RIE CEE Teaching Aptitude

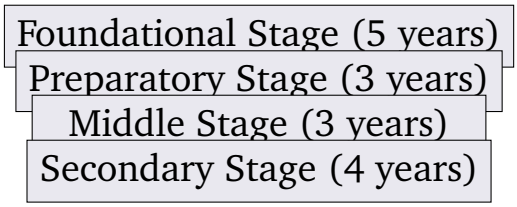
Sample Paper – 7

Duration: 45 Minutes **Maximum Marks: 60**

Instructions

- This paper contains **30** Multiple Choice Questions (Single Correct Answer), modelled on the **Teaching Aptitude** section of the **RIE CEE** (NCERT Regional Institutes of Education Common Entrance Exam).
- Each correct answer carries **+2 marks**. There is a penalty of -0.5 **mark** for every incorrect answer. Unattempted questions carry **0 marks**.
- Only **one** option is correct. Choose carefully before marking, since wrong answers are penalised.
- The actual exam is a **Computer Based Test (CBT)**; attempt this paper in one timed sitting of 45 minutes.
- Use of mobile phones, calculators, or electronic gadgets is not permitted.

Q1. The figure shows the 5+3+3+4 school structure of NEP 2020. The bottom **Foundational Stage** covers the earliest schooling years. At what **age** does this Foundational Stage begin for a child?



(A) Age 6

(B) Age 3

(C) Age 8

(D) Age 11

Q2. Under NEP 2020, the minimum degree qualification for school teaching is to become the four-year integrated B.Ed. The policy aims to make this the minimum requirement by the year:

(A) 2020

(B) 2025

(C) 2040

(D) 2030

Q3. Under NEP 2020, the one-year "Balvatika" provided just before Grade 1 is meant to give every child:

(A) A preparatory pre-school year of play-based readiness

(B) A compulsory board examination

(C) Advanced coaching for competitive exams

(D) Only physical-education drills

Q4. In NEP 2020, the Foundational Stage curriculum places the strongest focus on developing a child's:

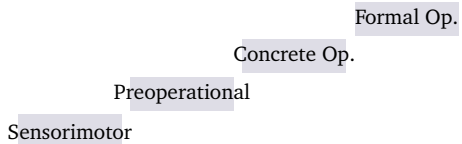
(A) Ability to clear high-stakes entrance tests

(B) Foundational literacy, numeracy and overall well-being through play

(C) Speed of writing long essays

(D) Memorisation of dates and formulae

Q5. The figure shows Piaget's four stages of cognitive development. The stage marked by symbolic and pretend play, yet still **illogical** thinking (egocentrism, no conservation), is:



(A) Sensorimotor

(B) Concrete Operational

(C) Preoperational

(D) Formal Operational

Q6. In Gardner's theory of multiple intelligences, the ability to understand and relate well to **other people** is called:

(A) Intrapersonal intelligence

(B) Interpersonal intelligence

(C) Logical-mathematical intelligence

(D) Spatial intelligence

Q7. A student who has deep self-knowledge and understands his own feelings, strengths and goals is showing strong _____ intelligence in Gardner's model.

(A) Intrapersonal

(B) Musical

(C) Bodily-kinaesthetic

(D) Naturalistic

Q8. A learner's belief in his or her own capability to succeed at a particular task is termed "self-efficacy". This concept was given by:

(A) Jean Piaget

(B) Lawrence Kohlberg

(C) Albert Bandura

(D) Daniel Goleman

Q9. A student is visibly afraid of mathematics and freezes whenever sums are given. The most professional response of the teacher is to:

(A) Start with very easy steps, give patient encouragement and build confidence gradually

(B) Tell the student that maths is simply not for everyone

(C) Give the hardest sums first to "toughen" the student

(D) Ignore the fear and continue at the usual pace

Q10. A teacher who genuinely encourages students to ask questions in class is mainly trying to:

(A) Waste classroom time

(B) Find reasons to punish students

(C) Show that the teacher knows everything

(D) Promote curiosity, critical thinking and active learning

Q11. For a class project, a teacher has to choose a group leader. The fairest and most professional way is to:

(A) Always pick the highest-scoring student

(B) Pick the teacher's personal favourite

(C) Choose the loudest student in the group

(D) Give every willing student a fair, rotating chance based on transparent criteria

Q12. Before starting a group activity, the single most useful classroom-management step is to:

(A) Begin without explaining anything

(B) Threaten punishment in advance

(C) Give clear, simple instructions and check that students understand them

(D) Let students guess what to do

Q13. To reduce repeated minor misbehaviour, an effective classroom-management practice is to:

(A) Notice and appreciate good behaviour so it is repeated

(B) Shout at the whole class each time

(C) Cancel all breaks for everyone

(D) Stop teaching until the class is silent for an hour

Q14. A teacher-leader who shares responsibilities, listens to the class monitor and lets students help run activities is showing:

(A) Autocratic leadership

(B) Participative, shared leadership

(C) Complete absence of leadership

(D) Punitive leadership

Q15. A teacher who stays calm and does not lose temper even when a class is very noisy is mainly showing the EI skill of:

(A) Rote memory

(B) Self-regulation (managing one's own emotions)

(C) Physical strength

(D) Fast talking

Q16. Noticing from a student's face and posture that the student is upset, and responding gently, mainly uses the EI ability to:

(A) Solve algebra quickly

(B) Recall textbook lines

(C) Recognise and respond to others' emotions

(D) Write neatly

Q17. The friendly, trusting relationship a teacher builds with students through warmth and respect is best called:

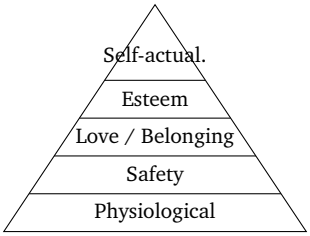
(A) Rapport

(B) Rivalry

(C) Indifference

(D) Strict distance

Q18. In Maslow's hierarchy shown below, the need for **achievement, recognition and respect** (both self-respect and respect from others) is represented by which level?



(A) Physiological

(B) Safety

(C) Love / Belonging

(D) Esteem

Q19. Wolfgang Kohler's experiments with apes, in which a chimpanzee suddenly "saw" how to reach a banana with a stick, support which theory of learning?

(A) Gestalt insight learning

(B) Classical conditioning

(C) Trial-and-error learning

(D) Operant conditioning

Q20. Behaviourism focuses on observable stimulus-response, while cognitivism focuses on inner mental processes. The thinker who wrote the influential book *Democracy and Education* and championed "learning by doing" was:

(A) B. F. Skinner

(B) John Dewey

(C) Ivan Pavlov

(D) Edward Thorndike

Q21. NCF-SE 2023 recommends “arts integration”, which means:

(A) Teaching art only to talented students

(B) Removing art from the timetable

(C) Using art forms like music, drama and painting to teach other subjects

(D) Replacing all subjects with art

Q22. “Sports integration” as promoted in recent school reforms means that physical activity and games are:

(A) Used as a tool to teach values, teamwork and even academic concepts

(B) Allowed only for the school team

(C) Completely removed to save time

(D) Treated as a punishment

Q23. The “ten bagless days” and vocational exposure recommended for middle-stage students aim mainly to:

(A) Reduce the school year

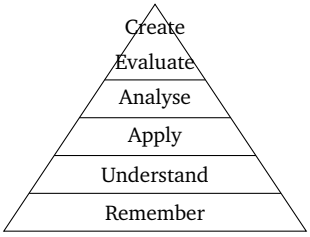
(B) Cancel all classroom teaching

(C) Stop using textbooks forever

(D) Give hands-on, real-life vocational and experiential learning

Q24. In the revised Bloom’s taxonomy shown, designing something new such as composing an original poem or planning an experiment belongs to

which level?



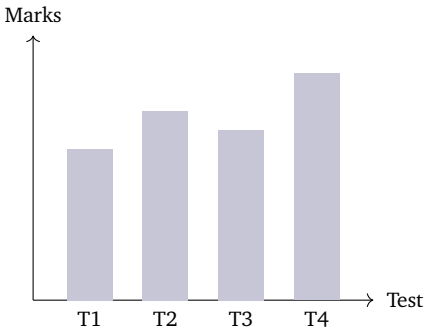
(A) Remember

(B) Create

(C) Understand

(D) Apply

Q25. The bar graph shows a student's marks in four successive unit tests held *during* a term. The teacher uses each test to track the student's progress test by test and to improve ongoing teaching. This kind of assessment is best called:



(A) A single final board examination

(B) An external entrance test

(C) Formative assessment

(D) A one-time aptitude test

Q26. When a teacher keeps short written notes describing a child's behaviour during everyday classroom moments, this record is called:

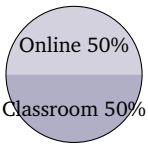
(A) A board mark-sheet

(B) An entrance rank list

(C) A printed certificate

(D) An anecdotal record

Q27. The pie chart shows a blended course that mixes equal parts of classroom and online teaching. In the **online** portion of this course, students mainly learn through:



(A) Face-to-face chalkboard lessons in a physical room

(B) Printed textbooks handed out in class

(C) A teacher lecturing to the whole class in person

(D) Digital e-content (videos, e-lessons and online resources)

Q28. Using a virtual-reality headset to let students "walk through" an ancient monument or the human heart is an example of technology that mainly provides:

(A) No educational value at all

(B) An immersive, experiential learning environment

(C) A replacement for the teacher's care

(D) Only entertainment with no learning

Q29. Universal Design for Learning (UDL) asks teachers to plan lessons that:

(A) Suit only the average student

(B) Work for one type of learner only

(C) Offer multiple ways to learn and show learning so all students can succeed

(D) Lower the standards for everyone

Q30. Building ramps, accessible toilets and wide doorways in a school is mainly meant to ensure:

(A) Physical accessibility for students with mobility needs

(B) Higher tuition fees

(C) Fewer admissions

(D) A reason to refuse certain students

Detailed Solutions

Q1.

Solution

Concept — NEP 2020 Foundational Stage age band: The 5-year Foundational Stage covers ages 3 to 8 (three years of pre-school plus Grades 1 and 2).

Step 1 — Read the figure: The bottom block is the Foundational Stage, the earliest 5 years of schooling.

Step 2 — Recall the starting age: This stage begins at age 3, when the child enters pre-primary (Balvatika) education, and runs up to age 8.

Why other options are wrong:

- Age 6 is when a child typically enters Grade 1 (already inside the Foundational Stage); age 8 is where the Foundational Stage ends and the Preparatory Stage begins; age 11 is where the Middle Stage begins.

Final Answer: Age 3 $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q1

Q2.

Solution

Concept — Teacher qualification under NEP 2020: The policy wants better-trained teachers entering schools.

Step 1 — Recall the reform: NEP 2020 makes the four-year integrated B.Ed. the minimum degree needed to become a school teacher.

Step 2 — Recall the target year: The policy aims for this to be the minimum qualification by 2030.

Why other options are wrong:

- 2020 is the policy's launch year; 2025 is too early for full roll-out; 2040 is the broader vision year for the whole system, not this specific teacher-qualification target.

Final Answer: By 2030 $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q2

Q3.

Solution

Concept — Balvatika (preparatory pre-school year): NEP 2020 wants every child to be "school ready" before Grade 1.

Step 1 — Define Balvatika: It is a one-year pre-school class placed just before Grade 1.

Step 2 — Its purpose: It gives play-based readiness, helping the child settle into school life through games, stories and activities.

Why other options are wrong:

- A board exam, competitive coaching, or only drills all contradict the gentle, play-based aim of Balvatika.

Final Answer: A preparatory pre-school year of play-based readiness $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q3

Q4.

Solution

Concept — Aim of the Foundational Stage: The early years lay the base for all later learning.

Step 1 — Recall the focus: NEP 2020 stresses foundational literacy and numeracy together with the child's overall well-being.

Step 2 — Method: These goals are reached through play, stories and activity, not pressure.

Why other options are wrong:

- Clearing entrance tests, writing long essays, and rote memorisation are not goals of this early stage.

Final Answer: Foundational literacy, numeracy and well-being through play $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q4

Q5.

Solution

Concept — Piaget's Preoperational stage: From about ages 2 to 7, children use symbols and pretend play but their reasoning is still illogical.

Step 1 — Read the figure: The four stages in order are Sensorimotor, Preoperational, Concrete Operational and Formal Operational.

Step 2 — Match the description: Symbolic and pretend play together with egocentrism and the inability to conserve are the hallmarks of the Preoperational stage.

Why other options are wrong:

- Sensorimotor (0–2) is about senses and motor actions, not symbols; Concrete Operational (7–11) is logical about concrete objects with conservation; Formal Operational (11+) handles abstract, hypothetical reasoning.

Final Answer: Preoperational $\Rightarrow$ C

Answer: (C) Go Back to Q5

Q6.

Solution

Concept — Gardner's multiple intelligences: Gardner listed several distinct kinds of intelligence.

Step 1 — Define: Interpersonal intelligence is the ability to understand, communicate with and relate well to other people.

Step 2 — Connect: A natural leader, counsellor or good team-mate shows strong interpersonal intelligence.

Why other options are wrong:

- Intrapersonal is about understanding oneself; logical-mathematical is about reasoning and numbers; spatial is about images and space.

Final Answer: Interpersonal intelligence $\Rightarrow$ B

Answer: (B) Go Back to Q6

Q7.

Solution

Concept — Intrapersonal intelligence: This is the "self-knowing" intelligence in Gardner's model.

Step 1 — Define: Intrapersonal intelligence is deep awareness of one's own feelings, strengths, weaknesses and goals.

Step 2 — Match: A reflective student who understands his own inner self shows strong intrapersonal intelligence.

Why other options are wrong:

- Musical is about sound and rhythm; bodily-kinaesthetic is about body movement; naturalistic is about understanding nature, none of which is self-knowledge.

Final Answer: Intrapersonal intelligence $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q7

Q8.

Solution

Concept — Self-efficacy: It is a person's belief in their own ability to succeed at a task.

Step 1 — Recall the author: The concept of self-efficacy was developed by Albert Bandura.

Step 2 — Connect: Bandura showed that high self-efficacy makes learners try harder and persist longer.

Why other options are wrong:

- Piaget gave cognitive stages; Kohlberg gave moral development; Goleman popularised emotional intelligence, none of which is self-efficacy.

Final Answer: Albert Bandura $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q8

Q9.

Solution

Concept — Reducing maths anxiety: Fear of a subject is overcome with success and support, not pressure.

Step 1 — Analyse the situation: A student who freezes at sums has anxiety, not lack of ability alone.

Step 2 — Choose the best response: Starting with very easy steps and giving patient encouragement lets the student feel small successes and slowly lose the fear.

Why other options are wrong:

- Saying maths is "not for everyone" kills confidence; giving the hardest sums first deepens the fear; ignoring the fear leaves the student stuck.

Final Answer: Start easy, encourage patiently, build confidence $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q9

Q10.

Solution

Concept — Encouraging questioning: A questioning classroom is a thinking classroom.

Step 1 — Analyse: When students feel free to ask questions, they explore ideas instead of just memorising.

Step 2 — Identify the aim: The teacher is promoting curiosity, critical thinking and active learning.

Why other options are wrong:

- Encouraging questions does not waste time, is not a trap for punishment, and is not about showing off the teacher's knowledge.

Final Answer: Promote curiosity and critical thinking $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q10

Q11.

Solution

Concept — Fairness in giving responsibility: Leadership chances should be open and just.

Step 1 — Analyse: Choosing a leader is a chance to model fairness for the whole class.

Step 2 — Best practice: Giving every willing student a fair, rotating chance on transparent criteria is just and builds confidence in many learners.

Why other options are wrong:

- Always picking the top scorer, the teacher's favourite, or the loudest student is unfair and excludes capable, quieter children.

Final Answer: A fair, rotating, transparent chance for all $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q11

Q12.

Solution

Concept — Clear instructions: Most off-task behaviour starts from confusion about what to do.

Step 1 — Identify the step: Before an activity, give clear, simple instructions and check that students have understood them.

Step 2 — Reason: When everyone knows the task, the activity runs smoothly with little disruption.

Why other options are wrong:

- Starting without explanation, threatening punishment, or making students guess all create confusion and disorder.

Final Answer: Give clear instructions and check understanding $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q12

Q13.

Solution

Concept — Positive reinforcement of behaviour: What gets noticed and praised tends to be repeated.

Step 1 — Identify the practice: Noticing and appreciating good behaviour encourages students to repeat it.

Step 2 — Reason: Praising desired behaviour is more effective and less harmful than constant scolding.

Why other options are wrong:

- Shouting at the whole class, cancelling everyone's breaks, or stopping teaching for an hour punish the innocent and damage the climate.

Final Answer: Notice and appreciate good behaviour $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q13

Q14.

Solution

Concept — Participative leadership: A good teacher-leader shares responsibility with the class.

Step 1 — Analyse the behaviour: Sharing duties, listening to the monitor and letting students help run activities involves them in running the class.

Step 2 — Name the style: This is participative, shared leadership.

Why other options are wrong:

- Autocratic leadership decides everything alone; absence of leadership gives no guidance; punitive leadership rules by fear, none of which is sharing.

Final Answer: Participative, shared leadership $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q14

Q15.

Solution

Concept — Self-regulation in EI: Managing one's own emotions is a core part of emotional intelligence.

Step 1 — Analyse: Staying calm in a noisy class means the teacher controls his own reactions instead of reacting in anger.

Step 2 — Name the skill: This is self-regulation, the EI ability to manage one's own emotions.

Why other options are wrong:

- Rote memory, physical strength and fast talking have nothing to do with controlling one's emotions.

Final Answer: Self-regulation $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q15

Q16.

Solution

Concept — Social awareness / empathy: Reading others' emotions is a key EI ability.

Step 1 — Analyse: Noticing from face and posture that a student is upset means the teacher is sensing the student's emotion.

Step 2 — Name the ability: This is the EI skill of recognising and responding to others' emotions.

Why other options are wrong:

- Solving algebra, recalling textbook lines and writing neatly are academic skills, not emotional awareness.

Final Answer: Recognise and respond to others' emotions $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q16

Q17.

Solution

Concept — Rapport: Rapport is a warm, trusting relationship between teacher and students.

Step 1 — Define: Built through warmth, respect and genuine interest, rapport makes students feel safe and valued.

Step 2 — Connect: Strong rapport improves communication, motivation and classroom climate.

Why other options are wrong:

- Rivalry, indifference and strict distance are the opposite of a warm, trusting bond.

Final Answer: Rapport $\Rightarrow$ A

Answer: (A) Go Back to Q17

Q18.

Solution

Concept — Esteem needs in Maslow's hierarchy: The fourth level up is about feeling valued and capable.

Step 1 — Read the figure: From bottom to top the levels are Physiological, Safety, Love/Belonging, Esteem and Self-actualisation.

Step 2 — Match the description: The need for achievement, recognition and respect, both self-respect and respect from others, is the Esteem level (just below the apex).

Why other options are wrong:

- Physiological is basic survival (food, water, sleep); Safety is security and freedom from fear; Love/Belonging is friendship and affection, none of which is recognition and respect.

Final Answer: Esteem $\Rightarrow$ D

Answer: (D) Go Back to Q18

Q19.

Solution

Concept — Gestalt insight learning: Some learning happens as a sudden "aha" grasp of the whole problem.

Step 1 — Recall the experiment: Wolfgang Kohler watched apes suddenly work out how to use a stick or box to reach a banana, with no trial and error.

Step 2 — Name the theory: This sudden perception of relationships supports Gestalt insight learning.

Why other options are wrong:

- Classical and operant conditioning rely on stimulus-response and reinforcement; trial-and-error is gradual, not a sudden insight.

Final Answer: Gestalt insight learning $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q19

Q20.

Solution

Concept — Dewey and progressive education: Dewey linked education with democracy and active experience.

Step 1 — Recall the book: John Dewey wrote *Democracy and Education*.

Step 2 — Connect: Dewey championed "learning by doing", where children learn through real activity and experience.

Why other options are wrong:

- Skinner is operant conditioning; Pavlov is classical conditioning; Thorndike gave the laws of learning, none of whom wrote *Democracy and Education*.

Final Answer: John Dewey $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q20

Q21.

Solution

Concept — Arts integration in NCF-SE 2023: Arts can be used as a method of teaching, not just a separate subject.

Step 1 — Define: Arts integration means using art forms like music, drama and painting to teach other subjects.

Step 2 — Reason: It makes learning joyful, multi-sensory and easier to remember.

Why other options are wrong:

- Teaching art only to the talented, removing art, or replacing all subjects with art each miss the meaning of integration.

Final Answer: Using art forms to teach other subjects $\Rightarrow$ C

Answer: (C) Go Back to Q21

Q22.

Solution

Concept — Sports integration: Games can teach values and even academic ideas.

Step 1 — Define: Sports integration uses physical activity and games as a tool to teach teamwork, values and academic concepts.

Step 2 — Reason: Movement and play improve focus, health and cooperation for every child.

Why other options are wrong:

- Limiting sport to the school team, removing it, or using it as punishment all defeat its inclusive learning purpose.

Final Answer: A tool to teach values, teamwork and concepts $\Rightarrow$ A

Answer: (A) Go Back to Q22

Q23.

Solution

Concept — Bagless days and vocational exposure: NEP 2020 and NCF-SE want hands-on, real-life learning.

Step 1 — Recall: Middle-stage students get "ten bagless days" and vocational exposure such as visits to artisans, farms or workplaces.

Step 2 — Identify the aim: The aim is hands-on, experiential and vocational learning beyond the textbook.

Why other options are wrong:

- It does not shorten the school year, cancel classroom teaching, or stop textbooks forever; it adds practical experience.

Final Answer: Hands-on vocational and experiential learning $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q23

Q24.

Solution

Concept — Bloom's "Create" level: The highest cognitive level is putting parts together to make something new.

Step 1 — Read the figure: The apex of the pyramid is "Create".

Step 2 — Match the task: Composing an original poem or planning a new experiment is producing something original, which is the "Create" level.

Why other options are wrong:

- Remember is recalling facts; Understand is explaining; Apply is using a rule, none of which is original creation.

Final Answer: Create $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q24

Q25.

Solution

Concept — Formative assessment: Assessment done *during* learning, to track progress and improve teaching, is formative.

Step 1 — Read the figure: The four unit tests fall within the term, and the teacher follows the student's marks test by test.

Step 2 — Name it: Using these in-term tests to monitor progress and adjust teaching makes this formative assessment (assessment *for* learning), not a final judgement.

Why other options are wrong:

- A single final board exam and a one-time aptitude test are summative one-shot judgements at the end; an external entrance test is selection-based, not in-class progress tracking.

Final Answer: Formative assessment $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q25

Q26.

Solution

Concept — Anecdotal records: These are short factual notes of what a teacher observes.

Step 1 — Define: An anecdotal record is a brief written description of a child's behaviour in a real classroom moment.

Step 2 — Use: Collected over time, such notes help the teacher understand the child's growth and needs.

Why other options are wrong:

- A board mark-sheet, an entrance rank list and a printed certificate are formal documents, not day-to-day observation notes.

Final Answer: An anecdotal record $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q26

Q27.

Solution

Concept — Digital e-content in blended learning: In the online half of a blended course, learning is delivered through digital resources.

Step 1 — Read the figure: The pie is split equally into a Classroom 50% half and an Online 50% half; the question asks about the online half.

Step 2 — Identify the medium: In the online portion students mainly learn through digital e-content such as recorded videos, e-lessons and online resources accessed on a device.

Why other options are wrong:

- Chalkboard lessons, printed textbooks handed out in class, and a teacher lecturing in person all describe the face-to-face classroom half, not the online half.

Final Answer: Digital e-content $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q27

Q28.

Solution

Concept — Virtual reality in teaching: VR creates a simulated world the learner can explore.

Step 1 — Analyse: "Walking through" a monument or the human heart lets the student experience the topic directly.

Step 2 — Identify the benefit: VR mainly provides an immersive, experiential learning environment that deepens understanding.

Why other options are wrong:

- Saying it has no value, replaces the teacher's care, or is mere entertainment all ignore its real learning benefit.

Final Answer: An immersive, experiential learning environment $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q28

Q29.

Solution

Concept — Universal Design for Learning (UDL): UDL plans lessons that work for the widest range of learners from the start.

Step 1 — Define: UDL offers multiple ways for students to access content, engage with it and show what they have learned.

Step 2 — Reason: Because it is flexible by design, all students, including those with disabilities, can succeed without separate add-ons.

Why other options are wrong:

- Designing only for the average student or one type of learner, or lowering standards, all go against the flexible, inclusive idea of UDL.

Final Answer: Multiple ways to learn and show learning $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q29

Q30.

Solution

Concept — Physical accessibility: A barrier-free building lets every child move around safely.

Step 1 — Interpret: Ramps, accessible toilets and wide doorways remove physical barriers in the school.

Step 2 — Identify the purpose: They ensure physical accessibility for students with mobility needs, such as wheelchair users.

Why other options are wrong:

- These features are not about raising fees, cutting admissions, or refusing students; they welcome and include them.

Final Answer: Physical accessibility for students with mobility needs $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q30

Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	D	3	A	4	B	5	C
6	B	7	A	8	C	9	A	10	D
11	D	12	C	13	A	14	B	15	B
16	C	17	A	18	D	19	A	20	B
21	C	22	A	23	D	24	B	25	C
26	D	27	D	28	B	29	C	30	A