



UQPMS Medical Admissions Guide

SECOND EDITION

2024





Commonwealth of Australia

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Welcome!

To the ambitious and aspiring pre-medical student,

Welcome to the 2nd edition of the UQPMS's Medical Admissions Guide. Our goal is to help you clarify the steps required to enter UQ's Doctorate of Medicine program. After all, the postgraduate space is very messy. Information is scattered all over the internet: it's either in long administrative documents, spread over Reddit forums or hidden behind paywalls. This is our attempt to distill that knowledge into one clean, aesthetic and accessible document.

Inside this guide, you'll find a breakdown of the GAMSAT, an overview of the GAMSAT and GPA scores you need to be competitive, different preparation approaches and a lot more. The breakdown includes practice questions, worked solutions and example essays. The score overview is collected from self-reported data on Reddit and the preparation advice is a product of years of accumulated knowledge.

Ultimately, this guide crystallises the past experiences of UQPMS' postgraduate applicants to take a step closer towards a more equitable and inclusive medical industry. As a student project, it undoubtedly has deficiencies and room for improvement. However, we give you our word when we say that we have endeavoured to present nothing but the most accurate information and the best advice. In light of this, the guide will best benefit you as a supplement to your preparation. In the end, everyone is unique and will benefit more or less from different strategies that are best suited to themselves, so consider the information in this guide but remember it may not be always applicable for your own hand of cards.

With this information, we hope that some of the burden has been taken off your shoulders. If the drive is there, the dream will naturally follow. Just trust in the system.

Best of luck,
The 2024 UQPMS Academic External Team.

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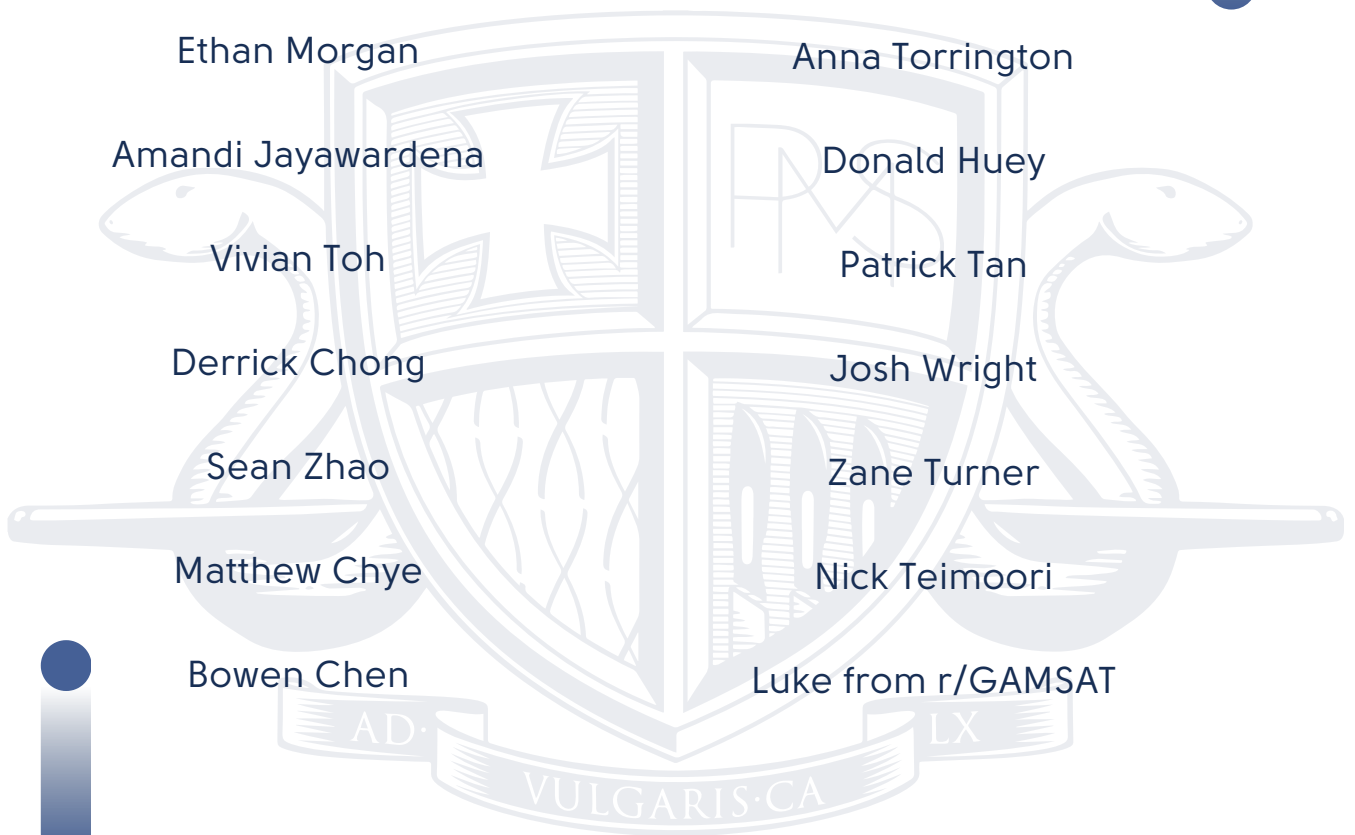
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A Word Of Encouragement From Someone Who Made It

Overall, my journey into medicine was definitely not easy or straight forward. My first degree was pretty rough, I failed some units early on, and I didn't have great study or life habits. My approach was very much one of winging it, and I definitely wasn't as mature, committed or diligent as I needed to be. I did honours, but I did so in COVID and at the time a lot of my preferences were not considering 2020 study. So I had to do a second bachelor's degree to revive my GPA a second time. Although my GPA ended up pretty solid, just 2 years earlier it was barely over 5.5. I spent a lot of time not having any idea what I was doing, and it was a real struggle to do well. I sat the GAMSAT a few times, and each time, regardless of scores, the process was just as brutal and demoralising.

When you view yourself as a number, you don't see the big picture, and it can be easy to be way too hard on yourself. Seeing everyone saying how you need a 7 GPA and a 95 GAMSAT or whatever to be successful was hard. It was hard to feel like there wasn't any hope, and that I was being stupid for even thinking I had a chance. The med application process can be really isolating, and I don't know anyone who has gone through it and came out the other side not feeling defeated and overwhelmed at some point in it. What really helped me through it, and I know this probably does sound cliché - but don't forget the big picture. Take the time to be proud of your achievements and how far you have come. In that time that I felt so down about myself, I'd done research in an amazing field that gave me amazing opportunities and skills that I still use now, I threw myself into a second degree in a very relevant but often ignored aspect of healthcare that completely reframed my understanding of the medical profession and my role in it. I made some amazing memories, connected with countless other people, faced setbacks, and celebrated victories. Most importantly, I grew significantly as a person.

As much as it sucked sometimes, and I wanted more than anything to close that chapter, I can say hand on heart that I know I will be a better doctor because of the journey I took to get here, and I don't wish it went any differently. Even though it's been a less straight forward road for me I'm now already halfway through year 2- and it has gone by in a blink. Time isn't anywhere close to running out. I know it's tough - this process is hard and long and demoralising. But please, try to remember that no number can define your worth, your ability or your story. Attributes like patience, commitment, compassion and courage are what make good doctors, and these attributes can't be quantified. Your grades don't mean you're less capable or deserving, or that you have no chance. If it takes more time for you, or you need to do more to get there, that's okay- there is no such thing as time wasted. We all will get to the same place in the end. You've got this, you have the ability to the end of all this - just keep at it, try to enjoy the ride, and remember to be kind to yourself.

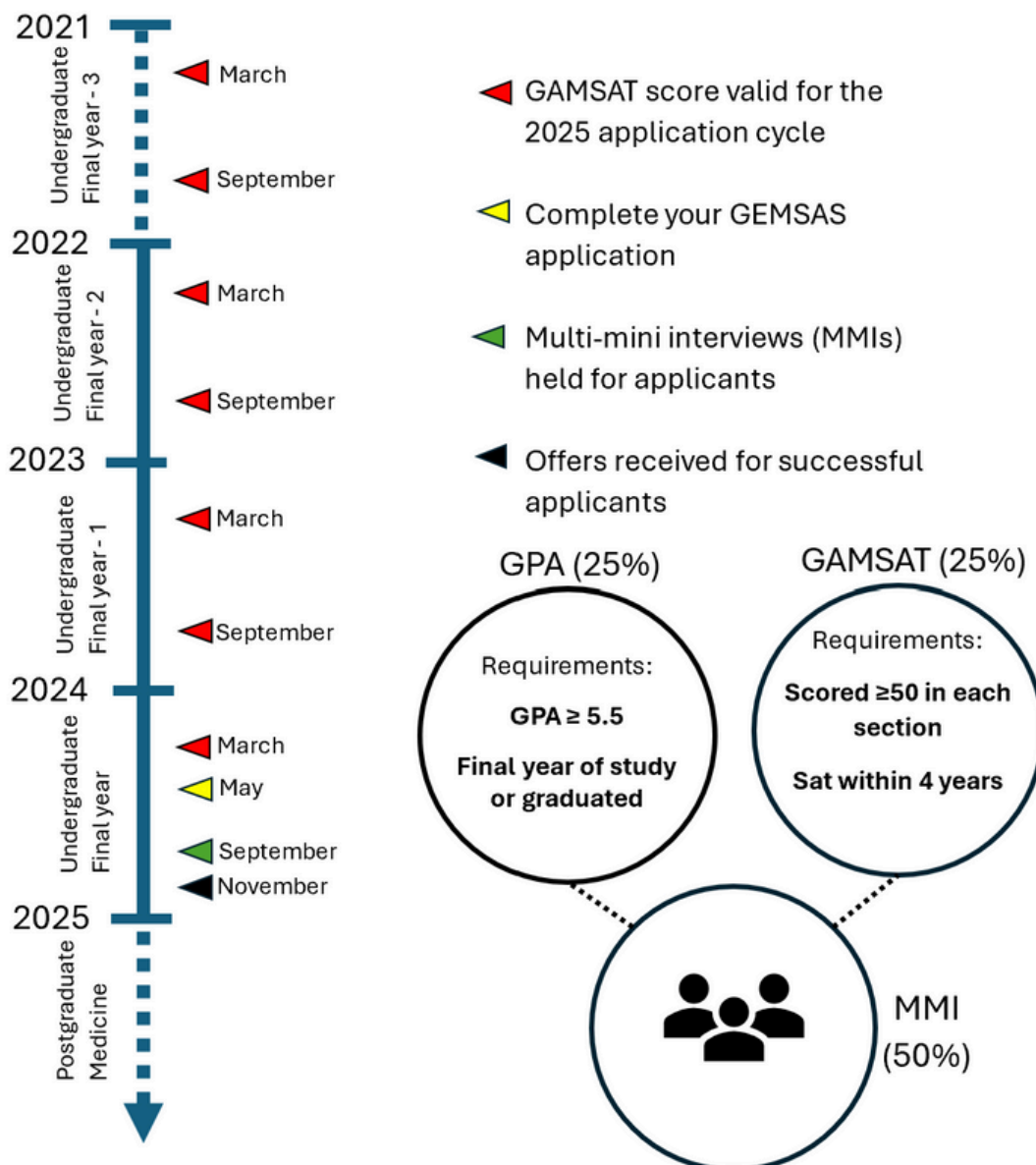
Provided by Luke from r/GAMSAT, a med-hopeful that made it

The Journey

The journey into medicine doesn't look the same for everyone, and it can be tough to anticipate what your own personal journey might look like. For those interested in pursuing the postgraduate pathway into a Doctor of Medicine, this page briefly outlines the general pathway and steps involved at UQ.

The application for the postgraduate medicine program at UQ begins as early as May of the year prior to commencement. It is in May that you submit your application to postgraduate medical programs, UQ included, through GEMSAS. To be eligible, you have to have completed your bachelor's degree (or will have by the end of the year) and have attained a eligible GAMSAT score. Your GPA and GAMSAT score are used to determine whether you qualify for an interview held later in the year. If successful in qualifying for an interview, your performance in all three of the aforementioned components is used to rank you against other applicants. At UQ, GPA and GAMSAT score are weighted 25% each, while your interview performance is weighted 50%.

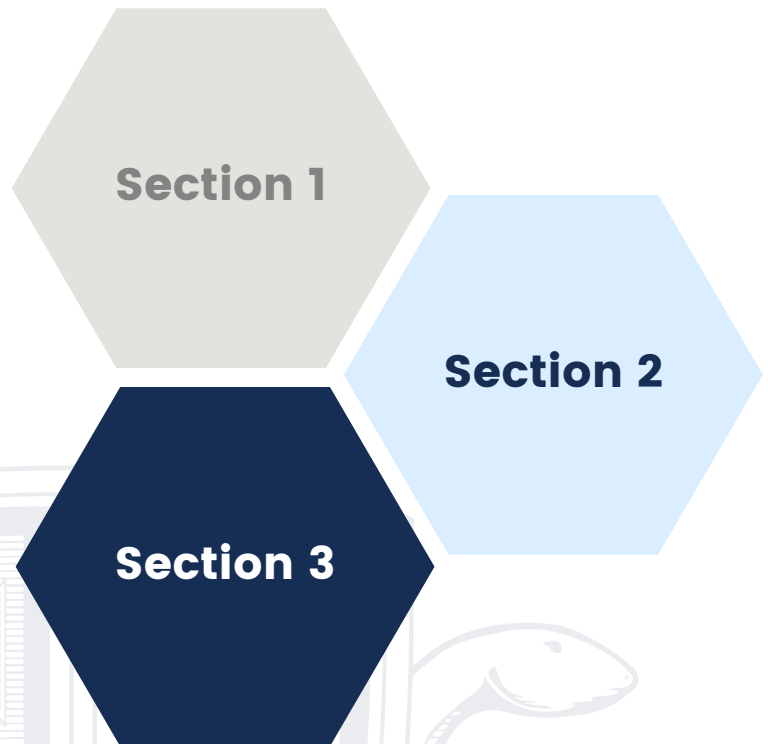
This is what the pathway might look like for someone currently studying their undergraduate program and applying for a Doctor of Medicine at UQ to commence in 2025:



The GAMSAT

A Breakdown

Welcome to the Graduate Medical School Admission Test (GAMSAT), likely the longest and possibly hardest exam you will sit, it is not to be underestimated. It is a pivotal point in your medicine entrance journey that plays a significant role in your chances for interview selection. In the test, you will be assessed across 6 hours in three different sections:



Section 1 - Reasoning in Humanities and Social Sciences:

This section aims to test your skills in the interpretation and understanding of ideas in social and cultural contexts. You will receive different kinds of stimuli that cover a range of academic and public issues that will demand varying degrees of complex verbal processing and conceptual thinking, logical and plausible reasoning, and objective and subjective thinking. Section 1 is in multiple choice format and is sat in person at a testing center concurrently with section 3.

Section 2 - Written Communication:

This section tests your ability to generate and develop ideas in writing. It involves two 30-minute writing tasks. Each task offers four statements on a common theme. The first task deals with socio-cultural issues and the second task deals with more personal and social issues. Section 2 is sat online via remote proctoring at an early date than section 1 and section 3.

Section 3 - Reasoning in Biological and Physical Sciences:

This section involves questions from the three basic disciplines of science. Stimulus material will be presented in a variety of formats including text, mathematical, graphs, tables and diagrams from which you will be assessed on your capacities to interpret and apply to different contexts. Section 3 is in multiple choice format and is sat in person at a testing center concurrently with section 1.

The Details

When does registration open?

You can sit GAMSAT twice a year: once in March and once in September. For the March sitting, standard registrations **open in November** and **close in January**. For the September sitting, standard registrations **open in May** and **close in early July**. Late registrations are possible until February for the March sitting and late July for the September sitting. Registration is completed through the ACER portal. For specific dates, check the official ACER information booklet.

How much does it cost?

GAMSAT is an expensive test. The **standard registration fee is \$549** and if you register late, there is an additional late fee of \$110. If you choose to change your test location during the late registration period, you also need to pay the additional \$110 fee. You cannot change location afterwards. Refunds and deferrals are processed until the late registration window closes but there is a \$98 and \$85 administration fee respectively.

When do results come out?

ACER releases **March results in late May** and **September results in mid November**. ACER refuses to disclose the specific date the results will be released.

How long do your results last?

Some universities accept scores for 4 years but **UQ only takes scores from the past two years**. A common misperception is that the 2-year countback starts from you enter medicine but it's actually from your application date. Applications are due at the end of May, so your 1st year September sitting up until your 3rd year March sitting are valid scores. **This means you can take the GAMSAT a total of 4 times over your degree.**

section 1.

**REASONING IN HUMANITIES AND
SOCIAL SCIENCES**

Section 1

What is Section 1?

Reading comprehension: the bane of a STEM student's entry into medicine. That's the typical perception most people have towards Section 1. What is poetry and prose going to indicate about your capacity to become a doctor? Quite a lot actually.

The practice of medicine is human-centric: doctors treat patients, not books. While you may be brilliant at reasoning, your ability to translate that into a human context isn't necessarily given. So, Section 1 is a proxy test for that. By reading the works of another person and attempting to understand their intentions, you mimic a doctor's need to understand the implied concerns in a patient's or colleague's words.

Effective comprehension requires you to understand both the literal and implied meaning of a text, to take up the position of different characters and to have a broad vocabulary.

Text types

There are many types of texts you will have to interpret in Section 1. These include but are not limited to:

- Prose Fiction
- Prose Non-fiction
- Cartoons
- Poetry
- Philosophical texts

The context of each text type can vary widely but at the heart of everything is the need to understand what is being said.

Top Tip Don't let the numbers scare you. Unlike UCAT's VR, you have plenty of time in Section 1.

No. of Questions

62

Time Allocation

100 minutes

Time per question

1.6 mins

Section 1

Breadth Is Overrated

"Reading widely" is poor preparation advice for Section 1. It's not very targeted and relies on your passive absorption of comprehension skills. This is not to say that reading has zero impact on your GAMSAT - rather it yields great benefit for Section 2 - but as with any academic discipline, the best preparation is **active and targeted practice**.

Reasoning And Reading

Everyone has an intrinsic ability to comprehend (or you'd hope so at least). As long as you pass through primary school, you should be able to comprehend the meaning of a text. From Instagram posts to family recipes, you read all the time; the real challenge is doing it actively. In response to questions which require the reader to demonstrate a real understanding of what is being said in the text, applicants need to consciously process the contextual clues within a text and piece them together like a puzzle. Sometimes you won't have all the pieces (e.g. you might not know the meaning of a word) but the beauty of reasoning is that you can often make inferences through the context in which it's used.

Improvement

Improvement in Section 1 is improvement in your comprehension. It's developing your understanding of what inferences are reasonable and what inferences are unjustifiable given the information in front of you. It's the practiced discernment between a tone and a mood, or the perception of deeper layers of meaning beyond the literal layer. It's growing an awareness for the key words within a question or answer option. These are all skills which can be built over time. You just need to identify where you fall short and in which questions.

Section 1

My brain is being destroyed by poetry

The caveman brain was not designed to understand T. S. Eliott, Dante or Shakespeare. However, it's definitely capable of doing so. Lot's of people hold a psychological stigma against poetry which may or may not contribute to their struggles. There are three steps to interpreting a poem.

1. Read the poem in stanzas.

Each stanza usually captures an idea, mood or theme. Reading in stanzas allows you to better grasp these ideas

2. Take note of both the implicit and explicit meanings of the text. A common mistake is believing poems only have one meaning - either implicit or explicit. Both layers are necessary to fully understand the intention of the poem.

3. Understand how the changes between stanzas affect the poem. Since each stanza contains an idea, keeping track of the changes in the ideas helps you understand the flow of the poem. You can infer as much from the poem from the changes as you can from the stanzas themselves.

The Mentality

As an assessment of reasoning, you need to understand that every correct answer option has a substantive evidence base for it. There's a clear distinction between a text that requires interpretation and a text that is open to interpretation. If you approach S1 questions looking for clear evidence, even the more "difficult" stems like poems become a lot easier to grasp. It's only once you acknowledge that there is something to be found that it can be found

Section 1

Resources Tier List

The world is your oyster and with the number of resources available on the internet, it'd be a shame to not use them.

S+ tier	Official ACER Practice Questions
S tier	Des O'Neil Practice Questions, Preparation Company Workshops
A tier	Poem Analysis
B tier	Read Theory

- *It's difficult to generally place preparation companies and private tutors as a whole on the list because the value they provide is quite variable and extends beyond the specific questions they have*

Official ACER Practice Questions

- These questions are the closest thing you're going to get to the real Section 1 (for good reason).

Des O'Neil Practice Questions

- The Des O'Neil business has long closed but the founder of the company was on the initial design team for the GAMSAT. His questions, although old, have a level of credibility towards them and the sheer volume of them is insane. They aren't difficult to acquire either. However, they do not provide worked solutions. Most of the answers make sense but some do not so if you happen to get a question wrong and it still doesn't make sense, don't worry about.

Preparation Company Workshops

- The tutorials and workshops are usually pretty good simply because they show you how they got their answer. Watching someone else attempt a question is arguably the most important step towards improving your own problem solving approach.

Poem Analysis

- This website has a large collection of poem analyses. It's a useful resource to learn how to interpret poetry and is also free.

Read Theory

- Read Theory is a website with free reading comprehension questions. They aren't comparable with GAMSAT questions but if you feel the need to practice understanding texts, it's a helpful resource.

Example Questions: Poetry

Unit 1

Questions 1 - 3

Read the poem below and answer the following questions.

Little Boy Blue by Eugene Field

The little toy dog is covered with dust,
But sturdy and stanch he stands;
And the little toy soldier is red with rust,
And his musket molds in his hands.
Time was when the little toy dog was new
And the soldier was passing fair,
And that was the time when our Little Boy Blue
Kissed them and put them there.

"Now, don't you go till I come," he said,
"And don't you make any noise!"
So toddling off to his trundle-bed
He dreamed of the pretty toys.
And as he was dreaming, an angel song
Awakened our Little Boy Blue, --
Oh, the years are many, the years are long,
But the little toy friends are true.

Ay, faithful to Little Boy Blue they stand,
Each in the same old place,
Awaiting the touch of a little hand,
The smile of a little face.
And they wonder, as waiting these long years through,
In the dust of that little chair,
What has become of our Little Boy Blue
Since he kissed them and put them there.



This is an official GradReady unit

Example Questions: Poetry

Question 1

What are the dominant themes of this poem?

- A. Languidness and growing old.
- B. Faithfulness and death.
- C. Childhood and wonder.
- D. Desolation and memory.

Question 2

The poem's distinct rhyming pattern reiterates the theme of

- A. death.
- B. childhood.
- C. faithfulness.
- D. memory.

Question 3

Which of the following lines best encapsulates the poem in its entirety?

- A. "Each in the same old place"
- B. "And as he was dreaming, an angel song"
- C. "Ay, faithful to Little Boy Blue they stand"
- D. "What has become of our Little Boy Blue"



This is an official GradReady unit

Example Questions: Cartoons

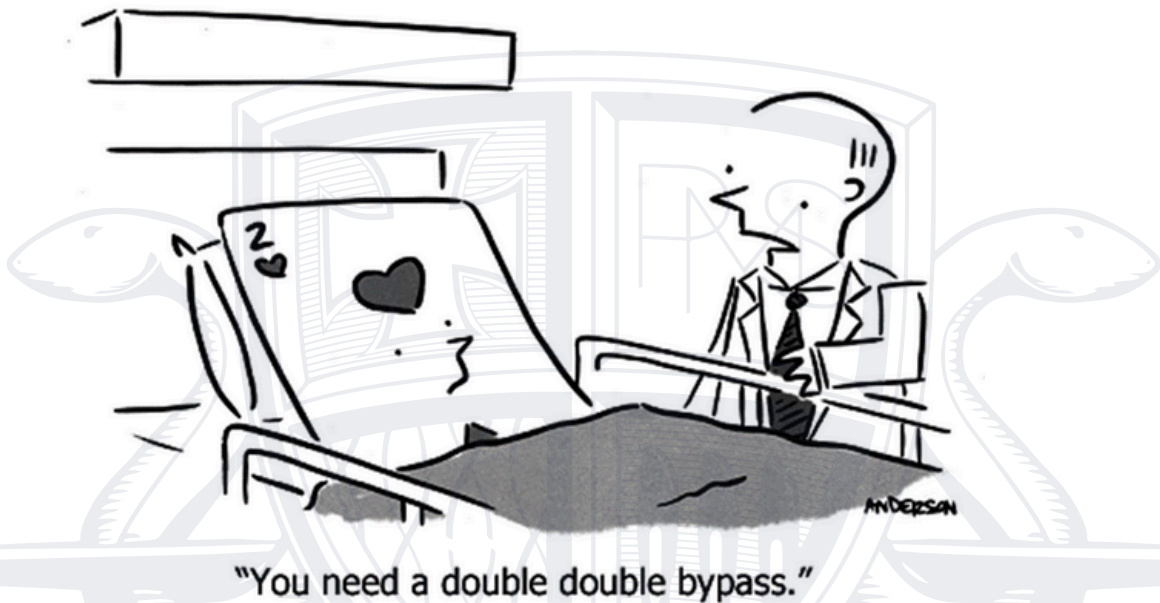
Unit 2

Question 4-5

The following question refers to the following cartoon titled "The Double Double Bypass" illustrated by Mark Anderson.

© MARK ANDERSON

WWW.ANDERSTOONS.COM



Question 4

The least important element of the cartoon is

- A The man's tie.
- B The caption.
- C The blanket.
- D The bed.

Question 5

The humour of this cartoon is

- A Implied
- B Dry
- C Satirical
- D Ironic



This is an official GradReady unit

Section 1 Example Question Worked Solutions

Unit 1 – Poetry



This is an official GradReady unit

Q1 B is correct.

Explanation: Option B is the correct answer, as both themes mentioned are central to the poem. The death of Little Boy Blue is suggested through reference to him being awoken by "angel song" and the faithfulness of his toys is demonstrated throughout as "the little toy friends are true" to the boy.

Option A is incorrect as, while the passing of "years" may be interpreted as the theme of growing old, the little boy does not actually grow old, and there is no reference to languidness or fatigue. Option C is also incorrect as, although the toys and young boy as the key personas evoke the theme of childhood, there is no reference to a sense of wonder in the poem. Option D is incorrect as, although the toys may remember "the smile of a little face", the toys are not depicted as experiencing desolation or loneliness.

Q2 B is correct.

Explanation: Option B is the correct answer. The distinct A-B-A-B rhyming scheme where alternate lines rhyme (e.g. "dust" and "rust", "stands" and "hands"), imbues the poem with a whimsical, singsong quality and is reminiscent of a childhood nursery rhyme. It allows the poet to broach the topic of Little Boy Blue's death in a facile manner consistent with the innocent, naïve nature of his toys.

Option A is incorrect as the rhyme helps to soften the suddenness of the death of the Little Boy Blue, rather than emphasising it. Options C and D are prevalent themes within the poem but are not highlighted by the rhyming pattern. Though the regular rhythm does create a sense of faithfulness and consistency, the rhyming itself better reiterates the theme of childhood - if the question specifically asked about the regularity of the rhyming, then faithfulness may have been the best answer.

Q3 C is correct.

Explanation: Option C is the correct answer, as this line mentions both Little Boy Blue and his toys, and also highlights faithfulness which is featured throughout the poem. Option A is incorrect as it is vague and does not directly mention the key personas. Option B is incorrect as, although it is central in suggesting the death of Little Boy Blue, it does not reflect the focus of the rest of the poem. Option D is incorrect as it focuses more on the confusion felt by his toys (confusion which the reader does not experience due to knowing of Little Boy Blue's death) rather than their steadfastness despite not knowing their owner's fate.

Appendix I: Section 1 Example Question Worked Solutions

Unit 2 – Cartoon

Q6 C is correct.

This question asks students to decide which of the listed elements is least important. Option A is incorrect because the tie helps make the man look like a doctor. Option B is incorrect because without it the cartoon is simply a humanised card looking at a doctor – it is necessary for the punchline of the joke. Option D is incorrect because the bed helps place the cartoon in a hospital. Option C is the least important because whether the blanket is present or not, the viewer can recognise that the cartoon is taking place in a hospital. ACER will often ask similar questions to students. In these situations it is best to simply go through each option and ask yourself “What is this contributing to the image?” This will help you find which elements are the most important, and which are the least important.

Q7 A is correct.

This question tests students ability to recognise the kind of humour used in the cartoon. Option D is incorrect because ironic means absurdity of norms, in which the intended meaning is opposite, or nearly opposite, to the literal meaning. Option C is incorrect because satirical means humour that pokes fun at human weaknesses or aspects of society. Option B is incorrect because dry humour is when there is a deliberate lack of emotion shown for comedic effect. This is not the case in the cartoon as the doctor is portrayed as looking quite concerned for the patient. Finally option A is correct because in order to understand the humour behind the cartoon, it is necessary for the viewer to understand that a double bypass involves one heart, and since the patient is a 2 of hearts, he must therefore have two hearts in need of surgery.



These are official GradReady solutions

section 2.

WRITTEN COMMUNICATION

Section 2

What is Section 2?

Your writing is a reflection of yourself. With high pressure conditions and an unseen stimulus, you are bound to reveal your personal biases in your writing and ACER knows it. It's up to you to keep them in check and write critically but eloquently. After all, any sort of dialogue or conversation always has at least two parties. To effectively articulate yourself, you can't be self-centred. This translates into medical contexts quite nicely since if you can't articulate your ideas in half an hour, how can you communicate to your colleagues or patients in an emergency department?

In Section 2, you are given two sets of unseen prompts - 4 to 5 prompts in each set. The two sets are known as Task A and Task B. You are expected to generate a response to each set within the allocated time.

Example themes

Task A

- Technology
- Capitalism
- War
- Work
- Achievement
- Human Nature
- Patriotism
- Sport

Task B

- Anger
- Travel
- Music
- Family
- Relationships
- Parenting
- Happiness

There's a thematic difference between Task A and Task B. Task A tends towards interpersonal topics while Task B tends towards intrapersonal topics. Many use one common structure in responding to the two tasks but you might find it beneficial to adopt different structures to develop a targeted response

Time Management

In Section 2, time is of the essence. You want to strictly divide your writing and planning time to ensure that the time you spend on the first essay doesn't compromise the quality of your second essay. This is something that needs to be practised.

The Details

Number of Tasks

Two

Time allocation

65 minutes

Time per task

32.5 minutes

Section 2

What is "good" writing?

As the only open-ended task of the GAMSAT, preparation for Section 2 is usually the hardest. It's nothing typically demanded of in high school or university and the concept of "good" writing is really vague - and usually subjective. Sure, there are the basic characteristics like varied sentence structure and precise vocabulary but it's difficult to self-assess the ideas you write about. However, a standard for scoring essays does exist.

CRITERIA FOR THE ASSESSMENT OF WRITTEN COMMUNICATION

In scoring Section II, the following features of writing are considered

Thought and Content

(the quality of what is said)

- What is made of and developed from the task
- The kinds of thoughts offered in response to the task

Organisation and Expression

(the quality of the structure developed and language used)

- The shape and form of the piece
- The effectiveness and fluency of the language

Each response is scored independently three times.

The official criteria

If the official criteria probably gave you no further clarity on what is expected of you. ACER might as well have not said anything if the only direction they intend to provide only consists of 4 dot points. However, this criteria isn't actually that bad. It doesn't restrict you into certain directions and provides you with as much creative license as possible. You could respond to a prompt by writing an argumentative essay, a reflection or a narrative. As long as your ideas come across clearly, you can respond however you want. The broad points of **thought and content** and **organisation and expression** allow markers to fairly evaluate the thousands of responses they'll read over.

Thought and Content

What does it mean?

This criteria concerns the specific ideas which permeate your essay. It considers the quality of your essay through the strength of your justification, your sensitivity for other perspectives and the layers of analysis you weave in. All these aspects present the quality of your perspective on the given stimulus. The responses that don't demonstrate such qualities would come from applicants who either failed to think critically when developing their essay or crumbled beneath the time pressure. Preparing for Section 2 should then naturally involve **timed writing practice** but also **timed quote interpretation practice**.

Prompt Interpretation

Your interpretation is the perspective you take on the prompt. The first step is to distinguish between the 5 prompts given. Many people attempt to find the common term or concept across all 5 quotes and respond to that within their essay, but this is a very reductive approach. ACER explicitly mentions that irrelevant responses are marked poorly, so it's within your best interest to recognise the nuances each quote presents. Focusing on one quote can ensure that your essay stays as close to the bullseye as possible.

Thought and Content

Ways to Polish Your Interpretation



Identify the Key Terms

A quote will often have several terms which contribute to most of its meaning. Since these words are so crucial, it's necessary to locate the breadth of its definition. For example, a word like "Passion" can refer to one's drive or love for a hobby but it can also refer to a more carnal or visceral emotion.

Determine the Context

A quote is often very general. A critical analysis of the quote will require you to dive into the specifics. For this, you want to identify a possible context to anchor your essay within. For example, a quote about war can comment on war in the literal sense but it could also apply to social media warfare or corporate warfare.

Understand Any Metaphors

When a quote has a metaphor, you shouldn't brush it off. A metaphor adds another layer of meaning and possible analysis. Take the quote "If poverty is the mother of crime, stupidity is its father." Here, poverty and stupidity are likened to parents. Considering the nature of motherhood and fatherhood and how they differ might reveal something about the relationship of poverty or stupidity to crime in the context of the quote.

Question Your Assumptions

This is a tip that covers over the past three. Oftentimes, you will read the quote in a certain direction. However, that is not necessarily the only to interpret the quote. Whatever experiences or subconscious biases led you to think about the quote that way can often say a lot about how people perceive that issue.

Thought and Content

Let's give it a go

"One man practicing sportsmanship is far better than 50 preaching it"

The crux of this quote hinges on three points: what does sportsmanship in practice look like, what does the preaching of sportsmanship entail, and why is practicing it better than preaching it. Sportsmanship is never really valued for itself but for the virtues it represents. As a result, the concept of sportsmanship can apply to other sectors of life - which might be a reason why it is admired. The quote says that practice is better than preaching but they don't specify in what sense. Is preaching perhaps performative - as if to suggest that the value of sportsmanship isn't contained within the concept but within its imposition on the world through its practice? Is practicing sportsmanship superior at promoting its underlying values than preaching? What problems in the world demand a need for sportsmanship? Questioning the assumptions you might make upon reading the quote provides an opportunity to analyse the concept beyond a simple agreement or disagreement. You can recognise where the quote might be correct and where it might be incorrect. You can investigate the nature of the ideas that could underpin the quote (e.g. virtue signalling and its moral impacts). Note that the best performing essays don't lean on the prompt as a crutch for its core thrust or argument. They use it as **inspiration**.

This sort of dialogue is what interpretation should look like within your head. Performing this in timed conditions is a completely different challenge. However, your quote interpretation represents the ceiling of your Section 2 score.

Perfecting the Craft

It all comes down to practice. Try interpreting quotes within untimed conditions first and then try interpreting them within timed conditions. Next, try and find your own routine: a set of questions you ask to facilitate your analysis. Once you find your rhythm, thinking critically about quotes becomes a lot easier. There are no set questions you should be asking within your head to reach a satisfactory interpretation because it's a highly personal process. You just need to find what works for you since that will be the fastest approach. Remembering the tips above can help you out.

Thought and Content

Generating Ideas

The best ideas are never original; there is no need to actively strive for originality. Such an approach will only hinder your writing. Instead, you should attempt to integrate the works of others into your writing. These are a couple of ways in which the works of other people can refine your ideation.

Justifying Your Argument

Movies, books and artwork. Any sort of cultural piece is perfect for adding credibility to your writing. Oftentimes, the thematic exploration evident within the works of authors like Marcel Proust or film directors like Christopher Nolan can be used to justify certain perspectives we wish to argue for within our essays because despite being fictional, their interrogations of the human condition can often resonate with reality.

Breaking Bias

The works of other people can also be used to temper your own ideas. Personal bias is one of the psychological barriers which most strongly prevent us from achieving a higher level of sophistication in our writing - one rooted in a pursuit of perhaps not objectivity, but respect for the experiences behind other perspectives. Thus, in an attempt to deconstruct our often unfairly rigid perceptions, it can help to try and stand in the shoes of others by reading articles by those who have an opposing stance to yours.

Broadening Your Horizons

You'd be surprised by how much goes on in the world. We live in little bubbles and most of us rarely expose ourselves to current affairs, perhaps out of a belief that we either know too little to fully appreciate the impact of the event or that our time is better spent elsewhere. WRONG. Current affairs and world history can tell us a lot about the way nations operate, communities form and people live. Most activism is a response to an issue in the world. If we want to appreciate the need for change or growth, we need to know what's actually wrong (or great). Having a few of these events up your arsenal for reference in your writing

Unblocking Writer's Block

With the pressure to develop what a marker would approve of on your back, your psychological condition can often impair your mental agility and creativity. Thus, the key part is not to attempt to "come up with ideas" on the spot, but to rely on your genuine thoughts and experiences. Writing about something you genuinely feel in response of the quote is a lot easier than spontaneously generating an idea and the corresponding arguments in support of it. The next step is to simply refine the perspective you take towards the issue.

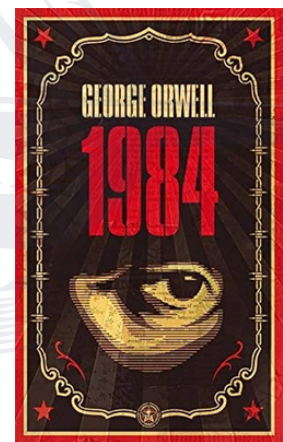
Example: Adapting Ideas

The best ideas to extract are the broader concepts and themes. They need to be memorable so you can remember them when you write and ideally they would be really flexible so you can use them across a broad range of topics. Concepts that relate to the human condition or social systems usually work brilliantly. Here are some examples:



The Pieta By Michelangelo is a sculpture which depicts the body of Jesus Christ in the hands of the Virgin Mother Mary. It's a **symbol of a mother's unyielding love** in the face of death but it is also a piece which illustrates the highly influential role religion played in shaping traditional **gender roles**. Today, the sculpture works to appease emotional ailments and is a source of empathy for those who were never lucky enough to feel a mother's love - a testament to the **therapeutic effect of art**.

A very popular reference within Section 2, 1984 by George Orwell is a dystopian novel which forecasts the **inevitable doom of totalitarianism and government overreach**. More frightening than the complete absence of agency are the tools by which that agency is robbed from the people. The Two Minute Hate is a designated time for the public to **cathartically placate their anguish and pain** by directing a primitive rage against a non-existent political enemy. This says more about the way people operate than it does about the evils of the state: it highlights the **harm of a loss of reason in the face of visceral release**. The tendency for humans to lean into tribal mentalities is definitely something to fear



Shakespeare's Romeo and Juliet comments on more than just romance. It's inspires reflection on the **thin line that needs to be drawn between familial influence and personal aspiration**. Where that line locates itself is a major milestone in one's **personal development** but rarely do people simply choose one over the other. It also speaks to **the obstinacy that arises when our desires are denied**. What might have been a lukewarm romance was might have been stoked by the prohibitions of parents and loyalties. **The desire to have what you cannot is a cruel reality of existence**.

Organisation and Expression

What does it mean?

Organisation and expression evaluates the way in which you communicate your ideas as an overall writing piece. The quality of your communication is marked across broad categories such as clarity, the precision of your vocabulary and the overall structure of your essay. In high school, your essays might have been strictly marked according to specific criteria like sentence structure, spelling and grammar; these are important in Section 2 but only in the context of how they affect your expression. The considerations a marker is more likely to focus on are things like whether your essay has a sense of closure, whether your contention can be followed. To improve in this criteria, you want to **practice writing within a clear structure** and **find your own style**.

Structure

Structure is not a to-do list. If the ideas you write about are the flesh and viscera of the final body you assemble, the structure is the skeleton upon which they attach to. It is responsible for the overarching form of your writing. Without it, your ideas are meaningless. There are many ways in which you can structure your essay. A few common ones are listed below but even then, there are variations across each of them.

Hegel's Dialectic	Argumentative	Discursive	Reflective
Introduction	Introduction	Introduction	Personal Experience
Thesis	Argument 1	Analysis of Context	Reflection
Antithesis	Argument 2	Perspective 1	Extrapolation to Society
Synthesis	Counterargument	Perspective 2	Conclusion
Conclusion	Conclusion	Conclusion	

Many people tend to use an argumentative structure for their writing. Some people write argumentatively for Task A and then adopt a reflective structure for Task B. Then there's the outliers who write narratives or poetry in response to the prompts. There is no ideal structure - the only "right answer" is to follow first principles and your strengths in writing.

Organisation and Expression

The Wonders Of Language

Language is a powerful weapon. It's the means by which we take what's inside our head and implant it within someone else's head. This could be an innovative idea, a powerful emotion or a complex rumination. Whatever it is, how we say something is just as important as what we say. With 600 000 words in the English language, you can definitely write your essay in something other than boring prose. There are two traps to avoid when it comes to your expression:

Stylistic Trap #1: Weak Language Choices

We use the same 1000 to 3000 words in everyday conversation. While this poses no problems for us in most contexts, we might develop a bit of myopia when we write. We might forget about the true abundance of words at our fingertips and within Section 2, that can mean the reader might not truly understand what we wish for them to understand. The specific words you select not only says a lot about your thoughts on an issue but it also says you a lot about yourself so be careful in what you choose.

For example, instead of falling back on the word "sad" to describe some aspect of the grieving process, one could easily be a bit more selective. Synonyms share a common definition but each word captures a specific niche that the others don't. Depending on what you're talking about, grief can be more than just sad; it can be melancholic, despairing or isolating. Sometimes sad is the right word but more often than not, there's a better word we can choose. Expanding your vocabulary and striving to use more precise words are two steps we can take to overcome this trap.

Stylistic Trap #2: Doing too Much

In an attempt to imbue our personal flair into our writing, we need to make sure we aren't doing too much. As great as poetic language sounds to the ears or as impressive as complex terminology might make us out to be, we mustn't forget the intention of vocabulary selection: to help us optimally convey our message. Once that message starts to become convoluted, it's a sign that we need to reel back the Shakespearean persona. There's a time and place for everything but Section 2 is not a place to flex your vocabulary - it's a place to demonstrate your ability to communicate clearly. ACER even makes this explicit in the information booklet. Thus, the rule of thumb is not to explain simple things in complex words but to explain complex things in simple words.

"Control of language (grammatical structure and expression) is an integral component of a good piece of writing but it is not assessed in isolation. It is assessed insofar as it contributes to the overall effectiveness of the response to the task." - ACER, Official GAMSAT Information Booklet

Organisation and Expression

Learning New Phrases

The best way to learn how to improve your expression is by learning from others. Here are a few sources of inspiration:

THE CONVERSATION

QUADRANT
ONLINE

aeon

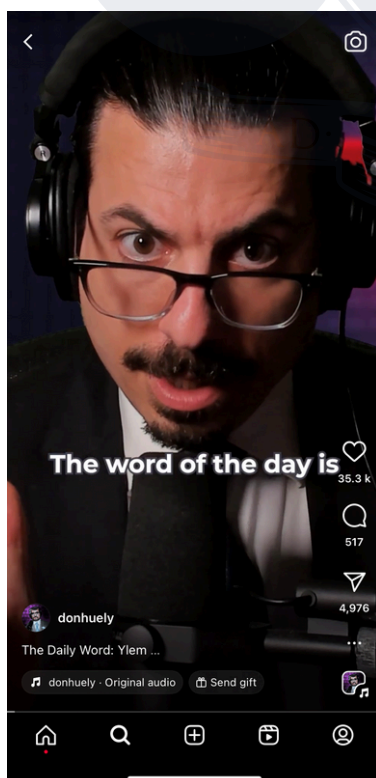
News articles are the perfect place to learn how to formulate engaging sentences. Packaging ideas in a captivating literary wrapping is the perfect way to ensure your audience receives your message. These are some journals which engage with insightful topics - political or academic - with a persuasive literary voice.

If you prefer listening, then try listening to an academic or formal-esque podcast. We recommend The Minefield - it's an Australian podcast with cohosts who attempt to deconstruct the moral significance of what happens (or doesn't happen) within the world. You might pick up a fancy word or two.



Finally, if you can't bring yourself to read or listen, there's always short form content. Instagram and TikTok might be the most degenerate way to learn but learning to communicate using more expressive terminology requires you to immerse yourself within a conducive environment. Every little bit helps.

You can find personalities like @donhuelly, who wield creativity and imagination to express the full potential of the English language. In the span of one Instagram reel, you can walk away a wiser person. Just have a look at this example:



*"The baton raises, and in silence the **ylem** waits. With the downstroke, an explosion of symphony, a grand overture of creation, a harmonious cacophony from a single potent note. It's the opening act of the universe's cosmic opera, from a silent ylem to a rapturous crescendo."*

- Donald R. Huely, @donhuelly

Example Stimulus: Task A

Task A

Consider the following comments and develop a piece of writing in response to one or more of them. Your writing will be judged on the quality of your response to the theme; how well you organise and present your point of view, and how effectively you express yourself.

Comment 1

Progress is never linear, more like a pendulum.

Comment 2

Technological progress has merely provided us with more efficient means for going backwards.

Comment 3

Discontent is the first necessity of progress

Comment 4

Changes and progress very rarely are gifts from above. They come out of struggles from below.

Comment 5

Progress is the attraction that moves humanity.

Top tip. Try to understand what the quote is saying. Then try and imagine what kind of person might say such a thing, what reasons they might have for doing so and what assumptions might lie behind those reasons. Your perspective on any of the answers to those questions can easily serve as a contention for an essay.

Example Stimulus: Task A

Task A

The 19th-century German philosopher Hegel once stated that every great event in history happens twice. Karl Marx added on to this statement, scornfully remarking that the first time, such a 'great event' would be a tragedy, the second, a farce. While Marx and Hegel both observed that human behaviour remains stubbornly repetitive- as if to prove them right, the first, and then the second world wars erupted not long afterward- they failed to see the bigger picture. Human behaviour is repetitive, but not necessarily because we don't learn from our mistakes (although this is true) - it's because we as a species haven't made a concrete effort to learn in the first place, dooming us to progress not forward but forward, then backward, then forward, and so on. It's not a matter of 'two steps forward and one step back', it's a matter of 'one step forward and one step back', to the point where we tread the same patch of Earth until we sink deep, deep under the weight of our own ignorance and moral failures. In this response, I will outline evidence for why our progress is cyclical rather than straightforward, discuss why this status quo has remained for centuries on end, and how we may- or may not- break this curse.

What do Star Wars: A New Hope and the First World War have in common, aside from their titular subject matter? The fact that both were renamed retrospectively in light of a wider sequence of events. The then-called 'Great War' was preceded by the Second World War - the ghosts of Hegel and Marx smirk in a self-satisfied manner - and then we had a host of other conflicts that stained the pages of the twentieth century. The Korean War, the Cold War, the Vietnam War, arguably a branching off of the former, the Gulf war. It's darkly amusing to observe that the numerical naming of these conflicts stopped at two, despite the fact that enough national powers were involved to justify naming each of these 'world wars' as well. Why? It's as though we are afraid. We are afraid of the fact that, after the skies were filled with mushroom clouds, the seas were filled with shipwrecks and the land was filled with millions dead, we barely learned a thing from all this. Of course, we tried... sort of. The Versailles treaty, designed to strip Germany and its allies of power, taking the guns away from them rather than throwing the guns away. Before that, we had the Geneva convention, telling us to fight nicely rather than preventing us from fighting at all. These directives were a step in the right direction, the pendulum coming to a stop and moving back to the right, carried by the inertia of goodwill, if not performative morality.

Example Stimulus: Task A

Task A cont.

It's funny then; a pendulum can only swing back to the left once its kinetic energy has been expended and its gravitational potential energy has been built up to carry it in the opposite direction. Peace may succeed war, but it will also precede it once more. Referring to my previous examples, you'll notice that humans always prepare to fight again. Peace is thought of as progress to a brighter future, but every act of peace isn't carried out with the optimism that the peace will last, it's merely designed to soften the blow of the next outbreak of bloodshed. Or rather, peace is a tool used by the victors of war to, under the pretence of moral righteousness, predispose them to win again and again. In fact, one might even say that peace is often the cause of war. The disenfranchisement of the Axis powers following the first world war was the fuel for their repeated belligerence in the second; the catalyst, of course, being a healthy dose of jingoism and violent prejudice. Why don't people notice this? Collective solipsism, as George Orwell put it in 1984. The average citizen goes about their day only with their survival in mind, their job, their family and friends, what's for dinner at night. War remains at the back of their mind, only brought out once in a while by cues from the media or government, where it riles them up for a few minutes and disappears once more. And besides, the average lifespan (in developed countries like ours), is only 80 years in the first place. Most people throughout history have only lived through two wars, or one war and one period of peace. They see progress confidently moving forward, perhaps they see it pushed back once- but they never see the bigger picture.

And that is why we are doomed to fail as a species, why we can't stop the sinister ticking of the pendulum of so-called 'progress'. Chinese author Liu Cixin famously remarked in his novel 'The Three Body Problem' that "we can sooner expect to float off the Earth by pulling on our own hair than to rid our species of evil". War is in the DNA of our species, and as mentioned, peace and progress are only its harbingers. We can try to push the pendulum to the right, both proverbially and literally, it will always swing to the left immediately afterward.

Written by Sean Zhao, Social VP, 2023
Scored 85 for Section 2 in September 2022

Example Stimulus: Task A

Task A – POWER AS A MORAL EVIL

Man is endowed with hungers. Driving impulses. A vast appetite he has, man's maw of ambition. Desire for more. Be it food, sex, knowledge, order or even creativity. It is common consensus that the well-rounded man has control over all of his impulses, manifesting his hungers in a morally righteous way. But one impulse, one drive of man stands out. It is insidious, it is domineering, yet perhaps the most defining of his impulse. It smiles with pointed teeth. It calls for and tempts all men, and is arguably the sum reduction of all of man's desires. Power, and the ability to wield it. In today's modern day and age, we believe ourselves civil creatures beyond the control of any impulse but reason. We control all our impulses for good, and we'd like to think that of power too. So, we have termed the era we live in, the Century of Peace, the end of history. But power was the king of all of man's primal impulses as history testifies, and we have used power for good, and for bad. Can we morally regulate power? Control it as we have controlled our other desires? Or are our delusions of self-control merely a façade, a poor attempt to mask this primal, primeval demon that lurks in us. Is power perhaps, ontologically, an uncontrollable principle that manifests ultimately in evil.

Power was our teacher, our advocate. In man's infancy, surrounded by the perils of nature, it was never about anything else but power. Power to survive, power to subjugate. It started with the ability to defend ourselves from others in the animal kingdom. Then? Nature, we subjugated the elements, build our abodes as defenses, and used our planning to survive. This was man's power manifest. There was no animal left unharmed, nor tree not cut down, in man's pursuit for power. The ancients viewed themselves as subjugating the world around them, and no restraint was needed. The ends justified the means, and any perception of rights besides man were a laughable notion. Only man's power mattered, only his survival, the end that had to be reached at all costs. Man's will to power some might say, resulted in his ultimate good. And it was moral, for we innovated, and conquered around us, and created civilizations worth living in. Man had removed nature's vicious hold over him and his fellow man, and ushered in an era of stability and safety of the hearth. Power then, can easily be seen as a relationship in which one side subjects the other, but that can be manifested ultimately in good. However, this drive for power didn't stop at the infancy of civilization.

Example Stimulus: Task A

Task A Cont.

The demon inside of us stood by as an advisor to us on the throne. Now that our power over nature was cemented by civilization, he offered us a new endeavor. Power over fellow man. We then turned amongst ourselves. Even at times when war was not necessary, it did not matter. The desire for power alone, made many a war necessary. Power was not controlled or halted merely at founding civilization and triumphing over nature. It asked for more, and we gave in to its demands. Warring tribes, became warring city states, became warring nations became warring empires. The race for ultimate power, never stopped. And for how far man climbed, his advocate told him he could climb higher. It became total war, the lust for power overcoming any sort of morality at times. The skulls of the innocent, piled high as mountains. Rivers of blood, and deserts of ashes. A razing and rape of fellow man. History's annals are filled to the brim with the results of the campaigns of men for power. As a cursory look into history testifies; we had started our subjugation of nature as a means of good, yet gave in to the urge for more power. Ancient history so far argues against power being able to be controlled, despite the good intentions desired. The advocate has always been able to sway man into manifesting his power in uncontrollable and morally evil ways.

We foster globalism and world peace through organizations such as the United Nations. We preach peace, and non-isolationism, and believe in the inalienable rights of every man to peace and liberty. Today we champion discourse and brotherly love. So where is this loathsome advocate today? This damnable villain, our impulse for seeking power. Has he been defeated by reason? Has he skunk away to the recesses and the slum of human history, as we as a species move on? Many today would say absolutely, he is gone. Right? We look in the mirrors, and the advocate stands behind us gleefully smiling. He has traded his ancient sage robes which he wore beside the ancient kings for a pressed and fitted suit. But his sadistic smile is there all the same. He sits at the meetings, and delights when we construct our rationales for our 'peaceful interventions and our 'self-defense' measures. He tells us to build nuclear weapons, and to stock our armories to the brim. To launch the economic sanctions, and starve the wayward into submission. To 'rightfully' annex, to draw borders, to pay bribes, to intervene politically in other countries. The advocate of power masterfully maneuvers the strings we are held by, for the final show. The final battle for ultimate power.

Example Stimulus: Task A

Task A Cont.

We have not removed him from our midst, we just dressed him up and made him more appealing. The truth is that we are no different from the primal warlord, nay we are worse. We hold at our fingertips the instruments far more advanced and deadly, and we merely await the advocate's orchestral instruction to play. We have dressed our reasons for war impeccably. Rather than simple minded violence, we have masked our desire for power as rightful, righteous reasons. But there is no righteous reason. The ends never justify the means, no matter how we make it seem. The skulls still pile, and the rivers still run red in this century of so-called peace, of so-called humanity. The politics of today is just a façade masking this primality of man, our acquiescence to the advocate. Power can never be moral if it comes at the expense of others. Power by definition is a relation, one of subjugation. No matter the reasons we come up with, our drive for power is behind everything. No abstract principle keeps us immune from the advocate. No democracy, no human rights, no United Nations. We have given in to him long ago, and our brutalization of our fellow man never stopped. Power and the desire for it are an evil spirit, the antithesis of humanity, and it will never be a pursuit that is justified. It can never be, for the ends never justify the means.

Written by Yousif who scored 90 for Section 2 in March 2024
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Example Stimulus: Task B

Task B

Consider the following comments and develop a piece of writing in response to one or more of them. Your writing will be judged on the quality of your response to the theme; how well you organise and present your point of view, and how effectively you express yourself.

Comment 1

Who are we? We live on an insignificant planet of a humdrum star lost in a galaxy tucked away in some forgotten corner of a universe in which there are far more galaxies than people

Comment 2

When we contemplate the whole globe as one great dewdrop, striped and dotted, flying through space with other stars all singing and shining together as one, the whole universe appears as an infinite storm of beauty

Comment 3

For the wise man looks into space and knows there are no limited dimensions.

Comment 4

Architecture is basically the design of interiors, the art of organising interior space.



This is an official Fraser's
GAMSAT quote set from
Fraser's free Quote Generator

Example Stimulus: Task B

Task B

Who are we? We live on an insignificant planet of a humdrum star lost in a galaxy tucked away in some forgotten corner of a universe in which there are far more galaxies than people

The wet, dewy grass brushed against my back as we lay down. As we settled in and took in the fresh Winter breeze, we looked up towards the dark yet comforting firmaments: drowning in a stream of sparkling lights. I was struck with an awe that extended beyond the daily appreciation for greenery and forestry that I had long grown accustomed to and I imagine the others felt the same way. However, beneath the sentimental inspiration birthed from this miracle of nature was the realisation that I amounted to nothing in the grand scheme of things. As sombre as it may sound, it was a beautiful realisation. And perhaps only because I shared that moment with the ones closest to me. The collective understanding of the insignificance of our race in comparison to the infinitudes of the universe birthed an unrealised kinship, rooted in our shared humanity.

At that moment, I became acutely aware of the ties which connect us together. Constantly, we're reminded of our idiosyncrasies throughout our daily interactions with the ones around us. The routine fights, the ideological arguments and the petty disagreements all lend themselves to the idea that our differences with those around us are so irreconcilable. These differences find themselves in different cultural upbringings and even within our genome. Yet, in that moment I looked up into the sky, I was reminded of the commonalities we share in this life on Planet Earth; I was reminded of the other 99% of the genome that I share with the neighbour right next to me. Sometimes, it requires a sobering moment - whether that be in nature or some other setting - to tap into our human desire for community and stoke our cosmopolitan instincts. Our differences are not as irreconcilable as we make them out to be; in the spirit of progress and forward-thinking, we simply fail to sufficiently reflect on our history and acknowledge the ground we already share.

Example Stimulus: Task B

Task B cont.

This spirit of cooperation holds immense utility in the modern Western political context. In a world which integrates instant communication technologies with profit-driven algorithms and a sociopsychological tendency for people to divide themselves into in-groups and out-groups, political polarisation is rife. Every parliamentary debate is split into a partisan matter and every policy disagreement is made out to be evidence of regression. However, democracy at heart is a mode of government founded upon compromise. The liberal foundations which we take for granted demand us, as active participants in civic life, to demonstrate civility and tolerance. It is only through this spirit can societies progress: with reason and respect for the equal “correctness” of each of our personal walks of life. Voltaire expounds heavily upon this idea in “Candide,” where his eponymous protagonist discovers the wonders of religious tolerance in the London Exchange - a place where people of many cultures and religions quarrel not and speak in the common language of commerce. Our modern political atmosphere would benefit from such an egalitarian attitude to public matters. On occasions, we need to recognise the common humanity we share with the opponent against us to realise the topic of debate is not between the rightness of individuals but the reasonableness of opinions. Through such temperaments, we might reduce the polarisation and hate that permeates much of social media and politics, and rediscover what it means to love your neighbour.

We often forget to look upwards - the light and smoke pollution makes it difficult anyways. However, there is never a harm in taking a moment to step towards the outdoors and appreciate that, in our temporary lives, there might be a greater cause worth fighting for than conflict with the man in front of us.

Written by Patrick Wang, Academic External VP, 2023
Scored 80 for Section 2 in March 2023

Example Stimulus: Task B

Task B - Empathy

Selfish love casts a shadow of neglect over the needy. It either ignores or polarizes the existence of the other. In today's western societies, we oft see ourselves as living in the age of empathy. We scream the maxims of equitable treatment and social justice from the rooftops. We busy ourselves with discourse and protest for wars and injustices far from home. We have eliminated what we perceived to be deep rooted prejudices of our forefathers, and advanced our society by leaps and bounds. We see ourselves as the evolved man, the man of love and progress. Yet are we truly more empathetic today than ever before? What is the driving purpose behind this empathetical age? Is it a real melting of the hearts or merely a virtue signalling exercise of the masses? A game which leaves many behind and exacerbates contentions within society today. Have we instead, ushered in an age of divide and segregation? An age of suffering disguising itself in good intentions?

There is some credence to calling it the empathetic age. It is a time which has seen advancement on many social levels, from social welfare and justice, international aid and assistance and overall human interactions within society. People are nicer, or rather at least fear being perceived as rude and inconsiderate in their dealings. Yet, not all these metrics are indicative of a meaningful change towards true empathy. Many negative social metrics have reached all-time-highs in this age, one such example being of the feelings of loneliness and rates of suicide. This supposed peak in empathy and kindness of the times somehow exists with these record rates of personal suffering. Perhaps then, this so-called empathy manifests merely in superficial, outward displays that in fact, result in the alienation of society's most vulnerable. A polarization where those that play the social game of virtue alienate the lonesome elements in society. And this age of empathy does not just see polarization in societies along lines of social interaction. Political ideology and radicalism too are on the rise. This supposed age of empathy is one where the modern western society is dissected into political pluralities that are not just content in agreeing to disagree, but rather are factions at war. Propaganda as veiled threats and social media posts instead of banners on the wall and military marches. Great battles fought as protests, crowdfunding and leaking of personal info to the detriment of the victims. A type of social polarization and demonization of the other that need not manifest only through violence and bloodshed, but rather a passive, apathy to the existences of others or through malice and hate in our daily lives to others we disagree with.

Example Stimulus: Task B

Task B Cont.

Many in the west today if asked, would say that the people of today are far more empathetic in society than before. If the claim is that the current generation is more empathetic and caring to the plight of others, then the question must be asked as to what drives this change. Why now, after the millennia of human civilization, has the modern western society finally cracked the barrier that occluded meaningful change? Perhaps, one could postulate that this apparent change, which coincides with the advents of capitalism and information through the internet and other media, may be driven by selfish interests. A façade constructed to appear righteous and caring before others. A social signalling game, where those who display virtue points and passivity instead of strength or wit advance societally. The information age and its tools serve as the medium to display these social standings. In a time where any rude outburst or insensitivity is punished through the viral viewing and exhibition of the guilty's social failings. Many lives ruined by a social media mauling. But why would the criteria for climbing the social ladder change? This is where the coincidence with capitalism may come in. Its increasing rule over the modern social norms and trends may have resulted in the promotion of traits such as conformity, unfaltering dedication to maintaining social face before others and superficiality in sentiment and intent. Why? It could simply be that these traits maximize fiscal output through the surface showing of virtue acting as advertisement and endorsement without a productivity loss in resources or time that would be caused by real empathy. It would then be, the role of the enterprising magnate, to promote this false-empathy, particularly using something as ubiquitous as social media to act as this score chart, lavishing attention and rewards to those at the top. The so-called empathetic generation certainly seems to have coincided with grand ulterior motives.

Then we can conclude that perhaps it is not as an empathetic age as we thought and not a time of man's advancement. In reality, through just observing social metrics and polarization, we can see that this age has brought with it far more problems than those faced by our brutish, and supposedly uncaring forefathers. That despite many pointing to the obvious social manipulation and superficiality induced by ulterior motives, they are ignored and seem as madmen to the majority. Their cries falling short of the ears of those well-vested in the social game. That societies today are killing empathy and changing its meaning instead of fostering it.

Written by Yousif who scored 90 for Section 2 in March 2024
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section 3.

REASONING IN BIOLOGICAL AND
PHYSICAL SCIENCES

Section 3

Did you know? GAMSAT is a non-calculator exam. You have to do all calculations by hand. Luckily, you can bring in a whiteboard or use the given working paper.

What is Section 3?

Fly like a butterfly, sting like a bee. If the two humanities sections required you to demonstrate elegance and a polished sagacity in your responses, Section 3 requires a more incisive and surgical approach to your reasoning. You will be presented with a stem and several questions relating to that stem. However, the questions will not be based upon simple cognitive skills like recalling information. Answering the questions requires you to adapt the given information and follow the logical track to the answer. The prerequisite knowledge requirements for this section gear you with the capacity to understand the questions but determining the answer still requires your reasoning.



The Improvement Pyramid

Getting to the Top

You need to do three things to prepare: learn the prerequisite knowledge, refine your reasoning skills and practice answering questions under time conditions. Much of the improvement process can't be separated as cleanly as it is in the above pyramid (e.g. accuracy and speed usually come hand in hand) but it's a helpful heuristic to imagine the foundation upon which success in section 3 is built on.

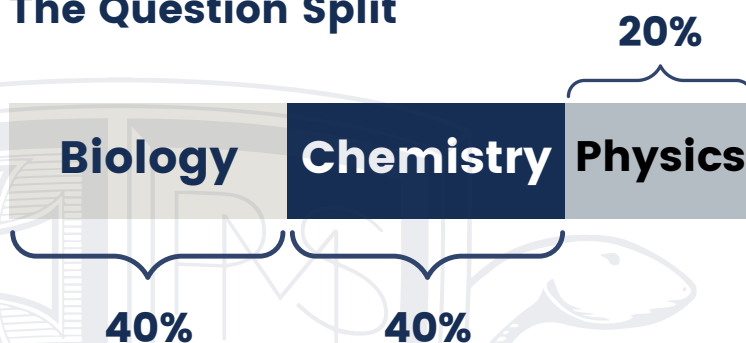
Section 3

The Prerequisite Knowledge

The questions in Section 3 are split across the three core scientific disciplines in proportion to the below diagram. However, in line with the reality of science, questions often cross over multiple disciplines. Many people take a DIY stance to developing their prerequisite knowledge but nothing really beats structured learning.

If you want to prepare by yourself, start by finding/making a curriculum. This will structure your study. Once you have a curriculum, Khan Academy and educational YouTube channels like Organic Chemistry Tutor can help you out.

The Question Split



Prerequisite requirements:

- 1st year undergrad chemistry
- 1st year undergrad biology
- Highschool physics



Courses

- CHEM1100+CHEM1200
- BIOL1020+BIOL1040
- PHYS1171

Note: These are the corresponding courses for science programs and can be taken as electives. If you don't do science, you should inquire as to whether your program-specific courses meets the requirements

Do I need to learn the prerequisite knowledge?

It depends on what you mean by learning. Learning the prerequisite knowledge should not be an explicit focus of your practice. Doing so would be a significant waste of time since GAMSAT questions are meant to be answered from the information within the stem. However, you should attempt to familiarise yourself with perhaps the broader concepts of each discipline and the many contexts in which you might be tested. It is essential only in its function of improving your answering efficiency. However, efficiency is better improved by honing your reasoning skills. If you have completely no science background, you might want to look into it but otherwise it should not be a major emphasis.

Section 3

The Skills You Need

After you've built the foundation, you need to develop your ability to reason. Parallel to the need for a doctor to make effective decisions with haste upon reading a patient's history, success in this section requires confidently working with evidence. These are a few of the skills that might be tested in Section 3.

Algebraic manipulation

E.g. Rearranging the gas law to determine a variable



Estimation

E.g. Determining the volume of a sound by approximating log values



Graph Interpretation

E.g. Predicting states of matter using the 3D phase transition graph



Pattern recognition

E.g. Taking a chemical reaction and predicting the product of new reactants



Logical reasoning

E.g. Determining the effect of altering a step in a biochemical process



Refinement

It's pretty hard to isolate these skills and practice them intentionally but like a sword in a furnace, you can temper them in flames. **The best place to start is practice questions.** Work without time pressure to **focus on answering the questions** correctly and develop a justification for why each answer option is either correct or incorrect. Then, **note down your mistakes** in a logbook or a note sheet. This will help you to identify your areas of weakness and where you need to improve.

The ACER questions, particularly for Section 3 are long outdated. Made before the GAMSAT changed its style, the official questions enable you to answer questions as long as you have the prerequisite knowledge. However, prerequisite knowledge cannot be used to solve questions in the current GAMSAT, you need to reason. For this reason, you might consider a prep company or private tutor for your preparation

Section 3

Top Tip. Once you get a grip on answering questions accurately, practice them in bunches of 20, 40 or even 75. Just make sure you stick to the time limit of 2 mins per question. This builds time management and mental endurance.

The Stats

Number of questions



75 questions

Time allocation



150 minutes

Time per question



2 minutes

Time Management

Like Section 1, the time pressure to answer an individual question is pretty low. However, compared to Section 1, time management is far more critical in Section 3. It's very easy to waste time on a difficult stem and subsequently compromise how much time you have left for later questions. This is a particularly big issue since you have 75 questions. The chance of stumbling over a stem is very high; it's your response in the face of that stem that determines how well you do in this section.

Tips & Tricks

- For graph questions, make sure to read the **axes**, their **units** and any **legends**
- If you get an **easy question**, **don't waste time** on it. Take the win and save up that time for the harder questions
- **Check how many questions are allocated to one stem.** That should indicate how much time you have for a stem before you begin to affect your other questions
- If you encounter a difficult stem, you need to make a **quick decision**: skip the stem or attempt to finish it within your time limit.
- Good **estimation** can help you answer questions really fast. Just **keep any changes** you make (up or down) **in mind** so you choose the right answer.
- Most people end up **guessing the last 10-15 questions**. That's just how S3 is so don't be phased on the day if you find yourself in this situation.

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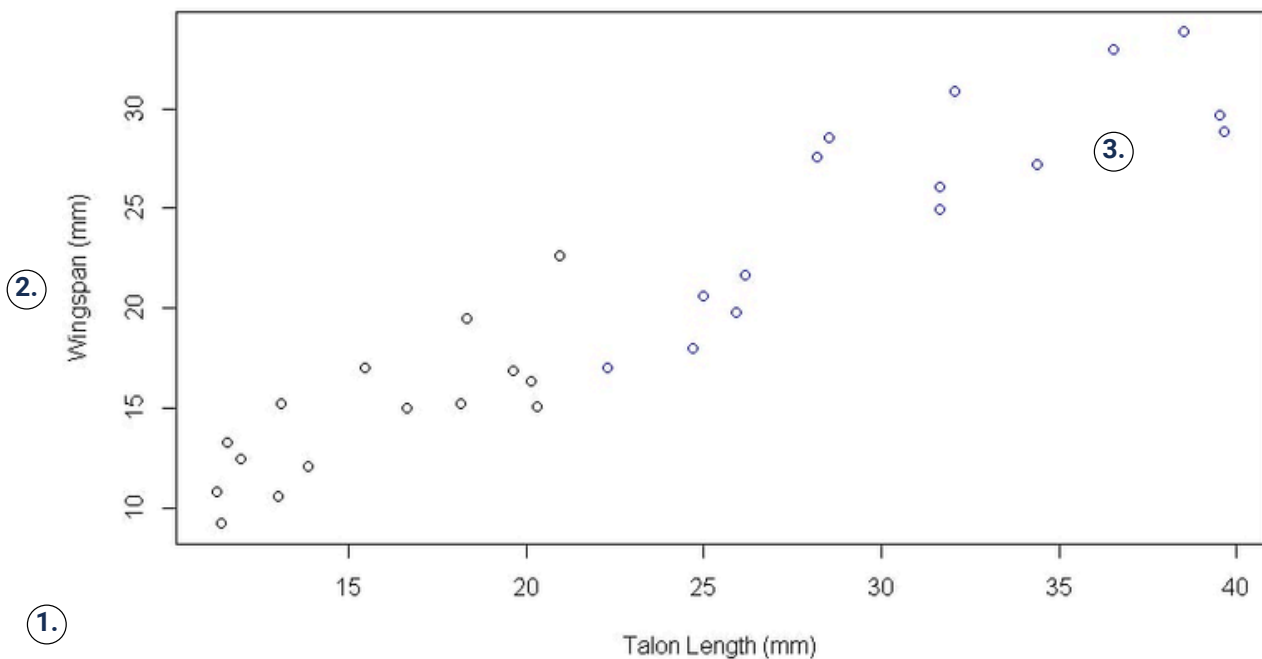
Section 3

Graph Interpretation

The most critical skill you will need to develop in order to succeed is most likely graph interpretation. In your sitting, you will come across all sorts of graphs, often absurd that have the potential to throw you off. Having the ability to keep a calm head, and critically reason your way to developing an understanding of such graphs is invaluable. The following section aims to provide an introduction for such skills, particularly relevant for those who may have limited experience in the sciences, which promote to a certain extent these skills already.

Features of a Graph

A graph is like a story, and like any good story upon analysis there are many nuances that may reveal itself to you. Below is an example of how to interpret such a graph, and example considerations to make when approaching how to understand it:



1.

Figure. Correlation between wingspan and talon length for *M. Splendens* and *M. Cyaneus*. Black circles = *M. Splendens*, Blue circles = *M. Cyaneus*.

- The figure legend:** a great place to start to develop on understanding of a graph. Usually it will contain an overview of the information presented. From this we can confirm that the relationship between talon length and wingspan is correlational, not causal. Thus, an appropriate conclusion to draw is that individuals with longer talons have larger wingspans. However, it would be inappropriate to claim that talon length determines or influences wingspan.
- Consider the axes:** using these we can take note of the units to see that the wingspans and talon lengths of these creatures must be relatively small as they are measured in mm. Thus, a logical inference could be that they are bugs, rather than birds which may have come to mind first.
- The data:** comparing the two species, the largest *M. Splendens* is larger than the smallest *M. Cyaneus* but will not be as large as the largest *M. Cyaneus*. The gradient of the line of best fit for both species seems to match closely. This could tell us that while both species grow at similar rates for both wingspan and talon length, *M. Splendens* typically starts at shorter lengths for both measures. The spread of the datapoints indicates that both species share a positive correlation between wingspan and talon length. However, *M. Splendens* have shorter wingspan and talon length than *M. Cyaneus*. Looking at the units, however, this difference is in the magnitude of millimetres. This can mean one of two things, the difference between the two species is biologically insignificant (i.e. you can't practically differentiate between the two species based off these characteristics) or individuals in these species are very small.

Example Questions: Biology

Unit 1

Questions 1 - 3

To pump blood around the body, the heart requires a period of relaxation, or diastole, where the ventricles fill with blood. Following this, there is a period of systole, where the ventricle contracts and blood is squeezed out of the heart and into the arteries. The end systolic volume refers to the amount of blood left in the ventricle after it has contracted.

Cardiac output is dependent on the amount of blood in the left ventricle at the end of diastole (end diastolic volume). The more blood in the left ventricle, the higher the stroke volume (volume of blood sent out from the heart), and hence the cardiac output is increased. Figure 1 is a graph of the relationship between stroke volume and end diastolic left ventricular volume. In heart failure the heart is not able to pump blood out of the left ventricle as effectively.

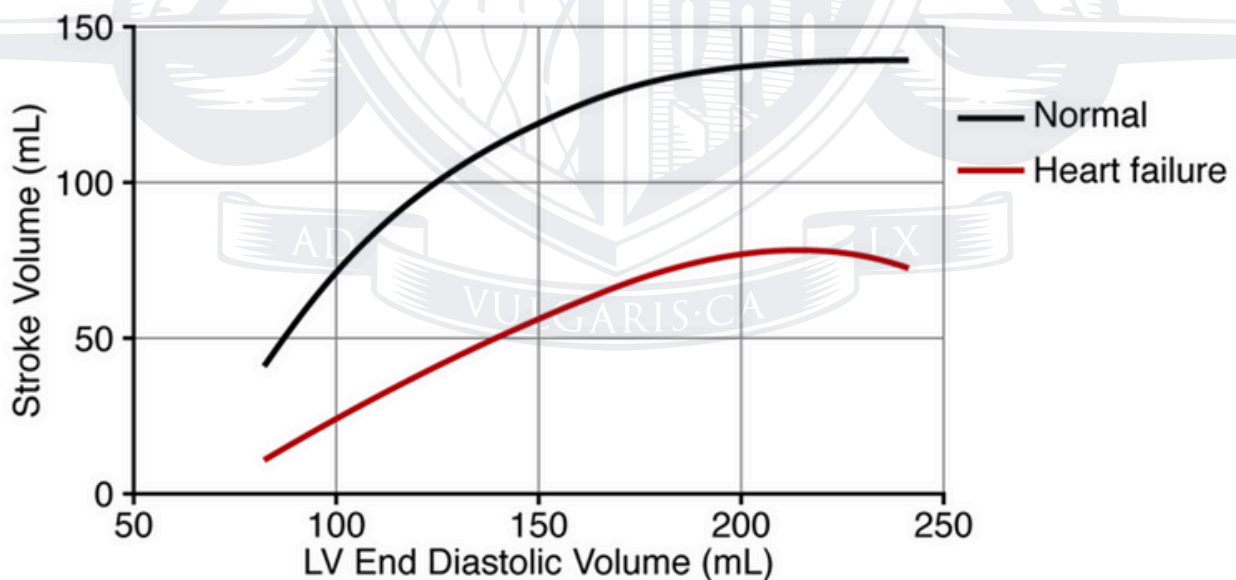


Figure 1. Relationship between left ventricle end diastolic volume and stroke volume.



This is an official GradReady unit

Example Questions: Biology

1 When the left ventricle of a normal heart has 150mL of blood at the end of diastole, what is the expected stroke volume?

- A. 100mL
- B. 120mL
- C. 140mL
- D. There is not enough information to determine

2 When a normal heart has a left ventricle end diastolic volume of 100mL, what is the expected left ventricle end systolic volume?

- A. 30mL
- B. 50mL
- C. 100mL
- D. There is not enough information

3 Which of the following statements could not be true?

- A. A failing heart can have the same end diastolic volume as a normal heart
- B. A failing heart could reach the same stroke volume as a normal heart
- C. A failing heart would have a higher end systolic volume than a normal heart
- D. The percentage of blood ejected from LV in systole could be the same in both a failing and normal heart



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Example Questions: Chemistry

Unit 2

Questions 4 - 7

A student performed a first-hand investigation to compare the mass of magnesium oxide produced from the combustion of magnesium with air inside a crucible. The results obtained from the experiment are shown in the table below. Note that the atomic mass of magnesium is 24.

Material to be weighed	Mass (g)
Crucible and lid	31.100
Crucible, lid and magnesium	31.300
Magnesium	
Crucible, lid and magnesium oxide	31.388
Magnesium oxide	
Oxygen that combined with magnesium	

4 What is the mass of oxygen that combined with magnesium in this experiment?

- A 0.088g
- B 0.133g
- C 0.200g
- D 0.288g



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unit

Example Questions: Chemistry

5 The student repeated the experiment on a separate day, using 0.4 g magnesium, and ending up with 0.576 g magnesium oxide. What was the observed empirical formula of magnesium oxide?

- A Mg₂O₃
- B Mg₂O₂
- C MgO
- D Mg₃O₂

6 Before doing the experiment, the student knew that magnesium is a group II metal and typically forms +2 ions in compounds. Based on this assumption, what formula was the student expecting?

- A Mg₂O₃
- B Mg₂O₂
- C MgO
- D Mg₃O₂

7 If the student had found a discrepancy between their experimental and theoretical empirical formulae of magnesium oxide, which of the following explanations would not reasonably account for the discrepancy?

- A The magnesium was not heated to a high enough temperature to achieve combustion.
- B The magnesium was not heated for long enough to achieve complete combustion.
- C Insufficient oxygen was provided for complete combustion of the magnesium.
- D Some of the initial magnesium had already been oxidised by exposure to the air.

Example Questions: Physics

Unit 3

Questions 8 - 9

The power transferred by an electric current is the product of its voltage (the strength of the moving charges) and current (the amount of moving charge). This is demonstrated with Ohm's law, which is given by:

$$P = IV = \frac{V^2}{R} = I^2R$$

Where P is power, I is current, V is voltage (measured in volts (V)) and R is resistance.

A series circuit is a circuit where the components are connected end-to-end while a parallel circuit is a circuit where all components are connected across each other's leads. The circuit shown in Figure 1 has three resistors connected in parallel, followed by a lightbulb of resistance (right). A 6 V battery is connected to power the circuit (left).

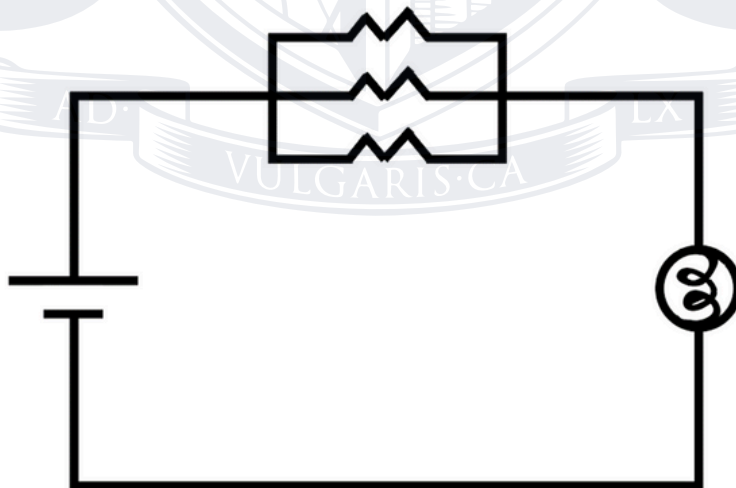


Figure 1. Power Circuit

Example Questions: Physics

8. Three resistors are selected at random from a box of varying resistors and are connected in the circuit shown in Figure 1. When the battery is connected, the bulb glows brightly. The battery is then disconnected and another resistor of unknown value is then connected in parallel with the previous three.

Which of the following statements correctly describe what you would observe upon reconnecting the battery?

- A** The bulb glows less brightly
- B** The bulb glows more brightly
- C** The bulb doesn't light up because there is now too much resistance
- D** The bulb remains the same brightness as before

9. An I-V curve is a graphical representation of the relationship between the voltage applied (x-axis) across an electrical device and the current (y-axis) flowing through it.

Which of the following is incorrect?

Note that in Quadrant I, both x- and y-coordinates are positive; in Quadrant II, the x-coordinate is negative and the y-coordinate is positive; in Quadrant III, both x- and y-coordinates are negative; and in quadrant IV, the x-coordinate is positive and the y-coordinate is negative.

- A** A curve in Quadrant II means that the device produces electric power.
- B** For a straight line which intercepts the origin and passes through Quadrants I and III, the gradient is equal to $1/R$.
- C** The curve for an ideal battery will be a straight line parallel to the y-axis.
- D** None of the above



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unit

Section 3 Example Question Worked Solutions

Unit 1 – Biology

Q1 B is correct.

Explanation: B is correct. Reading off the graph, an end diastolic volume of 150mL equates to a stroke volume somewhere between 100 and 150mL, but closer to 100mL, so 120mL is the best answer.

Q2 A is correct.

Explanation: A is correct. End systolic volume = end diastolic volume – stroke volume. In other words, the amount of blood after contraction = (the amount of blood in the ventricle before contraction) - (the amount of blood pushed out during contraction). Reading from the graph, the stroke volume will be about 70mL. $100 - 70 = 30\text{mL}$

Q3 D is correct.

Explanation: D is correct, as it is based on a ratio of . This ratio is never higher than 50% in a failing heart and is never lower than 50% in a normal heart.

In this question it is important to work out if there is an exception to each statement:

A is incorrect. It is possible for a failing heart to have an LV end diastolic volume (LVEDV) of 200mL, looking horizontally across the graph.

B is incorrect. It is also possible for a failing heart to have the same stroke volume as a normal heart, although this would require a greater end diastolic pressure in the failing heart.

C is incorrect. A failing heart would have a higher end systolic volume than a normal heart, because the end diastolic volume is consistently higher than the stroke volume, to a greater extent than in a normal heart (End systolic volume = end diastolic volume – stroke volume).



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unit

Section 3 Example Question Worked Solutions

Unit 2 - Chemistry

Q4 A is correct.

The completed table is shown below. The mass of magnesium is simple enough to work out - it is the difference between the mass of crucible and lid with and without magnesium (31.300 - 31.100). The same is true for magnesium oxide - it is the difference between the mass of crucible and lid with and without magnesium oxide (31.388 - 31.100). The mass of oxygen combined with magnesium is the difference between the mass of magnesium oxide and magnesium (0.288 - 0.200).

Material to be weighed	Mass (g)
Crucible and lid	31.100
Crucible, lid and magnesium	31.300
Magnesium	0.200
Crucible, lid and magnesium oxide	31.388
Magnesium oxide	0.288
Oxygen that combined with magnesium	0.088

Q5 D is correct.

This is done by calculating the amount of moles of magnesium and oxygen atoms and taking the ratio.

The amount of magnesium atoms is mass/atomic mass = $0.4/24$ moles

The mass of oxygen atoms = mass of magnesium oxide - mass of magnesium = 0.176g

The amount of oxygen atoms is mass/atomic mass = $0.176/16$

The ratio of Mg:O is thus $(0.4/24) : (0.176/16)$.

This expression can be mathematically simplified by rearranging and simple factor divisions, e.g.: Mg:O = $1/60 : 11/1000$.

Then multiplying by 60000 on both sides = $1000 : 660 = 100:66$, which is approximately 3:2



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Section 3 Example Question Worked Solutions

Unit 2 - Chemistry

Q6 B is correct.

As per the question, magnesium forms +2 ions in compounds. Oxygen forms -2 ions in compounds (basic prior knowledge). By balancing ionic charges, the empirical formula of the compound is MgO.

Q7 A is correct.

The calculated empirical formula had too little measured oxygen compared to the accepted formula - the answer we select must fit this picture. B could work, because although a reaction did take place, it may not have been heated long enough for complete combustion to occur, and there will be some unreacted magnesium giving a measured deficiency of oxygen. C could also fit - if there is not enough oxygen then complete combustion cannot take place and there will be a deficiency of oxygen in the final product. D also works - if some of the initial magnesium is already MgO, then only some of what we think is "magnesium" will react and less oxygen will be added as there is already some oxygen in the compound. In contrast, A doesn't make sense as although combustion seemed to be incomplete, the temperature was clearly high enough for combustion to occur.

Section 3 Example Question Worked Solutions

Unit 3 – Physics

Q8 B is correct.

The brightness of a globe is proportional to the power dissipated by the bulb. Adding another resistor in will reduce the 'equivalent' resistance of the parallel section (more paths for current to flow through will decrease resistance). This means that the entire circuit resistance will go down, increasing current through the circuit (and hence through the bulb). In addition, there will be a larger voltage drop across the bulb (but this information is not needed). If we assumed that the resistance of the bulb remains constant, then either of or show that the bulb is indeed dissipating more power, and is brighter.

Option A is not correct because the bulb dissipates more power.

Option C is not true because added a resistor parallel with the original 3 acts to reduce the overall resistance.

Option D is incorrect, as power dissipated by the bulb is different to previously.

Q9 D is correct.

By rearranging the equations provided in the stem ($R = \frac{P}{I^2} = \frac{V^2}{P}$), we can see that resistance is given by $R = \frac{V}{I}$. In Quadrant II, V and I have opposite signs, meaning R will be < 0 . Therefore, the device has negative resistance and current is forced to flow through the device from negative to positive terminal, so the charges gain potential energy. In addition, P will be < 0 and the device produces electric power which flows into the circuit.

Option B is true. By drawing out this curve, students will note that it obeys Ohm's law. The current is proportional to the applied voltage over a wide range. As described for Option A, resistance is given by, $R = \frac{V}{I}$. Therefore resistance, is equal to the reciprocal of the slope of the line, and is constant.

Option C is true. An ideal battery operates like an ideal voltage source. An ideal voltage source is a component that can provide a fixed voltage regardless of the current delivered to the load. the curve for an ideal voltage supply will be a straight line parallel to the y-axis.



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the process.

LOGISTICS AND OFFERS

What should I expect on the day?

Section 2

ACER will send an email allowing you to book for your preferred exam times two weeks before you sit it. The exam will be run on your personal device via the ACER app and managed by Proctor U. This will be held three weeks before your in-person appointment for S1 and S3.

Section 1 and 3

The Venue

In the March 2024 sitting, the Brisbane GAMSAT was held at two locations: Cliftons Brisbane 24/288 Edward St, Brisbane City QLD 4000 and the UQ Brisbane City Campus, 308 Queen St, Brisbane City QLD 4000. Past sittings have also been held here so it will likely continue to be the venue for future sittings. In the March 2024 sitting, the Cliftons center provided desktops while laptops were provided for the exam at the UQ Brisbane City Campus.

On Arrival

ACER will ask you to arrive at 8am and 2:30pm for the morning and afternoon sessions respectively. After entering the venue, it will take around an hour for everyone to be seated and for the test to begin. As a result some people will start earlier than others. If you happen to be one of the last ones seated, take the time to maintain your composure. Seeing the large pool of registrants can be a source of anxiety and you want to walk into the test with a clear mind.

Materials

To sit on the day you will need to ensure you bring your GAMSAT Admissions Ticket and an acceptable photo-bearing identification document. You may also bring an erasable whiteboard, marker, a clear water bottle and disposable earplugs if you so choose. Depending on the testing center, they may provide you with some of these although it is best to bring your own as this is not guaranteed.

Breaks

Since the moving of Section 2 to an online format, there is no longer an opportunity to leave the testing center during your break as it has been shortened to 20 minutes. To help refresh between Section 1 and 2 it is worthwhile bringing some snacks and drinks to before you go back in. If you ended up with some friends in your sitting, you will be able to talk with them during the break outside of the examination room.



UQ Brisbane City



Cliftons

At Home	Online Proctored
1.08 hours	S2: Written Communication
In Person	Check-In
1.67 hours	S1: Reasoning in Humanities and Social Sciences
20 mins	Break
2.5 hours	S3: Reasoning in Biological and Physical Sciences

UQ in GEMSAS

What is GEMSAS?

GEMSAS is the **Graduate Entry Medical School Admissions System**. It's the system which processes admissions for postgraduate medical school for 10 universities:

- Australian National University
- Deakin University
- Griffith University
- Macquarie University
- The University of Melbourne
- The University of Notre Dame Australia, Fremantle
- The University of Notre Dame Australia, Sydney
- **The University of Queensland**
- The University of Western Australia
- University of Wollongong

The Odd One Out

As the admission system to so many universities, GEMSAS standardises the process. This works in the favour of UQ students, who receive higher grades for their courses.

However, UQ also likes to stray from the pack. Both the GPA calculations and GAMSAT scores have different calculations than the other universities. We have more information on this in the following pages

UQ in GEMSAS

Calculating your GPA

A letter grade is the 7/6/5/4/3 you receive on your UQ studies report next to each of your subjects. UQ does not use percentage grades and will elect to use letter grades unless the latter is unavailable. In order to work out what your letter grade will be converted to for UQ medicine applications you will need to use the following table to convert the letter grades you have received in your subjects as a UQ undergrad student to the GPA used in GEMSAS applications for UQ:

UQ Letter Grade	GEMSAS Grade Conversion
7	7
6	6.75
5	5.75
4	4.75

Once you have converted each of your letter grades using the above table, divide this by the total number of units you have completed in your degree. If the number of units you completed in a subject is not the standard amount of credit points, take this into consideration with your calculation. This is your UQ GPA for medicine applications.

UQ Considerations

- UQ is different from other GEMSAS universities as it does not use the countback method. They account for all study that you have completed in your degree, e.g., the total 4 years for a Bachelors of Pharmacy will be considered rather than just the last 3 years of the degree.
- UQ does not combine degrees. If you complete a masters, graduate diploma, PhD, or honours they will not use your undergraduate, even if your postgraduate is less than 3 years full time study. They will use the GPA of the subjects you have completed in your most recent eligible key degree.

UQ in GEMSAS

Calculating your GPA cont.

If you completed **Honours**, UQ will use that for your GPA calculations.

Award	First	2A	2B	Third
Grade	7	6	5	4

If you're unsure about anything regarding the calculation process, GEMSAS has a **GPA calculator** on their website.

Please note, a Doctor of Philosophy or Master of Philosophy (Research) degree will be allocated a GPA of 7.

Confirmation

While we have done our best to summarise the information out there, please refer to the [GEMSAS guide](#) to cross check the information we have presented here.

Calculating your GAMSAT Score

UQ looks at your **unweighted** GAMSAT score while other universities might look at your weighted GAMSAT score. The score you receive from ACER is your weighted score. This is the difference:

Unweighted:

$$\frac{\text{Section 1 Score} + \text{Section 2 Score} + \text{Section 3 Score}}{3}$$

3

Weighted:

$$\frac{\text{Section 1 Score} + \text{Section 2 Score} + 2x \text{ Section 3 Score}}{4}$$

4

UQ in GEMSAS

What is weighting for?

Weighting in GAMSAT exists to compensate for there only being one section assessing the biological and physical sciences (Section 3) in contrast to the two sections assessing the humanities and social sciences (Section 1 and 2). Universities that use an unweighted score like UQ might be interested in applicants who are more capable in working with human contexts. For GPA, weighting is used to acknowledge the progressive increase in difficulty of a degree.

What is a good GPA/GAMSAT score?

You can understand what is considered "good" through two ways: what do most people aim for and what score do you need considering your own situation. One is more generic and the other is a lot more specific.

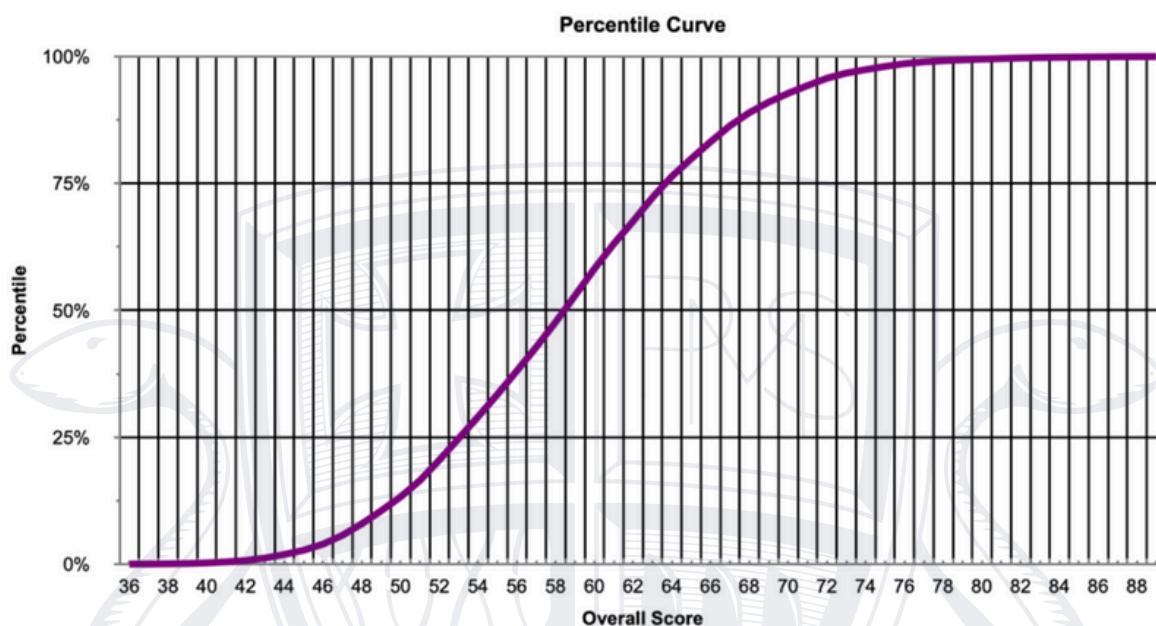


Figure 2: March 2023 GAMSAT Percentile Curve

Most people aim for a **70 on the GAMSAT** and a **GPA of at least 6.5**. A combination of these two would give you a competitive chance at an interview and medical spot at most universities, including UQ. It's good to think in this mindset: setting a goal and aspiring for it. However, depending on your GPA, you might require a higher GAMSAT score than others. Alternatively, if you're from a rural area, you could potentially afford to receive a lower GAMSAT score (which doesn't excuse lower effort but should relieve some pressure off your back).

To help you understand your situation, we've collated the self-reported data from the GAMSAT Reddit page below..



Getting into UQ Med

UQ's Medical Program

Before looking at what scores are necessary to receive an interview offer or a medical place, it helps to understand what sort of medical program UQ offers.

CSP

Commonwealth
Supported Place

RMP

Rural Medical Pathway

FFP

Full Fee Paying Place

CSP

A CSP is a medical place that is partially subsidised by the government. The remaining amount is your student contribution amount and can be covered by a HECS-HELP loan. CSPs are divided into non-bonded and bonded. The BMP or Bonded Medical Program is similar to a CSP but recipients are required to spend at least 1 year in an area of workplace shortage.

RMP

The Central Queensland - Wide Bay RMP is a medical place that offered by UQ in collaboration with CQU (Central Queensland University). You complete the first year of your degree in Brisbane but finish the next three years at the UQ Rural Clinical School in either Central Queensland or the Wide Bay. Starting from 2024, another medical place will be offered similar to the RMP: the Darling Downs – South West Medical Pathway.

FFP

FFPs are offered to international students. No government loans are available for this place but international applicants do not compete for the same medical places as domestic applicants.

UQ's Medical Program

The adjacent table was extracted from the [GEMSAS information booklet](#) and describes the number of places available for their 2025 cohort.

Graduate CSP (including rural)	96
Graduate BMP (including rural)	39
Provisional Entry	Up to 135 (including rural and BMP quotas)
Aboriginal and Torres Strait Islander	No set quota
International	Up to 195

Getting Into UQ Med

Interview Offer Data

The GAMSAT Reddit page usually creates a form for people to submit their scores and whether or not they received an interview or not. The below data was for people who received an interview from UQ.

Figure 1: 2022 non-rural scores

n=54	GPA	GAMSAT
Minimum	6.30	63.33
Mean	6.89	69.52
Median	7	69.67
Maximum	7	77

Figure 2: 2022 rural scores

n=18	GPA	GAMSAT
Minimum	5.85	63.33
Mean	6.50	64.35
Median	6.476	64.33
Maximum	7	77.67

Figure 3: 2023 non-rural scores

n=10	GPA	GAMSAT
Minimum	6.53	67.67
Mean	6.93	70.93
Median	7	70.00
Maximum	7	78.33

Figure 4: 2023 CQ-WB RMP

n=5	GPA	GAMSAT
Minimum	5.5	56
Mean	6.54	57.2
Median	6.7	56.67
Maximum	7	77.67



Figure 5: 2023 - DD MP

n=6	GPA	GAMSAT
Minimum	5.99	62
Mean	6.52	65.83
Median	6.60	63.83
Maximum	7	79

Getting Into UQ Med

Medical Offer Data

Figure 6: 2022 non-rural scores

n=9	GPA	GAMSAT
Minimum	6.34	69.33
Mean	6.78	71.85
Median	6.86	70.67
Maximum	7	76

Figure 7: 2022 rural scores

n=20	GPA	GAMSAT
Minimum	5.6	53
Mean	6.35	62.77
Median	6.28	63.33
Maximum	7	74.67

Figure 8: 2021 non-rural scores

n=26	GPA	GAMSAT
Minimum	6.28	64
Mean	6.89	69.7
Median	6.94	69.5
Maximum	7	78

Figure 9: 2021 rural scores

n=8	GPA	GAMSAT
Minimum	5.61	60
Mean	6.48	68.13
Median	6.58	68
Maximum	7	77

The above data has been sourced from Luke and their team at [r/GAMSAT](https://www.r/gamsat)

Limitations

- The GPA and GAMSAT scores detailed in each table are independent of each other. For example, this means that for the 2022 non-rural scores, someone achieved an interview with the lowest GPA of 6.30 and someone qualified for an interview with the lowest GAMSAT score of 63.33.
- The data is self reported. This has several consequences:
 - The data does not necessarily capture the complete pool of applicants who received an interview.
 - People may have entered false information, intentionally or unintentionally.
- The data for medical places does not differentiate between RMP, bonded CSP and non-bonded CSP.

Getting Into UQ Med

Pre-requisite Courses

To be admitted into postgraduate medicine at UQ, all applicants are required to complete the following two subjects or their alternative university equivalents:

Integrative Cell and Tissue Biology - BIOM2011;

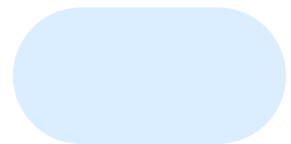
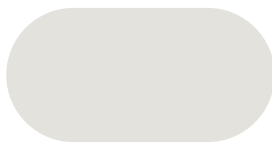
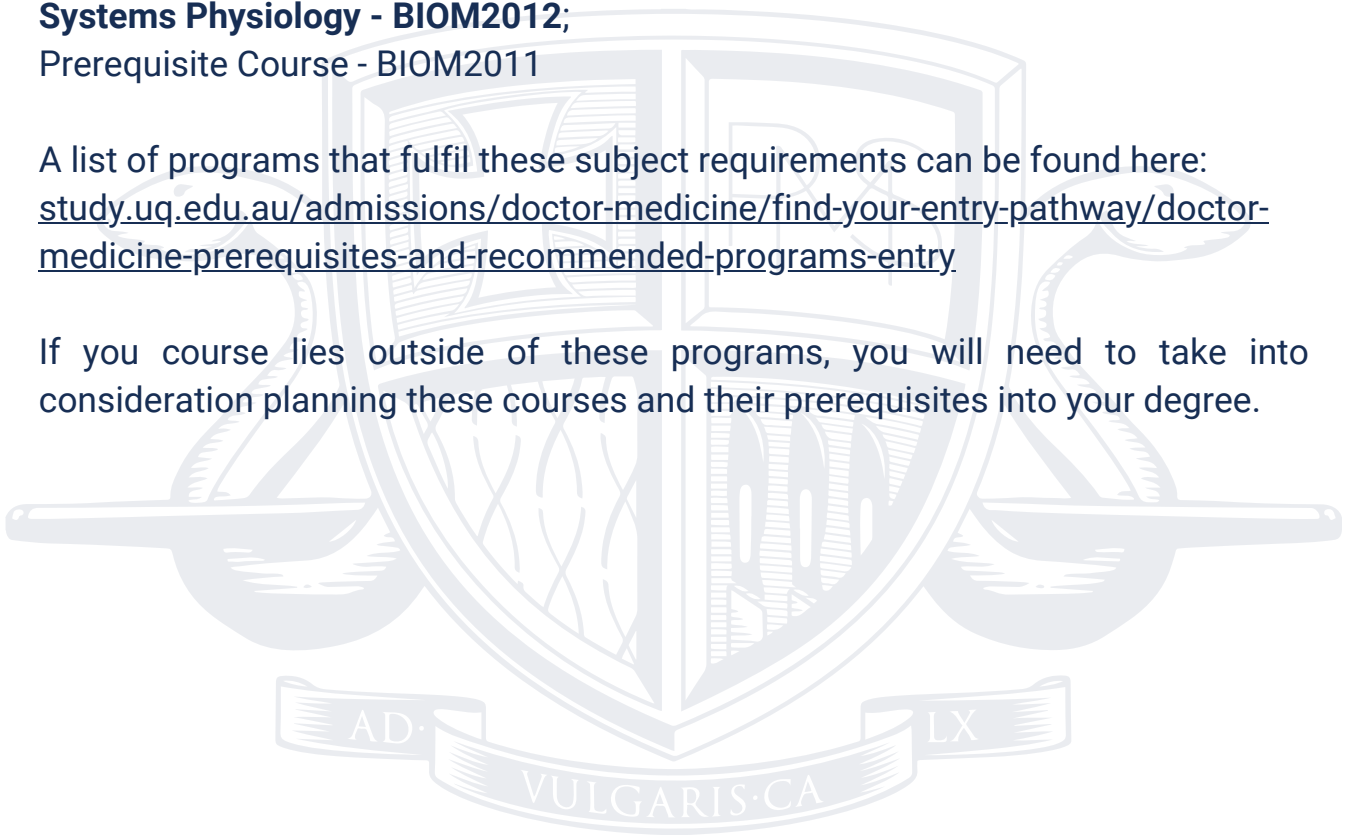
Prerequisite Course - BIOL1040

Systems Physiology - BIOM2012;

Prerequisite Course - BIOM2011

A list of programs that fulfil these subject requirements can be found here: study.uq.edu.au/admissions/doctor-medicine/find-your-entry-pathway/doctor-medicine-prerequisites-and-recommended-programs-entry.

If your course lies outside of these programs, you will need to take into consideration planning these courses and their prerequisites into your degree.



Getting Into UQ Med

International MD Entry

The following section aims to increase the accessibility of this guide's information to international applicants. It will cover the application timeline, useful information, and entry statistics regarding international applicants for the UQ MD program.

Recommended Application Timeline For International Students:

1. Study for and sit the GAMSAT

- Should your finances allow it, aim to sit as many times as you can e.g., for a 3- year program (1st attempt - 2nd year March, 2nd attempt - 2nd year September, 3rd attempt - 3rd year March)
- GAMSAT score requirement is officially a minimum of 50 in each section for international applicants

2. Apply directly to UQ

- Note - direct application deadline for internationals closes earlier than domestic students**
- 2 rounds are available for international students (*Officially for 2025 intake*)
 - Deadlines (*Officially for 2025 intake*):
 - 14th June 2024 (Round 1) & 8th August 2024 (Round 2)
 - Application is done directly to the university (<https://apply.uq.edu.au/>) or via authorised agents using program code 5740 (**NOTE:** GEMSAS only applies for domestic students)
 - Recommendation: Apply to as many universities as possible regardless of GAMSAT & current GPA scores

3. Multiple Mini Interview (MMI)

- MMI for internationals takes place earlier than domestic student**
 - Dates (*Officially for 2025 intake*):
 - July (Round 1) & September (Round 2)
 - *Officially for 2025 intake, the interview starts on the week of 15th July*

Getting Into UQ Med

International MD Entry

Additional Offer Scheme For Current UQ International Students:

A new initiative was started last year (2023) for current UQ international students

- UQ is providing 10 additional spots ONLY for current UQ international students who will graduate the year before MD commencement (i.e., for students graduating in 2024, for 2025 intake)
- Students are ranked according to merit & it is highly competitive
- *Number of spots for 2025 intake has not been announced at this time but current UQ international students who have applied for MD may receive an email regarding this when it has been decided*

Further Information Regarding International Applicants:

- Ensure all prerequisite courses have been taken
 - If BIOM2011 & BIOM2012 are not met, UQ offers a free online course called the Doctor of Medicine Program Prerequisite (MDPP) that can be completed instead. – Please submit your MD application as usual. UQ will assess your academic records to determine if you have satisfied the requirement. If you have not met one or both subject prerequisites, UQ will email you to provide information about enrolling in the MDPP
 - Applicants in this category can start the free online MDPP as soon as you receive a notification from UQ. If you receive an MD conditional offer, you will have 21 calendar days to inform UQ of your successful completion of the required MDPP and to accept your offer
 - Application deadlines & MMI dates will still apply as aforementioned
- GAMSAT must be taken within 4 years before the year of MD commencement (e.g., for 2025 intake, sittings from Sept 2020 to Mar 2024 is accepted), otherwise, sit for GAMSAT as aforementioned

Entry Without GAMSAT:

- In replacement of GAMSAT, MCAT is also accepted for UQ applications
 - MCAT results obtained within no more than 4 years prior to MD commencement is accepted (e.g., for 2025 intake, scores from Feb 2021 onwards are accepted)
 - Official MCAT score requirement is a minimum of 504
 - **NOTE:** MCAT is held 15 times each year in Australia, but you are limited to taking it 3 times in a year or 4 times within 2 consecutive testing years. There is also a 7 times lifetime limit for MCAT

Getting Into UQ Med

International MD Entry

Offer release (Officially for 2025 intake):

- 29th of July (Round 1) & 30th of September (Round 2)
- A waitlist will operate afterwards
- Deferment of MD program is not allowed once offer is released
- Deferment of MD program during the program is subject to individual approvals
- UQ offers a total of 100 spots for international students each year

International UQ MD Fees:

Tuition fee for UQ MD (Officially for 2025 intake) is \$ 96,400 per annum

- Additional cost (apply to ALL MD students, domestic & international):
- First Aid Certificate (incl. CPR) - ~\$130, renewal required every 3 years
- Police check for criminal history - \$45
- Costs for vaccination & serology endorsement

International MD Entry Data:

Figure 10: 2024 Entry Offer Scores

n=8	GPA	GAMSAT	COMBO
Minimum	5.50	61.33	1.4347
Mean	6.40	65	1.5561
Median	6.46	64.33	1.5385
Maximum	7	71.3	1.6916

Figure 11: 2024 Waitlisted Scores

n=4	GPA	GAMSAT	COMBO
Minimum	6.10	56	1.54
Mean	6.66	60.3	1.55
Median	6.73	59.5	1.54
Maximum	7	67	1.60

Limitations

- Like with the previous domestic data, the GPA and GAMSAT scores detailed in each table are independent of each other.
- The data is self reported. This has several consequences:
 - The data does not necessarily capture the complete pool of applicants who received an interview.
 - People may have entered false information, intentionally or unintentionally.
- Small sample size - the outcome of this is that it is difficult to know the exact cutoffs for offers.

The Interview

And How to Smash It

The interview stage, being weighted at 50% in your application, is one of the biggest hurdles to overcome in your journey to medicine. It is understandably nerve wracking. In this section, we discuss how to smash the interview stage.

The interview stage involves a series of questions designed to assess your suitability as a doctor. It is important in your interview that you are able to display kindness and compassion, integrity, adaptability, and verbal communication skills (these are key words taken from UQ admissions). While the interview stage can look different across universities, UQ and most others employ a multiple-mini-interview (MMI) format. The MMI at UQ, conducted online, consists of 8 stations; each station begins with 2 minutes allocated for you to read the question/scenario followed by 7 minutes for your response. The type of questions vary, but might involve ethical dilemmas, global or national matters, and personal topics.

What is assessed?

- Kindness and compassion
- Integrity
- Adaptability
- Verbal Communication Skills

Example Questions

- Recently, the Prime Minister of Canada raised the issue of deterrent fees (a small charge, say \$10, which everyone who initiates a visit to a health professional would have to pay at the first contact) as a way to control health care costs. The assumption is that this will deter people from visiting their doctor for unnecessary reasons. Consider the broad implication of this policy for health and health care costs. For example, do you think this approach will save health care costs? At what expense? Discuss this issue with the interviewer.
- How would you advise patients who are interested in visiting an acupuncturist or a chiropractor?
- Do you think medicine should be more about changing behaviour to prevent disease or treating existing disease?

Note:

The above information is not associated or provided from the UQ Faculty of Medicine in any means. Everything collated from this guide is from publicly accessible information that is found online

The Interview

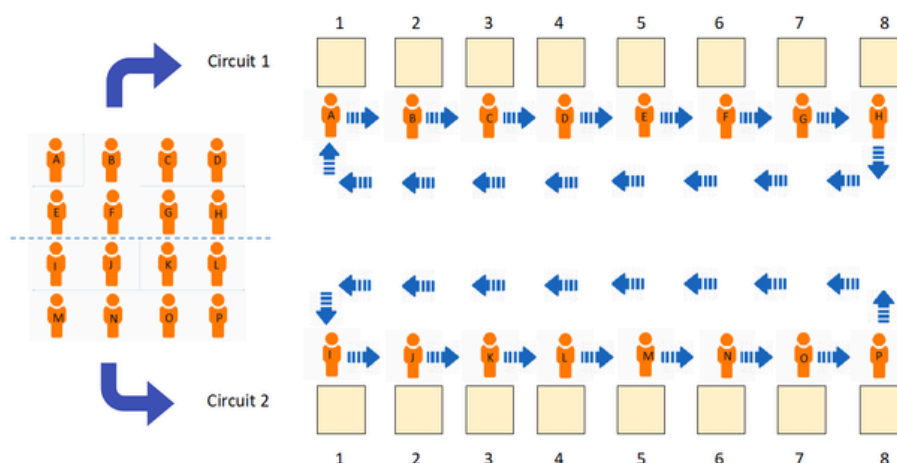
In addressing the interview stage, a fundamental understanding of medical ethics and ethical philosophy ought to be necessary. Medical ethics concerns itself with four principles: autonomy, non-maleficence, beneficence, and justice. We'll leave it to you to explore these further. In understanding these principles and by having exposed yourself to ethical philosophy, you set yourself up well to systemically respond to dilemmas in a philosophically and ethically appropriate manner.

Another key skill is to respond in a thoughtful, deliberate, and authentic manner. What do we mean by this? There are easy mistakes to make in your interview, and a lot of this can come down to nervousness. It is important to familiarise yourself with the format of the interview and have an intuitive understanding of timing. This comes with practice. It is also important that you are able to demonstrate a careful and considerate thought process to your interviewer. What makes you have this view, what leads you on to say this? This will help you avoid making any obvious logical mistakes in your response and also helps demonstrate that you are able to think through problems.

Your last step in smashing the interview stage is to practice, and ideally with company. It is practice that will set you up for success, but it is doing so with friends or colleagues that will make success easier. It is very often that we don't see flaws or gaps in our own thinking, and having other people around us to offer different perspectives and feedback can be very beneficial.

MMI Structure

- The MMI consists of 8 stations. Each station includes a 2-minute reading time followed by 7 minutes to respond.
- Transitions between stations take about a minute.
- For more detailed information: <https://study.uq.edu.au/sites/default/files/2024-05/uq-doctor-of-medicine-pre-interview-briefing-pack.pdf>



What is r/GAMSAT?

The entry data in the above sections was collected, processed, and presented by Luke and the other moderators of r/GAMSAT. r/GAMSAT is a subreddit and discord server for prospective medical and dental students. Whether you are preparing for the GAMSAT, approaching applications, sitting interviews, or even have made it through to the other side, their goal is to make the medical school application journey easier and less lonely, more equitable, and to provide a place to find support, camaraderie, and advice. r/GAMSAT is a completely free to access community, and is not affiliated with UQPMS or any of our sponsors. The links to their reddit and discord pages can be found here:

- **Reddit** - <https://www.reddit.com/r/GAMSAT/>
- **Discord** - <https://discord.gg/r4muZhRkDc>

For more than just the summary data presented in this guide, their complete spreadsheets for the 2024 application cycle can be found here:

Interview:

<https://docs.google.com/spreadsheets/d/1rMqIjpJ6b5CaaNNh0oqFZP8g43ozsSoTMCgNaWz9wel/edit#gid=1960982832>

Final Offer:

https://docs.google.com/spreadsheets/d/1nhB_2wpdS_i5Tbj9qhVR75V6_2aXSxHT7Ba7BYJaiWl/edit#gid=1917540285

International Data:

https://docs.google.com/spreadsheets/d/1BqSRAkS65Vw1_P5CovQfvyPUtXmpCTuW_BE1N_kIWj8/edit?gid=136290489#gid=136290489

r/GAMSAT will be collecting data for the 2024 application cycle as well. For more information, visit their reddit and/or discord page.

What are prep companies for?

Although UQPMS is sponsored by several GAMSAT prep companies, we'll try and keep this as objective as possible. After all, our obligation ultimately lies with our members. We do not and will never collect commissions for members who purchase a course from one of our sponsors.

Preparation companies like GradReady and Medify may offer many benefits for those who purchase their products. However, before choosing whether you want to purchase, here are 7 things you might want to consider.



The Considerations



Resources

Resources

The selling point of a preparation company is the collection of resources on offer. Most companies provide a question bank and mock tests with all of their packages but extra mock tests, essay marking and private tutoring are usually add-ons which carry a higher price tag.



History

History

In an attempt to promote their courses, preparation companies love to show off their students' results. This means you can evaluate for yourself whether a company is worth getting. Just make sure you understand how statistics works so you don't get ripped off by a dodgy company.



Accountability

Accountability

A common motivation for signing up to a preparation course is the added accountability. Blowing a couple hundred up to a couple thousand dollars on a preparation course is a big deal. Additionally, many companies also regularly hold workshops for their students. This might help motivate your study. Even our Academic External VP from 2022, Ben, cited his poor time management skills as his motivation for signing up to a preparation company. Consider whether the course or company helps keep you accountable.



Expertise

Expertise

Preparation companies have large teams of skilled employees. They either have specialist experience within a relevant field or have sat the GAMSAT before and achieved an excellent score. This is an undeniable appeal but also something you might want to evaluate across companies.

The Considerations



Price

Price

The biggest deterrent from a preparation company is usually the price. Courses start from around \$400 and can range up to \$5000 and more. In light of these prices, a private tutor is a popular alternative amongst many students. There's also been tons of people who have excelled without paying for anything except the GAMSAT registration fee. Your personal financial situation is a significant factor for whether you decide to purchase a course, hire a private tutor or prepare using the free resources available online.



Effectiveness

Effectiveness

Just because it worked for someone else doesn't mean it'll necessarily work for you. This sort of doubt is a natural and important consideration. Alongside the price tag, you should reflect on your own situation to decide whether a preparation company is worth it. Ultimately, that is a judgement that no one else can make for you. The anecdotal experiences of others might help you decide how effective a company is however.



ACER's View

ACER's View

The following is ACER's own words regarding which preparation company they recommend and an important consideration when making your decision:

None. GAMSAT preparation courses are not recommended, authorised by, or in any way associated with, ACER or the graduate-entry schools. They are unregulated. All test takers need to assess for themselves whether any particular preparation course is able to supply objective and reliable evidence that participation is likely to improve your GAMSAT score to justify the often significant cost associated with them, and whether representations they make about themselves are accurate.

Making the Decision

A preparation company is a significant financial investment; there are many strengths and concerns surrounding the choice to sign up to one. While we have attempted to give you the clearest summary possible, there's a lot of information we have missed. Your own research is imperative in deciding whether a company is right for you and if so, which one. If you do decide to get one though, try checking out our sponsors first.

Platinum Sponsor



GradReady

Silver Sponsor



Medify

Succeeding Without Preparation Companies

ACER Materials

Unfortunately, due to the copyrighted nature of official ACER materials, we have been limited to using preparation company questions as examples in this guide. However, by no means are they required to perform exceedingly well in the GAMSAT. There is an enormous number of applicants who have reached their goals purely using free and ACER materials. This section of the guide aims to emphasize this and will detail strategies and resources for improvement without preparation company material.

First and foremost, the most valuable resource available is ACER's official practice tests and sample questions. While they are old and not a perfect representation of the exact question style used currently, the reality is that they are the closest representation to the real thing. They do a great job of teaching the problem-solving skills that will be required in the GAMSAT, and highlighting flaws in that process that will hold you back. The GAMSAT is not a knowledge test, it is a test of reasoning and thinking of which preparation companies inevitably cannot mimic as closely as the ones producing the GAMSAT exams. A common strategy amongst high performers has been to thoroughly deconstruct every question from these papers to understand the rational and content behind each answer. If you were to spend any money on GAMSAT preparation this would likely be your best bet. Prices for official materials are as follows and can be purchased at <https://gamsat.acer.org/prepare/preparation-materials>. An image has been included below:

Preparation Material	Price
<i>Practice Test 1</i>	Australia: AUD\$45 UK: £28 Ireland: €32
<i>Practice Test 2</i>	Australia: AUD\$45 UK: £28 Ireland: €32
<i>Practice Test 3</i>	Australia: AUD\$45 UK: £28 Ireland: €32
<i>Sample Questions</i>	Australia: AUD\$27 UK: £17 Ireland: €19
<i>*Practice Questions</i>	Australia: AUD\$27 UK: £17 Ireland: €19

Succeeding Without Preparation Companies

ACER Materials Cont.

ACER has released this year an online practice test for both S1 and S3. While they cost \$35 each or \$60 for both combined, this is likely the closest resource we have to the current style of questions used in today's GAMSAT exams. Once you have thoroughly utilised the older exams, this may be a valuable resource to concretely test your abilities and receive feedback leading up to your actual sitting. While small, alongside these new practice tests, ACER also released this year example question walkthroughs for both S1 and S3 which may be found through the following link:

<https://gamsat.acer.org/preparation-videos>.

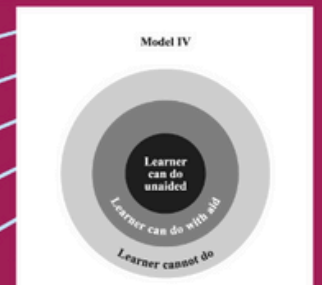
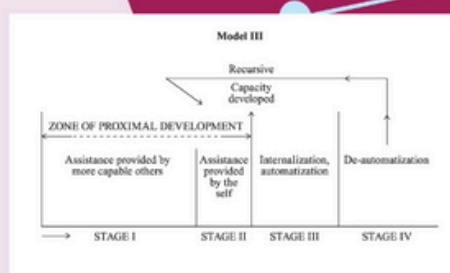
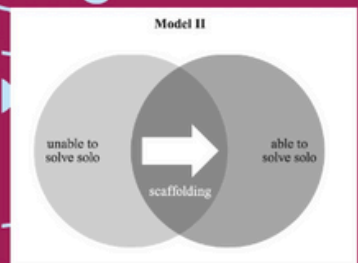
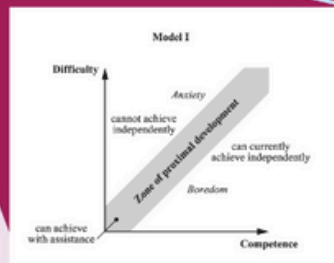
Although limited in scope, this is invaluable given that it is the only resource available that provides an insight into how ACER reasons through questions, whereas previously it has only been up to our own interpretations of what makes an answer right or wrong. These videos provide step by step reasoning to work through example questions and also outline some general tips for approaching preparation thus making them an excellent starting point for any GAMSAT hopeful.

Which model is most linked to the perceptions of the learner?

- A Model I ✓
- ~~B Model II~~
- ~~C Model III~~
- ~~D Model IV~~

Look at multiple representations of the same basic idea.

Figure out which one emphasises something that the others don't.



Succeeding Without Preparation Companies

Additional Resources

There is a wealth of information available regarding the GAMSAT through platforms such as youtube, reddit, discord and facebook. The information and resources on such platforms is community driven often coming from high scorers who have taken the time online from high scorers who have taken the time to give back to others in the position they were once in by sharing their strategies and materials to help others online.

The following is a collation of some of these notables from which you may utilise depending on the stage of your preparation:

Kate Robson:

<https://www.youtube.com/@furbytvv>

Kate scored in the top 0.7% for S2 and is a staple resource for many. Their content includes videos regarding how to structure your essays, develop theses, and all other aspects of S2. If you are completely lost on how to get started when writing essays, Kate also has particularly helpful videos where they write essays from scratch in response to different prompts outlining their thinking along the way.

Michael John Sunderland:

<https://www.youtube.com/@90plusgamsat>

Michael scored a 91 in S2, potentially one of if not the highest score anyone has ever received for this section. While he does provide paid services, he also has an extensive catalogue of free videos and free blogs on his website regarding S2, the mindset towards the GAMSAT, and GAMSAT strategy.

Jesse Osborne:

<https://www.youtube.com/@jesseosbourne>

Jesse has scored a 100 in S3 and is particularly known for his content regarding this section. He has detailed videos covering all aspects of background knowledge for the exam in chemistry, biology and physics. Due to this, he is a notable pick for anyone who is worried about this aspect of the GAMSAT. He also has other content covering admissions, GAMSAT reasoning, and his own sample questions.

Succeeding Without Preparation Companies

Additional Resources

Community Driven S2 Essay Feedback:

There are a number of communities that provide GAMSAT essay marking free of charge. This is a great way to broaden your perspective to the thinking of others and incrementally improve your writing. However, with these communities there is the expectation that you also provide feedback to others, which in itself is a useful way of exposing yourself to a variety of essays allowing you to learn what aspects of them make it good or bad.

The two most prominent being:

The S2 Sorted Facebook Group - <https://www.facebook.com/share/uwP22Swrc33UNyi3/>

The r/GAMSAT Discord - <https://discord.gg/TXSE6wEDtp>

Personal Accounts:

Personal accounts and threads of successful GAMSAT students from reddit, discord and forum boards are also a great place to start. There is a treasure trove of knowledge out there from generous students who have been extremely successful in the GAMSAT. Taking notes of how they organized their time, the resources they used, and specific methods for each section can help immensely. By analyzing top performers and designing your approaches around what has proven to be effective, you can save yourself from the troubles of countless hours of study and learning from experience. Looking on <https://www.reddit.com/r/GAMSAT/> and sorting from highest rated posts you will find many of these accounts.

However, with this in mind it is still important to recognize that there is no one size that fits all rule for succeeding in GAMSAT. At the end of the day, everyone has their own experiences, strengths and weaknesses that will influence what would be most beneficial to work on for them. This is why it is important to develop your own learning plan, that incorporates tips relevant to your unique circumstances from high achievers while also being tailored personally to your own situation.

Succeeding Without Preparation Companies

Additional Resources

The following is a list of free resources that have allowed many to score highly without preparation companies has been generously collated and made publicly available by u/sydGAMSAT on r/GAMSAT. This information collated below is an excerpt from a reupload of their original post found here:

https://www.reddit.com/r/GAMSAT/comments/ksx1do/reupload_free_gamsat_prep_resources_and_basic/

General Coursework

Khan Academy - Everyone knows it. Khan Academy is a great resource to supplement and reinforce your learning. It is not enough on its own, and attempting to use it as such will lead to lack of success. One thing that Khan does offer is a relatively comprehensive list of topics. If you study everything on Khan's list, then reinforce with additional resources, it's highly unlikely that you'll be lacking a significant amount of knowledge. Chemistry, Organic Chemistry, Physics, Biology, etc are all good.

Coursera - Countless online courses, all free. Varying quality and relevance to the GAMSAT, but there's a lot here. A lot of the material is highly specialised and doesn't offer a good, introductory overview. However it's a great chance to refine your knowledge and explore higher level applications of basic knowledge.

MIT OpenCourseware - MIT opencourseware is an amazing collection of lectures from MIT. Huge range of stuff, incredibly well taught. Very maths and comp-sci heavy, but there's plenty of physical science in there too, and even biology! This is what I would consider to be the absolute gold standard for GAMSAT prep. Force yourself to engage with advanced content. The GAMSAT is not easy. If GAMSAT prep is easy, then you're doing something wrong.

Succeeding Without Preparation Companies

Physics Videos

[Prof Dave](#) - Professor Dave Explains is a randomly assorted but decent basic set of intro videos to Physics. Use as a supplement to other learning.

[Hewitt Drew-It](#) - Good visual series of physics videos, and the topic list corresponds relatively well to what's often tested on the GAMSAT. Really great supplement, or even main source of learning if you enjoy the style!

[/r/Thermodynamics](#) - Amazing reddit resource! Incredible list of thermodynamics videos. Most are probably beyond what will be directly assessed in the GAMSAT, but thermodynamics is one of the hardest subjects to learn (IMO), and these resources give you a myriad of information and perspectives to help develop your understanding of this amazing and complex topic!

[Walter Lewin](#) - A special mention for Walter Lewin's lectures. Whatever you feel about the man, he's a phenomenal educator and his ability to meld concepts with physical demonstrations is unique. This course is not comprehensive -- it doesn't cover circuits / electromagnetics or light / waves. You'll need to check out 8.02 and 8.03 for that. However, GAMSAT tends to test classical mechanics far more extensively than the latter two subject areas. If you want to nail GAMSAT physics, then these are probably the single best resource for developing a comprehensive understanding of the material.

Physics Websites

[Physics Classroom](#) is a great resource. Text-heavy and lots of questions but good strong focus on the theory and doesn't cut corners. Not comprehensive -- it doesn't cover torque which can be big, but I 100% recommend learning every topic it offers. This is my #1 recommendation for starting to learn physics. If you can't handle the text based nature then that's even better, because the GAMSAT is text based and this is good practice.

[Hyperphysics](#) - This website is pretty old but Newton invented Physics in the 1800s and it hasn't changed much since then. The topics it covers are often way more advanced than you need to know but it's a good, high-level resource for shoring up your knowledge on the basics too. I would recommend using this as a reference whenever possible (it's where I go when I want to check a concept) as it tends to discuss physics at a slightly higher level. Aim to leave the entry level rules of thumb and explanations behind asap.

5

[Five Minute Physics](#) - Designed by Prof. Tim McIntyre of the School of Mathematics and Physics at UQ and his colleagues, this website provides supplementary information to the lectures for the course PHYS1171. It's a useful source to understand what concepts would be good to revise at a Year 12ish Physics level.

Succeeding Without Preparation Companies

Chem Videos

[MIT 5.111](#) - Great intro course for chemistry. Highly recommend starting here and using the resources below if you're struggling with this.

[MIT 51A](#) - This is the Organic Chemistry equivalent of the above course. Goes into a lot of detail, probably more than you "need", but more is always better. If you've got the time and want to get good at OChem, start here!

[Organic Chemistry Tutor](#) - This guy's got thousands of videos, and not just short ones, but like hour+ long episodes. Insane amount of content. I can't speak too much about its quality personally but it's an amazingly broad resource. Not just OChem stuff, but that's where the meat is.

[Tyler DeWitt](#) - Tyler DeWitt is really good for beginners, very very fundamental approach. Aim to move beyond this level asap though.

[Leah4sci](#) - Leah's got a bunch of great resources on OChem, and is a phenomenal teacher. Use to supplement your learning, not as an indication of scope.

Chem Websites

[Master OChem](#) - This is a really great site and has some amazing resources. It's done in blog-post style though which can be tricky to navigate, and some posts are better than others. Still, for organic chemistry some of their summary diagrams and sheets are very useful.

[USyd](#) - Great resource run by the University of Sydney. Loads of first year chemistry info, including links to useful tools and websites. Lecture notes are unfortunately restricted to students only, but there's a load of worksheets and huge number of past exam papers with worked solutions. Problem is a lot of the links are dead. [Sem1 exams](#), [Sem 2 exams](#), [Sem1 weekly resources](#), [Sem2 weekly resources](#). For the last two, navigate week-to-week in the bottom right corner. Open the 'Lecture Notes, Tutorial Worksheets & Answers and Suggested Exam Questions' drop-down to access some high quality worksheets and homework question sheets (answers typically available the following week).



GradReady

10+yrs

STATISTICALLY SIGNIFICANT

10,000+

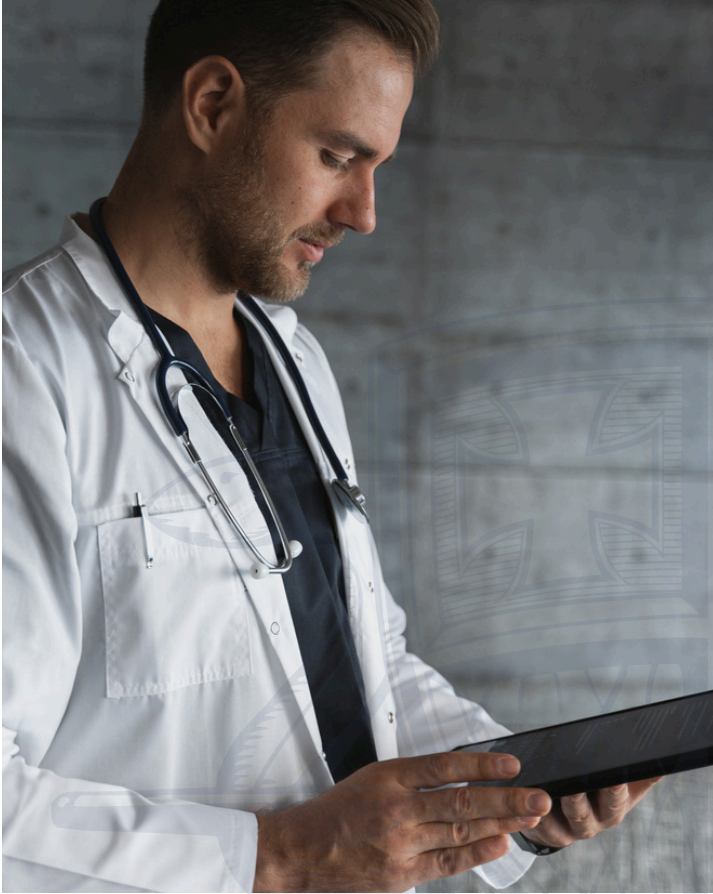
HAPPY STUDENTS

FROM HERE

20 percentile
average score
increase*

TO HERE

WHO ARE WE?



GradReady was founded in 2010 by a group of Medical Doctors from the University of Melbourne. Our original aim was to help students in their GAMSAT® Preparation..

Using our experience in Education and IT, we founded GradReady as a provider dedicated to providing the most advanced online learning experience and personalised, targeted GAMSAT® prep.

In the years since, we've created a proprietary online LMS featuring the most advanced learning technology on the market with performance tracking over 43 different GAMSAT® topics and percentile reporting that compares you to thousands of other GradReady students, past and present.

In May 2023, we surveyed our students who had sat the March 2023 GAMSAT® exam.

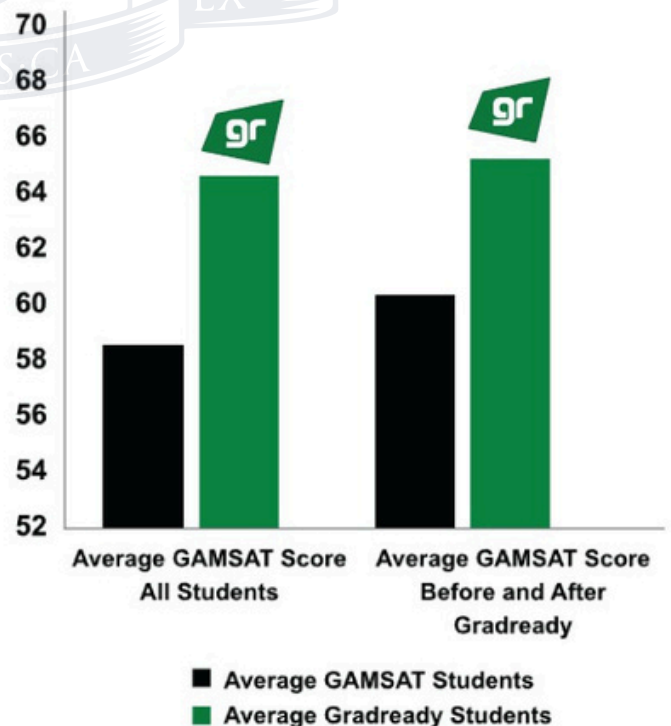
The average GradReady student re-taking the GAMSAT® exam improved from:

Score: 60.5 -> 65.27

Rank: 59th percentile -> 82th percentile

The above improvement represents an improvement of 23 percentile points.

With 10,000+ students and an average improvement of 20+ Percentile Points over the last 10+ years, we are the only GAMSAT® preparation provider to achieve consistent and statistically significant results for our students.



DO YOU WANT TO BECOME A DOCTOR?

01

How to Become a Doctor

Admissions for the majority of graduate medical schools require students to have a good GAMSAT® score, a good GPA and to pass an Interview.

University	2018	2019	2020	2021	2022	2023
Australian Capital Territory						
Australian National University	66	65	63	66	67	67
New South Wales						
University of Notre Dame - Sydney	59	56	58	62	63	58
University of Sydney	69	68	69	66	72	67
University of Wollongong	64	59	60	55	60	63
Macquarie University	-	62	63	64	63	-
Queensland						
Griffith University	61	66	61	66	67	61
University of Queensland - CSP	73	71	63	64	65	69
South Australia						
Flinders University	59	62	65	64	63	69
Victoria						
Deakin University	63	59	58	58	64	62
University of Melbourne	66	65	63	66	67	65
Western Australia						
University of Notre Dame - Fremantle	58	55	61	61	61	62
University of Western Australia	62	67	65	69	69	66

Understand Australian University GAMSAT® Cut-Off Score

Please note that this is a guide only. The data is based on a combination of officially available information and information collated from forums. The majority of universities do not release official cut-off GAMSAT® Scores. The scores relate to CSP Places and exclude rural places.

02

Prepare for the GAMSAT® Exam

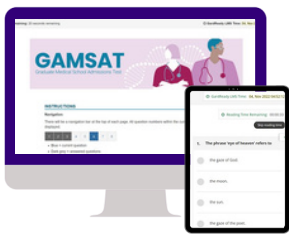
Here at GradReady, we strive to provide the most comprehensive GAMSAT® preparation. We do this by organising our GAMSAT® Preparation Strategy under three key stages:

- Build the foundational content and knowledge
- Apply this knowledge and develop a GAMSAT® Exam and MCQ Strategy
- Practice with realistic questions under accurate conditions

03

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FAQs

How do I choose a good private tutor?

Private tutors are the option to go for when you need personalised advice, unlike preparation companies which might feel impersonal to some. The best private tutor would be one who has sat the GAMSAT recently and achieved a high score. Not only that, their teaching philosophy should hinge on reasoning and they should resonate with you. Someone might be a good tutor for one student but not for another. If you're paying for a tutor, you would probably be looking for someone who can help you get a higher score. Tutors with PhDs in Chemistry or Physics are definitely impressive but not necessarily the best help for GAMSAT.

What is an admission ticket?

ACER will make your admission ticket available online a few days in advance of your test. You need it to sit the test. In March 2023, applicants were required to print their ticket. If this is still the case, make sure you don't forget it. You don't want to risk being denied a chance to sit. Although, there were cases where those who forgot their ticket were allowed in as long as they showed a digital copy on their phone.

Do I still have a chance if I have a low GPA?

Unlike other universities, UQ only looks at the GPA of your most recent key degree and not your previous three years of studies. This means that if you complete honours or a postgraduate diploma, UQ will only look at the GPA of that qualification. This is a last-ditch opportunity to rescue your GPA and subsequently your postgrad med application but it can also open you up to different career pathways if things don't work out in the end.

What degree is best for GAMSAT?

Whilst some degrees may be useful for developing a scientific background for Section 3 in GAMSAT, there is definitely no 'best' degree for GAMSAT preparation. This guide will have shown you that it is possible to study for, and succeed in the GAMSAT by your own means. It is most important that meets the medicine prerequisites, that you can do well in, and that you enjoy, as if medicine is something you truly desire, you can get the GAMSAT score no matter what you study.

How long do I need to prepare for GAMSAT?

There is not necessarily a "perfect" amount of study required in order to perform well in the GAMSAT. Some people can grind for 2 weeks and perform really well, others need months. Generally, it is recommended that you spend around 6 months preparing for the GAMSAT, such that you can adequately familiarise yourself with the layout, types of questions, and any weaknesses you may have. At the end of the day, consistency is key, and creating a good study plan will help in your GAMSAT preparation. Study plans can also be found through some of our sponsors.

When should I stop trying for GAMSAT?

The question every dreads facing. Like Luke said in his word of encouragement at the beginning of this document, the pathway to becoming a medical practitioner is long and arduous. You'll hear stories of people sitting GAMSAT 6 times before getting and you'll hear stories of some people sitting GAMSAT 10 times before getting in. In the end, it depends on what your financial situation is, how much you have left in the mental tank and where your priorities in life are. If there's a will, there's a way. It just depends on where that will points towards.