

MAH B.Ed CET Teaching Aptitude

Sample Paper – 4

Duration: 45 Minutes

Maximum Marks: 50

Instructions

- This paper contains **50** Multiple Choice Questions (Single Correct Answer), modelled on the Teaching Aptitude portion of **MAH B.Ed CET** entrance.
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully.
- Syllabus: Nature and objectives of teaching, teaching methods, learning theories, classroom management, assessment, child development, curriculum, educational technology, and inclusive education.
- Use of mobile phones, calculators, or electronic gadgets is strictly prohibited. This is an OMR-based pen-and-paper test.

Q1. Which model of communication **most accurately** describes the teaching–learning process, where both teacher and student simultaneously encode and decode messages while providing ongoing feedback?

- (A) Shannon-Weaver transmission model, in which a message flows one-way from sender to receiver through a noisy channel
- (B) Aristotle’s linear rhetorical model involving only speaker, speech, and audience without any feedback loop
- (C) Berlo’s SMCR model, which focuses exclusively on the communication skills of the sender alone
- (D) Transactional communication model, where teacher and student act as simultaneous senders and receivers with continuous mutual feedback



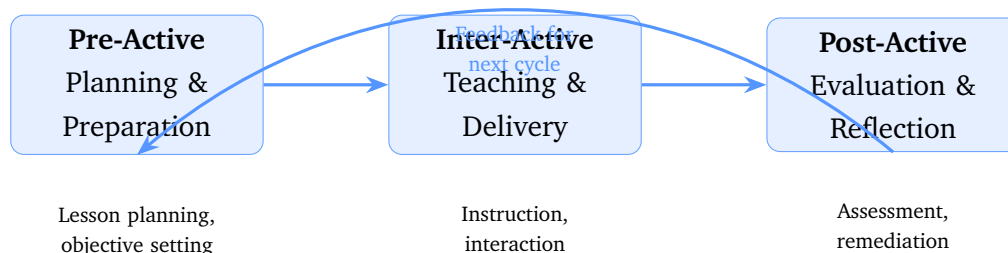
Q2. Which of the following statements **most precisely** describes teaching as an interactive process?

- (A) Teaching is a dynamic, two-way engagement in which teacher and students continually influence each other's understanding and behaviour through reciprocal communication
- (B) Teaching is a systematic, one-directional transfer of standardised knowledge from the expert teacher to the passive student
- (C) Teaching is principally the skilled delivery of pre-designed lesson plans with minimal deviation during implementation
- (D) Teaching is defined primarily by the measurable outcomes students achieve on standardised end-of-term assessments

Q3. At the **Analysis** level of Bloom's original cognitive taxonomy, a learner is expected to:

- (A) Recall and reproduce facts, definitions, and concepts exactly as they were originally presented
- (B) Break complex information into its constituent parts and examine the relationships among those parts and the overall structure
- (C) Execute a learned procedure or rule in a new but contextually similar situation
- (D) Combine ideas from multiple sources to generate an original product or perspective

Q4. The three phases of teaching — pre-active, inter-active, and post-active — are represented in the diagram below. Which statement about these phases is **most accurate**?



- (A) The post-active phase is the most consequential because it alone determines future course planning for entire student cohorts
- (B) Experienced teachers may legitimately skip the pre-active phase and rely on spontaneous, on-the-spot instructional decisions
- (C) Each phase fulfils a distinct and indispensable function — planning, classroom execution, and reflective evaluation — and all three together constitute effective teaching
- (D) The inter-active phase is exclusively teacher-directed and leaves no space for student-initiated contributions or negotiation

Q5. Which of the following is the **defining structural characteristic** that fundamentally distinguishes distance education from all other forms of organised education?

- (A) The systematic use of modern internet technology and satellite broadcasting to deliver instructional content
- (B) The design of modular, self-paced learning materials created by teams of subject-matter experts
- (C) A flexible examination system that allows learners to appear for tests at their own convenience
- (D) Permanent physical separation between teacher and learner as the constitutive condition of the instructional relationship

Q6. As the primary classroom manager, the **most critical** responsibility of a teacher is to:

- (A) Establish and maintain a purposeful, predictable learning environment through clearly communicated routines, expectations, and consistent procedures
- (B) Ensure that the maximum proportion of students score above the class average on all periodic unit tests
- (C) Enforce the strictest possible behavioural code so that no disruption can occur under any circumstances
- (D) Complete every topic in the prescribed syllabus within the allotted



instructional time regardless of student comprehension

- Q7.** Which of the following lesson-plan objectives **best represents** the **Application** level of Bloom's taxonomy?
- (A) Students will list the five steps of the scientific method in the correct sequence as described in the textbook
 - (B) Students will apply the quadratic formula to solve a set of previously unseen quadratic equations
 - (C) Students will compare two methods of solving quadratic equations and determine the more efficient one for a given type of problem
 - (D) Students will design an original real-world word problem that can be modelled and solved using the quadratic formula
- Q8.** The highest level of Krathwohl's affective domain taxonomy is **Characterization by a Value Complex**. A student who has genuinely reached this level would:
- (A) Voluntarily attend every environmental awareness workshop offered during school lunch breaks
 - (B) Defend the importance of environmental protection when challenged by a classmate's opposing view
 - (C) Consistently integrate environmentally responsible practices into all aspects of daily life, reflecting a stable, internalised value system that requires no external prompting
 - (D) Express curiosity about environmental issues and independently seek out additional information from various sources
- Q9.** Which of the following **best** identifies the key feature of the **deductive method** of teaching?
- (A) Students independently formulate a general rule by observing and analysing multiple specific instances
 - (B) Teaching begins with hands-on manipulation of concrete materials before progressing to abstract formulations



- (C) The teacher poses an open-ended problem and encourages students to explore solutions freely and without guidance
- (D) The teacher presents a general principle or rule first, then provides specific examples and exercises for verification and practice

Q10. The **illustrated lecture** method improves upon the traditional lecture method primarily by:

- (A) Integrating carefully chosen visual aids, diagrams, and demonstrations that reduce cognitive load and render abstract ideas tangible and memorable
- (B) Replacing all verbal explanation with pictorial charts and diagrams so that teacher talk is entirely eliminated
- (C) Allowing students to spontaneously draw their own illustrations on the board whenever they believe it will clarify an idea
- (D) Limiting teacher speech to no more than five minutes per concept to sustain maximum student attention

Q11. The **primary learning benefit** of using the Debate method as a classroom instructional strategy is that it:

- (A) Provides an indirect means of assessing students' reading comprehension and retention of prescribed textbook content
- (B) Develops critical thinking, disciplined argumentation, active listening, and the capacity to fairly evaluate opposing viewpoints
- (C) Ensures deep memorisation of subject content through intensive preparation, rehearsal, and repeated articulation
- (D) Guarantees equal participation through a strictly enforced, pre-assigned turn-taking protocol for every student

Q12. Study the comparison diagram below. What is the **key difference** between the Project Method and the Problem-Solving Method?



Aspect	Project Method	Problem-Solving Method
Primary Focus	Creating a tangible product	Finding a cognitive solution
Duration	Extended / multi-week	Specific, time-bound
End Outcome	Physical/creative artefact	Reasoned answer or decision
Emphasis	Real-world application	Logical reasoning

- (A) The project method is used exclusively in science and art subjects, while problem-solving is restricted to mathematics
- (B) Problem-solving always demands collaborative group work, whereas the project method is strictly an individual activity
- (C) The project method produces an extended, tangible artefact through real-world engagement, while the problem-solving method centres on systematic reasoning to reach a defined cognitive solution
- (D) The project method bypasses all forms of evaluation, while problem-solving incorporates structured assessment at every stage of the inquiry process

Q13. According to Thorndike's **Law of Effect** — the cornerstone of his trial-and-error learning theory — which of the following statements is correct?

- (A) A behaviour that is followed by punishment is paradoxically strengthened through the emotional arousal it generates in the organism
- (B) Learning occurs when the organism suddenly restructures its perception of the entire problem field in a moment of insight
- (C) Intermittently reinforced responses are the easiest to extinguish because the organism quickly notices the absence of reward
- (D) Responses that lead to a satisfying state of affairs are stamped in and become increasingly likely to recur in similar future situations

Q14. The **Co-op Co-op** cooperative learning strategy (Kagan) is distinctive because:

- (A) Each team first masters a specific sub-topic, then teaches that sub-



topic to the whole class, making students rather than the teacher the primary knowledge source for the class

- (B) Students initially collaborate in groups before individually competing against each other in a class-wide knowledge tournament
- (C) The teacher assigns different textbook chapters to different groups and evaluates each group independently on its respective section
- (D) Students cooperate during project completion but are all individually assessed on identical end-of-unit examination tasks

Q15. Which of the following **best** distinguishes the **free inquiry** approach from **guided inquiry**?

- (A) Free inquiry is appropriate only for secondary school learners, while guided inquiry is exclusively designed for primary school children
- (B) In free inquiry, students independently formulate research questions, design their own investigations, and draw conclusions without teacher-supplied frameworks; guided inquiry provides teacher-designed scaffolding at key stages
- (C) Guided inquiry permits students to choose any topic of personal interest, while free inquiry is constrained by a teacher-prescribed syllabus
- (D) Free inquiry requires constant reference to the prescribed textbook at every step, distinguishing it from the entirely hands-on guided inquiry approach

Q16. **Stimulus generalisation** in classical conditioning refers to the phenomenon where:

- (A) A conditioned response gradually weakens and disappears when the conditioned stimulus is repeatedly presented in the absence of the unconditioned stimulus
- (B) A behaviour increases in frequency each time it is immediately followed by a positive reinforcer after the response is emitted
- (C) A previously conditioned response is elicited not only by the original



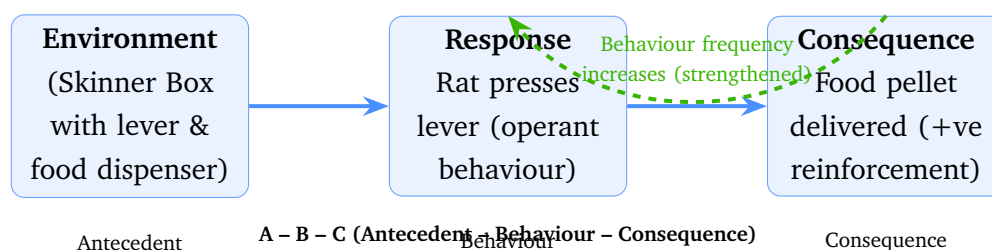
conditioned stimulus but also by stimuli that resemble it to varying degrees

- (D) The organism learns to distinguish precisely between two very similar stimuli and responds selectively to only the original conditioned stimulus

Q17. Which schedule of reinforcement produces the **most persistent behaviour** and the **greatest resistance to extinction**?

- (A) Fixed ratio schedule, because the predictable reward after every nth response maintains consistent and high motivation
- (B) Fixed interval schedule, because the timed reward delivery helps the organism plan and sustain its response rate optimally
- (C) Continuous reinforcement schedule, because rewarding every single response maximises motivation and learning speed
- (D) Variable ratio schedule, because the unpredictable timing of reinforcement produces the strongest, most sustained response rate

Q18. The diagram below represents Skinner's operant conditioning experiment. Which sequence **correctly** describes the learning process demonstrated in the Skinner Box?



- (A) The rat presses a lever (operant behaviour) → a food pellet is delivered (positive reinforcement) → rate of lever-pressing increases through reinforcement
- (B) A neutral tone (CS) is repeatedly paired with food (UCS) until the tone alone elicits salivation (CR), demonstrating classical conditioning
- (C) The rat observes another rat pressing the lever and immediately imitates the behaviour, illustrating Bandura's observational learning



- (D) The rat avoids touching the lever after receiving an electric shock upon contact, demonstrating punishment-based avoidance learning

Q19. Piaget's **formal operational stage**, which begins around age 12, is primarily characterised by the ability to:

- (A) Perform logical operations on concrete objects and classify them simultaneously by multiple attributes such as colour, shape, and size
- (B) Think hypothetically, reason systematically about abstract propositions, and use formal deductive logic to evaluate possibilities not yet experienced
- (C) Use symbolic representation and language but remain egocentric and lack the ability to conserve substance or volume
- (D) Develop object permanence and begin to differentiate the self from surrounding objects in the physical environment

Q20. In Vygotsky's sociocultural theory, the concept of the **More Knowledgeable Other (MKO)** is best described as:

- (A) A specialised professional tutor hired exclusively to provide remedial support to academically struggling students
- (B) An adult authority figure whose principal role is to enforce school discipline and direct student conduct
- (C) Any person — peer, teacher, parent, sibling, or even a digital resource — who possesses greater knowledge or skill than the learner in the specific domain under consideration
- (D) A credentialed teacher whose formal academic qualification exceeds the current grade level of the student being instructed

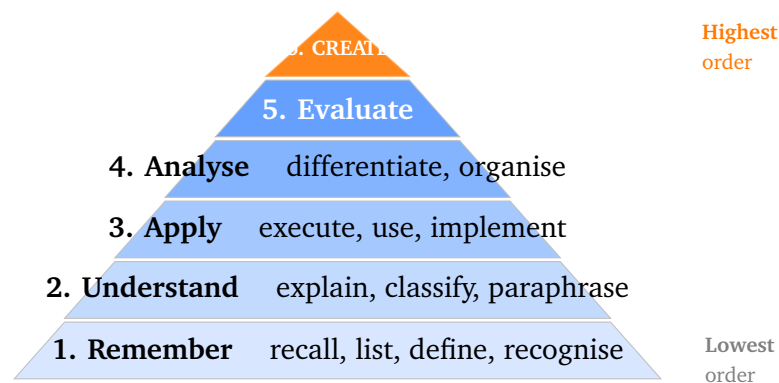
Q21. Wolfgang Köhler's famous experiments with **Sultan the chimpanzee** are cited as the classic demonstration of insight learning primarily because:

- (A) Sultan gradually discovered how to use sticks through many random accidental trials before the solution became reliable



- (B) Sultan imitated the behaviour of older, more experienced chimpanzees who had previously solved similar food-retrieval problems
- (C) Sultan was systematically shaped through a sequence of food rewards to progressively stack boxes closer to hanging bananas
- (D) Sultan experienced a sudden perceptual reorganisation of the problem and immediately used sticks as tools to reach bananas, without prior trial-and-error practice

Q22. The pyramid below represents Bloom's Revised Taxonomy. What does the **Creating** level (apex) require learners to do?



- (A) Generate a new hypothesis, plan an original investigation, or produce a novel artefact by synthesising knowledge from multiple sources in an innovative way
- (B) Judge the quality or validity of a research argument against established methodological or logical criteria
- (C) Identify the structural components of a literary text and analyse how each part contributes to overall meaning
- (D) Carry out a prescribed multi-step experimental procedure accurately in a new but contextually similar situation

Q23. A secondary school student constantly seeks the teacher's praise, volunteers for every class leadership role, and becomes noticeably demotivated when not publicly recognised. This student is primarily driven by which level of Maslow's hierarchy?

- (A) Safety needs — the desire for a consistent, threat-free, and predictable classroom environment
- (B) Esteem needs — the desire for recognition, validation of competence, status, and respect from both teacher and peers
- (C) Love and belonging needs — the desire to be accepted and included within a social peer group
- (D) Self-actualisation needs — the desire to explore one's fullest creative and intellectual potential

Q24. According to Deci and Ryan's **Self-Determination Theory (SDT)**, the three basic psychological needs that **together** support and sustain intrinsic motivation are:

- (A) Achievement, affiliation, and power — as identified in McClelland's theory of acquired needs
- (B) Safety, socialisation, and self-expression — corresponding to lower-order needs in Maslow's hierarchy
- (C) Autonomy (sense of volition), Competence (sense of effectiveness), and Relatedness (sense of connection to others)
- (D) Interest, effort, and enjoyment — which are experiential correlates of intrinsic motivation rather than its theoretical underpinnings

Q25. In Weiner's **Attribution Theory**, when a student attributes exam failure to "lack of effort," this attribution is classified as:

- (A) External, stable, and uncontrollable — similar to attributing failure to the excessive difficulty of the test
- (B) External, unstable, and controllable — similar to blaming the failure on inadequate support from others
- (C) Internal, stable, and uncontrollable — similar to attributing failure to low innate ability or intelligence
- (D) Internal, unstable, and controllable — the student places responsibility within themselves and believes increased effort can change future outcomes



- Q26.** Which type of feedback is **most effective** for improving student learning on a continuous basis throughout the instructional process?
- (A) Formative feedback — specific, timely, and actionable guidance delivered during the learning process that helps students close the gap between current and target performance
 - (B) Summative feedback — a grade and brief general comment provided at the end of a unit or semester
 - (C) Evaluative feedback — a single numerical score awarded without any accompanying explanatory commentary
 - (D) Normative feedback — information about how the student's score compares to the class or national average
- Q27.** The **key distinction** between norm-referenced and criterion-referenced grading systems is that:
- (A) Norm-referenced grading uses extended essay questions to assess deep understanding, while criterion-referenced grading relies exclusively on MCQ formats
 - (B) Norm-referenced grading ranks a student's performance relative to peers' group performance, while criterion-referenced grading measures each student against predetermined mastery standards independent of the group
 - (C) Criterion-referenced grading is used exclusively in competitive national entrance examinations, not in school-level assessment contexts
 - (D) Norm-referenced grading produces absolute performance scores, while criterion-referenced grading generates comparative class rankings
- Q28.** Fill-in-the-blank questions in classroom assessments **primarily** test a student's ability to:
- (A) Critically analyse the logical structure of multi-step arguments and identify underlying unstated assumptions



- (B) Transfer a learned principle to an unfamiliar real-world scenario through independent, flexible problem-solving
- (C) Retrieve specific facts, technical terms, labels, dates, or formulae from long-term memory with precision
- (D) Generate an original and coherent response by synthesising information from multiple content domains

Q29. Study the comparison diagram. What is the **most significant difference** between the CCE system and the traditional annual examination system?

CCE (Continuous & Comprehensive Evaluation)	Traditional Annual Examination
Multiple checkpoints throughout the year	Single terminal examination at year end
Scholastic + co-scholastic domains	Primarily cognitive/scholastic content
Formative + summative	Predominantly summative
Reduces exam anxiety; supports holistic growth	High-stakes; significant exam pressure

- (A) CCE relies exclusively on oral assessments and practical tasks, while the annual system relies solely on written examinations
- (B) Annual examinations are always administered by external boards, while CCE is managed solely by parents and guardians
- (C) CCE restricts evaluation to cognitive scholastic skills only, while the annual system covers all developmental domains equally
- (D) CCE systematically evaluates both scholastic achievement and co-scholastic areas at multiple points throughout the year, contrasting sharply with the annual system's single terminal written assessment

Q30. A **circular or semi-circular seating arrangement** in a classroom is **best suited** for which type of learning activity?

- (A) Collaborative peer discussions, Socratic seminars, debates, and co-operative learning tasks where equal visibility and reciprocal participation among students are essential



- (B) Direct instruction and traditional lecturing, where maximising students' unobstructed sightlines to the teacher and chalkboard is the primary concern
- (C) Individual silent seatwork, sustained reading exercises, and test-taking sessions requiring focused, distraction-free concentration
- (D) Laboratory practicals and workshop sessions that require fixed equipment stations and specialised spatial configurations

Q31. In classroom management, the strategy of using **logical consequences** differs from traditional **punishment** primarily in that:

- (A) Logical consequences are teacher-imposed without any student input, while punishment involves a democratic school council decision
- (B) Logical consequences bear a direct, respectful, and transparent relationship to the misbehaviour, helping the student understand the connection between actions and their outcomes; punishment is arbitrary and aimed at inflicting discomfort
- (C) Punishment is short-lived and immediate, while logical consequences are deferred and applied only after multiple repeated violations of the same rule
- (D) Logical consequences apply exclusively to academic misconduct such as plagiarism, while punishment addresses only social and behavioural infractions

Q32. Which of the following is the **best example** of using **non-verbal cues** effectively for classroom management?

- (A) Progressively raising voice volume until the noise level in the classroom drops below the teacher's tolerance threshold
- (B) Halting instruction mid-sentence to announce a transition and verbally restating the relevant classroom rule to the whole group
- (C) Making deliberate, sustained eye contact, using a raised-palm signal, or moving with purpose toward an off-task student to redirect behaviour without interrupting the lesson flow

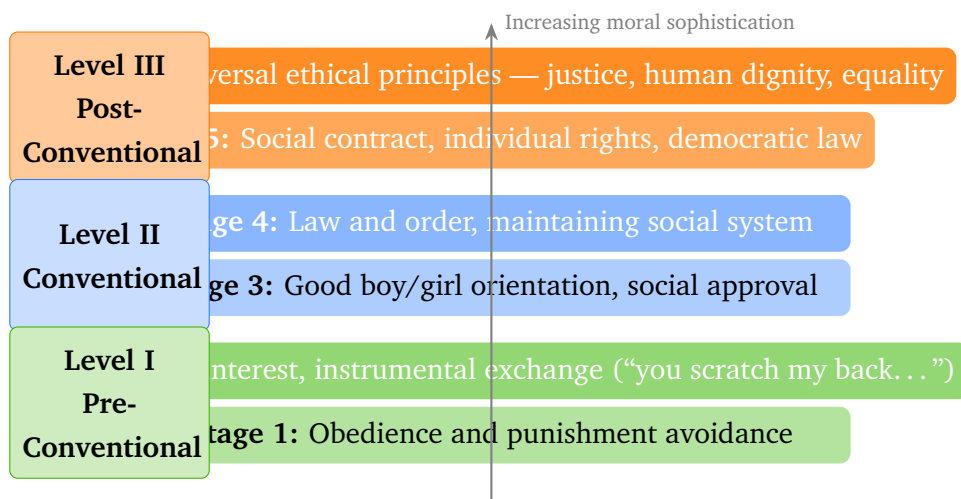


- (D) Writing the violated classroom rule on the whiteboard and directing all students to read it silently before the lesson continues

Q33. Abstract thinking, as a defining feature of Piaget's formal operational stage, means the adolescent can:

- (A) Systematically group objects by colour, shape, and size into a hierarchy of concrete taxonomic categories
- (B) Understand that the volume or mass of a substance remains constant regardless of changes in the shape or container used
- (C) Solve practical problems most effectively when aided by physical objects, visual models, or concrete pictorial representations
- (D) Reason about hypothetical possibilities never directly experienced, reflect on one's own thought processes (metacognition), and manipulate abstract logical propositions

Q34. Kohlberg's three-level six-stage hierarchy of moral development is shown below. What characterises reasoning at the **Post-Conventional** level?



- (A) Moral reasoning grounded in universal ethical principles such as justice, dignity, and equality that transcend any particular society's legal code or cultural norms
- (B) Moral decisions guided primarily by the desire to avoid punishment and comply with authority without personal reflection

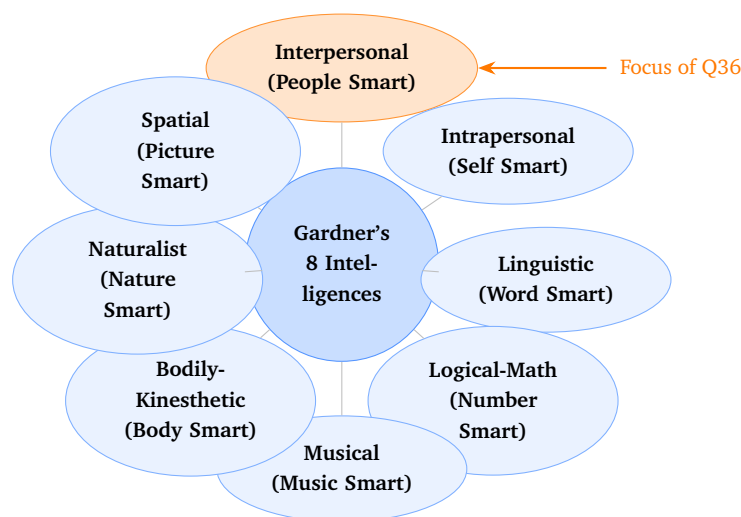


- (C) Moral behaviour shaped by the wish to maintain social harmony, fulfil role-based expectations, and be seen as a good person by one's social group
- (D) Moral choices determined by strict adherence to established laws and social rules because they represent legitimate, democratically endorsed authority

Q35. Research on **bilingualism in education** consistently shows that:

- (A) Bilingual instruction consistently confuses young learners and causes significant delays in acquiring age-appropriate proficiency in both languages simultaneously
- (B) Bilingual children frequently demonstrate stronger **executive function** skills — including cognitive flexibility, selective attention, and task-switching — compared to their monolingual peers
- (C) Bilingualism confers cognitive advantages only when both languages belong to closely related language families with similar grammatical structures
- (D) Children's home language should be completely replaced by the official medium of instruction from the very first year of formal schooling

Q36. Howard Gardner's theory of Multiple Intelligences is illustrated below. Which description **correctly** identifies **Interpersonal Intelligence**?



- (A) The capacity to accurately understand one's own emotions, motivations, strengths, and limitations (Intrapersonal Intelligence)
- (B) The ability to perceive, create, perform, and appreciate musical structures such as pitch, rhythm, and timbre (Musical Intelligence)
- (C) The ability to notice and interpret others' moods, motivations, desires, and intentions, and to respond effectively and empathetically in social and interpersonal situations
- (D) The facility to use language effectively for persuasion, explanation, narrative, and metalinguistic analysis (Linguistic Intelligence)

Q37. The concept of the **hidden curriculum** in education most accurately refers to:

- (A) The official National Curriculum Framework prescribed by the State board that is shared only with teachers but withheld from students and parents
- (B) Additional content topics that individual teachers privately incorporate into instruction beyond what the formal syllabus specifies
- (C) Practical life skills and values informally developed during co-curricular activities such as sports, drama, and community service projects
- (D) The unintended but powerful learning of social norms, cultural values, attitudes, and role expectations that students absorb through daily school routines, peer dynamics, and institutional culture — never explicitly taught, yet deeply transmitted

Q38. The principle of **scope** in curriculum organisation refers to:

- (A) The breadth and depth of content, skills, values, and learning experiences that are encompassed and included within a curriculum at any given level or grade
- (B) The hierarchical sequencing of content from simple foundational ideas to complex advanced concepts across successive grade levels
- (C) The degree to which concepts taught in one subject area are deliberately reinforced and connected across other subject disciplines



- (D) The systematic practice of revisiting core concepts at progressively increasing levels of complexity and abstraction as the learner advances

Q39. Under the **National Education Policy 2020**, the goal of achieving **Foundational Literacy and Numeracy (FLN)** by Grade 3 specifies that every child should:

- (A) Demonstrate the ability to write structured paragraphs in English and solve basic algebraic equations before entering Grade 4
- (B) Attain basic reading with comprehension, meaningful writing, and functional arithmetic in the home or regional language, through joyful, play-based, and activity-centred pedagogy
- (C) Pass a mandatory standardised national benchmark test in literacy and numeracy administered at the end of Grade 3
- (D) Complete the transition from mother-tongue instruction to full English-medium schooling by the end of the foundational stage

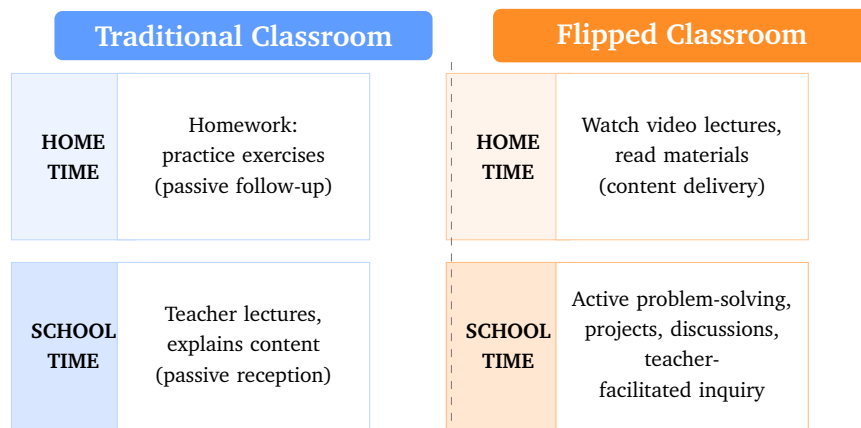
Q40. Which of the following **correctly classifies** the listed teaching aids into projected and non-projected categories?

- (A) Blackboard, OHP, and printed charts are all projected visual aids requiring an external light source
- (B) Digital projector and printed charts are non-projected aids; radio broadcasting is a projected aid
- (C) Blackboard, charts, models, flashcards, and realia are non-projected aids; OHP, slide projector, and digital projector are projected aids requiring a light source and screen
- (D) Radio, television, and slide projectors are classified as non-projected aids because their defining feature is that they all require electrical power to operate

Q41. The diagram below compares the Traditional and Flipped Classroom models. How does the Flipped Classroom **fundamentally differ** from



the Traditional model?



- (A) Students attend school for shorter sessions and complete substantially more independent homework than in a traditional model
- (B) The teacher records instructional videos but does not directly interact with students during scheduled school sessions
- (C) Technology tools are restricted exclusively to school hours, while all home-based learning uses only print materials
- (D) Instructional content (videos, readings) is delivered before class, and classroom time is repurposed for active problem-solving, project work, peer collaboration, and teacher-facilitated inquiry

Q42. The **most significant pedagogical advantage** of digital textbooks over conventional printed textbooks is that they can:

- (A) Embed interactive elements — animations, hyperlinked glossaries, embedded videos, and self-assessment quizzes — supporting personalised, multimodal, and adaptive learning experiences
- (B) Are universally available at zero cost to all students and can be accessed on any device without requiring any special software
- (C) Contain built-in plagiarism detection algorithms that automatically flag copied student responses within the digital platform
- (D) Present subject content so comprehensively and clearly that teacher explanation becomes redundant for the vast majority of learners

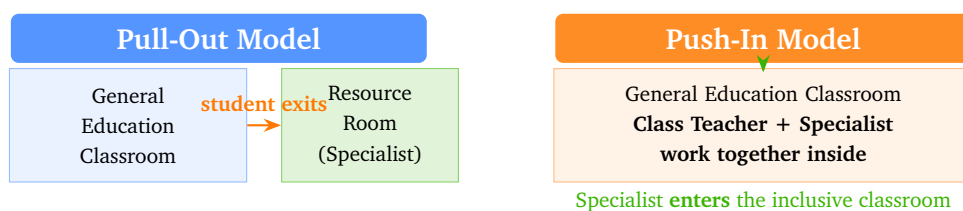


- Q43.** Using **puppets and role-play** as Teaching-Learning Materials (TLM) primarily benefits learners by:
- (A) Guaranteeing that every student achieves identical learning outcomes at the same pace through shared performative experiences
 - (B) Making abstract social and emotional concepts concrete through dramatisation, stimulating creative imagination, and providing a low-anxiety medium for language development and expressive communication
 - (C) Replacing all conventional paper-and-pencil assessment tools with performative evaluation formats across all subject areas
 - (D) Enabling teachers to cover large portions of the syllabus more rapidly through pre-scripted, dramatised content summaries
- Q44.** An **Individual Education Plan (IEP)** for a student with special educational needs typically contains:
- (A) A comprehensive record of the student's family background, socio-economic circumstances, and home learning environment
 - (B) A comparative analysis of the student's academic progress relative to the class average over the full academic year
 - (C) Current performance levels, specific and measurable annual goals, required accommodations or modifications, related support services, and individualised evaluation criteria tailored to the student's unique needs
 - (D) A clinical prescription for medical and therapeutic interventions recommended by a licensed psychologist or specialised clinician
- Q45.** A classroom teacher can **most effectively** support a student diagnosed with **dyslexia** by:
- (A) Assigning the student daily oral reading practice in front of the class to build phonological decoding speed and self-confidence
 - (B) Providing an entirely separate and simplified curriculum that circumvents all reading and writing tasks



- (C) Reducing the student's academic performance expectations to align with their current functional reading level
- (D) Implementing multi-sensory instructional approaches, offering extended time on assessments, providing audio versions of texts, and accepting oral or alternative responses alongside written work

Q46. The diagram below illustrates two inclusive education service models. What is the defining distinction between the **pull-out** and **push-in** models?



- (A) In the pull-out model, the student leaves the general education classroom to receive specialist instruction in a separate setting; in the push-in model, the specialist enters the inclusive general classroom to provide co-teaching support
- (B) Pull-out services are delivered by the general classroom teacher as an enrichment activity, while push-in services are provided by external therapists visiting from outside the school
- (C) The push-in model exclusively serves gifted and talented students needing enrichment, while the pull-out model addresses only students with diagnosed learning disabilities
- (D) Both models require the student to leave the general classroom but differ only in whether the specialist holds a formally recognised professional qualification

Q47. Internship or practice teaching in pre-service teacher education programmes primarily aims to:

- (A) Allow student teachers to earn academic credit by systematically observing experienced mentor teachers across grade levels without active instructional participation

- (B) Provide student teachers with structured, supervised real classroom experience that integrates theoretical pedagogical knowledge with live teaching practice
- (C) Assess the cooperating school's physical infrastructure and learning resource adequacy against prescribed national standards
- (D) Enable teacher educators to remotely evaluate the academic readiness of student teachers through written assignments and structured viva examinations

Q48. Which of the following **best** describes an appropriate ethical boundary in the **teacher-student relationship**?

- (A) A teacher may share personal mobile contact details with individual students to facilitate convenient after-hours academic assistance
- (B) A teacher may use instructional time to openly express personal political and religious convictions in order to model critical citizenship for the class
- (C) A teacher upholds professional ethics by treating all students equitably, maintaining student confidentiality, and avoiding dual roles or relationships that could compromise professional objectivity or student well-being
- (D) A teacher may legitimately award preferential marks to high-performing students in order to create positive peer pressure and motivate underperforming classmates through social comparison

Q49. The **core principle** of Universal Design for Learning (UDL) is to:

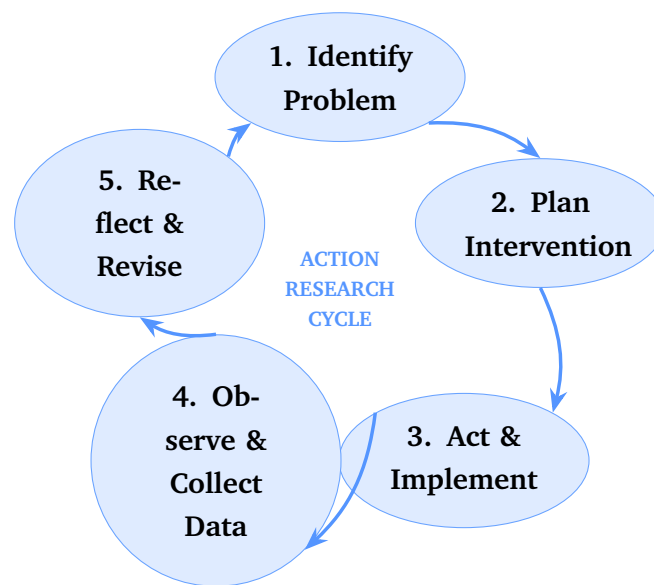
- (A) Ensure that all physical school buildings comply with accessibility standards designed specifically for students who use wheelchairs or other mobility aids
- (B) Develop a single, optimised instructional method that can effectively address the learning needs of the largest possible majority of students in a given class
- (C) Make retroactive curricular accommodations for individual students



after specific learning difficulties have been formally identified and documented

- (D) Proactively design curricula, assessments, and instructional methods with sufficient flexibility to accommodate the full range of learner variability from the outset, minimising the need for individual retrofitting

Q50. The diagram below illustrates teacher-led **action research**. Which description **best** captures the nature and purpose of this process?



- (A) A systematic, iterative reflective process in which a teacher identifies a classroom concern, plans an evidence-based intervention, implements it, collects and analyses data on outcomes, and reflects to refine and improve practice in the next cycle
- (B) A large-scale, externally validated quantitative study conducted by university researchers across multiple school sites to generate broadly generalisable educational knowledge
- (C) A one-time administrative review of student performance data undertaken to justify curriculum revision decisions at the board or district level
- (D) An informal collegial discussion among teachers about effective practices, without any systematic data collection, hypothesis testing, or structured critical reflection

