized - and growing them does no less environmental harm than other crops.

### Questions 1 – 3

Choose the appropriate letters A, B, C or D that matches with the above statement. Use this sheet as answer sheet and use tick mark for the right answer.

**1. Research completed in 1982 found that in the United States soil erosion:**

- A reduced the productivity of farmland by 20 per cent.
- B was almost as severe as in India and China.
- C was causing significant damage to 20 per cent of farmland.
- D could be reduced by converting cultivated land to meadow or forest.

**2. By the mid-1980s, farmers in Denmark:**

- A used 50 per cent less fertilizer than Dutch farmers.
- B used twice as much fertilizer as they had in 1960.
- C applied fertilizer much more frequently than in 1960.
- D more than doubled the amount of pesticide they used in just 3 years.

**3. Which one of the following increased in New Zealand after 1984?**

- A A farm incomes
- B use of fertilizer
- C over-stocking
- D farm diversification

**Section: English Test 02**

**Writing Skills**

**You should spend about 30 minutes on this task.**

**Take a side on the following issue and arrange your arguments either in favor or against it.**

**In a poverty ridden country like ours where many people struggles hard to earn a day's meal, expensive food-shops are luxuries that we can't afford and thereby should be banned.**



**Section: Creative writing**

**(25 minutes)**

(Students will answer either in Bengali or in English)

**CREATIVITY TEST: story writing (Bengali version)**

শহরের সীমানা ছাড়িয়ে বেশ খানিকটা মাইল পেরিয়ে, নদীর পাড়ে দাঁড়িয়ে আছে লোকটি। পরনে তার হাল্কা ধূসর দামী স্যুট। আধ বেলা পেরিয়ে গেছে সেই কখন অথচ সূর্যের দেখা মেলেনি। স্যুটের ফাঁক গলে ভালই ঠাণ্ডা লাগছে লোকটির, হাতে হাত ঘষে যেন সেটি তাড়াতে চাইল সে।

এক সময় এই নদীটি ছিলো প্রমত্ত, কত শত নৌকা চিরে যেত তার বুক... আজ সেটি শুধু অতীতের রূপকথা বলে মনে হয়। “কত স্মৃতি...” দীর্ঘশ্বাস ছাড়ে লোকটি।

নিজের কথা ভাবল সে। কেমন দেখাচ্ছে তাকে? এই জায়গায় অদ্ভুত লাগছে নিশ্চয়। কোন ভাগ্যের পরিহাস আজ তাকে এখানে আবার নিয়ে এসেছে কে জানে? শুধু এটুকু পরিষ্কার, এই মরা নদী, এই কুয়াশা ঢাকা দিন, নির্জন এইয়ে বিরানভূমি, তার সাথে জড়িয়ে গেছে তার জীবনও। কি করবে সে এখন? জানা নেই... তারপর আস্তে আস্তে, খানিকটা যেন অনিচ্ছাতেই পা বাড়ালো সে...

(অসমাপ্ত এই গল্পটিতে দেওয়া সূত্র ধরে এটিকে শেষ করো...)

maximum page limit: 2 pages

**CREATIVITY TEST: story writing (English version)**

Just few miles outside the city limits, a man dressed in a light gray suit stood beside the river. It was almost mid-day but still there was no sign of the sun, He felt chill in his bones in spite of the suit on his body, he rubbed his hands together in an attempt to alleviate that

Once this river was a mighty one with many hundreds of boats sailing, but that just seemed like a distant past. "So many memories", thought the man with a huge sigh.

He wondered what he looked like, probably an alien to this context What twist of fate has brought him here again he wondered, but he couldn't deny that the river, the foggy day, this barren land far away from the crowd and his own existence were tied together. What would he do now? He wondered for a moment. Then slowly, almost unwillingly he took his first step...

**( stop! Take a pause... see the possibilities... complete the story)**

maximum page limit: 2 pages