

MAH B.Ed CET Teaching Aptitude

Sample Paper – 6

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.

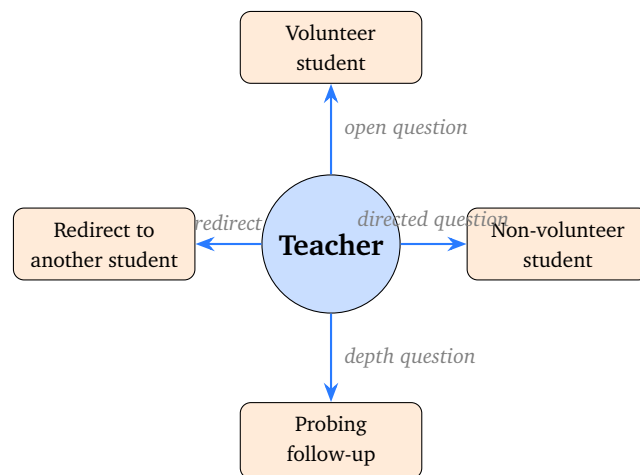
Q1. Which of the following **best describes** the characteristics of an effective classroom teacher?

- (A) A teacher who speaks eloquently and captivates students primarily through personal charisma and entertaining delivery.
- (B) A teacher who uses evidence-based instructional strategies, maintains clear lesson organisation, demonstrates genuine empathy for students, and adapts instruction based on ongoing formative assessment.
- (C) A teacher who delivers the prescribed syllabus strictly on schedule and discourages student questions that might slow pace.
- (D) A teacher who relies mainly on end-of-term examinations to determine whether learning has occurred.



- Q2.** Which statement **correctly describes** the hierarchy of **aims, goals, and objectives** in education?
- (A) Aims are specific and measurable; objectives are broad and long-term.
 - (B) Goals and objectives are interchangeable terms used synonymously in all curriculum documents.
 - (C) Aims are broad, long-term aspirations for education; goals are intermediate targets for a programme or course; objectives are specific, measurable outcomes aligned to a particular lesson or unit.
 - (D) All three terms—aims, goals, and objectives—refer to the same concept and carry no meaningful distinction.
- Q3.** Which of the following tasks represents the **Evaluate** level (sixth level of the revised Bloom's taxonomy)?
- (A) The student summarises a chapter from the textbook in their own words.
 - (B) The student applies Newton's second law to calculate the force acting on a moving object.
 - (C) The student compares and contrasts two historical events using a T-chart.
 - (D) The student judges the reliability of an experimental study by examining its methodology, sample size, and potential sources of bias.
- Q4.** The diagram below illustrates effective questioning strategies a teacher can use during live instruction, showing the teacher at the centre directing different question types to different categories of students:





Based on the diagram, which of the following **best describes** effective teacher questioning during live instruction?

- (A) Direct a variety of question types to different students—including non-volunteers—and use probing and redirecting techniques to deepen student responses and widen participation.
- (B) Accept only volunteered answers so as to avoid putting reluctant students on the spot and to encourage confidence.
- (C) Ask questions exclusively at the end of the lesson as a review activity after all new content has been presented.
- (D) Pose questions in writing on the board only, to avoid disrupting the flow of teacher-directed instruction.

Q5. Which of the following **best describes** Continuing Professional Development (CPD) for teachers?

- (A) A one-time orientation programme for newly appointed teachers conducted before they enter the classroom.
- (B) A sustained, career-long process of professional learning through workshops, peer collaboration, action research, self-study, and reflective practice that progressively enhances teaching knowledge and effectiveness.
- (C) A formal academic qualification obtained once at the start of a career that qualifies a person to teach permanently.
- (D) The annual performance appraisal conducted by the school principal to evaluate teacher competence and decide promotions.



Q6. A teacher is described as a **diagnostician** when they:

- (A) Design engaging games and activities to make every lesson entertaining and fun.
- (B) Adhere strictly to the prescribed textbook and examination syllabus without deviation.
- (C) Systematically observe student work, identify specific learning gaps and their underlying causes, and design individualised remediation strategies to address those gaps.
- (D) Motivate students through a system of public praise, merit certificates, and reward points.

Q7. In Simpson's psychomotor domain taxonomy, the **Guided Response** stage is **best illustrated** by:

- (A) A student who performs a complex surgical knot consistently and independently without any external assistance.
- (B) A student who notices that a dissection is being demonstrated and mentally prepares to attend to it.
- (C) A student who fluidly combines multiple laboratory techniques into a smooth, habitual, coordinated procedure.
- (D) A student who attempts a new laboratory technique through trial and error or by imitating the teacher's demonstrated steps, still requiring guidance and corrective feedback.

Q8. In Krathwohl's **affective domain** taxonomy, the **Organisation** level (fourth level) is **best illustrated** by:

- (A) A student who has faced conflicting values between individual freedom and social responsibility, and develops a personal value framework that reconciles both, guiding their future decisions consistently.
- (B) A student who obediently follows the teacher's instructions on classroom rules without questioning them.
- (C) A student who listens attentively when the teacher explains environmental pollution issues.

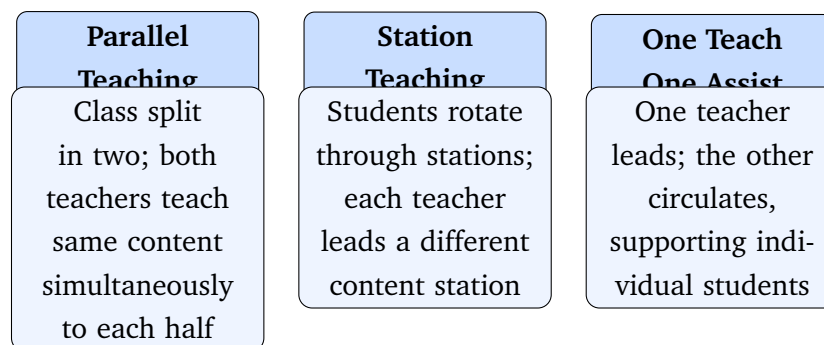


- (D) A student who participates in a clean-campus drive after the teacher asks for volunteers.

Q9. The **primary educational purpose** of the dramatization (drama) method in teaching is to:

- (A) Reinforce the rote memorisation of historical dates and mathematical formulae through theatrical repetition.
- (B) Foster affective engagement, empathy, creative expression, and deeper understanding of characters, situations, and social issues through role enactment and lived experience.
- (C) Replace written assessment with performance-based tasks that are easier and faster to score objectively.
- (D) Manage classroom behaviour by channelling restless student energy into structured physical activity.

Q10. The diagram below shows three common team teaching arrangements used by pairs of co-teachers:



According to the diagram, which statement **correctly describes** Station Teaching?

- (A) Two teachers simultaneously teach the same content to the whole undivided class to reduce preparation time.
- (B) One teacher delivers the main lesson while the other sits at the back and monitors student behaviour.



- (C) Students rotate through different learning stations, each managed by one co-teacher who presents a different part of the content or a different skill.
- (D) Both teachers share lesson delivery by taking turns presenting alternate sections to alternate halves of the class in the same space.

Q11. The **primary educational benefit** of a field trip as a teaching method is that it:

- (A) Provides the cheapest and most logistically convenient alternative to regular classroom instruction.
- (B) Allows teachers to cover the prescribed syllabus at a faster pace by replacing multiple lessons with one excursion.
- (C) Guarantees that all students achieve identical assessment outcomes through shared experience.
- (D) Provides direct, contextual, first-hand experience of real-world phenomena, making learning concrete, memorable, and situated in authentic settings beyond the classroom.

Q12. The **Winnetka Plan**, developed by Carleton Washburne in 1919, is **best known** for its:

- (A) Use of self-corrective, self-paced practice materials that allow individual students to progress at their own rate, mastering each unit before advancing to the next.
- (B) Cooperative learning model in which students are grouped by shared interest and work on teacher-assigned group projects.
- (C) Curriculum design framework that organises all subjects around broad social themes and current events.
- (D) Emphasis on oral recitation and public examination as the primary means of demonstrating mastery.

Q13. The **defining feature** of Problem-Based Learning (PBL) is that:

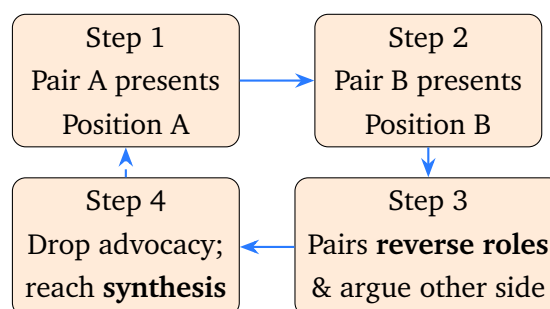


- (A) Students first study a topic from the textbook and then complete a set of prescribed practice exercises to consolidate the material.
- (B) Learning is driven from the outset by an ill-structured, real-world problem that students must investigate collaboratively, constructing the knowledge they need as they work toward a solution.
- (C) The teacher presents a series of worked examples in ascending difficulty order and then assigns practice problems for individual completion.
- (D) Students engage in extended independent research projects on self-chosen topics with no structured collaborative component.

Q14. The cooperative learning strategy **Learning Together**, developed by Johnson and Johnson, is **best defined** by its principle that:

- (A) Each group member is assigned a unique section of the material to teach to the others, making individual contributions essential to the group's overall understanding.
- (B) Groups compete against each other for a collective reward given only to the winning group.
- (C) Small, heterogeneous groups work collaboratively toward a shared goal, produce a single group product, and receive group rewards based on the combined performance of all members.
- (D) Students independently complete assignments and then compare answers with a partner for peer correction.

Q15. The diagram below illustrates the four steps of **Structured Academic Controversy (SAC)**, a cooperative learning strategy for productive classroom debate:



According to the SAC cycle above, what happens **after** both pairs have presented their positions?

- (A) The teacher evaluates the arguments and declares the pair with the stronger position the winner of the debate.
- (B) Each student individually writes a personal reflection paper summarising the position they were assigned.
- (C) Two teams use formal parliamentary rules to debate a resolution, with a panel of judges scoring each argument.
- (D) Each pair reverses roles and argues the opposing position, before both pairs work together to drop advocacy and reach a mutually agreed synthesis.

Q16. In Pavlov's classical conditioning, **spontaneous recovery** refers to:

- (A) The re-emergence of a previously extinguished conditioned response, at reduced strength, after a period of rest following extinction.
- (B) The process by which the conditioned stimulus gradually loses its power to elicit the conditioned response when repeatedly presented without the unconditioned stimulus.
- (C) The process by which a stimulus resembling the original conditioned stimulus triggers a similar conditioned response.
- (D) The strengthening of a conditioned response through additional pairings of the conditioned stimulus with the unconditioned stimulus after initial conditioning.

Q17. A **token economy** in classroom management is **best described** as:

- (A) A system that removes all natural reinforcers from the classroom and replaces them permanently with tangible objects.
- (B) A classroom behaviour management system in which students earn tokens (symbolic reinforcers) for displaying desired behaviours, and can later exchange accumulated tokens for backup reinforcers—a systematic application of operant conditioning principles.

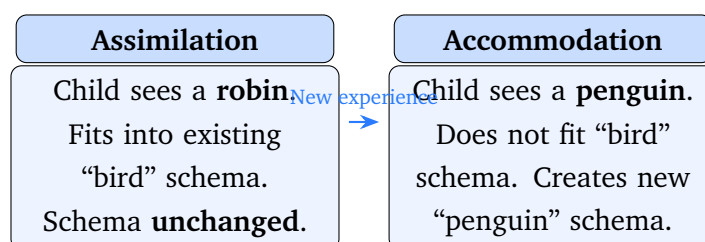


- (C) A classical conditioning technique in which a neutral sound is repeatedly paired with an unconditioned stimulus to elicit cooperative behaviour.
- (D) A punishment-only system in which tokens are taken away from students to suppress aggressive behaviour in special education settings.

Q18. Which of the following **best illustrates** the practical application of Thorndike's **Law of Effect** to classroom teaching?

- (A) Repeating the exact same stimulus hundreds of times in succession will strengthen the correct response regardless of the outcome that follows.
- (B) A learner is most ready to learn when their nervous system is prepared and the task matches their current developmental stage.
- (C) The teacher should provide **immediate, positive feedback** for correct responses (thereby strengthening the stimulus-response bond) and corrective feedback following errors, so that satisfying consequences “stamp in” desired learning and unsatisfying ones “stamp out” errors.
- (D) Learning is fundamentally a function of imitating a model and does not depend on the consequences of the learner's own behaviour.

Q19. The diagram below contrasts Piaget's two processes of cognitive adaptation—**assimilation** and **accommodation**—using examples from a child's encounter with new animals:



Based on the diagram, which statement **correctly defines** the difference between assimilation and accommodation?

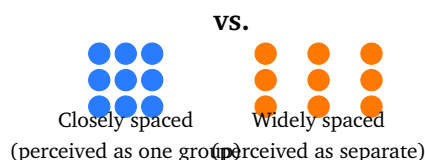


- (A) Assimilation is modifying an existing schema to fit new experience; accommodation is applying an existing schema without change.
- (B) Assimilation and accommodation together describe the social interaction process that Vygotsky calls intersubjectivity.
- (C) Assimilation refers to acquiring schemas from the social environment; accommodation refers to biological maturation of the nervous system.
- (D) Assimilation involves incorporating new information into an existing schema without changing the schema; accommodation involves modifying or creating a new schema to fit information that does not match any existing one.

Q20. According to Vygotsky, **inner speech** is **best described** as:

- (A) External, social speech between a child and others (visible as private speech when young children talk aloud while problem-solving) that is progressively internalised to become silent inner speech, which then regulates thought and higher cognitive processes.
- (B) An innate cognitive capacity present from birth, developing independently of all social interaction.
- (C) The process of translating abstract mathematical symbols into verbal form during problem-solving.
- (D) A form of verbal thinking that develops only after formal schooling when children are explicitly taught to think in words.

Q21. Study the perceptual pattern below:



Which Gestalt perceptual principle does the pattern above **primarily illustrate**?

- (A) Similarity — elements that share similar attributes such as colour or shape are grouped perceptually.
- (B) Proximity — elements that are physically close together in space are perceived as belonging to the same group.
- (C) Closure — the mind fills in missing parts of an incomplete figure to perceive a whole, unified form.
- (D) Good Continuation — elements that form a smooth, continuous line or curve are perceived as belonging to the same object.

Q22. Which of the following sets of action verbs is **most appropriate** for writing learning objectives at the **Synthesis** level of Bloom's original (1956) taxonomy?

- (A) Define, Explain, Classify, Summarise
- (B) Analyse, Differentiate, Examine, Attribute
- (C) Compose, Design, Construct, Formulate, Devise
- (D) Evaluate, Judge, Critique, Justify

Q23. According to Maslow's hierarchy of needs, **self-actualisation** in the educational context **best refers to**:

- (A) A student who receives peer recognition and a trophy for winning an inter-school science competition.
- (B) A student who develops a stable sense of belonging within a close-knit classroom friendship group.
- (C) A student whose basic physiological needs—food, shelter, and rest—are reliably met each day.
- (D) A student who consistently pursues the full realisation of their unique talents, creative potential, and personal meaning, driven by a desire for growth rather than by deficiency needs.

Q24. In self-determination theory, **amotivation** is **best described** as:

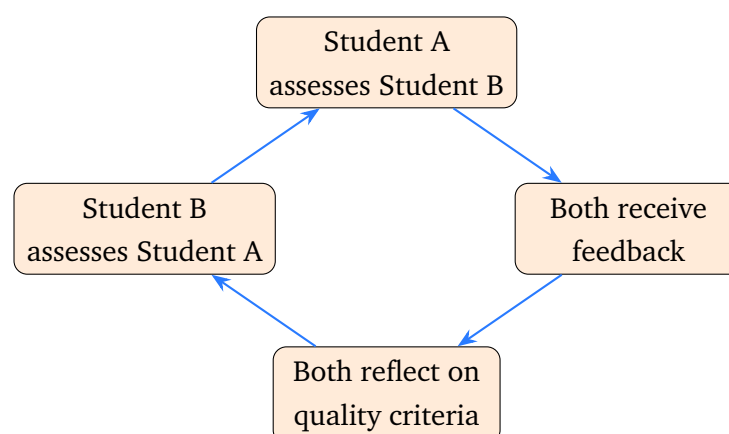


- (A) A state in which the student perceives no connection between their efforts and any outcome, lacks a sense of purpose or intention, and shows complete disengagement from learning tasks.
- (B) A state in which a student studies hard specifically to earn scholarship prizes and public recognition.
- (C) A state in which a student is driven by genuine curiosity and deep love of the subject.
- (D) A state in which a student competes intensely for top rank in every examination to satisfy parental expectations.

Q25. In Locke and Latham's goal-setting theory, the acronym **SMART** as applied to educational goal-setting stands for:

- (A) Simple, Manageable, Achievable, Relevant, Timely—used exclusively for student behaviour management plans.
- (B) Specific, Measurable, Achievable, Relevant, and Time-bound—setting SMART goals enhances student motivation, focus, and accountability by making progress observable and success clearly defined.
- (C) Strategic, Motivational, Aligned, Realistic, and Transferable—a framework designed for school-wide curriculum planning only.
- (D) Systematic, Meaningful, Attainable, Rewarding, and Timed—a financial planning framework adapted for school budgeting.

Q26. The cycle diagram below illustrates a **peer assessment** process in a classroom:



Based on the cycle, which statement **best explains** the learning benefit of peer assessment?

- (A) Peer assessment reduces metacognitive awareness because students focus only on evaluating others and neglect their own learning.
- (B) Peer assessment is inherently unreliable and should not be used in any formal or informal classroom context.
- (C) When students assess each other's work against shared criteria, they deepen their understanding of quality standards, develop critical evaluation skills, and strengthen metacognitive awareness of their own learning processes.
- (D) Peer assessment is primarily a teacher time-saving strategy with no direct learning benefit for the students involved.

Q27. Criterion-referenced assessment differs from norm-referenced assessment in that it:

- (A) Interprets a student's score by comparing it to the average score of the whole class or standardisation group.
- (B) Ranks students from highest to lowest performer and assigns grades based on their relative position in the score distribution.
- (C) Was developed specifically for university admission and is considered inappropriate for school-level use.
- (D) Measures a student's performance against a fixed, predetermined standard or set of learning criteria, determining whether specific competencies have been mastered—regardless of how other students performed.

Q28. What is the fundamental limitation of true/false questions as an assessment format?

- (A) Each item carries a 50% probability of being answered correctly by pure random guessing, severely threatening the validity and reliability of scores obtained.

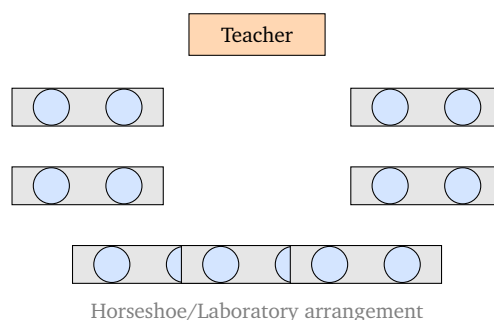


- (B) True/false questions are excessively time-consuming to construct and require specialised psychometric expertise.
- (C) True/false questions are unsuitable for measuring factual knowledge but excellent for assessing analytical thinking.
- (D) True/false questions require students to write extended answers, making them slow and difficult to score quickly.

Q29. Which statement **best captures** the **fundamental distinction** between formative and summative assessment?

- (A) Formative assessment occurs only at the end of a course, while summative assessment occurs continuously throughout instruction.
- (B) Formative assessment is ongoing, embedded within instruction, and designed to improve learning in progress; summative assessment evaluates the totality of learning achieved at the end of a defined instructional period and is used for grading and certification.
- (C) Both formative and summative assessments are used exclusively for ranking students in competitive order for selection purposes.
- (D) Summative assessment provides real-time feedback to teachers who can immediately adjust their instructional methods.

Q30. The classroom top-view diagram below shows a specific seating arrangement:



Which statement **best describes** the arrangement shown above?

- (A) This arrangement is identical to the traditional rows-and-columns format and is used to maximise the number of students who can see the board.

- (B) This arrangement is designed for whole-class direct instruction with the teacher as the sole speaker throughout every lesson.
- (C) This horseshoe/laboratory arrangement pairs students at shared workstations, facilitating both collaborative peer interaction and practical, hands-on activity, while the open central space maintains teacher access to all groups.
- (D) This arrangement prevents all student communication and is used primarily for invigilating high-stakes written examinations.

Q31. Behaviour modification in the classroom is **most accurately described** as:

- (A) Decorating the classroom with motivational posters and colourful displays to create a more positive learning atmosphere.
- (B) A single conversation between the teacher and a misbehaving student to discuss behaviour expectations.
- (C) A discipline strategy that relies exclusively on punishment to eliminate all forms of undesirable student conduct.
- (D) A systematic application of operant conditioning principles—using planned reinforcement schedules, token economies, extinction, and shaping—to increase desired behaviours and reduce undesired ones in the classroom over time.

Q32. A teacher who practises effective **transition management** in the classroom will:

- (A) Pre-teach transition routines, use clear signals to start and end activities, have all materials ready in advance, and minimise dead time between tasks, thereby maintaining student engagement and reducing opportunities for disruptive behaviour.
- (B) Prepare students emotionally and socially for the move from primary school to secondary school over an extended period.
- (C) Manage administrative paperwork related to teacher transfers and re-assignments between schools in the same district.



- (D) Allow at least ten minutes of unstructured free time between every activity so that students can mentally decompress before the next task.

Q33. Animism, as described by Piaget in the context of the preoperational stage, refers to the child's tendency to:

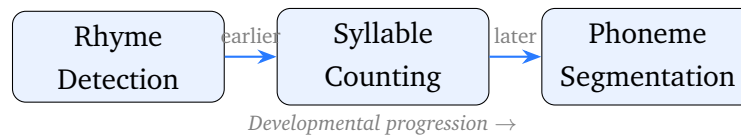
- (A) Judge the morality of an action solely by its consequences rather than by the actor's intentions.
- (B) Attribute life, feelings, consciousness, and intentions to inanimate objects—for example, believing that the sun “wants” to shine or that a rock “feels” pain when kicked.
- (C) Understand that objects continue to exist even when they are out of sight (object permanence).
- (D) Mentally reverse a sequence of steps or operations back to the original starting point (reversibility).

Q34. In Kohlberg's moral development theory, **Stage 3** of the Conventional level is characterised by moral reasoning that is guided by:

- (A) Obedience to authority and avoidance of punishment; a behaviour is wrong only if one gets caught and punished.
- (B) Self-interest and reciprocal exchange: the individual follows the “what is in it for me?” orientation.
- (C) The desire to be seen as a good, caring person and to gain approval from family, friends, and immediate social groups—often called the “good-boy/nice-girl” orientation.
- (D) Strict adherence to societal laws and formal rules to maintain social order and institutional functioning.

Q35. The diagram below shows three types of **metalinguistic tasks** arranged roughly in the order they develop in children:





Based on the diagram, which statement **best defines** metalinguistic awareness?

- (A) The automatic, unconscious processing of language that allows fluent speakers to communicate without thinking about grammatical structure.
- (B) An innate neurological module that matures independently of literacy instruction and requires no environmental input.
- (C) The ability to understand and use vocabulary in two different languages simultaneously (bilingual competence).
- (D) The conscious ability to reflect on and manipulate language as a system—to think about linguistic units such as words, syllables, and phonemes—which typically emerges between ages 4 and 8 and accelerates with the onset of formal literacy instruction.

Q36. According to Gardner's theory of Multiple Intelligences, which of the following is the **most appropriate classroom accommodation** for a student with strong **musical intelligence**?

- (A) Incorporating songs, rhythms, and musical mnemonics into lessons, and allowing the student to set key concepts to melody or compose subject-related jingles and raps to reinforce learning.
- (B) Assigning visual art projects that require the student to colour-code key information in diagrams and mind maps.
- (C) Providing extra time for laboratory experiments and hands-on three-dimensional model-building activities.
- (D) Giving the student leadership roles in group debates and Socratic seminar discussions.

Q37. Which of the following **best describes** the defining principle of a **learner-centred curriculum**?



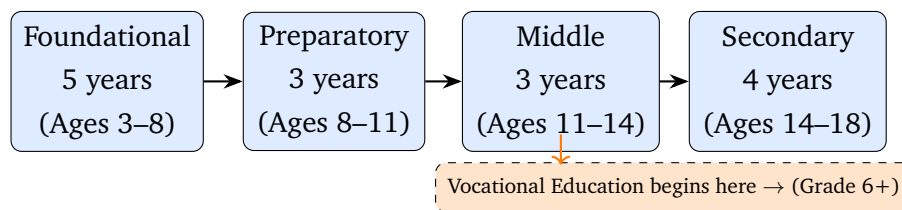
- (A) The teacher determines all content, methods, and pace entirely, and students receive what the teacher designates as important for their development.
- (B) The curriculum is organised around the interests, experiences, needs, and developmental readiness of the student, giving learners agency in what and how they learn, with the teacher serving as a guide and facilitator rather than sole authority.
- (C) A learner-centred curriculum is identical to a subject-centred curriculum except that students are allowed to choose which subjects they study each semester.
- (D) A learner-centred curriculum prioritises competitive testing and ranking to identify and accelerate the development of the most talented students.

Q38. The principle of **balance** in curriculum design **most accurately** means that:

- (A) Every examination must contain a roughly equal number of items at each level of Bloom's cognitive taxonomy.
- (B) The same topics must be taught at the same depth across all grade levels to ensure consistency.
- (C) The curriculum achieves equilibrium across competing dimensions—such as breadth and depth, cognitive and affective learning, academic and vocational content, and compulsory and elective subjects—so that no single dimension is disproportionately over-represented at the expense of others.
- (D) Teaching time is divided equally among all subjects regardless of their relative importance or the time students need to master them.

Q39. The diagram below shows the **four-stage school structure** introduced by NEP 2020, with approximate age ranges:





According to the NEP 2020 structure shown, which statement about vocational education is **correct**?

- (A) NEP 2020 mandates that vocational education must be completed before students enter the Foundational stage.
- (B) Under NEP 2020, vocational education is restricted to students in the Secondary stage (Grades 9–12) only.
- (C) NEP 2020 requires vocational education to replace academic subjects in the Preparatory stage (Grades 3–5).
- (D) NEP 2020 integrates vocational education from Grade 6 onwards (Middle stage), exposing students to skills such as carpentry, pottery, and electronics through hands-on internships alongside regular academic learning.

Q40. The **key pedagogical advantage** of an Overhead Projector (OHP) over a traditional blackboard is that:

- (A) The OHP allows the teacher to maintain eye contact and face the class while writing on or displaying transparency sheets, which are simultaneously projected on a screen behind them—unlike a blackboard, which requires the teacher to turn away from students.
- (B) The OHP is primarily used for audio playback of pre-recorded lectures to supplement the teacher's live explanation.
- (C) The OHP automatically connects to the internet to download and display updated digital content during the lesson.
- (D) The OHP is used exclusively for displaying three-dimensional models and live specimens in science laboratories.

Q41. The **primary defining feature** of a MOOC (Massive Open Online Course) is its:



- (A) Exclusive, fee-based access restricted to students formally enrolled in the awarding university.
- (B) Open, free (or very low-cost) access to a potentially unlimited number of learners globally via the internet, with no enrolment cap, enabling anyone with connectivity to participate in structured online learning.
- (C) Delivery through in-person workshop series offered by corporate training departments exclusively for their own employees.
- (D) Installation on school computers as offline software packages that function without any internet connection.

Q42. Which of the following **best describes** an application of **artificial intelligence (AI) tools** in education?

- (A) AI tools in education are limited to automated library cataloguing systems and administrative record management.
- (B) AI tools in education function only as one-way communication channels between teachers and parents for reporting purposes.
- (C) AI tools in education include adaptive quiz generators that personalise question difficulty based on a student's performance history, automated essay grading systems that provide instant written feedback, and intelligent tutoring systems that customise learning pathways to each individual student's needs.
- (D) AI tools in education are purely experimental technologies with no proven classroom application that are currently prohibited in most countries.

Q43. **Graphic organisers** are **best defined** as:

- (A) Two-dimensional maps used exclusively in geography and social studies to display political boundaries and geographical features.
- (B) Printed worksheets containing multiple-choice questions arranged in a grid format for rapid classroom testing.



- (C) Audio-visual tools that combine narrated slide shows with background music to create engaging learning experiences.
- (D) Visual frameworks—such as KWL charts, Venn diagrams, T-charts, concept maps, and story maps—that help students organise, represent, and connect ideas visually, thereby supporting comprehension, analysis, and synthesis across all subjects.

Q44. The **continuum of services** in inclusive education refers to:

- (A) A range of placement options spanning from full inclusion in mainstream classrooms (most inclusive) through resource rooms, special classes within mainstream schools, day special schools, and residential special schools (least inclusive), with placement decisions based on individual student needs.
- (B) A system offering only two placement choices: either full mainstream inclusion or full segregation in a residential special school.
- (C) A ranking of students by severity of disability, used to determine the level of state financial support each student receives.
- (D) The hierarchy of specialists—classroom teacher, resource teacher, psychologist, therapist—who work with a student with disability under a tiered support model.

Q45. A student with **Autism Spectrum Disorder (ASD)** has been included in a mainstream classroom. Which of the following **best describes** appropriate **sensory accommodations** for this student?

- (A) Maximise sensory stimulation in the classroom through bright overhead lights, loud background music, and vibrant visual displays to keep the student actively engaged throughout the day.
- (B) Provide a quiet workspace or sensory corner, offer noise-cancelling headphones during noisy activities, reduce harsh lighting, allow fidget tools, minimise unnecessary sensory overload, and maintain structured, predictable daily routines.

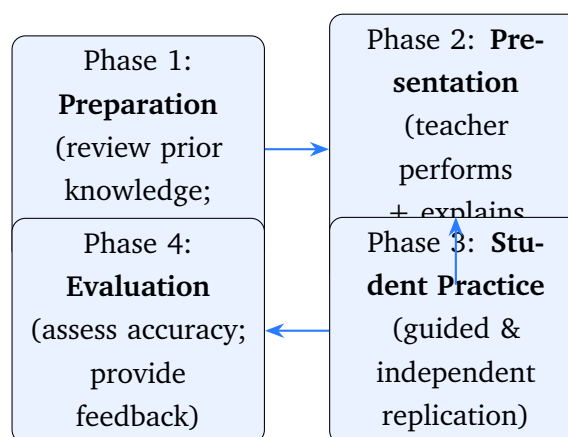


- (C) Require no accommodations, as ASD does not affect sensory processing and the student should adapt independently to the regular classroom environment.
- (D) Require the student to attend all large assemblies and communal activities without any accommodations to develop social tolerance through systematic exposure.

Q46. In the context of inclusive education, the **resource room model** is **best described** as:

- (A) A placement in which a student with disability is permanently housed in a separate self-contained classroom with no contact with mainstream peers.
- (B) A model in which the specialist teacher delivers all instruction inside the mainstream classroom alongside the regular teacher during every lesson.
- (C) A model in which a student with special educational needs spends most of the school day in the mainstream classroom but is withdrawn to a separate, specialist-staffed resource room for focused small-group or individual instruction tailored to their specific learning needs.
- (D) A centralised room that stores digital devices and assistive technology equipment that any student in the school can access on request.

Q47. The flowchart below shows the **key procedural phases** of an effective **demonstration lesson**:



Based on the flowchart, which statement **best describes** the correct sequence for an effective demonstration?

- (A) An effective demonstration requires only an unannounced display of the procedure, followed immediately by a written test with no student practice phase.
- (B) The teacher hands all materials to students at the start and allows them to experiment entirely independently without any structured guidance or modelling.
- (C) The most critical phase of a demonstration is the evaluation phase; the preparation and presentation phases are optional depending on available time.
- (D) An effective demonstration begins with preparation (activating prior knowledge and gathering materials), continues with the teacher performing and explaining the procedure step-by-step, then engages students in guided practice, and concludes with evaluation of student performance and targeted feedback.

Q48. As a professional value, **collegiality** among teachers **most accurately** means:

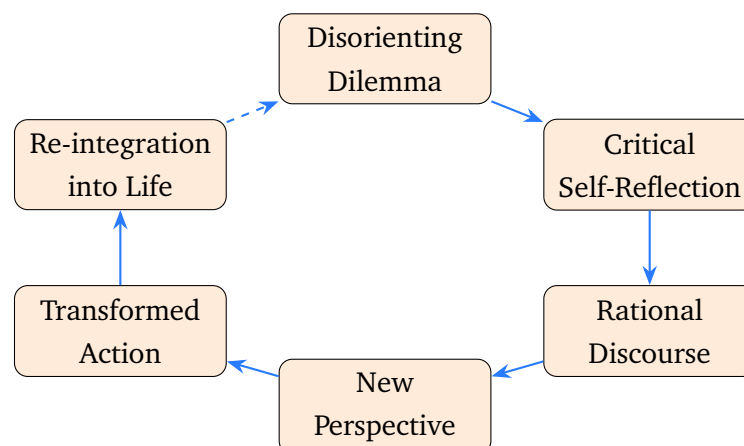
- (A) Actively collaborating with fellow professionals—sharing expertise and resources, co-planning lessons, participating in peer observation, providing constructive feedback to colleagues, and accepting shared responsibility for the learning outcomes of all students in the school community.
- (B) Competing with colleagues for access to the best classroom facilities, student groups, and administrative resources.
- (C) Maintaining strict professional distance from colleagues to avoid personal relationships that might compromise objectivity in peer evaluation.
- (D) Always agreeing with the majority opinion in staff meetings so as to avoid conflict and maintain superficial harmony.



Q49. In Tomlinson's differentiated instruction framework, **differentiation by learning environment** involves:

- (A) Changing the difficulty level or quantity of reading materials provided to different students based on their readiness.
- (B) Adjusting the physical and social conditions in which students learn—such as offering flexible seating, establishing quiet independent study spaces, creating collaborative corners, and allowing students choice in where and how they work—to match different learning needs and preferences.
- (C) Varying the format of the final product students submit to demonstrate their mastery of the content.
- (D) Teaching the same lesson content using different electronic devices assigned to different student groups.

Q50. The diagram below shows **Mezirow's cycle of transformative learning**:



According to Mezirow's cycle above, **transformative learning** is best described as:

- (A) The process by which learners memorise large volumes of content and transform it into procedural knowledge through repeated drill and practice.
- (B) The gradual accumulation of new factual information that is added to existing knowledge without any change in underlying assumptions or worldview.



- (C) The process through which adults critically examine and revise their deeply held assumptions and meaning structures when confronted with a disorienting dilemma, resulting in a fundamental shift in perspective that leads to transformed action.
- (D) A purely behavioural theory concerned with shaping observable classroom conduct through systematic reinforcement schedules.

