MAH B.Ed CET Teaching Aptitude

Sample Paper – 7

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 is an example of a **semantic barrier** in classroom communication?

(A) Loud construction noise from outside the window prevents students from hearing the teacher clearly.
(B) A student's personal anxiety about being called upon prevents them from focusing on the lesson.
(C) The teacher uses **domain-specific technical terms** and abbreviations that are unfamiliar to the students, creating a gap in the intended meaning.
(D) The physical distance between the teacher at the front and students seated at the back of a large hall reduces clarity of delivery.

Q2. The **prescriptive view** of teaching differs from the **descriptive view** primarily because:

(A) The prescriptive view is concerned with what teaching actually is and how it functions in real classrooms.
(B) The descriptive view prescribes the ideal aims and methods teachers ought to follow for effective instruction.
(C) The descriptive view is limited to theoretical analysis and makes no connection to actual classroom practice.
(D) The prescriptive view sets out **ideal norms and principles** about how teaching *ought to be* conducted, while the descriptive view explains what teaching *actually is* as observed in practice.

Q3. Which of the following tasks **best illustrates** the **Analyse** level — the fourth level in Bloom's revised taxonomy?

(A) Students examine a political speech, **identify the author's underlying assumptions**, and distinguish between factual claims and persuasive rhetoric.
(B) Students recall the six levels of Bloom's revised taxonomy in the correct sequential order.
(C) Students write a short summary of a chapter in their own words.
(D) Students apply a grammar rule to construct five original sentences.

Q4. According to Robert Mager's model of **behavioural objectives**, a well-written instructional objective must specify:

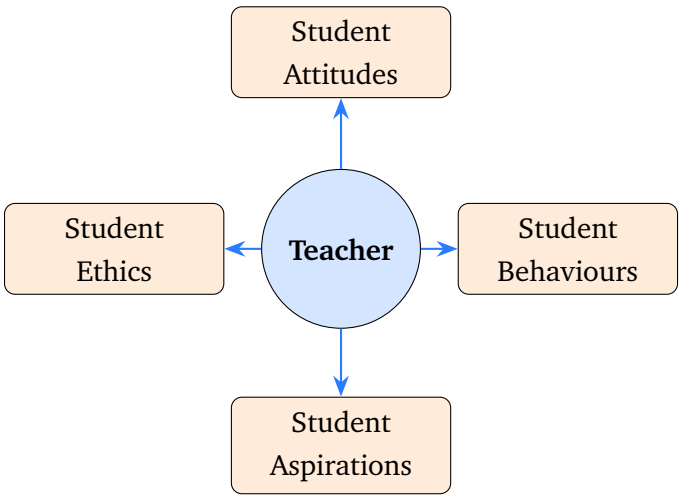
(A) The student's learning style, the teaching method, and the evaluation instrument to be used.
(B) The observable **behaviour** the learner will perform, the **condition** under which it will occur, and the **criterion** (standard) for acceptable performance.
(C) The subject content, the lesson duration, and the number of practice exercises required.

(D) The teacher's instructional goal, the learning activity, and the type of group arrangement for the class.

Q5. Malcolm Knowles distinguished **andragogy** (adult education) from **pedagogy** primarily by arguing that:

(A) Adults need the same structured, teacher-directed approach as children because learning mechanisms do not change with age.
(B) Adults learn exclusively through formal coursework and benefit most from standardised curricula prescribed by expert authorities.
(C) Unlike children, adults are **self-directed learners** who bring rich prior experience to learning, are motivated by internal factors, and need to understand the personal relevance of what they learn.
(D) Adult learners have shorter attention spans than children and therefore require shorter lesson segments and more frequent breaks.

Q6. Examine the **role-model influence** diagram below showing how a teacher's modelled behaviour radiates outward to shape students:



Role Model Influence

When a teacher **consistently demonstrates punctuality, intellectual curiosity, and respectful communication**, which outcome shown in the diagram is being shaped?

(A) Student Attitudes only, since emotional responses are the most directly modelled attribute.

(B) Student Aspirations only, since career goals are set primarily by observing the teacher's profession.
(C) Student Ethics and Student Behaviours only, but not attitudes or aspirations.
(D) **All four outcomes** — attitudes, behaviours, aspirations, and ethics — are simultaneously shaped through consistent role modelling.

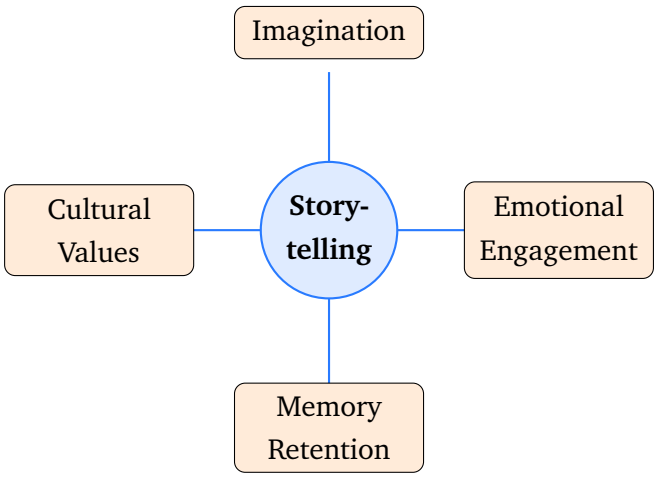
Q7. In Simpson's psychomotor domain taxonomy, the **Complex Overt Response** stage is best characterised by:

(A) Skilled performance of a complex motor task that has become **automatic and fluent**, requiring minimal conscious attention and executed consistently and efficiently.
(B) The learner imitating a demonstrated physical action with visible effort and some inaccuracy.
(C) The learner mentally preparing to initiate a physical action but not yet executing it.
(D) The learner adapting motor skills to new and unforeseen situations by creating novel movement patterns.

Q8. In Krathwohl's affective taxonomy, the **highest level — Characterisation by a Value Complex** — is best illustrated by a student who:

(A) Attends a school environmental awareness programme and listens attentively to the speaker.
(B) Has **internalised environmental stewardship so deeply into their personal identity** that it consistently guides all lifestyle choices, decisions, and actions across every context without external prompting.
(C) Voices support for environmental causes when asked by the teacher in class discussions.
(D) Organises a one-time school recycling drive after becoming interested in sustainability through a project.

Q9. The diagram below shows the dual cognitive and affective benefits of **storytelling** as a teaching method:



Which statement **best explains** why storytelling is described as having both **cognitive** and **affective** benefits?

(A) Storytelling benefits only the affective domain by stimulating emotions; it has no measurable impact on cognitive processes such as memory.

(B) Storytelling benefits only the cognitive domain by activating imagination; it has no connection to students' emotional engagement.

(C) Storytelling simultaneously activates **imagination and memory retention** (cognitive benefits) while fostering **emotional engagement and transmission of cultural values** (affective benefits), making it a uniquely holistic teaching method.

(D) Storytelling's only educational function is preserving cultural values, and its use in modern classrooms is considered outdated.

Q10. The **flipped classroom** model restructures traditional instruction by:

(A) Requiring students to attend two separate class sessions per day — one for passive listening and one for active practice.

(B) Assigning teachers to work in pairs, with one delivering content and the other facilitating student activities simultaneously.

(C) Placing the teacher at the back of the room and seating the most advanced students at the front to peer-tutor others.

(D) Having students engage with **instructional content (video lectures, readings) at home before class**, while **class time is reserved for active application, problem-solving, discussion, and teacher-guided practice**.

Q11. The **Fishbowl** discussion technique is correctly described as:

(A) A small **inner circle** of students engages in a structured discussion while the **outer circle observes and takes notes**; participants then **switch roles**, allowing all students to experience both discussing and observing.
(B) All students sit in a single large circle and simultaneously debate a topic without any facilitator intervention.
(C) The teacher sits in the centre of the class and answers questions from students who rotate past the teacher's position.
(D) Students are divided into pairs, each pair discusses a question privately, and then writes a shared written response.

Q12. The **defining characteristic** of Morrison's Mastery Learning strategy is:

(A) Students are grouped by ability and each group receives a different curriculum matched to its level.
(B) Learning is organised into a **cyclical sequence of teaching, testing, reteaching, and retesting** until each student achieves a defined mastery criterion before advancing to the next unit.
(C) Students are given a single comprehensive examination at the end of the year to determine whether they have mastered the full course content.
(D) The teacher delivers the entire course in a single extended lecture followed by a long independent study period.

Q13. The **defining principle** of Bruner's Discovery Learning is that:

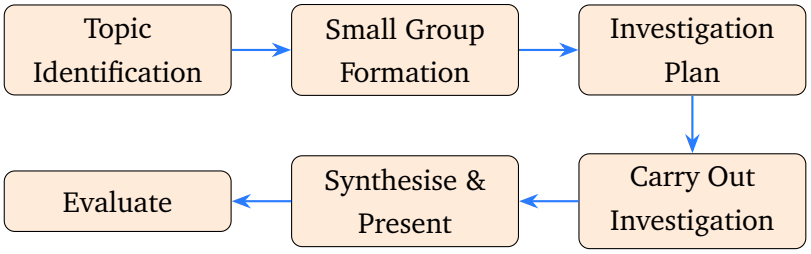
(A) The teacher systematically presents organised knowledge in its final, fully explained form for students to memorise.

(B) Learning occurs primarily through observation of an expert model followed by guided imitation of the demonstrated skill.

(C) Learners **actively construct knowledge by exploring, manipulating, and investigating** their environment, inducing concepts and principles themselves rather than receiving them from the teacher.

(D) Students learn best when they compete with peers to discover solutions faster than their classmates.

Q14. The flowchart below illustrates the stages of Sharan and Sharan's **Group Investigation** cooperative learning strategy:



What is the **correct sequence** of the six stages in the Group Investigation strategy?

(A) Investigation Plan → Small Group Formation → Topic Identification → Carry Out Investigation → Synthesise & Present → Evaluate

(B) Small Group Formation → Topic Identification → Carry Out Investigation → Investigation Plan → Synthesise & Present → Evaluate

(C) Topic Identification → Carry Out Investigation → Small Group Formation → Investigation Plan → Evaluate → Synthesise & Present

(D) **Topic Identification** → Small Group Formation → Investigation Plan → Carry Out Investigation → Synthesise & Present → **Evaluate**

Q15. In the inquiry learning process, the **problem-formulation stage** serves the primary purpose of:

(A) **Defining and narrowing the research question** so that students have a clear, focused, and investigable problem that guides all subsequent inquiry activities.

(B) Collecting initial data and measurements before the research question has been formally identified.
(C) Presenting final conclusions and synthesising findings into a report for the teacher's evaluation.
(D) Testing a hypothesis by designing and conducting a controlled experiment in the laboratory.

Q16. In Pavlov's classical conditioning framework, **higher-order (second-order) conditioning** refers to:

(A) The natural, automatic response that occurs without prior learning when an organism is exposed to a biologically significant unconditioned stimulus.
(B) A process in which a **previously established conditioned stimulus (CS1)** is used to condition a new neutral stimulus (CS2), so that CS2 itself acquires the ability to elicit the conditioned response — without ever being paired directly with the original unconditioned stimulus.
(C) The gradual weakening and disappearance of a conditioned response when the CS is repeatedly presented without the UCS.
(D) The re-emergence of an extinguished conditioned response after a period of rest.

Q17. In operant conditioning, **extinction** occurs when:

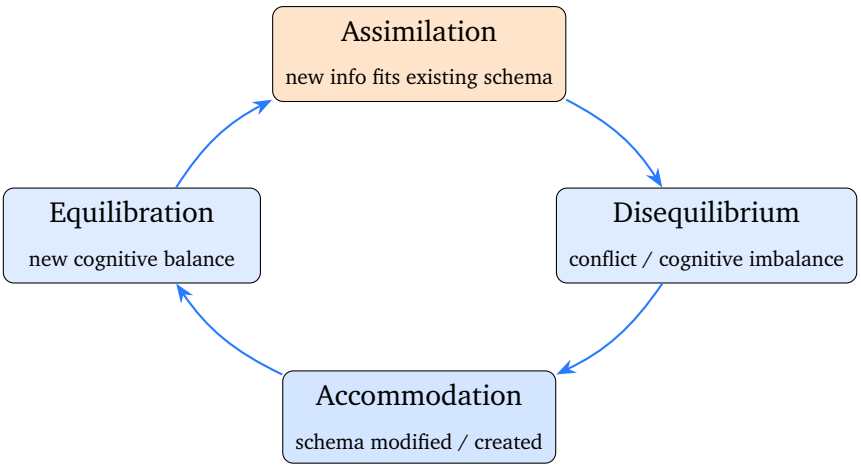
(A) A new behaviour is acquired because a previously aversive stimulus has been removed contingent on that behaviour.
(B) A previously punished behaviour increases in frequency after the punishment is discontinued.
(C) A previously reinforced behaviour **gradually decreases in frequency and eventually stops** because reinforcement is consistently withheld; in the classroom, a teacher can reduce disruptive behaviour by systematically ignoring it (*planned ignoring*).

(D) A learner generalises a conditioned response from the training stimulus to other similar stimuli in new contexts.

Q18. Thorndike's **Law of Exercise** holds that:

(A) Learners are intrinsically motivated to exercise their intellect when tasks are appropriately challenging, irrespective of practice frequency.
(B) The rate of learning is directly proportional to the physical energy expended by the student during instruction.
(C) Stimulus-response connections are strengthened exclusively through emotional satisfaction, not through repetition.
(D) A stimulus-response connection is **strengthened through frequent use (Law of Use)** and weakened through disuse (Law of Disuse); consequently, **regular, distributed practice** is essential for retaining learned skills and knowledge.

Q19. The diagram below illustrates Piaget's mechanism of **equilibration** in cognitive development:



According to the cycle shown, what is the **role of equilibration** in Piaget's theory of cognitive development?

(A) Equilibration is the **self-regulating process** by which the cognitive system restores balance after disequilibrium: when new experiences cannot be assimilated, the child accommodates (modifies schemas),

and equilibration re-establishes cognitive harmony at a higher, more advanced level.

(B) Equilibration refers to the teacher's role in balancing the curriculum between difficult and easy topics to prevent cognitive overload in students.

(C) Equilibration is the child's ability to maintain a stable emotional state despite stressful school experiences.

(D) Equilibration is the Piagetian term for matching a new concept with an existing schema without any modification to either.

Q20. According to Vygotsky's sociocultural theory, **scaffolding fading** refers to the process in which:

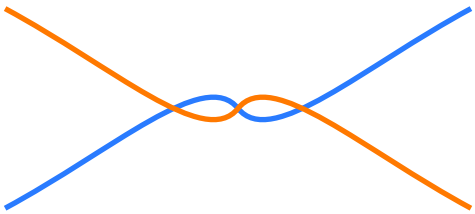
(A) The teacher permanently removes all instructional support once a learner has attempted a task, regardless of success.

(B) The **level of scaffolding is progressively reduced** as the learner's competence and independence increase, reflecting the gradual transfer of responsibility from the More Knowledgeable Other to the learner.

(C) Scaffolding is reintroduced in full whenever a learner encounters any new difficult task throughout their life.

(D) Scaffolding fades only when the learner explicitly requests independence and informs the teacher they no longer need support.

Q21. Study the figure below and identify the Gestalt perceptual principle it illustrates:



Good Continuation: The eye follows each smooth curve continuously through the crossing point rather than seeing two V-shapes.

The Gestalt principle of **Good Continuation** (illustrated above) states that:

(A) The mind tends to group together elements that are physically near each other into a single perceptual unit.
(B) The perceptual system fills in gaps in incomplete figures to perceive them as whole, closed forms.
(C) The visual system **perceives lines and curves as continuing in their established direction** even when interrupted, grouping elements that follow a smooth, continuous path as a single object.
(D) Elements that are similar in colour, shape, or size are automatically grouped together by the perceptual system.

Q22. Which of the following **correctly describes** tasks and action verbs associated with the **Creating** level — the highest level in Bloom's revised taxonomy?

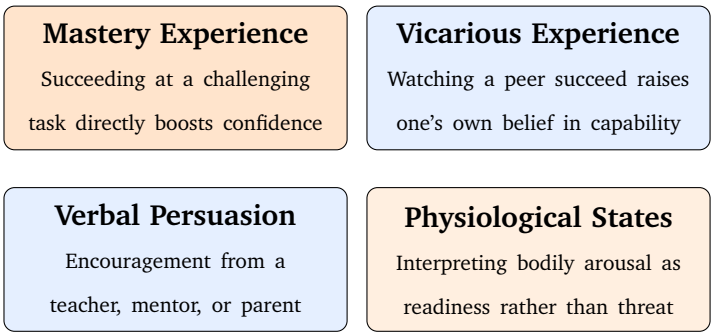
(A) Breaking down information into component parts to discover relationships; verbs include: analyse, differentiate, examine.
(B) Making judgements about the value or quality of material based on criteria; verbs include: evaluate, judge, assess, critique.
(C) Using learned knowledge in new and familiar situations; verbs include: apply, solve, demonstrate, implement.
(D) Putting elements together to form a **novel, coherent whole or an original product**; verbs include: **design, construct, compose, formulate, produce** — tasks include writing an original essay, building a model, or creating a plan.

Q23. In Maslow's hierarchy of needs, the **fundamental distinction** between **deficiency (D) needs** and **growth (Being/B) needs** is:

(A) **Deficiency needs** (physiological, safety, belonging, esteem) are **motivated by a lack** — they push the individual toward homeostasis and are satiated when fulfilled; **growth needs** (self-actualisation, cognitive, aesthetic) are **never fully satisfied** — they pull the individual toward higher potential and intensify as they are pursued.

(B) Deficiency needs apply only to children, while growth needs become relevant only in adulthood after the age of eighteen.
(C) Growth needs must be fully satisfied before any deficiency need can motivate behaviour.
(D) Deficiency needs are biologically innate, while growth needs are entirely socially constructed and culturally variable.

Q24. Bandura identified **four sources of self-efficacy** beliefs. The diagram below displays these four sources:



Which of the following **correctly matches** a source of self-efficacy with an appropriate classroom example?

(A) Physiological States → A student watches a peer successfully solve a difficult maths problem and believes they can do it too.
(B) **Mastery Experience** → A student **successfully completes** a challenging science experiment and consequently feels more confident about tackling future experiments.
(C) Verbal Persuasion → A student notices their heart rate increasing during a test and interprets this as a sign they are likely to fail.
(D) Vicarious Experience → A teacher tells a student, "I know you can get this right — you have the ability."

Q25. According to Eccles' **Expectancy-Value Theory**, which of the following best describes the role of **task value** in influencing student motivation and academic choices?

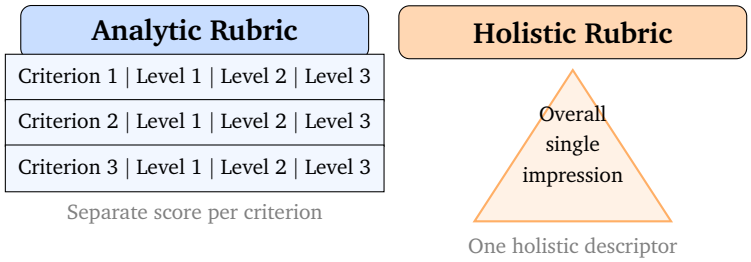
(A) Task value is irrelevant if a student has high expectancy of success; students always choose tasks they believe they can complete, regardless of perceived value.

(B) Task value refers only to the extrinsic rewards (grades, prizes) associated with completing a task; intrinsic interest has no place in the model.

(C) Task value — comprising **utility value** (usefulness for future goals), **intrinsic value** (inherent interest and enjoyment), and **attainment value** (personal importance of doing well) — directly influences a student's choice, persistence, and effort alongside expectancy of success.

(D) Task value is determined solely by the teacher's assessment of how important a topic is, and students passively adopt this evaluation.

Q26. The diagram below compares **analytic** and **holistic** rubrics:



A teacher wants to give students **detailed, criterion-specific feedback** on their research essay (separate scores for content, organisation, grammar, and citations). Which rubric type should the teacher use, and why?

(A) A holistic rubric, because it provides a single overall impression that saves marking time.

(B) A holistic rubric, because it provides separate descriptors for each criterion, enabling detailed diagnostic feedback.

(C) An analytic rubric, because it provides a single global score summarising the overall quality of the essay.

(D) An **analytic rubric**, because it evaluates each criterion **separately** on a performance scale, providing **detailed, diagnostic feedback** that helps students identify specific strengths and areas for improvement.

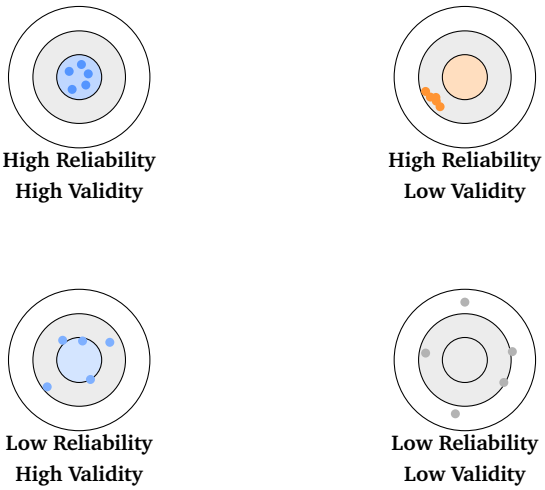
Q27. The **key difference** between **absolute (criterion-referenced) grading** and **norm-referenced (relative) grading** is:

(A) In **absolute grading**, a student's performance is measured against a **fixed, pre-specified standard** (e.g., 60% = pass) irrespective of peers' performance; in **norm-referenced grading**, a student's score is interpreted **relative to the peer group's performance** (e.g., top 10% = A grade).
(B) Absolute grading always uses percentages, while norm-referenced grading always uses letter grades.
(C) Norm-referenced grading is used only in primary schools, while absolute grading is reserved for university-level assessment.
(D) In absolute grading the teacher adjusts scores upward if the class average is too low; in norm-referenced grading all scores remain fixed regardless of class performance.

Q28. The **primary advantage** of **matching-type questions** over other objective test formats is:

(A) They allow students to compose extended written responses demonstrating depth of reasoning and creativity.
(B) Matching questions efficiently **test the ability to associate related concepts, terms, and definitions across multiple pairs simultaneously**, and when the response column contains more items than the premise column, the **guessing factor is substantially reduced** compared to multiple-choice questions.
(C) Matching questions are the best format for assessing students' ability to evaluate and critique the quality of a literary work.
(D) Matching questions require no preparation time from the teacher and can be generated automatically without designing a scoring key.

Q29. The diagram below uses a **target analogy** to illustrate the relationship between reliability and validity in assessment:



Based on the target diagram, which statement **correctly distinguishes** reliability from validity in assessment?

(A) A test that consistently produces the same scores across administrations is valid; a test that measures what it claims to measure is reliable.

(B) Reliability and validity are synonymous — a test cannot be one without simultaneously being the other.

(C) **Reliability** refers to the **consistency and repeatability** of a test's scores across occasions or raters; **validity** refers to the degree to which the test **actually measures the construct it is intended to measure**; a test can be reliable (consistent) yet not valid (measuring the wrong thing).

(D) Validity is a statistical coefficient measured precisely, while reliability is a subjective judgement made by the examiner.

Q30. A **classroom reading corner** (or classroom library) is most effective as a learning environment when it:

(A) Is housed in a locked cabinet accessible only to the teacher, to protect valuable books from damage.

(B) Prominently displays competitive reading leaderboards to motivate reluctant readers through peer comparison.

(C) Provides a single prescribed text per grade level, aligned with the current unit, to ensure uniform reading.

(D) Features a **comfortable, accessible, and inviting physical space** with a diverse levelled book collection, soft seating, adequate lighting, and organised shelves — designed to foster a **culture of voluntary, independent reading** and make literacy a self-initiated, enjoyable activity.

Q31. **Restorative practices** in school discipline differ from **punitive discipline** primarily because:

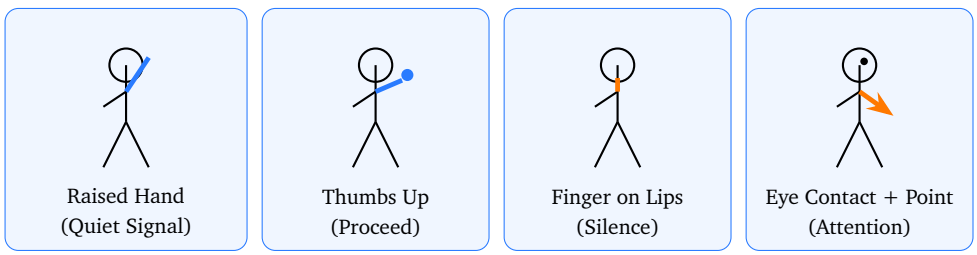
(A) Restorative practices focus on **repairing relationships and harm** through structured dialogue — bringing together the wrongdoer, the affected party, and the community to understand impact, take responsibility, and restore trust — rather than simply imposing punishment.

(B) Restorative practices are punitive measures designed to shame the misbehaving student in front of peers to deter future misconduct.

(C) Restorative practices eliminate all consequences for rule violations and allow students to repeat misbehaviour without any accountability structure.

(D) Punitive discipline focuses on repairing community bonds, while restorative practices focus on isolating the offender through suspension or expulsion.

Q32. The diagram below shows four **non-verbal signals** a teacher can use to manage the classroom:



Which statement **best describes** the primary advantage of using **non-verbal cueing and signals** for classroom management?

(A) Non-verbal signals are ineffective in multilingual classrooms and must always be accompanied by verbal commands in multiple languages.
(B) Non-verbal cues allow the teacher to **redirect student behaviour or communicate expectations without interrupting the instructional flow**, maintaining engagement while managing the classroom unobtrusively.
(C) Non-verbal signals permanently replace all verbal communication in an effectively managed classroom.
(D) Non-verbal cueing is appropriate only for early childhood settings (preschool and Grade 1) and becomes ineffective with older students.

Q33. In Piaget's theory, **centration** is a cognitive limitation of the **preoperational stage** (2–7 years) that refers to:

(A) The child's inability to understand that objects continue to exist when they are no longer visible (absence of object permanence).
(B) The child's tendency to focus on their own perspective and assume that others share the same viewpoint (egocentrism).
(C) The child's tendency to **focus attention on only one perceptual attribute** of an object or situation at a time (e.g., height only, ignoring width), leading to errors in conservation tasks.
(D) The child's belief that non-living objects possess life, feelings, and intentions (animism).

Q34. In Kohlberg's theory of moral development, **Stage 6 — Universal Ethical Principles** — represents the highest level of moral reasoning, in which:

(A) Individuals follow social laws and maintain order because law and order are perceived as intrinsically valuable in themselves.
(B) Individuals are guided by contractual obligations and democratically agreed laws, followed out of a sense of social responsibility.

(C) Individuals abide by the expectations of their immediate social group (family, peers) in order to be perceived as a good person.

(D) Individuals are guided by **self-chosen, universal ethical principles** (justice, human dignity, equality) that **transcend any particular society's laws**; when laws conflict with these principles, the individual acts according to the higher moral principle, even at personal cost.

Q35. **Pragmatic competence** is acquired at a relatively **later stage** in children's language development because it requires:

(A) The ability to use language **appropriately in social contexts** — understanding how to interpret indirect speech acts, adjust register to the situation, take conversational turns, and infer unstated meaning (implicature) — which demands advanced cognitive and social development beyond basic grammar and vocabulary.

(B) The initial ability to utter single words and simple two-word combinations representing the child's immediate needs.

(C) The mastery of basic phonological rules and the correct production of all consonant and vowel sounds by age three.

(D) The foundational insight that words are symbols standing for objects and actions, which enables all subsequent language development.

Q36. In Howard Gardner's Theory of Multiple Intelligences, a student with **high intrapersonal intelligence** is most likely to:

(A) Enjoy cooperative learning tasks, show empathy, read others' emotions accurately, and prefer working in groups on collaborative projects.

(B) **Demonstrate deep self-awareness**, maintain a personal journal, prefer working independently, set personal goals, and have a nuanced understanding of their own emotions, motivations, and values.

(C) Excel at reading maps, visualising spatial relationships, and expressing ideas through drawings, diagrams, and art.

(D) Show a strong preference for nature, enjoy classifying organisms, and detect patterns in natural phenomena.

Q37. The **correlation approach** to curriculum organisation refers to:

(A) Organising the curriculum strictly around separate academic disciplines, each taught in complete isolation from all others.
(B) Integrating all subjects into broad thematic units so that subject boundaries are completely dissolved, with no recognisable separate disciplines.
(C) Establishing **planned, deliberate connections between two or more separate subjects** — e.g., teaching photosynthesis in biology while addressing light energy in physics — so that learning in one subject reinforces the other, while each **retains its separate disciplinary identity**.
(D) Assessing students' achievement in multiple subjects simultaneously using a single comprehensive cross-disciplinary examination.

Q38. The **principle of utility** in curriculum design holds that:

(A) Curriculum content should be arranged sequentially from the simplest to the most complex concepts to ensure progressive mastery.
(B) The curriculum must cover as broad a range of topics as possible to ensure comprehensive exposure to all domains of knowledge.
(C) Curriculum experiences must be reinforced at progressively higher levels across grade years to maintain and deepen learning.
(D) Curriculum content should be **selected on the basis of its practical usefulness in learners' actual lives** — both present (relevant to current experiences) and future (applicable to adult roles) — prioritising **real-world application value**.

Q39. According to the **National Curriculum Framework 2005**, which of the following best reflects its recommendation regarding the **medium of instruction in early primary education**?

(A) The **mother tongue or home language** should be used as the primary medium of instruction in the early years of schooling, with second and third languages introduced progressively — because instruction in a familiar language supports deeper conceptual understanding and reduces cognitive barriers for young learners.

(B) English should be the medium of instruction from Class 1 to ensure all students develop English proficiency early for global competitiveness.

(C) All three languages in the three-language formula should be taught simultaneously from Class 1 with equal time allocation.

(D) The medium of instruction is purely a state-level administrative decision; NCF 2005 takes no position on the language of classroom instruction.

Q40. The role of **educational radio** in India's distance education history and contemporary practice is best described as:

(A) Educational radio has no current role in Indian education, having been completely replaced by digital video platforms and smartphones since 2010.

(B) Educational radio — through **All India Radio (Akashvani)** and institutions such as **IGNOU's Gyan Vani** FM network — has historically served as a **cost-effective, wide-reach medium** for distance learners in remote areas without internet access, providing supplementary lectures, academic programmes, and current affairs.

(C) Educational radio is used exclusively for teacher training and in-service professional development workshops conducted by NCERT.

(D) Educational radio refers exclusively to internet-based podcast streaming platforms and has no connection to traditional broadcast radio in education.

Q41. In **self-paced e-learning**, the **primary advantage** of using **podcasts** as a learning resource is:

(A) Podcasts are interactive tools that provide real-time adaptive feedback and adjust content difficulty based on the learner's live performance.

(B) Podcasts are exclusively used for teacher professional development and are not suitable as a student learning resource.

(C) Podcasts are **asynchronous** resources that learners can access, pause, rewind, and replay **at their own pace and at any time**, enabling flexible, repeated listening that accommodates diverse schedules, learning speeds, and revision needs.

(D) Podcasts are most effective only when listened to in a formal classroom setting with a teacher present to contextualise the content.

Q42. **Adaptive learning technology** distinguishes itself from traditional e-learning platforms primarily by:

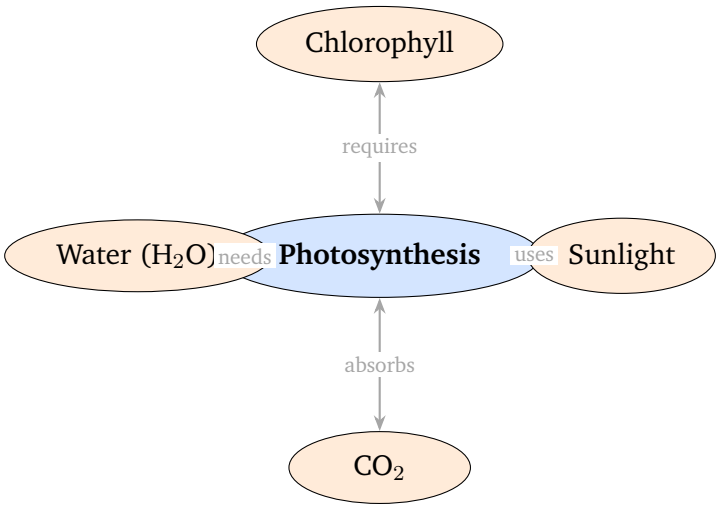
(A) Delivering identical, pre-designed course content to all learners in the same fixed sequence, regardless of their prior knowledge or performance.

(B) Requiring learners to attend scheduled online sessions with a live instructor who adjusts the lesson in real time based on classroom discussion.

(C) Providing a single standardised assessment at the end of the course to measure all learners against the same benchmark.

(D) Using **algorithms and data analytics** to continuously **personalise the learning path, pace, content difficulty, and feedback** for each individual learner based on their ongoing performance, responses, and learning patterns.

Q43. The diagram below is an example of a **concept map** used as a teaching-learning material:



Based on the structure of the concept map shown, which of the following **best describes** the purpose of concept maps as a teaching-learning material?

(A) Concept maps **visually represent the hierarchical and relational structure of knowledge** by displaying key concepts as nodes and meaningful relationships as labelled links, helping learners organise prior knowledge, identify connections, and construct integrated understanding.

(B) Concept maps are linear outlines that organise content in a sequential numbered list format for students to memorise before an examination.

(C) Concept maps are assessment rubrics that teachers use to score student essays against a predetermined set of criteria.

(D) Concept maps are classroom seating plans that visually represent how students are grouped for cooperative learning activities.

Q44. In the debate between **special schools** and **inclusive mainstream schools**, the **inclusion model** is advocated primarily because:

(A) Special schools are more cost-effective and easier to administer than inclusive mainstream schools with resource rooms.

(B) **Inclusive mainstream schooling** is grounded in the principle that all children — regardless of disability — have the right to **learn alongside peers in age-appropriate general education classes**,

benefiting from social interaction, high expectations, and a sense of belonging.

(C) Special schools offer a superior academic curriculum unmatched by any mainstream school, making them the preferred placement for all children with disabilities.

(D) The inclusion model argues that students with disabilities should be mainstreamed only for non-academic subjects (sports, arts) and receive academic instruction exclusively in special schools.

Q45. In responding to **gifted students' educational needs**, the **acceleration** strategy differs from the **enrichment** strategy primarily in that:

(A) Enrichment advances students to higher grade levels or provides advanced coursework, while acceleration provides additional depth and breadth within the same curriculum level.

(B) Acceleration focuses on social-emotional support for gifted learners, while enrichment focuses on cognitive challenge through advanced content.

(C) **Acceleration** moves students through the curriculum at a **faster pace or to higher levels** (e.g., grade skipping, advanced content placement, early university entrance), while **enrichment** provides **greater depth, complexity, and breadth** of learning experiences **at the same grade level** without advancing the student's grade placement.

(D) Both strategies are identical; the terms acceleration and enrichment are used interchangeably in gifted education literature.

Q46. In an inclusive school setting, the **speech-language therapist (SLT)** contributes most effectively to students' educational outcomes by:

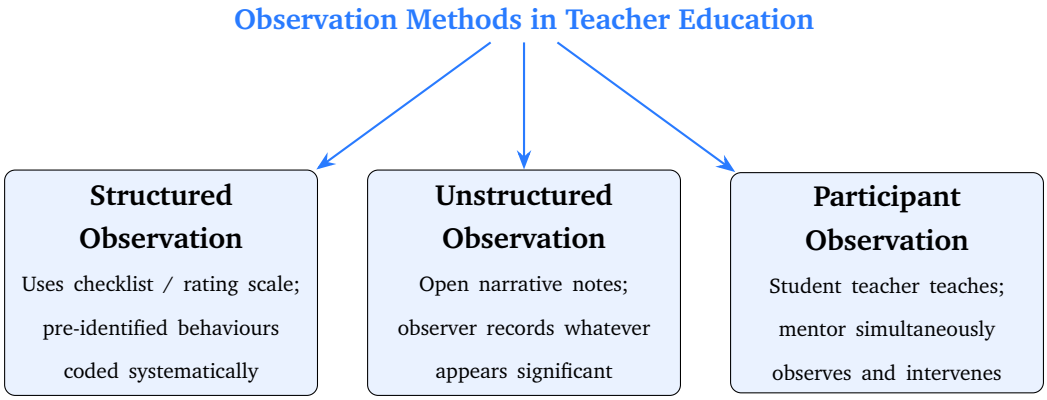
(A) Replacing the classroom teacher for students with communication disorders, delivering all academic instruction through specialised therapeutic techniques.

(B) Assessing only the physical structures of speech (mouth, tongue, palate) for medical purposes, with no role in classroom-based interventions.

(C) Providing exclusively individual pull-out therapy sessions with no contact with classroom teachers or the school curriculum.

(D) **Collaborating with classroom teachers** to **embed communication goals into daily classroom activities**, advising on strategies for students with speech, language, and communication needs (SLCN), training staff, and providing resources that help all students access the curriculum.

Q47. The diagram below shows three types of **observation** used as a tool in pre-service teacher education:



Which of the following **correctly describes** the primary characteristic that distinguishes **structured observation** from **unstructured observation** in teacher education?

(A) In **structured observation**, the observer uses a **predetermined checklist, rating scale, or schedule** to systematically record specific, pre-identified teaching behaviours; in **unstructured observation**, the observer writes open-ended narrative notes about whatever appears significant without a fixed protocol.

(B) Structured observation requires the student teacher to teach while simultaneously observing peers; unstructured observation involves watching a video recording of one's own lesson.

(C) Structured observation is used exclusively for summative assessment of final teaching competency; unstructured observation is used only for informal, non-assessed peer visits.

(D) Structured observation can only be conducted in early childhood classrooms; unstructured observation is the approved method for secondary school practicum visits.

Q48. A teacher who fulfils **professional accountability to all stakeholders** demonstrates this responsibility by:

(A) Prioritising the administrative demands of school management above students' academic and welfare needs in all decisions.

(B) **Maintaining transparency with students** (clear objectives and fair feedback), **communicating regularly with parents** (progress updates and concerns), **adhering to institutional policies**, and contributing to the broader social mission of education — thus balancing responsibilities toward students, parents, the institution, and society.

(C) Reporting only positive student outcomes to parents to maintain a supportive school-community relationship and avoid unnecessary concern.

(D) Limiting accountability to legal compliance with government regulations, with no obligation to communicate proactively with parents or the wider community.

Q49. In **culturally responsive teaching**, the **most important classroom practice** that distinguishes it from traditional teaching is:

(A) Ensuring that all students adopt the dominant cultural norms of the school and learn to code-switch away from their home culture during academic tasks.

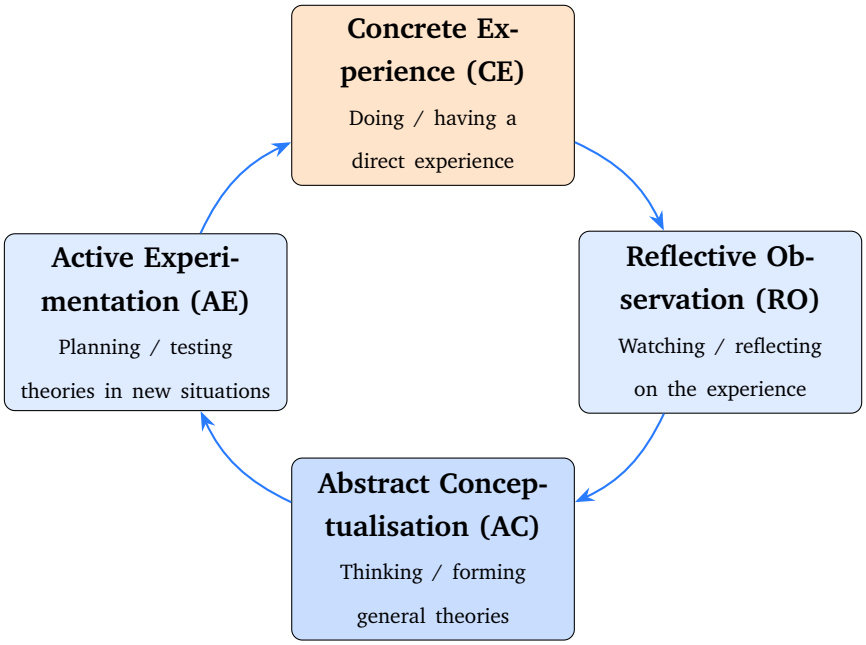
(B) Restricting curriculum content to topics from a single national culture to ensure a shared frame of reference for all students.

(C) **Actively drawing on students' cultural backgrounds, home languages, lived experiences, and community knowledge** as legit-

imate resources and starting points for learning, building bridges between students' cultural identities and academic content to make learning meaningful and equitable.

(D) Assigning students to culturally homogeneous ability groups so that teaching can be tailored to a single cultural context per group.

Q50. The diagram below represents **Kolb's Experiential Learning Cycle**:



According to Kolb's model, what is the **correct sequence** of the four stages in the experiential learning cycle?

(A) Abstract Conceptualisation → Active Experimentation → Concrete Experience → Reflective Observation — a one-directional, linear progression from theory to practice.

(B) Reflective Observation → Concrete Experience → Active Experimentation → Abstract Conceptualisation — learning initiated by observation before direct experience.

(C) Active Experimentation → Abstract Conceptualisation → Reflective Observation → Concrete Experience — because application must precede reflection for learning to occur.

(D) **Concrete Experience** (having a direct experience) → **Reflective Observation** (reflecting on it) → **Abstract Conceptualisation** (forming

theories) → **Active Experimentation** (testing theories in new situations) → back to Concrete Experience — forming a **continuous, self-renewing cycle**.