GIUNTI PSYCHOMETRICS

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Master's Degree Programmes - Admission Test Structure 2026

1. QUANTITATIVE REASONING

1.A. PROBLEM SOLVING

To assess quantitative reasoning ability, candidates are presented with numerical problems.
The candidate must be able to read and understand the problem, represent the numerical data provided and the relationship existing between them; must be able to transform numerical data in order to make them usable and comparable; must be able to identify relevant data, missing data, known data and distractor data; must be able to select the numerical data necessary to solve the problem; must have a clear understanding of the result to be obtained; must be able to set out the intermediate steps and the calculations to be carried out in order to reach the solution; and must be able to use mathematical operations to transform the numerical data available and solve the problem.
This type of question therefore requires elementary arithmetic and algebraic knowledge, as well as logical and analytical skills.

Example
A recipe states that, in order to produce 150 ml of a dressing, 70 ml of soy sauce, 50 ml of red wine vinegar and 30 ml of tamarind syrup are required. How much soy sauce is needed to produce 375 ml of the same dressing?
1. 175 ml*
2. 140 ml
3. 125 ml
4. 75 ml

2. VERBAL REASONING

2.A. READING COMPREHENSION

To assess the ability to understand a text, candidates are presented with a passage accompanied by a comprehension question.
The candidate must be able to read the text and understand its overall meaning; must be able to identify within the text the relevant information that enables them to answer the question; must be able to analyse what is stated explicitly and what is implicit and inferable in the text; must be able to relate the information contained in the text to one another; must be able to recognise when important information is omitted and to disregard information that is provided but not relevant. The candidate must rely exclusively on the information presented, without being influenced by their own knowledge of the subject or of the real world.

Example:
In answering the following question, consider the passage below.
When managers face an innovation problem, once they have found the right collaborators, they believe that their organisation will succeed in the task. This is dangerous, because organisations have capabilities that exist independently of the people who work within them. These capabilities reside in two factors. The first consists of processes, the methods through which people have learned to transform work inputs (energy, materials, information and technology) into outputs of greater value. The second consists of values, the criteria used to establish priorities in decision-making. People are flexible and can succeed in different tasks. Processes and values are not: a process that is effective in managing the design process of a minicomputer would be ineffective in the case of desktop computer design. Similarly, values that lead to giving priority to the development of higher-margin products cannot at the same time give priority to low-margin products. It is precisely processes and values, which constitute an organisation's capabilities in one context, that determine its disabilities in another.

According to the passage, which of the following are factors that, within an organisation, do not enjoy flexibility?
1. The people who work there, because they are trained for a specific task, and their working methods
2. The processes through which problems external to the organisation are addressed
3. The personal values that lead people to act within the organisation according to certain ideals
4. The methods through which resources are transformed into higher-value products and the criteria on which decisions depend*

2.B. CRITICAL VERBAL REASONING

To assess verbal critical reasoning ability, the candidate is presented with a short passage accompanied by a critical reasoning question. The candidate must be able to read the text and understand its overall meaning; must be able to extract from the text the key points of the required line of reasoning and the cause-and-effect relationships among the elements contained therein; must be able to analyse what is stated explicitly and what is implicit in the communication; must be able to distinguish inferences that are logically deducible from those that are not; and must be able to evaluate the additional information contained in the question and in the answer options, assessing the relationship between the new information provided and that contained in the text.

Example:
Read carefully: The mycelium emerging from the soil tests the atmospheric conditions (relative humidity, increase or decrease in temperature, etc.) and, if these are optimal, gives rise to the carpophore, the fruiting body, which is necessary for reproduction. Sometimes, when stimulated by an imbalance in the nutrient substrate content (that is, when the carbon/nitrogen ratio is skewed in favour of carbon), the hyphae may join together linearly more rapidly than normal, piling up and forming structures known as rhizomorphs. Under these conditions, their growth rate is generally greater than 6 mm per hour. Rhizomorphs do not form, however, if nitrogen availability is high. **Which of the following statements could explain the reason for the increase in the growth rate of the hyphae that join together to form rhizomorphs?**

1. Rhizomorphs have an exploratory role: to rapidly search for new sources of available nitrogen*
2. The mycelium produces rhizomorph structures in order to find and consume more rapidly all the nutrients contained within them
3. Rhizomorphs can also originate from the carpophore, which forms if there is sufficient carbon in the environment
4. If nitrogen availability is high, the mycelium branches more rapidly in order to absorb it in greater quantities

2.C LOGIC
To assess logical ability, candidates are presented with questions that require the use of logical reasoning in order to be solved.
The candidate must be able to reason in a rational, systematic, coherent and orderly manner; must be able to reach a solution through sequential logical steps; must be able to identify the conceptual categories contained in the question and their hierarchy; must be able to understand logical links and cause-and-effect relationships among the various concepts; must be able to draw logical inferences between propositions; must know and be able to apply deductive reasoning; must be able to reach a true or false conclusion starting from true or false premises and vice versa; must be able to identify the missing logical step that makes a given inference true or false; and must be able to analyse a sequence of statements and grasp any underlying logical implications. In order to solve the questions, the candidate must base their reasoning on the data provided, not on their knowledge of the real world; must be able to reason objectively and coherently, without introducing subjective and unfounded assumptions.

Example:
Silvia is enrolled at a gym. Silvia attends the zumba class and does not attend the pilates class. Which of the following pieces of information can be used to determine whether or not Silvia also attends the spinning class?
1. The spinning class is not compulsory
2. The zumba class is not compulsory
3. All gym members who attend the pilates class must also attend the spinning class
4. All gym members who attend the spinning class must also attend the pilates class*

3. DATA INSIGHTS

3.A. TABLE ANALYSIS

To assess table analysis ability, candidates are required to organise and analyse a data table in order to determine which information is relevant or meets specific criteria.

Example:

Breakdown of the surveyed sample based on preferred sport in five regions

Region	*Football*	*Basketball*	*Swimming*
A	1.400	270	2.530
B	1.000	130	1.120
C	1.250	140	2.360
D	620	400	1.460
E	550	120	980

Knowing that each respondent expressed only one preference, in which of the following regions is the ratio between those who prefer basketball or swimming and those who prefer football the highest?

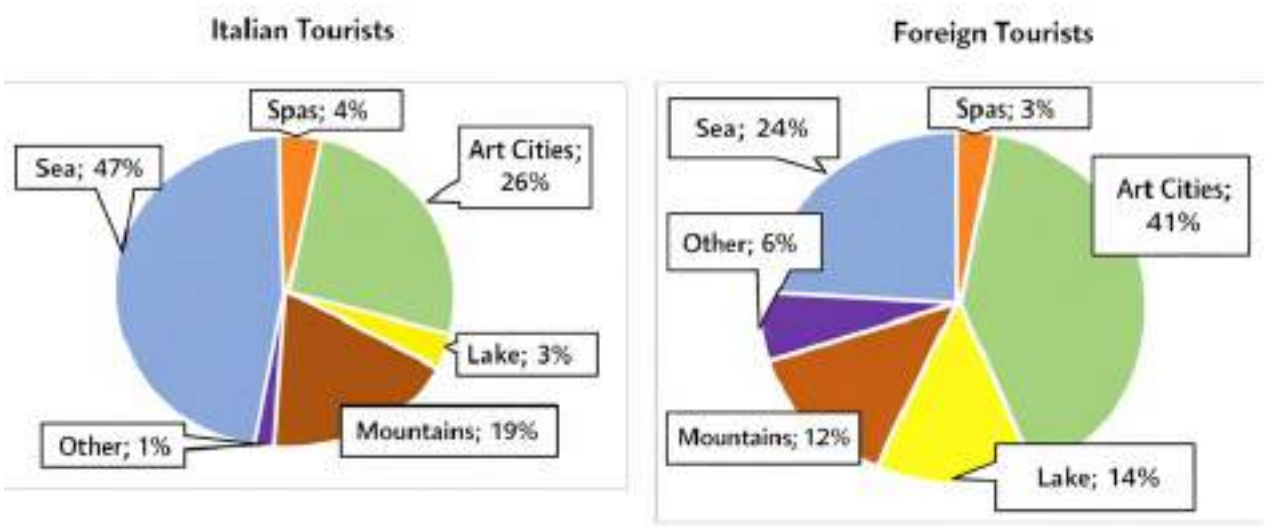
1. A
2. C
3. B
4. D*

3.B. GRAPH INTERPRETATION

This section assesses the ability to interpret information presented in a graph or another graphical representation (scatter plot, x/y chart, bar chart, pie chart or others) in order to identify relationships between the data and draw appropriate inferences

Example

Percentage of tourist presences in Italian holiday destinations.



With regard to tourist presences in Italian holiday destinations, it can be stated that:
1. In percentage terms, foreigners who choose spa destinations are more numerous than Italians
2. Italians who choose seaside destinations are approximately twice as many as foreigners
3. Italians who choose lake destinations are the same number as foreigners who choose spa destinations
4. In percentage terms, foreigners choose mountain destinations less than Italians*

Question types 3.A and 3.B require candidates to be able to analyse and process the data presented in the form of tables or graphs using basic notions of statistics, arithmetic and algebra.
Specifically, candidates are required to interpret the data contained in tables and graphs, understand their overall meaning and the specific relationships among them; reason about the numerical data provided; transform numerical data to make them usable and comparable; identify relevant data, missing data, known data and distractors; compare the numerical data represented with the statements provided in order to establish their truth or falsity; identify, based on the question, the numerical data required and the mathematical operations necessary to reach the solution; and apply mathematical operations to transform the available data and answer the question.

3.C. DATA SUFFICIENCY

Data Sufficiency questions assess the candidate's ability to analyse a quantitative problem, recognise which data are relevant for its solution, and determine at what point sufficient data are available to reach that solution. To assess this quantitative reasoning ability in this type of question, candidates are presented with incomplete logical-numerical problems. Each problem is followed by two additional statements.
The candidate must be able to read and understand the problem presented; must be able to evaluate the additional statements independently of one another and in combination; must be able to determine how the two statements contribute to solving the problem: whether only one of the two statements is sufficient to solve the problem, whether each statement alone is sufficient, whether neither statement (independently or in combination) leads to a solution, or whether the two statements, when used together, make it possible to reach a solution.
The candidate must be able to infer information from incomplete data; must be able to process several scenarios in parallel; must be able to correctly assess the type and amount of information that are sufficient and necessary to solve the question; and must be able to evaluate whether, and to what extent, the information available is sufficient. The content of the questions refers to logic, mathematics and problem solving.

Example:
For the following question, choose the answer according to the criteria below:
A. if only one statement, either (1) or (2), alone is sufficient to answer the question, but the other alone is not;
B. if it is necessary to combine statements (1) and (2) to answer the question, although neither is sufficient on its own;
C. if both statements (1) and (2) are each sufficient on their own to answer the question;
D. if, despite combining statements (1) and (2), it is not possible to answer the question, as further data are required.

Knowing that this month Giancarlo set aside €300 from his monthly salary, what is Giancarlo's monthly salary?

Statement(1) This month Giancarlo spent half of his monthly salary on rent and set aside one third of what remained.
Statement (2) This month Giancarlo spent on a holiday twice as much as he saved.

1. D
2. B
3. A*
4. C