

Classroom Management and Discipline Practice Test 8

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.

Name: _____ Class: _____ Score: _____ / 60

Managing General Disruption

Q1. When a learner first begins whispering to a neighbour during instruction, the teacher's best first response is usually to:

- (A) Use a low-key signal, such as eye contact, proximity or naming the task, before the behaviour spreads
- (B) Send the learner out at once, so that the rest of the class sees that whispering brings immediate removal
- (C) Stop teaching for the rest of the period, so that the disruption is not rewarded with continued attention
- (D) Punish the whole class, so that peer pressure discourages any learner from whispering again

Q2. Planned ignoring is an appropriate strategy only when the behaviour is:

- (A) Repeatedly defiant in public
- (B) Dangerous to others
- (C) Minor, attention-seeking and safe to leave unrewarded briefly
- (D) Causing damage to property

Q3. A teacher who changes the seating of two learners who constantly distract each other is using:

- (A) A reward for disruption, because the learners gain a new seating position for distracting each other
- (B) Punishment by humiliation, because the learners are singled out in front of the class for their behaviour
- (C) Expulsion from school, because removing the learners from the classroom is the strongest available response
- (D) A preventive rearrangement that removes the trigger

Q4. When disruption continues after a quiet reminder, the teacher should next:

- (A) Leave the classroom, so that the disruptive learner faces the consequences of teaching himself
- (B) Pretend nothing happened, so that the disruption is not rewarded with teacher attention
- (C) Shout at the learner in front of the class, so that the whole class hears that disruption will not be tolerated
- (D) Escalate gradually, with a clear, private warning and a stated consequence

Q5. Giving a restless learner a legitimate classroom job, such as distributing materials, is a strategy of:

- (A) Redirecting energy into a useful role
- (B) Rewarding misbehaviour with freedom
- (C) Ignoring the lesson
- (D) Punishing the rest of the class

Q6. A teacher should avoid arguing with a disruptive learner in front of the class because public argument:

- (A) Gives the learner an audience, hardens positions and wastes teaching time
- (B) Always settles the matter quickly
- (C) Improves the teacher's authority
- (D) Entertains the class usefully

Q7. When a learner refuses to work, the most constructive teacher question is:

- (A) Why are you so lazy? - a direct challenge that confronts the learner with the reason for refusing work
- (B) "What part is difficult, and what help would get you started?"
- (C) Do you want to fail? - a warning that links refusal to work with failure in the subject
- (D) Shall I send you to the head teacher now? - an immediate threat of senior action for refusing work

Q8. A "time-out" within the classroom, where a learner sits briefly apart to calm down, should be used as:

- (A) A short, calm break with a clear return to work, not as humiliation
- (B) A permanent exclusion from lessons, because a learner who needs time out cannot be trusted in class
- (C) A public punishment displayed to the class, so that other learners see the cost of losing control
- (D) A substitute for all teaching, because calming down replaces the need for further instruction

Q9. If a whole class becomes noisy during group work, the teacher should first check whether:

- (A) The classroom is too tidy, because an over-ordered room makes learners restless during group work
- (B) The learners dislike the teacher, because personal dislike is the usual cause of noise in group work
- (C) The learners need more homework, because extra work would keep them too busy to become noisy
- (D) The task is unclear, too long or too difficult, and the noise is off-task confusion

Q10. A behaviour contract with a frequently disruptive learner works best when it:

- (A) Is imposed secretly without the learner's knowledge, so that the learner cannot argue against its terms
- (B) States specific expected behaviours, support, review dates and agreed consequences
- (C) Lists only punishments, because a contract is effective when it states clearly what will happen if rules break
- (D) Is never reviewed, because a contract once signed should stand unchanged for the whole term

Q11. When a learner disrupts to gain peer laughter, the teacher's most effective move is to:

- (A) Laugh along with the class, so that the learner feels accepted and no longer needs to disrupt for attention
- (B) Remove the audience reward by dealing with the matter quietly and refocusing the class on work
- (C) Give the learner a larger audience, so that his performance satisfies the desire for peer laughter
- (D) Ignore the lesson entirely, so that the disruption receives no teacher reaction and fades away

Q12. A teacher who praises the learners working quietly, while a noisy learner seeks attention, is using:

- (A) Favouritism
- (B) Punishment of the noisy learner
- (C) Positive reinforcement of the desired behaviour in others
- (D) Ignorance of the lesson

Q13. Persistent low-level disruption should be treated as a serious matter mainly because it:

- (A) Cannot be recorded, because low-level acts are too small and frequent to enter in any record
- (B) Is louder than shouting, because constant small interruptions disturb the class more than one loud act
- (C) Always involves danger, because any disruption left unchecked will eventually turn violent
- (D) Steadily erodes teaching time, concentration and the learning of the whole class

Q14. After dealing with a disruption, the teacher should restore the lesson by:

- (A) Cancelling the lesson, so that the class understands that disruption costs everyone their learning
- (B) Lecturing the class about the incident for the rest of the period, so that the lesson becomes a warning to all
- (C) Briefly restating the task and returning all learners to work with a clear next step
- (D) Sending every learner out, so that the class can restart only after the disruption has been dealt with

Q15. Which principle should guide every response to classroom disruption?

- (A) The response should be proportionate, fair, calm and aimed at restoring learning
- (B) The response should be given in front of the class, because a public example deters other learners from repeating the disruption
- (C) The response should match the strongest sanction the policy allows, because firm severity shows that disruption carries serious consequences
- (D) The response should be delayed until the end of term, because a consequence reviewed with a full term's record carries more weight than a hurried reaction

Aggression and De-escalation

Q16. The first priority when a learner becomes physically aggressive is:

- (A) Completing the lesson on time
- (B) Winning the argument
- (C) The safety of all learners and staff in the room
- (D) Finding who started the incident

Q17. De-escalation begins most effectively when the teacher:

- (A) Raises his voice above the learner's, so that authority is reasserted through volume and dominance
- (B) Lowers his voice, keeps a calm posture and gives the learner space
- (C) Touches the learner to restrain him at once, so that physical control ends the confrontation quickly
- (D) Threatens immediate expulsion, so that the learner understands the seriousness of the situation

Q18. When a learner is shouting in anger, the teacher should avoid:

- (A) Matching the shouting, sarcasm or personal insults
- (B) Offering a choice of calm next steps
- (C) Listening briefly to the learner's grievance
- (D) Moving other learners to safety if needed

Q19. A useful de-escalation phrase is one that:

- (A) Blames the learner: You always cause trouble - a plain statement that names the learner's record and reminds him that repeated trouble will follow him in school
- (B) Mocks the learner's anger, so that the learner sees how unreasonable his outburst appears to others
- (C) Orders silence without explanation, because immediate quiet is the first requirement for safety
- (D) Acknowledges feeling and offers a way forward: "I can see you are angry. Let us step aside and talk."

Q20. Physical restraint of a learner should be used only:

- (A) Whenever a learner talks in class, because talking during instruction is a form of defiance
- (B) As a routine punishment, because physical restraint teaches learners to obey without argument
- (C) To frighten other learners, so that the class sees the consequence of serious misbehaviour
- (D) As a last resort to prevent harm, following school policy and with minimum necessary force

Q21. After an aggressive incident, the teacher should speak with the learner involved:

- (A) Privately, once calm, to discuss what happened, the harm caused and how to repair it
- (B) Never again, because speaking with an aggressive learner only rewards the aggression with attention
- (C) Only in front of the whole class, so that other learners hear the consequences of aggression
- (D) Only through other learners, so that the teacher avoids another direct confrontation

Q22. A learner who bullies others verbally should be dealt with by:

- (A) Naming the behaviour clearly, protecting the victim, and applying the agreed consequence with support for change
- (B) Encouraging the victim to fight back, because standing up to a bully is the quickest way to end bullying and teaches the victim to defend himself in future
- (C) Ignoring the bullying entirely, because attention from adults only makes verbal bullying worse
- (D) Moving the victim to another school, because a fresh start protects the victim from further harm

Q23. Early warning signs that a learner may become aggressive include:

- (A) Quiet, focused work, because a learner who is calmly working may be hiding rising tension
- (B) Raised voice, clenched fists, pacing and refusal to listen
- (C) Asking polite questions, because questioning the teacher can be a cover for challenging authority
- (D) Completing homework early, because a learner who finishes early may be planning disruption

Q24. When two learners begin fighting, the teacher should:

- (A) Join the fight to separate them by force at once, because immediate physical action stops the fight fastest
- (B) Shout insults at both learners, because strong language shocks fighting learners into stopping
- (C) Call for help, protect other learners, use a firm calm voice, and separate them only if safe to do so
- (D) Leave the room and lock the door, so that the fight is contained and cannot spread to others

Q25. A follow-up plan after aggression should include:

- (A) Only punishment, with no discussion, because a firm penalty alone deters further aggression
- (B) Safety planning, support for victim and aggressor, monitoring and review
- (C) Public shaming of the aggressor, so that the whole school learns that aggression brings disgrace
- (D) Forgetting the incident entirely, so that the aggressor is not labelled by a single act

Q26. The teacher's own anger during an aggressive incident is best managed by:

- (A) Expressing it fully at the learner, because honest anger shows the learner the harm he has caused
- (B) Suppressing it until the end of term, because a teacher should never show anger to learners
- (C) Taking it out on the whole class, so that the class learns that one learner's act affects everyone
- (D) Pausing, breathing, speaking slowly and, if needed, handing over to a colleague

Q27. Which approach to aggression is most likely to prevent recurrence?

- (A) Punishment alone, without teaching alternative behaviour, because a strong penalty deters repetition
- (B) Teaching the learner calm communication, problem-solving and anger-management skills
- (C) Permanent isolation from all classmates, because removing the aggressor protects everyone else
- (D) Ignoring every aggressive act, because aggression that gains no attention will soon disappear

Q28. When aggression is directed at the teacher personally, the teacher should:

- (A) Stay professional, follow procedure, record the incident and seek support from senior staff
- (B) Respond personally and emotionally in the moment, because an honest personal response restores respect
- (C) Take revenge in the next lesson, so that the learner experiences the treatment he gave the teacher
- (D) Refuse to teach the learner again without discussion, because the teacher's authority must be protected

Q29. A safe classroom layout helps prevent aggression mainly by:

- (A) Locking all doors, because a sealed room prevents learners from leaving or entering during incidents
- (B) Removing all materials, because objects in the room can become weapons in a confrontation
- (C) Avoiding crowded bottlenecks, giving personal space and keeping an exit route clear
- (D) Seating all learners in one corner, because close supervision in one place prevents aggression

Q30. De-escalation fails most often when the teacher:

- (A) Listens calmly
- (B) Gives the learner time and choices
- (C) Insists on immediate total submission in a public power struggle
- (D) Moves the discussion to a private place

Managing Truancy

Q31. Truancy is best defined as:

- (A) Arriving five minutes late once
- (B) Leaving school with permission for a family event
- (C) Absence due to certified illness
- (D) Deliberate, unauthorised absence from school or lessons without a valid reason

Q32. The first school response to a learner's unexplained absence should be to:

- (A) Expel the learner immediately, because unexplained absence shows a refusal to accept schooling
- (B) Punish the learner's classmates, because peer pressure will bring the absent learner back
- (C) Wait until the end of term, because a pattern of absence is clearer after a full term of records
- (D) Contact parents promptly to check the learner's safety and reason for absence

Q33. A learner who attends school but regularly misses one particular lesson is most likely showing:

- (A) Lesson-specific avoidance, possibly linked to that subject, teacher or peers
- (B) A transport problem only
- (C) Perfect attendance
- (D) General truancy from school

Q34. Accurate daily attendance records help manage truancy because they:

- (A) Fill the register attractively, because neat records encourage teachers to keep them accurately
- (B) Guarantee perfect attendance, because learners attend more regularly when they know they are recorded
- (C) Reveal patterns, such as particular days or lessons, early enough to act
- (D) Replace parent contact, because accurate records alone are enough to manage truancy

Q35. When truancy is caused by fear of bullying, the most effective school response is to:

- (A) Punish the truant learner harshly, because a strong penalty will force attendance despite bullying
- (B) Advise the learner to stay home, because absence protects the learner from the bullies
- (C) Address the bullying, protect the learner and support a safe return
- (D) Ignore the bullying, because attention to bullying only encourages learners to report it

Q36. A school that makes lessons engaging, welcoming and relevant is tackling truancy at its:

- (A) Punitive level only
- (B) Examination level only
- (C) Administrative level only
- (D) Preventive level, by giving learners reasons to attend

Q37. When parents knowingly keep a child home to work, the school should:

- (A) Accept the absence without comment, because parents have the right to decide how a child spends the day and schools should not interfere in family choices
- (B) Close the child's admission silently, because a child kept home for work has left schooling voluntarily
- (C) Punish the child only, because the child, not the parents, is the learner who misses school
- (D) Discuss the child's right to education with parents, offer support, and follow school and legal procedures

Q38. A reintegration plan for a returning truant should include:

- (A) Immediate full punishment on the first day back, so that the learner understands truancy has consequences
- (B) No contact with teachers, because the returning learner should settle back without special attention
- (C) Catch-up work, a named contact person, monitoring and encouragement
- (D) Public announcement of the absence, so that the class knows truancy is taken seriously

Q39. Punishment alone rarely cures persistent truancy because it:

- (A) Is always too mild, because truants return only when punishment is severe enough to frighten them
- (B) Takes too much time, because the process of punishing truancy delays action on its causes
- (C) Does not remove the fear, failure, boredom or home pressure driving the absence
- (D) Is disliked by parents, because parents resist any punishment of their child for absence

Q40. Monitoring truancy at lesson level, not only at school-gate level, matters because:

- (A) Learners never bunk single lessons, because truancy always means absence from the whole school day
- (B) Internal truancy, missing lessons while on site, is otherwise invisible
- (C) Registers are decorative, because recording attendance has no effect on learner behaviour
- (D) Parents prefer lesson registers, because parents want detailed information about every lesson

Q41. Early, supportive contact with parents about absence is better than late, threatening contact because early contact:

- (A) Warns parents early about the consequences, because a sharp early message makes families take absence seriously
- (B) Settles the absence problem at school level, because one early call gives the school all it needs to bring the learner back
- (C) Closes the matter in a single conversation, because parents who hear about absence promptly can correct it without further school involvement
- (D) Builds cooperation before absence becomes a habit

Q42. A learner returns after truancy and is given only missed work with no explanation. The likely result is:

- (A) Immediate success
- (B) Greater love of the subject
- (C) Confusion, further falling behind and another absence
- (D) Perfect understanding

Managing Cheating

Q43. Cheating in examinations is a discipline issue as well as an academic issue because it:

- (A) Undermines fairness, honesty and trust in assessment for all learners
- (B) Helps the whole class, because cheating raises the class average and benefits every learner
- (C) Is never discovered, because careful cheaters always escape detection in examinations
- (D) Only affects marks, because cheating changes scores without affecting learning or trust

Q44. The most effective prevention of cheating during a test is to:

- (A) Set fair, well-prepared tests, arrange seating and invigilation carefully, and teach academic honesty
- (B) Set the same paper every year
- (C) Leave the room during the test
- (D) Threaten expulsion in every test

Q45. When a teacher suspects copying during a test, the fairest immediate action is to:

- (A) Shout an accusation across the room, because public exposure stops copying at once for everyone and warns the whole class against cheating in future tests
- (B) Quietly note the observation, move the learner if needed, and investigate after the test under school procedure
- (C) Cancel the whole class's papers, because fairness requires every learner to face the same consequence
- (D) Ignore the suspicion entirely, because acting on suspicion alone risks accusing an innocent learner

Q46. A learner caught cheating should be given an opportunity to:

- (A) Be heard, understand the consequence, and learn honest study and revision methods
- (B) Cheat again in the next test, because a learner who cheats once should be allowed to try again
- (C) Blame another learner without evidence, because shifting blame is part of defending oneself
- (D) Avoid all future tests, because staying away from tests removes the temptation to cheat

Q47. High-pressure, mark-obsessed assessment increases cheating mainly because learners:

- (A) Love learning for its own sake
- (B) Are well prepared for every test
- (C) Feel that marks matter more than learning or honesty
- (D) Dislike their teachers

Q48. Copying homework from a classmate should be treated as a discipline and learning issue because it:

- (A) Hides the learner's real understanding and breaks honesty, while denying practice
- (B) Saves time for the teacher, because copied homework needs no marking or correction
- (C) Improves the class average honestly, because the copied work shows the learner has found the answers
- (D) Is always harmless, because homework copying never affects understanding or honesty

Q49. Which invigilation practice best reduces cheating without creating fear?

- (A) Leaving the room unattended, because trust in learners prevents cheating better than supervision
- (B) Searching learners publicly and aggressively, because thorough searching deters all cheating
- (C) Calm, visible, moving supervision with clear instructions before the test begins
- (D) Reading a newspaper during the test, because a relaxed invigilator keeps the room calm

Q50. Plagiarism in class assignments is best addressed by:

- (A) Accepting copied work without comment, because challenging plagiarism discourages learners from writing
- (B) Teaching citation, paraphrasing and original work, with clear consequences for copying
- (C) Banning all written assignments, because assignments without writing cannot be plagiarised
- (D) Giving full marks for copied work, because copied work still shows that the learner found information

Q51. A school-wide honesty policy works best when it is:

- (A) Stated clearly, taught to all learners, applied consistently and modelled by staff
- (B) Applied only to weak learners
- (C) Secret, so learners cannot prepare for it
- (D) Changed for every test

Q52. When cheating is widespread in a class, the teacher should first examine whether:

- (A) Learners are naturally dishonest, because cheating comes from character rather than from the test
- (B) The test room was too large, because a large room makes supervision difficult for invigilators
- (C) Parents are to blame alone, because home attitudes to honesty determine classroom cheating
- (D) The work was too difficult, unprepared or pressured, and honesty was never taught

Record-Keeping and Referral

Q53. A good incident record should contain:

- (A) The teacher's opinions about the learner's character
- (B) Only the punishment given
- (C) Gossip from other learners
- (D) Date, time, place, factual description, witnesses, action taken and follow-up

Q54. Records of discipline incidents must be handled with:

- (A) Public display on the classroom wall
- (B) Confidentiality, shared only with those who need to know
- (C) Free sharing with all learners
- (D) No care at all

Q55. A referral to senior staff is most likely to succeed when it is made:

- (A) Only after every classroom strategy has been exhausted over a long period, when nothing else remains to try
- (B) Early, while the behaviour is still changing, with factual evidence to support it
- (C) Only when the learner requests it himself, because a referral without the learner's consent cannot help
- (D) At the end of term, when a full record of the behaviour can be presented to senior staff

Q56. Parents should be contacted about discipline when:

- (A) A learner once forgets a pencil
- (B) A learner answers correctly
- (C) Behaviour is persistent, serious, or needs home-school cooperation to improve
- (D) A learner arrives on time

Q57. When referring a learner to a counsellor, the teacher should provide:

- (A) A label for the learner, such as bad child, because a clear label helps the counsellor understand the case
- (B) Factual observations, patterns, steps already tried and the help sought
- (C) No information at all, because the counsellor should form an opinion without teacher influence
- (D) Only the learner's marks, because academic performance is the best guide to a learner's problems

Q58. Referral to senior staff or parents should be presented to the learner as:

- (A) A threat to frighten him, because fear of senior action motivates the learner to improve
- (B) A next step in getting help and resolving the problem, not as revenge
- (C) Proof that the teacher has given up entirely, because referral means the teacher can do no more
- (D) A secret punishment, because the learner should not know what senior staff have been told

Q59. After a referral, the classroom teacher should:

- (A) Stop all contact with the learner, because senior staff have now taken responsibility for the case
- (B) Ignore the agreed plan, because classroom routines matter more than plans made elsewhere
- (C) Publicise the referral to the class, because other learners should know that referral is a real consequence
- (D) Continue support, monitor progress and follow the agreed plan

Q60. The overall goal of managing disruption, aggression, truancy and cheating is to:

- (A) Punish as many learners as possible, because widespread punishment deters all forms of misbehaviour
- (B) Restore safety, fairness and learning, and teach learners better ways to behave
- (C) Remove difficult learners from school quickly, because the remaining learners can then learn undisturbed
- (D) Protect the teacher's reputation alone, because a teacher known for order keeps the respect of the class

Answer Key

Q1: A	Q11: B	Q21: A	Q31: D	Q41: D	Q51: A
Q2: C	Q12: C	Q22: A	Q32: D	Q42: C	Q52: D
Q3: D	Q13: D	Q23: B	Q33: A	Q43: A	Q53: D
Q4: D	Q14: C	Q24: C	Q34: C	Q44: A	Q54: B

Q5: A	Q15: A	Q25: B	Q35: C	Q45: B	Q55: B
Q6: A	Q16: C	Q26: D	Q36: D	Q46: A	Q56: C
Q7: B	Q17: B	Q27: B	Q37: D	Q47: C	Q57: B
Q8: A	Q18: A	Q28: A	Q38: C	Q48: A	Q58: B
Q9: D	Q19: D	Q29: C	Q39: C	Q49: C	Q59: D
Q10: B	Q20: D	Q30: C	Q40: B	Q50: B	Q60: B

Worked explanations for all 60 questions:

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