

Educational Guidance and Counselling Practice Test 10

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

Guidance for Children with Special Needs

Q1. Guidance for a child with a learning difficulty should start from which principle?

- (A) The child should follow exactly the same pace as every other pupil without adjustment
- (B) The child's difficulty should be hidden from teachers to avoid embarrassment
- (C) The child's individual needs, strengths, and pace should shape the support plan, with regular review
- (D) The child should be excused from all learning goals

Q2. A pupil with weak hearing sits at the back of a large class and misses much of the lesson. The teacher's most appropriate immediate guidance step is to:

- (A) Seat him near the teacher, speak clearly, use visual aids, and check his understanding frequently
- (B) Ask him to rely only on classmates' notes
- (C) Reduce his syllabus without assessment
- (D) Move him to a separate room for all lessons

Q3. Which approach best reflects inclusive guidance for pupils with special needs?

- (A) Placing pupils with special needs in the same class, with the same work and no adjustments
- (B) Grouping pupils with special needs together for most lessons, with a separate timetable
- (C) Expecting pupils with special needs to follow the standard programme, with help only from classmates
- (D) Adapting teaching, materials, and assessment where needed so that pupils can learn with their peers as far as possible

Q4. A child with a physical disability feels left out during games. The guidance-minded response is to:

- (A) Excuse him from all games permanently
- (B) Adapt games and roles so that he can take part meaningfully, and encourage classmates to include him
- (C) Tell him that games are not important for pupils like him
- (D) Ask his parents to keep him at home on games days

Q5. When planning support for a pupil with special needs, the school should involve:

- (A) The pupil, his parents, his teachers, and relevant specialists together, sharing information with consent
- (B) Only the head teacher, acting alone
- (C) Only the pupil's classmates, who know him best
- (D) No one outside the classroom, to keep matters private

Q6. A pupil who reads much more slowly than his peers becomes frustrated and avoids reading aloud. Which guidance step is most appropriate?

- (A) Forcing him to read aloud daily in front of the class until he improves
- (B) Removing all reading tasks from his programme
- (C) Praising only pupils who read quickly, to motivate him
- (D) Providing graded reading material, private practice, and praise for progress, while checking for an underlying difficulty

Q7. Which statement about labelling a child with special needs is most accurate?

- (A) Labels always improve a child's confidence
- (B) Labels should be used publicly to warn other pupils
- (C) Labels should be used carefully and only to plan help, since careless labelling can lower expectations and harm self-esteem
- (D) Labels remove the need for any further assessment

Q8. A slow learner in class 6 struggles to keep up with written work. The teacher's best guidance action is to:

- (A) Give him the same long written tasks with a shorter deadline
- (B) Break tasks into smaller steps, allow extra time, check understanding at each step, and build on small successes
- (C) Ask him to copy work from a neighbour
- (D) Seat him alone so that he does not disturb others

Q9. Guidance for a child with emotional difficulties should give priority to:

- (A) Making the child feel safe and accepted, understanding the causes of distress, and arranging steady, caring support
- (B) Punishing emotional outbursts severely to stop them quickly
- (C) Ignoring the child until the difficulties pass
- (D) Transferring the child to another school at the first sign of difficulty

Q10. Which of the following is NOT a suitable aim of guidance for children with special needs?

- (A) Helping the child develop independence in daily and school tasks
- (B) Building the child's confidence and social participation
- (C) Helping the child use his strengths despite his difficulties
- (D) Making the child completely free of all difficulties through school guidance alone

Q11. A pupil with poor eyesight cannot read the board clearly. Apart from medical referral, the teacher should:

- (A) Write smaller on the board to fit more content
- (B) Provide large-print notes, seat him where he can see well, and read out key board work
- (C) Ask him to memorise lessons from classmates
- (D) Excuse him from all board-based lessons

Q12. When a pupil with special needs makes steady but slow progress, the guidance response should be to:

- (A) Compare him with faster pupils to motivate him
- (B) Treat slow progress as failure and change his plan completely each week
- (C) Recognise his progress against his own earlier performance, encourage effort, and adjust targets gradually
- (D) Stop setting targets for him altogether

Q13. A parent of a child with a learning difficulty worries that the child will be treated as less able by others. The counsellor can best reassure her by:

- (A) Explaining how support will focus on the child's strengths and needs, how privacy is protected, and how progress will be shared with her
- (B) Promising that the difficulty will disappear within a month
- (C) Advising her not to tell anyone, including teachers, about the difficulty
- (D) Suggesting that the child be kept at home for a year

Q14. Which practice best supports the social adjustment of a pupil with special needs?

- (A) Keeping him apart during all group activities
- (B) Assigning him only solitary tasks
- (C) Allowing classmates to tease him so that he becomes tougher
- (D) Planning cooperative group roles where he can contribute, and guiding classmates towards respectful inclusion

Q15. A school reviews its support for pupils with special needs each term. The main value of this review is that it:

- (A) Provides a record of the support given, for school files and inspections
- (B) Allows the school to see what is working, what is not, and to revise targets, methods, and support together with parents
- (C) Shows parents that the school is meeting its legal duties
- (D) Allows the school to compare pupils with special needs against class averages, under the supervision of the school counsellor

Guidance for Gifted and Talented Children

Q16. A gifted pupil finishes class work quickly and then disturbs others. The guidance-minded interpretation is that he may need:

- (A) More of the same easy work to keep him busy
- (B) Stricter punishment for finishing early
- (C) Enrichment and extension tasks that challenge him, along with guidance on using his time and talents responsibly
- (D) Removal from the class during lessons

Q17. Which characteristic is most commonly associated with gifted children, though it varies from child to child?

- (A) Rapid learning, deep curiosity, and the ability to see connections that others miss
- (B) Refusal to learn anything new
- (C) Equal ability in every subject without exception
- (D) Complete freedom from emotional or social difficulties, for pupils in the senior classes

Q18. Enrichment for a gifted pupil means:

- (A) Giving him extra homework of the same type every night
- (B) Moving him to a higher class in all subjects regardless of readiness, in the context of everyday school work, as part of routine school organisation
- (C) Making him teach the whole class instead of the teacher
- (D) Providing deeper, broader, and more challenging learning experiences related to his interests and abilities

Q19. A gifted girl is shy and hides her ability to avoid standing out among friends. The counsellor's best guidance is to:

- (A) Announce her ability publicly to force her to accept it
- (B) Help her value her ability, build confidence, and find peers and activities where her talent is accepted and enjoyed
- (C) Advise her to stop studying hard so that she fits in
- (D) Ignore the matter because gifted pupils need no guidance, during scheduled guidance periods, with records kept by the school

Q20. Which of the following is a risk of identifying a child as gifted on the basis of a single test score alone?

- (A) The child will receive too much encouragement
- (B) The child will be given easier work
- (C) Talented pupils whose strengths the test misses, and pupils with uneven profiles, may be overlooked or misjudged
- (D) The child's parents will lose interest in schooling, in consultation with the pupil's teachers, as one element of the school's pastoral care

Q21. Acceleration for a gifted pupil, such as early entry to a higher-level topic, should be decided on the basis of:

- (A) Readiness in knowledge, maturity, and social adjustment, judged from several sources of evidence
- (B) The pupil's age alone
- (C) Pressure from parents alone
- (D) The availability of a free seat in the higher class, for a pupil moving to a new class or school, in the course of the school year

Q22. A gifted pupil performs poorly in examinations despite strong classwork. The counsellor should first explore:

- (A) Whether he should be removed from the gifted programme at once, with the support of the guidance team, in a typical school week
- (B) Whether his classmates are to blame
- (C) Whether examinations should be abolished for him
- (D) Whether anxiety, boredom, study methods, or personal pressures may explain the gap, before judging his ability

Q23. Which guidance need is often overlooked in gifted children?

- (A) The need for challenging academic work, during the regular school day, as part of the school's usual programme, with the class teacher involved
- (B) The need for emotional and social support, including handling perfectionism, pressure, and feeling different
- (C) The need for praise for high marks
- (D) The need for exemption from homework

Q24. A teacher wants to support a gifted pupil without neglecting the rest of the class. The best approach is to:

- (A) Give the gifted pupil all her attention during lessons
- (B) Leave the gifted pupil entirely to independent study
- (C) Use tiered tasks, extension questions, and occasional enrichment projects within the normal lesson structure
- (D) Ask the gifted pupil to stay silent so others can catch up, in the school setting, alongside other pupils, over the course of a school term

Q25. Parents of a gifted child ask how to support him at home. The most helpful advice is to:

- (A) Encourage his curiosity with books, projects, and discussion, praise effort rather than only results, and allow time for play and rest
- (B) Fill every hour with extra tuition
- (C) Compare him with other gifted children to push him further, in a normal classroom situation, as practised in many schools, with parents informed about the arrangement
- (D) Protect him from all failure and challenge

Q26. Which statement about giftedness is most accurate?

- (A) Giftedness means high ability in all areas at all times
- (B) Giftedness is fixed at birth and never changes
- (C) Giftedness needs no guidance because such pupils succeed on their own, under the supervision of the school counsellor, for pupils in the senior classes
- (D) Giftedness varies by domain, can develop with opportunity and support, and still needs guidance for balanced growth

Q27. A gifted pupil sets impossibly high standards for himself and becomes distressed by small mistakes. The counsellor should:

- (A) Help him understand that high standards are expected of gifted pupils, and that mistakes should be avoided
- (B) Help him set realistic goals, see mistakes as part of learning, and value steady progress over perfection
- (C) Reduce the difficulty of his work until he can complete it without mistakes
- (D) Advise him to focus on subjects where he is already strongest, and avoid weaker areas

Q28. The best way to identify gifted pupils in a school is to:

- (A) Combine teacher observation, classwork, test results, creativity, and parent information, rather than relying on one measure
- (B) Use a single examination mark as the only criterion
- (C) Select only pupils who are well behaved
- (D) Ask pupils to nominate themselves without any other evidence, in the context of everyday school work, as part of routine school organisation

Q29. Which enrichment activity is most suitable for a gifted pupil with a strong interest in science?

- (A) Repeating the same textbook chapter several times
- (B) Copying notes neatly for extra marks
- (C) Designing a small investigation, presenting findings to the class, and discussing them with a teacher mentor
- (D) Memorising a list of scientific terms without understanding them, during scheduled guidance periods, with records kept by the school

- Q30. Guidance for both special-needs and gifted pupils shares which central aim?**
- (A) Making all pupils reach the same level at the same time
 - (B) Separating unusual pupils from ordinary classes
 - (C) Reducing the teacher's responsibility for unusual pupils, in consultation with the pupil's teachers, as one element of the school's pastoral care
 - (D) Helping each pupil develop according to his own needs, strengths, and pace towards his full potential

Tests and Inventories Used in Guidance

- Q31. In guidance work, an aptitude test is mainly used to:**

- (A) Measure what a pupil has already been taught in a subject, for a pupil moving to a new class or school, in the course of the school year
- (B) Estimate a pupil's potential to learn or succeed in a particular kind of task or field, such as numerical or verbal work
- (C) Record a pupil's attendance and conduct
- (D) Diagnose a medical condition

- Q32. An achievement test differs from an aptitude test because it mainly measures:**

- (A) What the pupil has actually learned from teaching and study so far
- (B) The pupil's future potential regardless of teaching, with the support of the guidance team
- (C) The pupil's personality traits
- (D) The pupil's family background

- Q33. A counsellor uses an interest inventory with a pupil who is unsure about subject choices. The inventory is most useful for:**

- (A) Deciding the pupil's career for him with certainty, in a typical school week, during the regular school day, as part of the school's usual programme
- (B) Ranking pupils from most to least intelligent
- (C) Testing how much the pupil has memorised
- (D) Revealing the pupil's likes and preferences across activities and fields, to guide exploration and discussion

- Q34. Which of the following is a key limitation of interest inventories?**

- (A) They measure physical height accurately
- (B) They replace all need for counselling discussion, with the class teacher involved, in the school setting, alongside other pupils
- (C) They reflect stated likes, which may change with age and experience, and do not by themselves prove ability or success
- (D) They can only be used with adults

- Q35. A personality measure used in guidance should be understood as:**

- (A) A final judgement of a pupil's character that cannot change, over the course of a school term, in a normal classroom situation, as practised in many schools
- (B) One source of information about traits such as sociability or steadiness, to be used carefully alongside observation and interview
- (C) A test of subject knowledge
- (D) A replacement for the pupil's own views about himself

Q36. A pupil scores high on an aptitude test for mechanical work but has never tried such work. The counsellor should:

- (A) Suggest practical exploration, such as a project or visit, and discuss the result together before any firm choice
- (B) Tell him he must enter mechanical work at once, with parents informed about the arrangement, under the supervision of the school counsellor
- (C) Ignore the score because he lacks experience
- (D) Advise him to avoid all mechanical activities

Q37. Which statement best describes a valid test in guidance?

- (A) A test that is long and difficult for all pupils
- (B) A test that every pupil enjoys taking
- (C) A test that gives the same score every time regardless of purpose, for pupils in the senior classes
- (D) A test that actually measures what it claims to measure for the purpose for which it is used

Q38. Reliability of a guidance test means that the test:

- (A) Is approved by parents
- (B) Is the newest test available
- (C) Gives consistent results when used under similar conditions
- (D) Measures many different traits at once, in the context of everyday school work

Q39. A counsellor explains a test result to a pupil. The most ethical and helpful way is to:

- (A) Share only the score without any explanation
- (B) Explain what the test does and does not show, relate it to the pupil's own experience, and discuss next steps together
- (C) Compare the pupil's score publicly with classmates, as part of routine school organisation, during scheduled guidance periods
- (D) Tell the pupil the score fixes his future career

Q40. Which use of achievement test results in guidance is most appropriate?

- (A) Identifying learning gaps and planning remedial or extension work suited to the pupil's needs
- (B) Labelling pupils permanently as able or weak, with records kept by the school, in consultation with the pupil's teachers
- (C) Deciding a pupil's worth as a person
- (D) Punishing pupils with low scores

Q41. A school counsellor wants to choose a test for guidance use. The first question to ask is:

- (A) Whether the test gives clear scores that are easy to explain to parents, as one element of the school's pastoral care
- (B) Whether the test is widely used by other schools in the area
- (C) Whether the test can be completed within a single lesson
- (D) Whether the test is valid and reliable for this age group and this guidance purpose

Q42. Which of the following is a limit shared by most guidance tests?

- (A) They measure a pupil's whole personality and future with certainty
- (B) They are unaffected by anxiety, language, or unfamiliarity with test format, for a pupil moving to a new class or school, in the course of the school year
- (C) They give a snapshot under particular conditions, so results must be combined with observation, records, and interviews
- (D) They remove the need for any teacher judgement

Q43. An interest inventory shows a pupil strongly prefers outdoor and practical activities, while his marks are highest in book-based subjects. The counsellor should:

- (A) Tell him to ignore his interests completely
- (B) Explore both his interests and his strengths with him, and help him consider pathways that use both, rather than forcing a choice from one result
- (C) Tell him his marks must be wrong
- (D) Decide his subjects without discussing the conflict, with the support of the guidance team, in a typical school week, during the regular school day, as part of the school's usual programme

Q44. A teacher-made test used for guidance is most valuable when it is:

- (A) Clearly linked to what has been taught, fairly marked, and used to diagnose gaps and plan help
- (B) Deliberately surprising, so pupils cannot prepare
- (C) Marked strictly to produce a wide spread of failures, with the class teacher involved, in the school setting, alongside other pupils
- (D) Kept secret from pupils and parents

Q45. Which of the following best explains why test scores must be kept confidential in guidance?

- (A) Scores are never useful to anyone
- (B) Teachers should not know pupils' scores
- (C) Pupils should never learn their own scores, over the course of a school term, in a normal classroom situation, as practised in many schools
- (D) Scores can be misread or misused to label pupils, so access must be limited to those who need them for guidance

Mixed Review: Types, Process, and Ethics of Guidance

Q46. Educational guidance mainly helps pupils with:

- (A) Choosing friends for leisure time only, with parents informed about the arrangement, under the supervision of the school counsellor
- (B) Managing pocket money only
- (C) Learning problems, subject choices, study habits, and adjustment to school life
- (D) Physical training only

Q47. When a school counsellor plans a vocational guidance programme for senior pupils, it is built mainly around:

- (A) Daily homework completion, for pupils in the senior classes, in the context of everyday school work
- (B) Occupations, career exploration, and preparation for work life
- (C) School discipline rules
- (D) Playground organisation

Q48. Personal guidance is best illustrated by:

- (A) Helping a pupil manage shyness, family stress, or worries that affect his daily life and learning
- (B) Explaining the examination timetable
- (C) Listing careers available after graduation, as part of routine school organisation, during scheduled guidance periods
- (D) Teaching a new chapter in science

Q49. The first stage of the counselling process is usually to:

- (A) Give the pupil ready-made advice at once, with records kept by the school, in consultation with the pupil's teachers
- (B) End the session with a formal report
- (C) Apply a test before any conversation
- (D) Build rapport and help the pupil describe the problem in his own words

Q50. After understanding a pupil's problem, the counsellor and pupil together should:

- (A) Wait for the problem to solve itself
- (B) Blame others for the problem
- (C) Set a realistic goal and agree practical steps towards it, with follow-up
- (D) Keep the problem secret from everyone, including the pupil's teachers, as one element of the school's pastoral care

Q51. Which counsellor behaviour best shows respect for the pupil's autonomy?

- (A) Making all decisions for the pupil
- (B) Supporting the pupil to weigh options and make his own informed decision, even when it differs from the counsellor's preference
- (C) Refusing to discuss any option the counsellor dislikes
- (D) Sharing the pupil's confidences to persuade his parents, for a pupil moving to a new class or school, in the course of the school year

Q52. A counsellor learns in a session that a pupil may be at serious risk of harm. The counsellor should:

- (A) Break confidentiality through proper channels to protect the pupil, explaining this limit to the pupil as far as possible
- (B) Keep the information completely secret to preserve trust, with the support of the guidance team, in a typical school week, during the regular school day
- (C) Share the information with the pupil's classmates
- (D) End counselling immediately without action

Q53. Which of the following is NOT an ethical duty of a school counsellor?

- (A) Respecting the pupil's dignity and confidentiality within safety limits, as part of the school's usual programme
- (B) Working within the limits of his training and referring when needed
- (C) Keeping accurate and secure records
- (D) Guaranteeing that counselling will produce a particular outcome for every pupil

Q54. Group guidance is especially useful when:

- (A) A pupil needs private help for a sensitive personal problem, with the class teacher involved, in the school setting, alongside other pupils
- (B) A medical diagnosis is required
- (C) Many pupils share a common need, such as study skills, subject choice, or career information
- (D) A pupil refuses to speak to anyone

Q55. A teacher refers a pupil for counselling but the pupil refuses to attend. The best response is to:

- (A) Leave the referral open, and raise it again only if his schoolwork worsens
- (B) Respect his reluctance for now, keep the door open, offer a brief informal talk, and revisit the offer later
- (C) Suggest that the pupil talk to a trusted friend or family member instead
- (D) Ask the referring teacher to explain the benefits of counselling to the pupil again, over the course of a school term

Q56. The main purpose of guidance as a whole is to:

- (A) Help each pupil understand himself, make wise choices, and adjust well to learning and life
- (B) Sort pupils into fixed categories for life
- (C) Increase school discipline through fear
- (D) Ensure every pupil follows the same career path, in a normal classroom situation, as practised in many schools

Q57. When counselling ends successfully, the pupil is most likely to:

- (A) Depend on the counsellor for every future decision, with parents informed about the arrangement
- (B) Avoid all future problems
- (C) Blame others less and take no responsibility
- (D) Understand his situation better and handle similar challenges more independently in future

Q58. Which combination of guidance services gives a school the most complete support for pupils?

- (A) Individual counselling only, with no group work or records, under the supervision of the school counsellor, for pupils in the senior classes, in the context of everyday school work
- (B) Career talks only, once a year
- (C) Orientation, individual and group counselling, testing with careful interpretation, records, placement, and follow-up, working with teachers and parents
- (D) Punishment and reward systems only

Q59. A new teacher asks what makes guidance different from ordinary advice. The best answer is that guidance:

- (A) Tells the pupil exactly what to do in every case, as part of routine school organisation, during scheduled guidance periods
- (B) Helps the pupil understand himself and his situation so that he can decide wisely, rather than simply following orders
- (C) Is given only once, at the end of schooling
- (D) Focuses only on examination marks

Q60. A school evaluates its guidance programme at the end of the year. The evaluation is most useful when it checks:

- (A) Only the number of counselling sessions held
- (B) Only whether the programme was popular with staff, with records kept by the school, in consultation with the pupil's teachers, as one element of the school's pastoral care
- (C) Whether pupils benefited, which services were used, and what should be improved, using evidence from pupils, teachers, and parents
- (D) Only the cost of the programme

Answer Key

Q1: C	Q11: B	Q21: A	Q31: B	Q41: D	Q51: B
Q2: A	Q12: C	Q22: D	Q32: A	Q42: C	Q52: A
Q3: D	Q13: A	Q23: B	Q33: D	Q43: B	Q53: D
Q4: B	Q14: D	Q24: C	Q34: C	Q44: A	Q54: C
Q5: A	Q15: B	Q25: A	Q35: B	Q45: D	Q55: B
Q6: D	Q16: C	Q26: D	Q36: A	Q46: C	Q56: A
Q7: C	Q17: A	Q27: B	Q37: D	Q47: B	Q57: D
Q8: B	Q18: D	Q28: A	Q38: C	Q48: A	Q58: C
Q9: A	Q19: B	Q29: C	Q39: B	Q49: D	Q59: B
Q10: D	Q20: C	Q30: D	Q40: A	Q50: C	Q60: C

Worked explanations for all 60 questions:

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