

# Classroom Management and Discipline Practice Test 3

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at [QuaidianPoint.com](https://QuaidianPoint.com).

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_\_ / 60

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## Consequences versus Punishment

### Q1. What is the key difference between a consequence and a punishment?

- (A) A consequence is always harsher than a punishment, because consequences are thought to follow directly from the act and therefore hit harder than imposed penalties
- (B) A punishment is always decided by the learners
- (C) A consequence is logically related to the behaviour, while a punishment is an imposed discomfort meant to suppress it
- (D) There is no difference between the two

### Q2. Which of the following is a natural consequence?

- (A) A learner who forgets his book is given extra homework, because additional work is thought to teach the learner to remember materials in future
- (B) A learner who forgets his book cannot complete the book-based activity
- (C) A learner who forgets his book is sent out of school
- (D) A learner who forgets his book loses all his marks

### Q3. A learner throws paper on the floor and is asked to pick it up and tidy the area. This is best described as a

- (A) Logical consequence, because it is directly connected with the act
- (B) Natural consequence, because no teacher was involved
- (C) Punishment, because the learner dislikes it
- (D) Reward, because the learner receives attention

### Q4. Punishment as a discipline method aims mainly to

- (A) Teach the learner a replacement skill, because punishment is sometimes presented as a lesson in what to do instead of the misbehaviour
- (B) Repair harm done to others
- (C) Help the learner understand the rule
- (D) Make the learner suffer discomfort so the behaviour stops

### Q5. A logical consequence teaches responsibility more effectively than punishment because it

- (A) Shows the learner the real effect of the act and what must be done to put it right
- (B) Is always more severe than punishment, because a consequence that follows directly is thought to make a stronger impression than an imposed penalty
- (C) Requires no teacher involvement
- (D) Is decided entirely by the learner

**Q6. A weakness of punishment alone is that it**

- (A) Always improves the learner's understanding, because experiencing discomfort is thought to make learners reflect on why the rule exists
- (B) Always repairs harm to others
- (C) Never affects the learner's feelings
- (D) May stop behaviour for a time without teaching what to do instead

**Q7. A sound logical consequence should be**

- (A) Unrelated, harsh and surprising
- (B) Related to the act, respectful of dignity and reasonable in size
- (C) Decided in anger in the moment
- (D) The same for every offence regardless of the act, because identical consequences are thought to be the fairest way to treat all learners

**Q8. Consequences are fairer than surprise punishments when they are**

- (A) Kept secret until applied, because surprise is thought to make learners take rules seriously and prevent them from planning excuses
- (B) Changed every day
- (C) Known in advance, so learners can choose their behaviour with full knowledge
- (D) Applied only to some learners

**Q9. Which teacher action is a consequence rather than a punishment?**

- (A) A learner who disturbs group work is humiliated before the class, because public correction is thought to warn the whole group and to show that disruption will not be tolerated
- (B) A learner who disturbs group work works apart from the group until ready to rejoin cooperatively
- (C) A learner who disturbs group work loses marks in an unrelated subject
- (D) A learner who disturbs group work is denied lunch for a week

**Q10. Repeated harsh punishment often produces resentment, fear or sneakiness instead of discipline, because learners**

- (A) Understand rules better under fear, because fear is thought to focus attention on rules and make learners remember them clearly
- (B) Develop stronger self-control
- (C) Become more honest
- (D) Focus on avoiding the punisher rather than on understanding the rule

**Q11. A consequence preserves a learner's dignity when it is applied**

- (A) Before the whole class as a warning to others, because a public example is thought to deter other learners from repeating the behaviour
- (B) With shouting and ridicule
- (C) Calmly, privately and without sarcasm or humiliation
- (D) By other learners as a penalty

**Q12. Humiliating a learner in front of classmates is poor discipline because it**

- (A) Damages trust and self-respect while teaching no better behaviour
- (B) Always stops the behaviour permanently, because public shame is thought to make such a strong impression that the learner never repeats it
- (C) Is required by school policy
- (D) Builds respect for the teacher

**Q13. When a consequence is applied, the teacher should explain it in terms of**

- (A) The teacher's mood that day, because a consequence that matches the teacher's feelings is thought to show learners how seriously the act was taken
- (B) The learner's family background
- (C) Other learners' past offences
- (D) The behaviour, its effect and the choice the learner made

**Q14. A proportionate consequence for repeatedly submitting work late is to**

- (A) Cancel the learner's place in school
- (B) Require the work to be completed in a supervised catch-up session
- (C) Give zero for the whole term, because a severe mark penalty is thought to make late submission too costly for any learner to risk
- (D) Ban the learner from all lessons

**Q15. A consequence that is far harsher than the offence is weak discipline because it**

- (A) Feels unjust and turns learners against the rule itself
- (B) Is always remembered better, because a harsh consequence is thought to leave a lasting impression that prevents any repetition
- (C) Teaches respect for authority
- (D) Prevents all future offences

## Warnings and Graduated Response

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**Q16. The best first response to low-level disruption, such as chatting, is usually a**

- (A) Public warning before the class, because a warning heard by all is thought to set a clear example and stop chatting at once
- (B) Immediate referral to the head teacher
- (C) Quiet non-verbal reminder, such as eye contact or moving nearer
- (D) A written punishment at once

**Q17. An effective verbal warning should state**

- (A) Only the punishment that will follow, because learners are thought to respond mainly to knowing the penalty, not to the expected behaviour
- (B) The learner's past record in detail
- (C) The behaviour seen, the behaviour expected and what will follow if it continues
- (D) A threat the teacher does not intend to keep

**Q18. A graduated response to misbehaviour means that responses**

- (A) Increase step by step as the behaviour continues or worsens
- (B) Begin with the most severe penalty, because starting harshly is thought to establish authority and prevent any further testing of limits
- (C) Stay the same no matter what happens
- (D) Are decided by other learners

**Q19. A warning loses its power when the teacher**

- (A) Applies the stated consequence calmly, because following through at once is thought to make warnings seem empty if the teacher hesitates
- (B) Repeats it many times without ever following through
- (C) Gives the warning privately
- (D) States the warning briefly

**Q20. A teacher should never threaten a consequence that she**

- (A) Has explained in advance, because an explained consequence is thought to bind the teacher even when it no longer fits the situation
- (B) Can apply fairly
- (C) Has used successfully before
- (D) Is unwilling or unable to carry out

**Q21. Giving a warning privately rather than publicly is preferable because a private warning**

- (A) Is less serious than a public one, because a private warning is thought to carry less weight since other learners never hear it
- (B) Avoids a power struggle and protects the learner's dignity
- (C) Cannot be remembered by the learner
- (D) Requires the head teacher's permission

**Q22. The main purpose of a warning is to**

- (A) Frighten the learner into silence, because fear is thought to be the quickest way to stop misbehaviour and restore order in the lesson
- (B) Record an offence for punishment
- (C) Show authority to the class
- (D) Give the learner a chance to correct the behaviour before a consequence follows

**Q23. When a warning is ignored, the teacher should apply the stated consequence**

- (A) Calmly and without anger, exactly as warned
- (B) With a long lecture to the whole class
- (C) Only after consulting every other teacher
- (D) In a harsher form than warned to teach a lesson

**Q24. A graduated system is fairer than jumping at once to severe penalties because it**

- (A) Punishes every learner equally, because treating every learner in exactly the same way is thought to be the definition of fairness
- (B) Removes the need for rules
- (C) Gives learners repeated chances to choose better behaviour
- (D) Works only for older learners

**Q25. Keeping a brief record of warnings and consequences helps consistency because it**

- (A) Increases the punishment automatically, because a written record is thought to require a stronger penalty each time an offence is recorded
- (B) Replaces the need to talk to learners
- (C) Lets every teacher know what steps have already been taken
- (D) Is required only for examinations

**Q26. A warning should be brief rather than a long lecture, because a long lecture**

- (A) Shifts attention from the behaviour to the teacher's speech and invites argument
- (B) Is more educational than brevity, because a long explanation is thought to teach the learner more about the rule than a brief reminder can
- (C) Is required for fairness
- (D) Prevents all repetition

**Q27. A teacher who warns the whole class for one learner's behaviour is likely to**

- (A) Improve the behaviour of all learners, because a whole-class warning is thought to make every learner reflect on his own conduct
- (B) Save time for teaching
- (C) Strengthen class unity
- (D) Create resentment among innocent learners

**Q28. When the same misbehaviour repeats on the same day after a consequence, the graduated response is to**

- (A) Ignore it completely
- (B) Move to the next step rather than restarting with a fresh reminder
- (C) Restart with the mildest reminder each time, because giving a fresh start each day is thought to be fairer than counting earlier steps
- (D) Send the learner home at once

**Q29. A warning given in a calm, low voice is more effective than a shouted warning because calm delivery**

- (A) Shows the teacher does not care, because a low voice is sometimes mistaken for a lack of seriousness about the misbehaviour
- (B) Is harder for learners to hear
- (C) Takes too long
- (D) Keeps the situation under control and models self-control

**Q30. After a consequence has been applied, the teacher should**

- (A) Ignore the learner for the rest of the day
- (B) Restore normal relations and give the learner a fresh chance to succeed
- (C) Remind the class of the offence daily
- (D) Keep the learner under suspicion permanently

## **Time-out and Restorative Approaches**

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**Q31. The main purpose of time-out is to**

- (A) Isolate a learner as a punishment for a long period, because removing a disruptive learner for a long time is thought to protect the class and teach a lesson
- (B) Remove a learner from all learning for the day
- (C) Give an upset learner a brief, supervised chance to calm down
- (D) Embarrass a learner before others

**Q32. Good time-out practice requires that the break be**

- (A) Brief, calm, supervised and followed by a planned return to work
- (B) Long, silent and without any teacher contact, because complete isolation is thought to give the learner time to reflect on his behaviour alone
- (C) Spent facing a wall in shame
- (D) Used for every small mistake

**Q33. Time-out is unsuitable as a response to**

- (A) Poor academic performance or a learning difficulty
- (B) Aggression that endangers others, because time-out is thought to be too gentle a response when safety is at stake and stronger action is needed
- (C) A tantrum that disrupts the class
- (D) Repeated refusal to follow an instruction

**Q34. A time-out place should be**

- (A) A dark cupboard away from all supervision
- (B) The corridor outside the school
- (C) Neutral, visible to the teacher and free from humiliation
- (D) A place where other learners can mock the learner, because public exposure is thought to make the learner feel the seriousness of his behaviour

**Q35. After time-out, the teacher should**

- (A) Lecture the learner at length before the class, because a detailed public review is thought to ensure that the learner and classmates learn from the incident
- (B) Briefly discuss what happened, agree the expected behaviour and welcome the learner back
- (C) Refuse to speak to the learner
- (D) Immediately impose a second punishment

**Q36. Time-out becomes misuse when it is**

- (A) Brief and supervised, because even a short supervised break is thought to remove the learner from learning and label him as disruptive
- (B) Followed by discussion
- (C) Used rarely for calming
- (D) Long, unsupervised, frequent or used to exclude a learner from learning

**Q37. A restorative approach to misbehaviour focuses first on**

- (A) The punishment the offender deserves, because justice is thought to require first deciding how much the offender should suffer for the harm
- (B) The harm done and how it can be repaired
- (C) Blaming the offender's family
- (D) Forgetting the incident quickly

**Q38. A restorative conversation asks the learner to consider**

- (A) How to avoid being caught next time, because a learner who understands detection is thought to be less likely to repeat the behaviour openly
- (B) Which classmate to blame
- (C) Who was affected, how they were affected and what can make amends
- (D) How severe the punishment should be

**Q39. A restorative conference typically brings together**

- (A) Only the head teacher and the punisher, because discipline decisions are thought to belong to senior staff and the teacher who imposed the penalty
- (B) The whole school assembly
- (C) Learners unrelated to the incident
- (D) The learner, those harmed and a facilitator to agree repair

**Q40. Restorative discipline differs from punitive discipline because it seeks to**

- (A) Repair relationships rather than only inflict discomfort
- (B) Remove all consequences, because restorative discipline is sometimes mistaken for letting the behaviour pass without any response
- (C) Excuse the behaviour
- (D) Punish more harshly

**Q41. A genuine restorative apology involves**

- (A) Saying sorry at once and moving on, because a prompt apology is thought to close the matter and restore normal relations without further discussion
- (B) Apologising while explaining how others contributed, because sharing responsibility is thought to make the apology fairer and more honest
- (C) Promising never to be caught again, because avoiding detection is thought to show that the learner has learned to behave more carefully
- (D) Acknowledging harm, taking responsibility and acting to make amends

**Q42. Restorative approaches still include consequences, but the consequences are**

- (A) Tasks that repair harm, such as fixing damage or helping those affected
- (B) Always the removal of all privileges
- (C) Decided without the learner's knowledge
- (D) Unrelated to the harm done

**Q43. A restorative approach alone is insufficient when an incident involves**

- (A) Minor classroom chatter
- (B) Serious harm or danger, which also needs formal safeguarding procedures
- (C) A forgotten pencil
- (D) Late homework

**Q44. Restorative follow-up matters because the teacher must check that**

- (A) The learner was punished enough
- (B) Other learners heard about the incident
- (C) Agreed repair actually happened and relationships are recovering
- (D) The incident is never mentioned again

**Q45. Time-out and restorative practice can work together when time-out first**

- (A) Punishes the learner before discussion
- (B) Replaces any discussion
- (C) Calms the learner so a restorative discussion can follow
- (D) Excludes the learner permanently

## Consistency and Fairness in Correction

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**Q46. Consistency in discipline means that**

- (A) Every offence receives exactly the same consequence
- (B) Rules change to suit the teacher's mood
- (C) Only some learners are held to the rules
- (D) The same standards apply to all learners and are upheld day after day

**Q47. Inconsistent discipline teaches learners that rules are**

- (A) Negotiable, so they test boundaries again and again
- (B) Always fair
- (C) Unimportant for learning
- (D) Made only by the head teacher

**Q48. Fairness in discipline does NOT mean treating every learner identically, because learners**

- (A) Should all receive the same punishment
- (B) Differ in age, needs and circumstances, so support must differ while standards stay firm
- (C) With difficulties should face harsher consequences
- (D) With high marks should be exempt

**Q49. A whole-school discipline policy supports consistency because**

- (A) All teachers apply the same steps and language for behaviour
- (B) Each teacher invents separate rules
- (C) Learners face different rules in each room
- (D) Parents are kept unaware of rules

**Q50. Brief behaviour records support fair discipline because they**

- (A) Automatically increase punishments
- (B) Show patterns and previous steps instead of relying on memory or impression
- (C) Replace talking with learners
- (D) Are needed only at examination time

**Q51. A proportionate response to an offence is one that is**

- (A) The harshest available penalty
- (B) Decided by the loudest complaint
- (C) Suited to the seriousness of the act and the learner's age and history
- (D) The same for a whisper and a fight

**Q52. Fair discipline requires hearing the learner's side before deciding, because**

- (A) Learners always tell the truth
- (B) Teachers should never decide alone
- (C) Hearings delay punishment usefully
- (D) Facts may differ from first impressions and the learner deserves a hearing

**Q53. Consistency does not mean rigidity, because a fair teacher still considers**

- (A) The learner's marks only
- (B) Context, intent and circumstances when applying a rule
- (C) Whether visitors are present
- (D) The teacher's personal liking

**Q54. If the same learner repeats the same offence after a consequence, a fair teacher should**

- (A) Apply it in the same way as before, while still giving the learner a clear route back to good standing
- (B) Increase the consequence sharply at once, because a repeat offence is thought to deserve a much harsher penalty than the first offence received
- (C) Excuse the repeat because the first consequence failed, so the learner is thought to need a fresh start without any further steps
- (D) Apply a different consequence chosen by classmates, because peer judgment is thought to be fairer than the teacher's decision for a repeated offence

**Q55. Collective punishment of a whole class for one learner's offence is unfair because it**

- (A) Teaches group responsibility effectively
- (B) Saves the teacher's time
- (C) Punishes innocent learners and breaks trust
- (D) Is required for discipline

**Q56. When a teacher realises a discipline decision was mistaken, the fair response is to**

- (A) Defend the decision to protect authority
- (B) Blame the learner for the confusion
- (C) Hide the mistake from the class
- (D) Admit the error, correct it and apologise where appropriate

**Q57. A discipline decision is more likely to be accepted by learners when it is**

- (A) Announced without any reason
- (B) Based on the teacher's mood
- (C) Kept secret from the learner
- (D) Explained by reference to the rule and its reason, not to personal power

**Q58. Fairness across a school term requires that standards do not collapse when**

- (A) Visitors arrive
- (B) Learners behave well
- (C) The teacher is tired, the class is difficult or examinations approach
- (D) The term begins

**Q59. A teacher who applies rules strictly to disliked learners and loosely to favourites destroys discipline because**

- (A) Seen favouritism removes the legitimacy of the rules
- (B) Favourites behave better anyway
- (C) Strictness alone is enough
- (D) Learners do not notice favouritism

**Q60. Corrective discipline succeeds best when consequences are related, graduated, consistent and fair, and when**

- (A) Learners are permanently labelled by offences
- (B) Learners are restored to the class with a clear path to do better
- (C) Consequences are kept secret
- (D) Parents are never informed

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## Answer Key

|       |        |        |        |        |        |
|-------|--------|--------|--------|--------|--------|
| Q1: C | Q11: C | Q21: B | Q31: C | Q41: D | Q51: C |
| Q2: B | Q12: A | Q22: D | Q32: A | Q42: A | Q52: D |
| Q3: A | Q13: D | Q23: A | Q33: A | Q43: B | Q53: B |
| Q4: D | Q14: B | Q24: C | Q34: C | Q44: C | Q54: A |
| Q5: A | Q15: A | Q25: C | Q35: B | Q45: C | Q55: C |
| Q6: D | Q16: C | Q26: A | Q36: D | Q46: D | Q56: D |

|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| Q7: B  | Q17: C | Q27: D | Q37: B | Q47: A | Q57: D |
| Q8: C  | Q18: A | Q28: B | Q38: C | Q48: B | Q58: C |
| Q9: B  | Q19: B | Q29: D | Q39: D | Q49: A | Q59: A |
| Q10: D | Q20: D | Q30: B | Q40: A | Q50: B | Q60: B |

Worked explanations for all 60 questions:

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