

MAH B.Ed CET Teaching Aptitude

Sample Paper – 5

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 of the following **MOST** accurately characterises teaching as an **art**?

- (A) It demands creative improvisation, intuitive responsiveness, and the ability to adapt flexibly to individual learner needs without a single prescribed formula.
- (B) It relies on replicable, testable procedures validated through controlled experimental research.
- (C) It is governed entirely by standardised objectives that leave no room for teacher professional judgement.
- (D) It produces uniform, predictable outcomes that can be derived from a fixed set of instructional rules.

Q2. Teaching is described as **tripolar** (triad) because it essentially involves:



- (A) Three levels of cognitive complexity as identified in Bloom's taxonomy.
- (B) A triangular relationship among the **teacher**, the **student**, and the **subject matter** (content), each element influencing the others.
- (C) Three administrative levels: the classroom teacher, the school principal, and the government inspector.
- (D) Three temporal phases—planning, execution, and evaluation—operating simultaneously in every lesson.

Q3. Ralph Tyler's **four fundamental questions** for curriculum development correctly address:

- (A) Who teaches, where learning occurs, when objectives are written, and how grades are assigned.
- (B) What the learner's IQ is, what resources are available, what the test format will be, and who evaluates outcomes.
- (C) What educational purposes the school seeks to attain; what experiences can help attain these purposes; how these experiences can be effectively organised; and how to determine whether the purposes are being achieved.
- (D) How many contact hours are required, what percentage of students pass, which textbooks are approved, and how teachers are recruited.

Q4. Which of the following activities BEST exemplifies the **pre-active phase** of teaching?

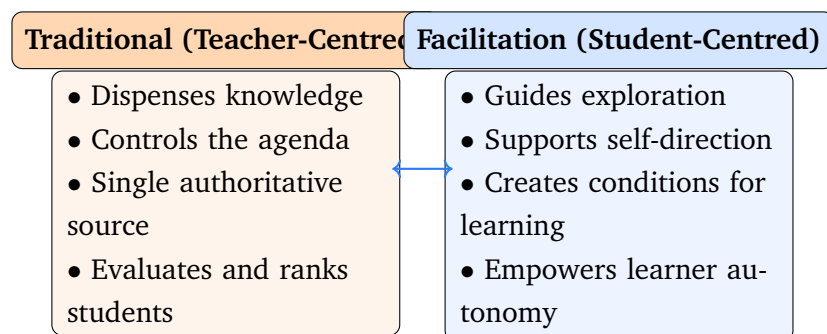
- (A) Responding to unexpected student questions and adjusting explanations spontaneously during a lesson.
- (B) Reflecting on lesson outcomes and identifying areas for professional improvement after the class ends.
- (C) Distributing corrected test papers and providing oral feedback during a scheduled review session.
- (D) Writing instructional objectives, selecting content, preparing teaching aids, and designing assessment tasks before the lesson begins.



Q5. Which of the following is a **defining feature** of open and distance education as exemplified by NIOS (National Institute of Open Schooling)?

- (A) It offers flexible admission without age or attendance restrictions, supports self-paced learning through printed and digital modules, and grants credit for prior learning.
- (B) It requires daily physical attendance in a school building for a minimum of six hours each weekday.
- (C) It is restricted to learners aged 14–18 who have previously failed formal school examinations.
- (D) It follows a rigid class timetable and offers no alternative means of content delivery.

Q6. Study the comparison diagram below and answer the question that follows:



According to Carl Rogers's concept of the teacher as **facilitator of learning**, which description is MOST accurate?

- (A) The teacher maintains strict discipline and delivers content through structured, teacher-directed lectures.
- (B) The teacher creates conditions for self-directed learning, trusts students to identify their own needs, and provides guidance rather than prescribing content.
- (C) The teacher designs detailed lesson plans that leave no room for student initiative or deviation.
- (D) The teacher serves primarily as an examiner who grades and ranks student performance at the end of each unit.



Q7. In Elizabeth Simpson's taxonomy of the **psychomotor domain**, the **first stage, Perception**, is best described as:

- (A) Performing a skill efficiently and automatically with minimum effort after extended practice.
- (B) Executing a complex skill sequence under the guidance of a teacher, with some errors still present.
- (C) Using the senses—sight, touch, and hearing—to obtain cues from the environment that guide motor activity, before actual movement is attempted.
- (D) Developing a mental and physical readiness to perform a motor action, including mindset and positional preparedness.

Q8. In Krathwohl's taxonomy of the **affective domain**, a student operating at the **Receiving** level is BEST described as one who:

- (A) Adjusts personal behaviour consistently to reflect a deeply internalised value system.
- (B) Takes independent initiative to organise several competing values into a coherent priority system.
- (C) Actively participates in classroom activities related to a concept and freely expresses emotional reactions.
- (D) Is simply aware of a stimulus (an idea, phenomenon, or activity) and shows willingness to attend to it, without yet responding, valuing, or acting upon it.

Q9. The **primary educational purpose** of the **role-play method** in classroom teaching is to:

- (A) Develop **empathy and perspective-taking** by enabling students to experience situations from another person's viewpoint through dramatic enactment.
- (B) Provide rapid practice in factual recall through competitive question-and-answer sessions.



- (C) Teach mathematical algorithms through embodied physical movements and gestures.
- (D) Improve fine motor skills and psychomotor coordination through scripted physical activity.

Q10. The **Socratic questioning technique** in classroom teaching is BEST described as:

- (A) A teacher distributing a printed list of questions for students to answer independently as homework.
- (B) A systematic method of probing, open-ended questioning used by the teacher to stimulate **critical thinking**, expose assumptions, and lead students toward deeper understanding through sustained dialogue.
- (C) A strategy in which students submit written questions and the teacher answers them one by one in the next lesson.
- (D) A competitive oral quiz in which students earn individual marks for each correct answer they provide.

Q11. Which of the following BEST identifies the **defining characteristic** of the **seminar method** of teaching?

- (A) The teacher delivers a continuous lecture while students silently take detailed notes throughout.
- (B) Students work independently on individual research papers submitted at the end of the term.
- (C) A student (or small group) presents a prepared paper or topic to the class, followed by critical discussion and debate among all participants, guided by the teacher.
- (D) Students are divided into competing teams to argue opposing sides of a prescribed resolution.

Q12. Johann Friedrich Herbart's **five formal steps** of a lesson plan, in the correct sequence, are:



- (A) Preparation → Presentation → Application → Generalisation → Comparison
- (B) Motivation → Introduction → Development → Recapitulation → Evaluation
- (C) Introduction → Development → Consolidation → Recapitulation → Testing
- (D) Preparation → Presentation → Comparison and Abstraction → Generalisation → Application

Q13. The **Dalton Plan**, developed by Helen Parkhurst, is primarily characterised by:

- (A) Individual assignment **contracts** (“jobs”) in which each student proceeds at their own pace through laboratory-based subject rooms, with no fixed timetable and monthly performance tracking by the subject teacher.
- (B) Students competing in groups to complete assigned tasks faster than their peers for weekly prizes.
- (C) Teacher-directed whole-class instruction with uniform pacing for all learners irrespective of ability.
- (D) Compulsory weekly written examinations used to determine promotion to the next task level.

Q14. In the **Jigsaw cooperative learning** strategy, **expert groups** are formed when:

- (A) The teacher selects the highest-achieving students in each home group and trains them as peer tutors for the remainder of the class.
- (B) Students from different home groups, each assigned the same segment of learning material, come together to study that segment in depth so they can later teach it back to their respective home groups.
- (C) All students in the class study the entire chapter and then quiz each other in randomly assigned pairs.

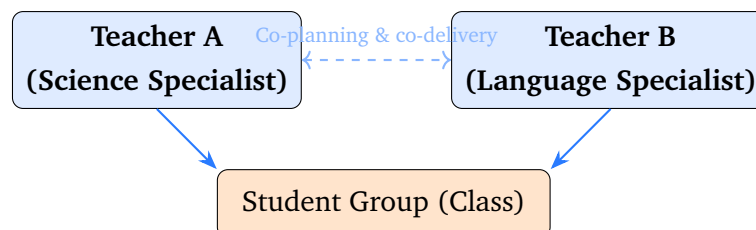


- (D) Students from the same home group compete against other home groups on the segment they already know best.

Q15. What MOST clearly distinguishes **open (free) inquiry** from **guided inquiry**?

- (A) In open inquiry, the teacher provides both the research question and the step-by-step investigation procedure; students only record the results.
- (B) In open inquiry, the teacher provides the research question but students independently design their own investigation procedure.
- (C) In open inquiry, students themselves identify the problem, formulate the research question, design the investigation, collect data, and draw conclusions—with minimal teacher direction throughout.
- (D) In open inquiry, all investigations are derived directly from the textbook's pre-set experiments and follow a prescribed fixed sequence.

Q16. Study the team-teaching diagram below:



Based on the diagram, the **primary advantage** of **team teaching** for students is:

- (A) It reduces the overall cost of education by distributing teacher salaries across a shared class.
- (B) It allows each teacher to teach fewer periods per week, improving their work-life balance.
- (C) It eliminates the requirement for individual lesson planning because teachers share the preparation load.



- (D) Students benefit from the combined and complementary subject-matter expertise of two or more teachers, receiving richer, multi-perspective instruction within the same class.

Q17. In Pavlov's classical conditioning framework, the **Unconditioned Response (UR)** is BEST defined as:

- (A) The natural, automatic, **unlearned response** produced by an organism to the Unconditioned Stimulus, occurring without any prior conditioning experience.
- (B) The response produced by the organism to the conditioned stimulus after a series of paired conditioning trials.
- (C) The salivation produced when a previously neutral stimulus (e.g., a bell) alone is presented after conditioning is complete.
- (D) The gradual disappearance of the conditioned response when the conditioned stimulus is repeatedly presented without the unconditioned stimulus.

Q18. In Skinner's operant conditioning theory, **positive reinforcement** is correctly defined as:

- (A) Removing an unpleasant stimulus following a desired behaviour in order to increase that behaviour's frequency.
- (B) Adding a pleasant or desirable stimulus immediately following a behaviour in order to strengthen and increase the probability of that behaviour recurring.
- (C) Applying an aversive stimulus contingent on an undesired behaviour in order to suppress its occurrence.
- (D) Withholding a previously received reward in order to reduce the frequency of an undesired behaviour over time.

Q19. Which of the following is the BEST real-life example of a **fixed-ratio (FR) schedule** of reinforcement?

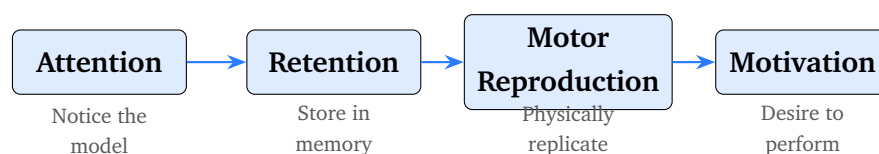


- (A) A student receives verbal praise every single time they answer a question correctly in class.
- (B) A slot machine pays out after an unpredictable and variable number of attempts, keeping the player continuously engaged.
- (C) A factory worker receives payment after completing every ten units of work, regardless of the time taken.
- (D) An employee receives a monthly performance bonus at the end of every calendar month without exception.

Q20. Thorndike's **Law of Effect** (original 1905 formulation) states that:

- (A) The more frequently a stimulus-response connection is exercised, the stronger it becomes (Law of Exercise).
- (B) An organism is more ready to learn when it is in the appropriate physiological and motivational state (Law of Readiness).
- (C) Learning occurs through imitation of a model whose behaviour has been observed to lead to rewarding outcomes (observational learning).
- (D) A stimulus-response bond is **strengthened** when the response is followed by a **satisfying** state of affairs, and **weakened** when it is followed by an **annoying** state of affairs.

Q21. Study the flowchart of Bandura's observational learning sub-processes below:



Which option CORRECTLY identifies ALL FOUR sub-processes of **Bandura's observational learning**, in the order shown?

- (A) Attention, Retention, Motor Reproduction, and Motivation (Motivational Processes).
- (B) Attention, Comprehension, Practice, and Reward.



- (C) Observation, Imitation, Rehearsal, and Reinforcement.
- (D) Perception, Memory, Performance, and Self-regulation.

Q22. The **primary cognitive achievement** of Piaget's **Sensorimotor stage** (birth to 2 years) is:

- (A) The ability to conserve number, mass, and volume despite perceptual changes in form or container.
- (B) The development of **object permanence**—the understanding that objects continue to exist even when they are no longer visible or accessible to the senses.
- (C) The capacity for hypothetical-deductive reasoning about abstract propositions and possibilities.
- (D) The mastery of reversible logical operations applied to concrete, tangible materials.

Q23. In Piaget's theory of cognitive development, **equilibration** is the process by which a learner:

- (A) Regulates emotional reactions in order to maintain a positive learning disposition during difficult tasks.
- (B) Matches walking and physical coordination to balance activities during the sensorimotor stage.
- (C) Restores **cognitive equilibrium** after encountering new information that cannot fit existing schemas, by dynamically adjusting the balance between **assimilation** and **accommodation** until a new stable schema is formed.
- (D) Negotiates shared meanings with peers through collaborative group discussion and social consensus.

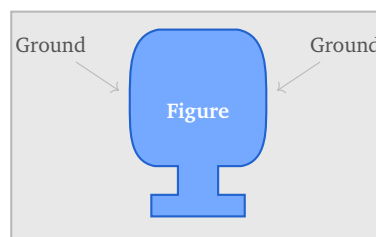
Q24. In Vygotsky's sociocultural theory, the concept of **intersubjectivity** refers to:

- (A) A child's gradual construction of an internal world model through solitary physical exploration of the environment.



- (B) The simple fact of two or more individuals being physically co-present in the same learning environment.
- (C) Written communication between teacher and student as the primary medium for knowledge transmission.
- (D) The **mutually shared understanding** that participants in a joint activity build through communication, aligning their focus, intentions, and interpretations during collaborative learning.

Q25. The diagram below illustrates the Gestalt **figure-ground** principle:



The **figure-ground** principle in Gestalt psychology states that:

- (A) Perception involves the automatic segregation of the visual field into a prominent **figure** (the object of attention) and a receding **background** (ground), with the same stimulus sometimes perceived as either figure or ground.
- (B) Objects that are spatially close to one another tend to be perceived as belonging to a single group (proximity).
- (C) Objects sharing similar colour, shape, or size are grouped together into one perceptual unit (similarity).
- (D) The eye tends to follow a smooth, continuous path rather than a jagged or interrupted one (good continuation).

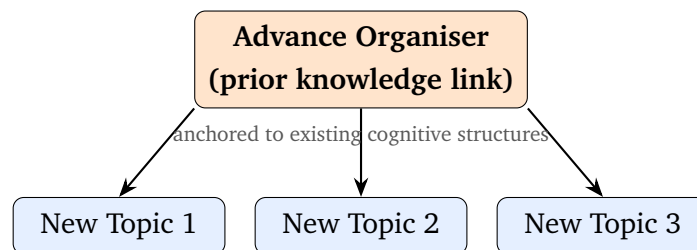
Q26. In Jerome Bruner's theory of modes of cognitive representation, the **symbolic mode** involves:

- (A) Representing knowledge through physical actions and motor responses, without recourse to images or language (enactive mode).



- (B) Representing knowledge through arbitrary symbols—primarily **language**, mathematical notation, and logical propositions—that have no physical or visual resemblance to the objects they denote.
- (C) Representing knowledge through mental images and diagrams that visually resemble their referent (iconic mode).
- (D) Representing knowledge through direct sensorimotor engagement and hands-on manipulation of concrete objects.

Q27. The concept map below illustrates the role of Ausubel's **advance organiser**:



According to Ausubel's **meaningful reception learning** theory, the PRIMARY purpose of an **advance organiser** is to:

- (A) Test students' prior knowledge so the teacher knows what has already been understood before beginning new content.
- (B) Summarise the lesson after teaching is complete, reinforcing what has just been learned.
- (C) Provide a **conceptual scaffold** that links students' existing cognitive structures to new content, reducing cognitive confusion and enabling meaningful assimilation of new material.
- (D) Replace assigned textbook reading by presenting all necessary information before the textbook chapter is opened.

Q28. According to Maslow's hierarchy of needs, a classroom implication of unmet **physiological needs** is that:

- (A) Students will seek constant teacher approval and feel insecure about their academic standing in class.

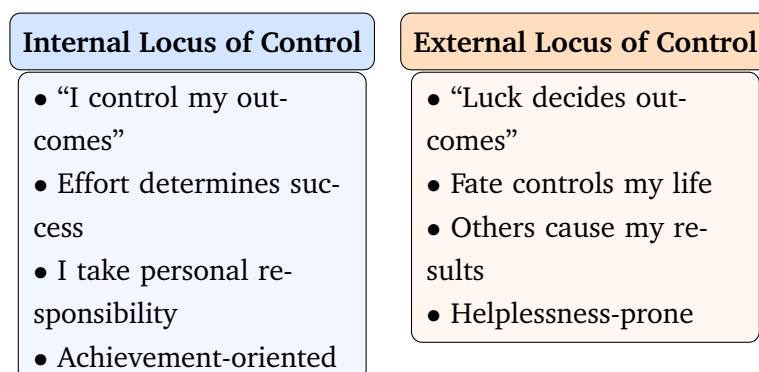


- (B) Students will fail to form peer friendships and feel persistently isolated from the social group.
- (C) Students may display low self-esteem and resist intellectually challenging academic tasks.
- (D) Students who are **hungry, fatigued, or physically uncomfortable** cannot concentrate on cognitive learning because basic biological survival needs take precedence over academic engagement.

Q29. Albert Bandura's concept of **self-efficacy** is BEST defined as:

- (A) An individual's belief in their own ability to successfully perform a **specific task** or behaviour in a particular situation, influencing their effort investment, persistence, and choice of activities.
- (B) A person's general feeling of self-worth and overall positive evaluation of themselves as a human being.
- (C) The perception that one's outcomes are controlled by one's own actions versus external forces beyond one's control.
- (D) The intrinsic satisfaction and pleasure derived from engaging in an activity purely for its own sake.

Q30. Study the comparison diagram of Rotter's **Locus of Control** below:



Individuals with an **internal locus of control** are BEST characterised by which belief?

- (A) Success and failure are primarily determined by luck, fate, and the actions of powerful others.



- (B) Their own efforts, decisions, and abilities are the **primary determinants** of what happens to them, making them more persistent and achievement-oriented learners.
- (C) Some outcomes are governed by personal effort while others are entirely determined by uncontrollable chance.
- (D) When they fail repeatedly, exerting effort is pointless and learned helplessness becomes the default response.

Q31. The **primary benefit** of student **self-assessment** in the learning process is that it:

- (A) Reduces the teacher's marking load significantly, freeing time for other administrative responsibilities.
- (B) Ensures that students grade each other equitably without teacher bias or subjective influence.
- (C) Fosters **metacognition** by requiring students to reflect on their own understanding, identify knowledge gaps, monitor their progress, and take ownership of their learning.
- (D) Produces uniform, standardised grades that can be directly entered into official academic transcripts.

Q32. A **diagnostic assessment** is BEST characterised by which feature?

- (A) It is conducted after the completion of a unit to assign a summative grade reflecting total achievement.
- (B) It is conducted during instruction using quizzes and exit tickets to monitor ongoing learning progress.
- (C) It is conducted at the end of the academic year to rank students for promotion or certification decisions.
- (D) It is conducted **before instruction begins** to identify students' existing prior knowledge, misconceptions, and learning gaps, enabling the teacher to design appropriately targeted instruction.



Q33. The **chief psychometric advantage** of **objective (MCQ) test items** over essay questions is that they:

- (A) Achieve high **reliability** by eliminating scorer subjectivity, and enable **broad content sampling** across the entire syllabus within a limited testing time.
- (B) Allow students to demonstrate complex reasoning, creativity, and depth of conceptual understanding.
- (C) Completely eliminate all forms of guessing and test-taking strategy among examinees.
- (D) Can be constructed quickly without reference to explicit blueprints or detailed assessment criteria.

Q34. In classroom assessment, an **anecdotal record** is BEST described as:

- (A) A numerical score chart summarising a student's marks across all subjects in a term.
- (B) A brief, **factual, written narrative** of a specific, significant incident of a student's behaviour or performance directly observed by the teacher, recorded as objectively as possible soon after the event.
- (C) A student's own written reflection on how they felt about a learning experience.
- (D) A standardised test score report generated by an external examining authority.

Q35. **Content validity** in educational assessment refers to:

- (A) The consistency of test scores obtained across repeated administrations under similar conditions (reliability).
- (B) The extent to which test scores predict future performance in a related real-world domain (predictive validity).
- (C) The degree to which the items in a test **adequately and representatively sample** the full domain of content, skills, and objectives that the test is intended to measure.



- (D) The extent to which a test measures the underlying theoretical construct it claims to assess (construct validity).

Q36. The **primary purpose** of using a **Grade-Point Average (GPA)** system in academic reporting is to:

- (A) Rank each student's performance on a single end-of-year examination relative to the entire cohort.
- (B) Replace all written feedback with a numerical descriptor communicating qualitative learning outcomes.
- (C) Evaluate the quality of individual project submissions using a standardised rubric score.
- (D) Provide a single, standardised numerical index of a student's **overall academic performance** across multiple subjects and time periods, enabling consistent comparison and institutional reporting.

Q37. In the three-tier model of classroom management, **preventive (proactive) management** is the **first line of action** because it:

- (A) Establishes clear expectations, routines, and engaging instructional activities *before* misbehaviour occurs, reducing disruptions by addressing potential causes in advance.
- (B) Responds to a discipline problem after it has already occurred by applying an appropriate corrective consequence to the offending student.
- (C) Refers students with persistent behaviour problems to the school counsellor for professional psychological intervention.
- (D) Publicly names students who break rules in order to deter others from engaging in similar disruptive behaviour.

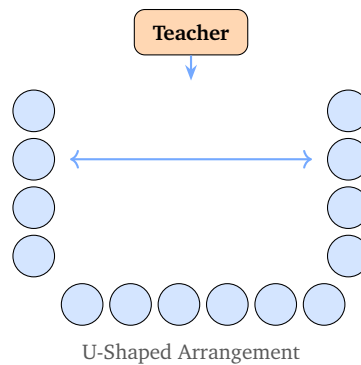
Q38. Jacob Kounin's concept of "**with-it-ness**" in classroom management describes a teacher's ability to:

- (A) Position themselves physically close to potential trouble spots to deter misbehaviour through teacher proximity.



- (B) Communicate to students—through words and actions—that they are **simultaneously aware** of what is happening in all parts of the classroom at all times, so students feel the teacher always “has eyes in the back of their head”.
- (C) Enforce the same disciplinary rule consistently and without exception to every student in every situation.
- (D) Tune empathetically into each individual student’s emotional state and address their psychological needs accordingly.

Q39. Study the classroom seating diagram below:



The **U-shaped** seating arrangement shown above is MOST effective for which learning activity?

- (A) Silent individual examination requiring complete visual isolation of each student.
- (B) Teacher-centred direct instruction to a large group with no planned student interaction.
- (C) Interactive **class discussions, seminars, or debates** where all participants can maintain eye contact with each other and with the teacher, promoting equal and inclusive dialogue.
- (D) Small, independent group projects requiring separate work-stations with minimal cross-group interaction.

Q40. At **Stage 1** of Kohlberg’s moral development (Punishment-Obedience Orientation), moral decisions are governed by:



- (A) A social contract rationale: rules are viewed as agreed-upon conventions that should be democratically revised if unjust.
- (B) Adherence to laws and institutional authority in order to maintain social stability and civic order.
- (C) Reciprocal exchange: “I will do something for you if you do something for me in return.”
- (D) The **avoidance of punishment**: an action is considered wrong simply because it leads to punishment, and morality is defined by unquestioning obedience to authority figures and physical consequences.

Q41. Telegraphic speech in first language acquisition refers to:

- (A) **Two-word** (or short multi-word) utterances produced by children around 18–24 months, consisting mainly of content words (nouns and verbs) and omitting grammatical function words, resembling the condensed style of a telegram (e.g., “Daddy go”, “More milk”).
- (B) The pre-linguistic stage in which infants produce repetitive consonant-vowel syllables (e.g., “ba-ba-ba”).
- (C) The one-word (holophrastic) stage in which a single word conveys the meaning of an entire sentence.
- (D) The stage of full grammatical sentences with correct inflections, prepositions, and articles.

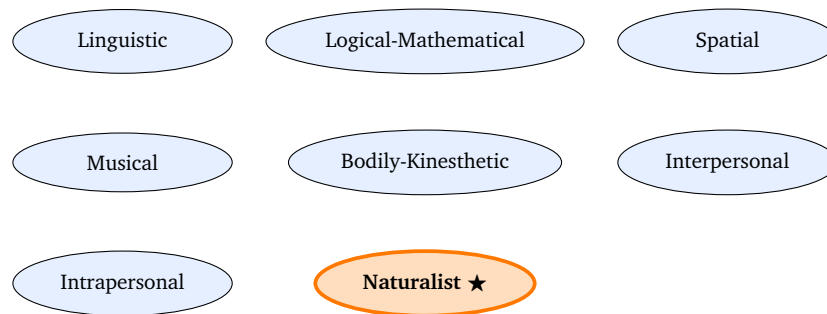
Q42. According to Howard Gardner’s theory of multiple intelligences, a classroom activity that MOST directly engages **bodily-kinesthetic intelligence** is:

- (A) Solving a number puzzle by identifying hidden patterns in a numerical grid.
- (B) Acting out a historical event through dramatic role-play, building a three-dimensional model with clay, or learning scientific concepts through physical movement and gesture.
- (C) Writing a persuasive poem to express a personal viewpoint on a social issue.



(D) Interpreting a map legend to trace and plot a geographical route.

Q43. Howard Gardner identified **eight intelligences**. The diagram below shows all eight:



The highlighted **Naturalist intelligence** (Gardner's 8th intelligence) involves:

- (A) Using mathematical reasoning to identify quantitative patterns and sequences in natural phenomena.
- (B) Appreciating and composing nature poetry that reflects the aesthetic beauty of the environment.
- (C) The ability to **recognise, categorise, and draw on features of the natural environment**—identifying species of plants and animals, discerning ecological patterns, and engaging in scientific classification of living and non-living things.
- (D) Deeply introspecting on one's personal feelings and emotional reactions to outdoor and natural experiences.

Q44. The **core curriculum** in school education is BEST characterised by:

- (A) A set of enrichment courses designed exclusively for high-achieving or intellectually gifted students.
- (B) Specialised vocational training programmes that prepare students for specific occupational pathways.
- (C) Optional co-curricular activities such as sports, music, and drama that supplement the academic programme.



- (D) A common body of **mandatory learning experiences**—subjects, themes, or competencies—that all students must study regardless of specialisation, providing a shared foundation of knowledge, skills, and values for general education.

Q45. The **principle of continuity** in curriculum design refers to:

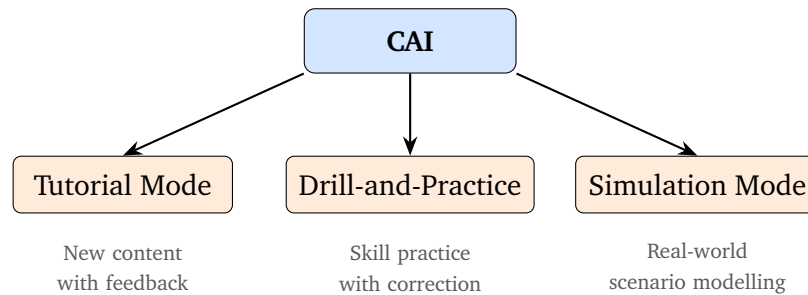
- (A) The **vertical repetition and reinforcement** of key concepts, skills, and values across successive grade levels, returning to the same elements at progressively greater depth and complexity (as in Bruner's spiral curriculum).
- (B) The horizontal addition of entirely new and unrelated topics at each successive grade level to broaden the learner's exposure to diverse fields.
- (C) The integration of different subject areas within a single grade level so that learning in one subject area supports learning in another.
- (D) Ensuring that the total body of content covered in one academic year is sufficiently comprehensive and leaves no topic gaps.

Q46. The **National Curriculum Framework for Early Childhood Care and Education (NCF-ECCE), 2009** issued by NCERT is primarily focused on:

- (A) Reforming the secondary and senior secondary school curriculum with a constructivist and inquiry-based pedagogy.
- (B) Articulating a holistic, **play-based**, child-centred framework for the care, education, and development of children from **birth to 8 years of age**, addressing cognitive, socio-emotional, physical, and language domains.
- (C) Providing guidelines for the pre-service and in-service professional development of school teachers across all grade levels.
- (D) Establishing minimum standards for foundational literacy and numeracy in Classes I–II under the National Education Policy 2020.



Q47. The diagram below shows three major modes of **Computer-Assisted Instruction (CAI)**:



The **primary advantage** of CAI over traditional classroom instruction is that it:

- (A) Eliminates the need for trained teachers entirely and substantially reduces educational expenditure.
- (B) Replaces all forms of peer interaction and collaborative learning in the classroom.
- (C) Provides **individualised, self-paced, interactive** instruction that immediately adapts to each learner's responses, allows unlimited repetition without embarrassment, and delivers instant corrective feedback.
- (D) Is effective only for simple factual content such as vocabulary lists and basic arithmetic operations.

Q48. In **gamification** of e-learning, the **primary motivation mechanism** is:

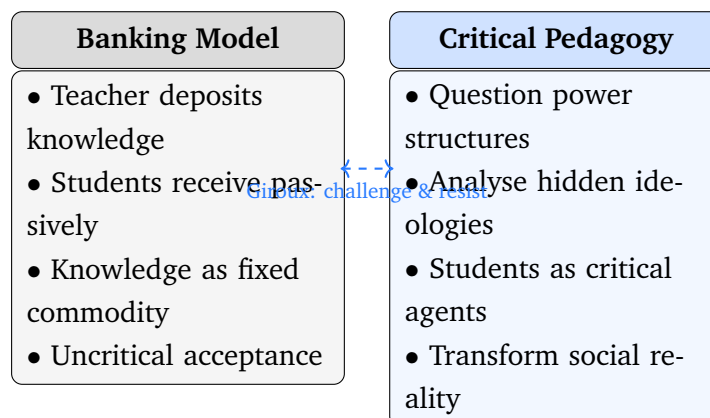
- (A) Reducing cognitive load by presenting course content in shorter, fragmented segments to prevent mental fatigue.
- (B) Enforcing a strict linear content sequence that all students must complete in an identical prescribed order.
- (C) Replacing formative assessment entirely with entertainment-based content delivery.
- (D) Incorporating game-design elements—**points, badges, leaderboards, levels**, and challenge-reward loops—into the learning environment to increase student engagement, persistence, and motivation.



Q49. The **social model of disability** is MOST clearly distinguished from the **medical model** by its position that:

- (A) Disability is not caused primarily by a person's physical or cognitive impairment but by the **barriers, attitudes, and exclusionary structures** created by society; removing these barriers would enable fuller participation.
- (B) Disability is a medical deficit within the individual that should be diagnosed, treated, and, where possible, cured by medical and rehabilitation professionals.
- (C) Disabled individuals deserve charitable support and should gratefully accept institutional benevolence and assistance.
- (D) Disability reflects a combination of biomedical, psychological, and social factors that together determine the level of functional limitation (biopsychosocial model).

Q50. Study the comparison diagram below:



According to **Henry Giroux's critical pedagogy**, schooling essentially involves:

- (A) Using digital tools and social media to make content delivery more entertaining and accessible to students.
- (B) A critical interrogation of the **power structures, dominant ideologies, and cultural hegemonies** embedded in school knowledge, with the aim of empowering students to challenge and transform oppressive social conditions.



- (C) A back-to-basics, content-centred curriculum that emphasises mastery of traditional academic disciplines.
- (D) Strict behavioural management systems that reward compliance and academic conformity above critical thinking.

