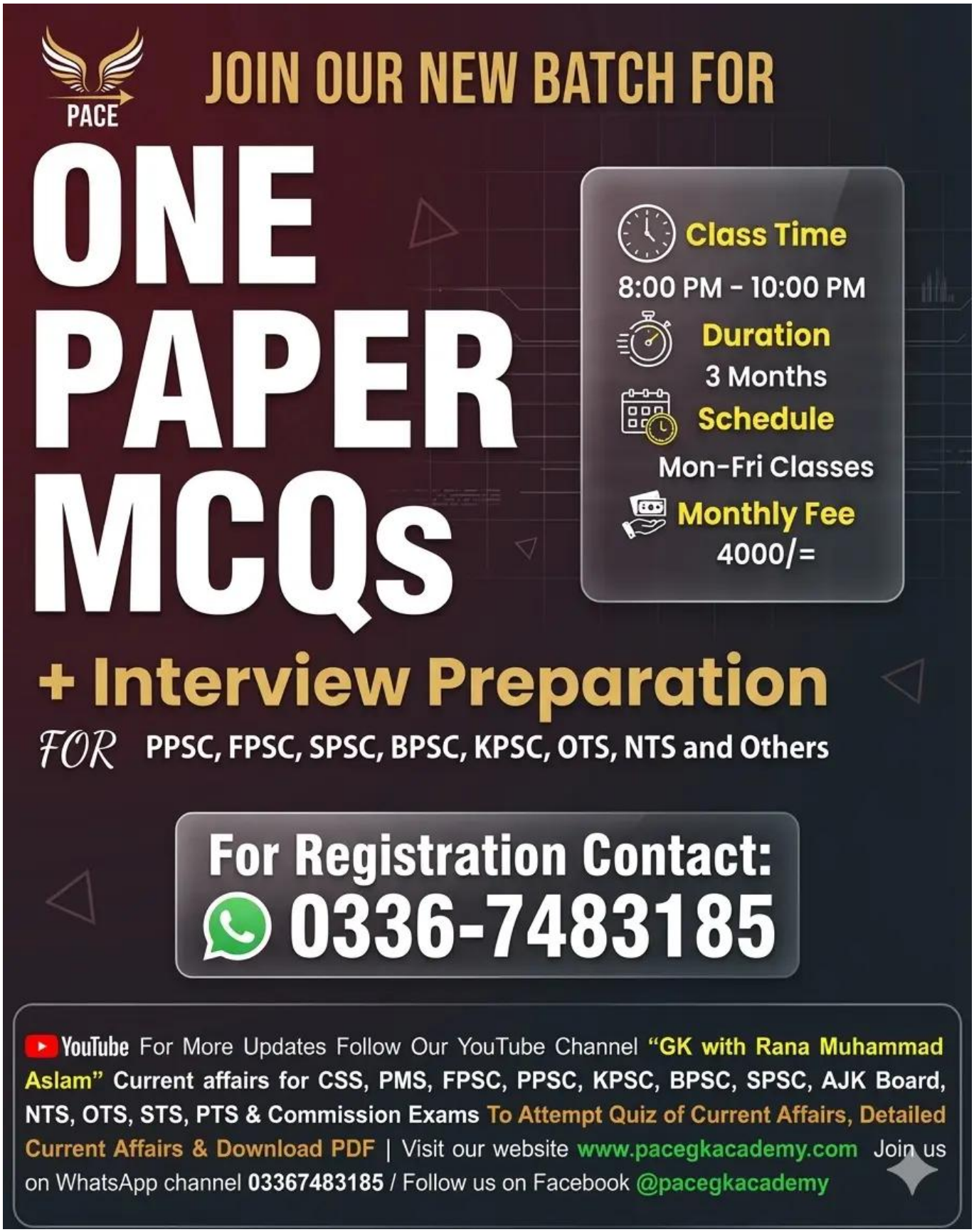
Secondary School Teacher Held on 14.10.2026

(Federal Government Educational Institutions)



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Q.1: A researcher obtain the complete list of Grade 9 learners in a district and uses a random-number generator to select 300 names. Which sampling method is being used?
A. **Simple Random Sampling**
B. Stratified Random Sampling
C. One-Stage Cluster Sampling
D. Systematic Random Sampling

Q.2: Two existing classes receive different teaching approaches. Both are tested before and after instruction, but learners were not randomly assigned to classes. The design is best classified as a :
A. **Quasi Experimental**
B. True Experimental
C. Cross Sectional
D. Ethnographic

Q.3: A researcher studies classroom participation through questionnaire, interviews and observations, then examines whether the findings converge. This strategy is :
A. Randomization
B. Statistical Control
C. **Triangulation**
D. Test Equating

Q.4: A study defines regular attendance as presence son at least 90 % of Scheduled school days. This statement is primarily a /an :
A. Theoretical framework
B. Sampling Criterion Only
C. **Operational Definition**
D. Sensational Theory

Q.5: The same cohort of learners is followed over time to examine change in academic performance. This is a :
A. Cross-Sectional Study
B. Case-Control Study
C. **Longitudinal Study**
D. Post-Test-Only Study

Q.6: A 95% confidence interval for a mean difference is 2.1 to 5.7. At the corresponding two-sided 5% significance level, Which conclusion follows?
A. The population difference is guaranteed to lie inside the interval.
B. **The null hypothesis of zero difference is rejected.**
C. The two sample means must have been equal before analysis
D. The result proves practical importance in every educational setting

Q.7: A researcher plans sensitive interviews with schoolchildren. Which procedure best addresses consent and confidentially ethically?
A. Rely Solely on the headteacher's approval for every participant.
B. Promise Complete confidentially even when safeguarding concerns arise.
C. **Obtain consent and assents, with stated confidentially limits.**
D. Record identifiable responses and retain them for external verification

Q.8: In Pakistan's general education progression, which stage ordinarily follows the Secondary School Certificate before under graduate education?
A. Middle School Stage
B. Post-Secondary Diploma Stage
C. **Higher Secondary/ Intermediate Stage**
D. Undergraduate Degree Stage

Q.9: What is Principal Function of a Board of Intermediate and Secondary Education in Pakistan?
A. **Conduct and Certify Secondary and Higher Secondary Examinations.**
B. Appoint All teachers serving in Government Schools.
C. Write every Textbook used within its jurisdiction.
D. Set the Annual Development Budget of Every School

Q.10: Which National Body is primarily associated with coordination and quality assurance in Pakistan's higher education sector rather than routine school administration?
A. National Curriculum Council
B. Inter Provincial Education Ministers Conference
C. Board of Intermediate and Secondary Education
D. **Higher Education Commission**

Q.11: Which National Institution has a central coordination role in Pakistan's technical and vocational education and training sector?
A. **National Vocational and Technical Training Commission**
B. Higher Education Commission
C. Board of Intermediate
D. Inter Provincial Education

Q.12: Which curriculum arrangement best balances national educational coherence with legitimate provincial and local contextualization in Pakistan?
A. Require Identical examples and pacing in every classroom
B. **Use common learning standards with contextualized examples**
C. Let each province remove all shared learning benchmarks
D. Use common Textbooks with unrelated local learning outcomes

Q.13: A rural district finds that girl's attendance drops sharply after primary school because the nearest secondary school is distant and the route is unsafe. Which intervention addresses the most immediate access barrier?
A. **Provide safe transport or nearer facility**
B. Offer a stipend without changing the journey
C. Add teachers while retaining the same distance
D. Start school later without transport provision

Q.14: A learner with a physical disability is expected to meet the same academic outcomes as classmates but receives accessible seating and additional movement time between rooms. This arrangement is bets descried as:
A. Lowering the academic outcomes for the learner
B. **Reasonable access adjustments within mainstream schooling**
C. Full-Day separation from the ordinary classroom
D. Transfer to another school despite available access

Q.15: A Public secondary school introduces blended learning where household internet access is intermittent. Which design most directly protects equitable participation?
A. Require bandwidth-heavy live video for all learners
B. Expand laboratory hours but keep all work online
C. Subsidize data while retaining continuous high resolution video
D. **Provide Equivalent offline and low-bandwidth learning routes**

Q.16: A headteacher observes that several teachers ask many recall questions but rarely probe reasoning. Which supervisory response is most likely to improve practice sustainably?
A. Conduct a one-off workshop before diagnosing the observed practice .
B. Replace observations with checklist and teacher's self reports.
C. **Use Evidence-based feedback conferences and focused follow-up observations**
D. Increase observation frequency without providing development feedback .

Q.17: A headteacher delegates preparation of the School timetable to a senior teacher. Which statement about accountability is correct?
A. **Final accountability remains with the headteacher**
B. Authority and the accountability transfer completely to the senior teacher.
C. Accountability transfers while authority remains with the headteacher
D. The headteacher retains authority while the senior teacher bears final accountability

Q.18: Two teachers research the science laboratory for the same period. What is the most defensible administrative response?
A. Give priority to the teacher with longer service.
B. Rotate access regardless of instructional requirements
C. Give the laboratory to whoever requested it first.
D. **Apply transparent criteria after consulting both teachers.**

Q.19: Reading comprehension is weak across several classes taught by different teachers. Before launching a school-wide intervention, the headteacher should first?
A. Arrange a general workshop before diagnosing the difficulty
B. Purchase a new reading program immediately
C. Increase testing of a low-performing learners firrst
D. **Analyze common instructional causes across the classes**

Q.20: A learner's confidential record must be shared for a legitimate educational purpose. Which practice is most appropriate?
A. Provide the complete record to all subject teachers
B. Circulate a board summary to staff without checking need
C. Place the file on a shared drive accessible to all employees
D. **Share relevant information only with staff who need it**

Q.21: After an emergency evacuation drill, which supervisory practice is most likely to improve future preparedness?
A. Report the identical drill until evacuation time decreases
B. Change evacuation routes frequently without formal review
C. Record only the total evacuation time for future comparison
D. **Review observed problems and revise procedure accordingly**

Q.22: After learning proportional reasoning through recipes, a learner successfully applies it to map scales. This illustrates:
A. **Learning transfer**
B. Incidental Conditioning
C. Response Extinction
D. Stimulus habituation

Q.23: Before answering each question, learners predict whether their answer will be correct and later compare predictions with actual performance. This activity primarily develops:
A. **Metacognitive Calibration**
B. Stimulus Generalization
C. External Reinforcement
D. Sensory Discrimination

Q.24: Which classroom experience is most likely to strength a learner's self efficiency in algebra?
A. **Successful work on progressively challenging problems**
B. Assurance that mathematical ability never changes
C. Comparison only with the class's highest scorer
D. Removal of all challenging tasks from practice

Q.25: A learner says, "I am simply not a mathematics person". Which teacher response encourages the the most adaptive attribution?
A. "Ability is largely fixed, so concentrate on the subject."
B. "Strategy does not matter if the topic feels difficult."
C. "Luck is usually the main reason some problem seem easier."
D. **"Try a different strategy and used focused practice.'**

Q.26: Which reinforcement schedule is generally most resistant to extinction?
A. Reinforcement after every correct response
B. Reinforcement after a fixed time interval
C. **Reinforcement after varying numbers of responses**
D. Reinforcement after a predictable numbers of responses

Q.27: Several learners believe that heavier objects always fall faster than lighter ones. Which teaching response most directly promotes conceptual change?
A. Ask learners to memorize the accepted scientific rule
B. Avoid discussing the misconception during subsequent instruction
C. **Test the belief experimentally and revise the explanation**
D. Mark the belief incorrect without examining the reasoning

Q.28: A learner chooses difficult tasks mainly to improve competence rather than the outperform classmates. This behavior is most consistent with a:
A. Performance-avoidance Goal
B. Reward-oriented Goal
C. Performance-approach Goal
D. **Mastery Goal**

Q.29: A curriculum outcome requires learners to evaluate competing explanations, but lessons and examinations mainly require recall of definitions. Which principal is most clearly violated?
A. Curriculum Compacting
B. **Constructive Alignment**
C. Spiral Organization
D. Horizontal Articulation

Q.30: Learners acquire expectations about punctuality, turn taking and authority through everyday routines even though these expectations are not stated as formal learning outcomes. This is commonly called the:
A. Null Curriculum
B. Enacted Syllabus
C. **Hidden Curriculum**
D. Core Curriculum

Q.31: A Curriculum introduces fractions before ratios and ratios before proportional reasoning because later learning depends on earlier concepts. Which curriculum dimension is primarily being addressed ?
A. Scope
B. **Sequence**
C. Content Validity
D. Program Evaluation

Q.32: A new curriculum yields weak learning outcomes. Before concluding that the curriculum design itself is ineffective, evaluators should first establish:
A. Teacher Satisfaction
B. Learners Motivation
C. Budget Sufficient
D. **Implementation Fidelity**

Q.33: Learners are judged against specified competencies for mastery, regardless of how their classmates perform. This assignment is:
A. Norm-Referenced
B. **Criterion-Referenced**
C. Ipsative
D. Rank-Based

Q.34: A test specification maps items to intended learning outcomes and cognitive levels, and subject experts judge whether the resulting coverage adequately represents the domain. This primarily provides validity evidence based on:
A. Response Processes
B. Internal Structure
C. **Test Content**
D. External Relations

Q.35: Midway through a unit, a teacher uses a short task to identify a misconception and change. the next lesson accordingly. The assessment is primarily:
A. Placement
B. Summative
C. Certification
D. **Formative**

Q.36: After a serious peer conflict has been made safe, which response best reflects a restorative approach?
A. Keep the learners permanently separated without discussion
B. Increase the penalty until neither learner wishes to speak
C. Ignore the incident once ordinary lessons resume
D. **Establish accountability, repair harm and plan re-entry**

Q.37: A teacher wants groups of four to hold sustained face-to-face discussions while sharing materials. Which seating arrangement is generally most suitable?
A. Straight rows facing the front
B. **Clustered tables with members facing one another**
C. A horseshoe facing only the teacher
D. Random seats changed during every activity

Q.38: A learner frequently calls out when particular peers are nearby, the peers laugh, and the calling out drops sharply when those reactions are prevented. The most likely maintaining consequence is:
A. Escape from academic demands
B. Access to preferred materials
C. **Peer Attention**
D. Automatic sensory stimulation

Q.39: In whole class questioning, a few confident learners dominate responses. Which practice most directly broadens participation without lowering question quality?
A. Accept answers only from volunteers
B. **Use wait time with structured response distribution**
C. Reduce questioning and rely mainly on explanation
D. Award marks primarily for speed of response

Q.40: One learner is off-task during a particular lesson, but no stable pattern has yet been established. Before imposing a substantial consequence the teacher should:
A. Assume that motivation is poor across all subjects
B. **Collect antecedent and consequence patterns before targeting intervention**
C. Remove preferred activities for the remainder of the week
D. Raise task difficulty in every subject immediately

Q.41: A test intended to measure a relatively stable trait gives noticeably different scores to the same learners when administered under comparable conditions a few days apart. Which property is primarily is question?
A. Content Validity
B. **Test-retest Reliability**
C. Criterion Validity
D. Scoring Objectivity

Q.42: Seventy-five of 100 learners answer an item correctly. What is the item difficulty index P?
A. **0.75**
B. 0.25
C. 1.33
D. 75.00

Q.43: For an MCQ, the proportion correct is 0.70 in the upper group and 0.85 in the lower group. Using D=PU-P,L. What is the discrimination?
A. +0.15
B. **_0.15**
C. +0.85
D. _0.85

Q.44: A learner obtains an observed score of 70 and the test's standard error of measured is 3. Using 70+1.96 (SEM) Which approximate interval results?
A. 61.0-79.0
B. **64.1-75.9**
C. 67.0-73.9
D. 68.5-71.5

Q.45: Which procedure most directly supports a claim that an examination adequately samples the prescribed syllabus and intended cognitive demands?
A. Compare scores with an external achievement criterion
B. **Use a test blueprint with expert review**
C. Estimate internal consistency across test items
D. Convert raw scores into percentile ranks

Q.46: Two raters independently classify each response as "Pass" or "Fail". Which statistic is especially appropriate for their categorical agreement after allowance for chance agreement?
A. Pearson Correlation
B. Cronbach's alpha
C. **Cohen's kappa**
D. Spearman correlation

Q.47: A learner is at the 84th percentile on a standardized test. What does this most defensibly mean?
A. **About 84% of the reference group scored no higher**
B. The learner answered exactly 84% of the items correctly
C. The learner's raw score is 84 points above the mean.
D. Exactly 84% of all test items were easier for the learner

Q.48: During item analysis, one distracter is selected by almost no examinees. What is the most appropriate interpretation?
A. The keyed answer is probably incorrect
B. **The distractor is probably non-functioning**
C. The item therefore has strong discrimination
D. The item therefore has strong construct validity

Q.49: Which appraisal design provides the strongest basis for a dependable judgement about a teacher's classroom performanace?
A. **Use several evidence sources across multiple occasions**
B. Use two observations by one appraiser within one week
C. Use one observation supplemented by a self report
D. Use examination results and attendance as the main evidence

Q.50: Which practice best reflects coherent distributed leadership in a school?
A. Grant broad autonomy without reporting expectations
B. Invite staff input while retaining every decision centrally
C. **Delegate authority with agreed outcomes and review points**
D. Rotate leadership roles regardless of relevant expertise

Q.51: Which statement is the most measurable school-improvement objective?
A. Improve overall reading achievement substantially by March
B. Encourage more learners to engage actively in reading
C. **Raise benchmark attainment to 68% by March**
D. Make the school reading program more effective this year

Q.52: In a project Network, an activity on the critical path has zero float and is delayed by three days. If no corrective action is taken, what is the expected effect?
A. **The project completion date moves three days later**
B. A non-critical activity automatically absorbs the delay
C. Project duration remains unchanged because float is shared
D. Only the project budget changes, not its completion date

Q.53: Four proposed interventions compete for a limited school-improvement budget. Which decision rule supports efficient allocation while retaining educational priorities?
A. Rank interventions by expected effect without considering cost
B. **Compare expected priority gains against required resource cost**
C. Fund the intervention serving the greatest number of people
D. Select the intervention with the most predictable result

Q.54: A district must plan classrooms while future enrolment and migration remain uncertain. Which approach best manages this uncertainty?
A. **Develop alternative scenarios with predefined decision triggers**
B. Use a weighted average and commit all resources immediately
C. Plan for the best case and retain only a small reserve
D. Delay all planning until future enrolment becomes certain

Q.55: A school plans aims to reduce chronic absenteeism. Which measure is the strongest leading implementation indicator?
A. Annual pass percentage among enrolled learners
B. Later college-entry rate among former pupils
C. **Weekly follow-up completion rate**
D. Year-end chronic absence reduction rate.

Q.56: Two risks receive the same numerical risk score. One concerns an irreversible learner-safety consequence; the other concerns a recoverable scheduling delay. Which management response is most defensible?
A. **Prioritize the safety risk despite the equal score**
B. Treat the risks identically because their scores match
C. Prioritize the scheduling risk because it is readily quantified
D. Use the numerical scores as the only decision criterion

Q.57: In Stakeholder analysis, how should a stakeholder with high influence but relatively low day-to-day interest normally be managed?
A. Communicate only through board public messages
B. **Keep the stakeholder satisfied without excessive detail**
C. Manage the stakeholder closely through daily consultation
D. Exclude the stakeholder until active interest develops

Q.58: A planning team prepares optimistic, expected and adverse enrolment projections before deciding classroom requirements. This is an example of:
A. Benchmarking
B. Zero-based Budgeting
C. **Scenario-based planning**
D. Routine scheduling

Q.59: A diagram appears on one textbook page while its explanatory labels appear on the facing page, forcing learners repeatedly to search between them. Which revision most directly reduces unnecessary cognitive laod?
A. Pre-teach all definitions before showing the diagram
B. Add a second worked example after the diagram
C. Provide narration together with the complete written text
D. **Place the explanatory labels beside the relevant parts**

Q.60: Which task provides the most authentic assessment of learners' ability to investigate a school environmental problem?
A. Classify waste items using a supplied key
B. **Design a school waste-audit plan from collected data**
C. Recall the textbook definition of waste management
D. Copy a model diagram of a recycling process

Q.61: A teacher repeatedly asks learners what evidence supports a claim, what assumption it depends on, and what counter-evidence could weaken it. Which method is being used most directly?
A. **Socrates questioning**
B. Expository questioning
C. Repetitive Drill
D. Silent Demonstration

Q.62: A teacher presents several examples and non-examples, asks learners to infer their common defining attributes, and only later provides the concept's name. What method is this?
A. Advance Organiser teaching
B. Mastery learning
C. Direct explanation
D. **Concept attainment teaching**

Q.63: Novices must learn a multistep laboratory procedure with significant safety implications. Which instructional sequence is most appropriate?
A. Begin with independent performance before any demonstration
B. Use open exploration and discuss safety after error occur
C. Rely on peer discovery without modelling the procedure
D. **Model explicitly, guide practice, then supervise independence**

Q.64: Learners work through a difficult passage by predicting, questioning, clarifying and summarising while gradually taking responsibility for these roles. This approach is:
A. Concept mapping
B. **Reciprocal teaching**
C. Programmed instruction
D. Didactic teaching

Q.65: Learners investigate how pendulum length affects period. Which procedure best supports a fair inquiry?
A. Change both mass and length during each trial
B. Conduct one trial for each selected length
C. Change the release angle with every new length
D. **Vary length, control other conditions and repeat trials**

Q.66: Learners first predict what will happen in a demonstration, then observe it, and finally reconcile the result with their original explanation. This sequence is known as:
A. Question answer review
B. **Predict observe explain**
C. Read copy recall
D. Listen repeat practice

Q.67: A teacher retains the same learning outcome for the class but supplies sentence starters and graphic organiser to learners who need temporary support. This is best described as:
A. **Differentiated instruction**
B. Ability tracking
C. Curriculum Replacement
D. Grade Acceleration

Q.68: Learners answer a conceptual MCQ individually, discuss their reasoning with peers, and then answer the same question again. The main instructional purpose is to:
A. **Refine conceptual reasoning through peer discussion**
B. Secure unrestricted consensus before marking
C. Reward the fastest answer in each group
D. Eliminate independent thinking before discussion

Q.69: A class repeatedly loses time when moving from group work to whole class discussion. Which response is most likely to improve the transition?
A. Increase homework until learners become more organised
B. Change the transition procedure every week
C. Wait for learners to discover a routine independently
D. **Teach, Practice and Cue a brief transition routine**

Q.70: A learner begins quite side talk during independent work for the first time. Which response is the least intrusive appropriate intervention?
A. Stop the class and issue a public warning
B. Remove the learner immediately from the room
C. Assign a written punishment before speaking privately
D. **Use proximity and a private cue before escalation**

Q.71: Which teacher statement is clearest example of behavior specific praise?
A. **"You begin promptly and checked each step carefully"**
B. "You are clearly the most talented learner in the group"
C. "This whole class has been generally good today"
D. "Well done, whatever it was that you were doing "

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1. **A**	2. **A**	3. **C**	4. **C**	5. **C**	6. **B**	7. **C**	8. **C**	9. **A**	10. **D**
11. **A**	12. **B**	13. **A**	14. **B**	15. **D**	16. **C**	17. **A**	18. **D**	19. **D**	20. **D**
21. **D**	22. **A**	23. **A**	24. **A**	25. **D**	26. **C**	27. **C**	28. **D**	29. **B**	30. **C**
31. **B**	32. **D**	33. **B**	34. **C**	35. **D**	36. **D**	37. **B**	38. **C**	39. **B**	40. **B**
41. **B**	42. **A**	43. **B**	44. **B**	45. **B**	46. **C**	47. **A**	48. **B**	49. **A**	50. **C**
51. **C**	52. **A**	53. **B**	54. **A**	55. **C**	56. **A**	57. **B**	58. **C**	59. **D**	60. **B**
61. **A**	62. **D**	63. **D**	64. **B**	65. **D**	66. **B**	67. **A**	68. **A**	69. **D**	70. **D**
71. **A**									