

# Educational Guidance and Counselling Practice Test 7

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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## Orientation Service

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**Q1. The orientation service in a school mainly helps new students to**

- (A) prepare for the final board examination
- (B) adjust to the new school environment, its people and its routines
- (C) select a profession for adult life
- (D) obtain a part-time job after school

**Q2. A student joins Class 6 in the middle of the session and does not know the timetable, the classrooms or the school rules. The most suitable orientation step is to**

- (A) give the student a surprise test on the first day
- (B) ask the student to stay at home until the next session
- (C) send the student to the head teacher for a warning
- (D) explain the timetable and rules and show the student the classrooms and facilities

**Q3. Which of the following is NOT normally a part of the orientation service?**

- (A) Arranging the final board examination for outgoing students
- (B) Introducing new students to their teachers and classmates
- (C) Explaining the rules, discipline and daily routine of the school
- (D) Showing new students the library, laboratories and playground

**Q4. The best time to start an orientation programme for new students is**

- (A) at the end of the academic year
- (B) just before the annual examinations
- (C) at the beginning of the session, soon after admission
- (D) after the final results have been announced

**Q5. A well-planned orientation programme mainly reduces a new student's**

- (A) fear and anxiety about an unfamiliar place and new people
- (B) total syllabus for the whole year
- (C) school fee for the first term
- (D) amount of homework in the first week

**Q6. The orientation service is best described as a service that**

- (A) punishes students who break school rules
- (B) tests students to find their intelligence level
- (C) helps students adjust to school life and feel part of the school
- (D) places outgoing students in jobs and training

- Q7. A school arranges a welcome assembly, a tour of the campus and a short talk about school life for its new students. This is an example of the**
- (A) appraisal service
  - (B) placement service
  - (C) follow-up service
  - (D) orientation service
- Q8. Which of the following activities belongs to the orientation service?**
- (A) Organising a career exhibition for senior students
  - (B) Holding an introductory talk for pupils who have just joined the school
  - (C) Helping a school leaver to secure an apprenticeship
  - (D) Administering an aptitude test to a confused student
- Q9. Through orientation, a student mainly comes to understand the school's**
- (A) examination marks of the previous year
  - (B) salary scale of the teaching staff
  - (C) expectations, rules, facilities and opportunities
  - (D) budget and building construction plan
- Q10. A transferred student feels lonely and does not know anyone in the new school. As a first orientation step, the counsellor should**
- (A) introduce the student to classmates and teachers and explain daily routines
  - (B) administer a career interest inventory at once
  - (C) arrange a job placement for the student
  - (D) study only the student's previous school record
- Q11. An effective orientation programme for a new class usually includes**
- (A) a tour of the school only
  - (B) a list of punishments only
  - (C) a copy of the examination date sheet only
  - (D) a tour, an introduction to staff, an explanation of rules and information about facilities
- Q12. Which statement best describes the orientation service?**
- (A) It is a single lecture given once in a student's school life
  - (B) It is a process that begins on entry and continues while the student settles in
  - (C) It is meant only for students with weak examination results
  - (D) It is meant only for students in their final year
- Q13. For parents, the orientation service mainly means that the school**
- (A) asks parents to teach the full syllabus at home
  - (B) reports only the examination position of their child
  - (C) informs parents about the school programme, rules and support services
  - (D) invites parents to sit in every class lesson
- Q14. The main goal of the orientation service is to bring about a student's**
- (A) smooth adjustment to school life
  - (B) selection for a scholarship
  - (C) diagnosis of a learning disorder
  - (D) placement in a job after leaving school

## Information Service

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**Q15. The information service in guidance mainly provides students with**

- (A) Information about courses, colleges and entry requirements for further study
- (B) Information about occupations, training routes and job opportunities
- (C) Information about study skills, examination preparation and subject choices
- (D) educational, vocational and personal-social information for decision making

**Q16. Which of the following is an example of the information service?**

- (A) Following up a former student in a new college
- (B) Displaying prospectuses, career booklets and subject-choice material on a notice board
- (C) Placing a student in a suitable section
- (D) Keeping a cumulative record of a student's progress

**Q17. The information service helps a student mainly by enabling the student to make**

- (A) informed decisions based on reliable facts
- (B) decisions without any facts at all
- (C) the same choice as the majority of friends
- (D) a choice imposed by the school administration

**Q18. Which of the following is NOT a suitable source for the information service?**

- (A) Career pamphlets and prospectuses
- (B) Talks by professionals about their work, for a pupil moving to a new class or school
- (C) A student's private family diary kept at home
- (D) A well-maintained guidance notice board

**Q19. Students of Class 10 are confused about choosing science, arts or commerce groups. The counsellor's information-service response should be to provide**

- (A) only the names of the students who passed last year
- (B) only the school fee schedule for each group
- (C) only the timetable for the next term
- (D) subject requirements, future study options and career paths for each group

**Q20. Information given through the guidance information service should be**

- (A) outdated but attractively printed
- (B) accurate, up to date and free from bias
- (C) limited to one popular profession
- (D) based mainly on rumours among students, in the course of the school year

**Q21. Occupational information supplied to students should normally include the**

- (A) personal income of one worker only
- (B) address of one office only
- (C) nature of the work, training needed, entry routes and future prospects
- (D) uniform worn in one particular workplace, with the support of the guidance team

**Q22. The information service differs from individual counselling mainly because the information service**

- (A) gives facts and material, while counselling explores personal feelings and decisions in depth
- (B) solves family problems through punishment
- (C) places students in jobs directly
- (D) keeps a record of every student's marks

**Q23. A counsellor wants senior students to learn about different professions from people actually working in them. The most suitable information-service method is to**

- (A) give each student a private test score
- (B) place each student in a different section
- (C) ask students to search on their own without any organised talk or material, in a typical school week
- (D) organise a career talk with working professionals supported by printed material

**Q24. A student asks the counsellor where to find reliable details about scholarships for further study. The counsellor is being asked to use the**

- (A) orientation service
- (B) information service
- (C) placement service
- (D) appraisal service

**Q25. For Class 9 students, the information service is especially useful for**

- (A) material that explains subject choices, their demands and their later options
- (B) a list of students selected for sports teams, during the regular school day, as part of the school's usual programme
- (C) the duty roster of school prefects
- (D) the menu of the school canteen

**Q26. A student is torn between the science group and the arts group. Which information is most relevant to that decision?**

- (A) The colour of the textbooks used in each group, with the class teacher involved
- (B) The seating plan of each classroom
- (C) The names of the teachers' home towns
- (D) The entry requirements, subjects, workload and career paths of each group

**Q27. The information service should avoid**

- (A) presenting several professions fairly
- (B) updating admission dates each year
- (C) promoting one institution or profession in a biased way
- (D) using more than one source of information, in the school setting, alongside other pupils

**Q28. A counsellor displays last year's college admission dates on the notice board, and several students miss the real deadlines. The main fault in the information service here is that the information was**

- (A) too colourful
- (B) not current and not checked for accuracy
- (C) placed too high on the board
- (D) written in too large a script, over the course of a school term

## Placement Service

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**Q29. The placement service in guidance means helping a student to find a suitable**

- (A) place, such as a class, subject group, activity, training course or job, that matches the student's abilities and interests
- (B) punishment for breaking school rules, in a normal classroom situation, as practised in many schools, with parents informed about the arrangement
- (C) private tutor for every subject
- (D) seat near the front of the classroom

**Q30. Which of the following is an example of the placement service within a school?**

- (A) Giving a welcome speech to new students
- (B) Keeping a record of a student's test scores
- (C) Assigning a student to a suitable section or subject group after considering ability and interest
- (D) Sending a questionnaire to former students about their progress, under the supervision of the school counsellor

**Q31. Placement in the wider sense, beyond the school, also includes helping a school leaver to**

- (A) repeat the same class for another year, for pupils in the senior classes, in the context of everyday school work
- (B) forget all previous school records
- (C) avoid any further study or training
- (D) secure admission to a suitable college, training programme or employment

**Q32. A student strong in mathematics has been placed in the arts group only because friends chose it, and the student is now unhappy. The placement service should**

- (A) tell the student to accept the group without discussion
- (B) review the student's abilities and interests and discuss a more suitable group
- (C) move the student's friends into the science group as well, as part of routine school organisation
- (D) remove the student from all co-curricular activities

**Q33. A placement decision can be called successful when the student**

- (A) adjusts well and makes satisfactory progress in the new place
- (B) remains in the new place even while failing badly, during scheduled guidance periods
- (C) changes place every few weeks
- (D) avoids all contact with teachers in the new place

**Q34. Which of the following is NOT an example of the placement service?**

- (A) Admitting a new student to a class suited to age and prior learning
- (B) Helping a leaver to apply for a suitable apprenticeship
- (C) Sending a questionnaire to former students to learn how they are adjusting after placement
- (D) Assigning a student to a society that matches an interest and talent, with records kept by the school

**Q35. Sound placement decisions should be based on**

- (A) a single examination mark alone
- (B) the preference of one teacher alone, in consultation with the pupil's teachers, as one element of the school's pastoral care
- (C) the availability of seats alone
- (D) abilities, interests, achievement and available opportunities considered together

**Q36. The placement service also helps a student who transfers from another school by**

- (A) finding a suitable class and section in the new school
- (B) asking the student to repeat the whole previous year, for a pupil moving to a new class or school
- (C) keeping the student out of class for a month
- (D) giving the student the hardest subjects at once

**Q37. For an outgoing student, the placement service is mainly concerned with**

- (A) recording the student's attendance in the final term, in the course of the school year, with the support of the guidance team
- (B) help in gaining admission to the next institution, training or employment suited to the student
- (C) organising the farewell party programme
- (D) collecting textbooks from the student

**Q38. Poor placement of a student is most likely to lead to**

- (A) better attendance in every subject
- (B) higher confidence in all school work, in a typical school week
- (C) frustration, weak achievement and possible dropping out
- (D) automatic success in examinations

**Q39. In placement work, the counsellor's role is best described as**

- (A) deciding alone without consulting anyone
- (B) forcing the student to accept the counsellor's own choice, during the regular school day
- (C) ignoring the parents' views completely
- (D) coordinating with teachers, parents and receiving institutions or employers

**Q40. A student wishes to take commerce but is very weak in mathematics and has not discussed alternatives. The placement discussion should**

- (A) approve the choice without any discussion
- (B) discuss strengths, the demands of commerce, possible alternatives and bridging support
- (C) refuse all guidance until the final examination
- (D) place the student in commerce and ignore the difficulty, as part of the school's usual programme

## Follow-up Service

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**Q41. The follow-up service in guidance means**

- (A) checking a student's progress and adjustment after guidance or placement has been given
- (B) welcoming new students on their first day
- (C) providing career booklets in the library
- (D) testing a student's aptitude for the first time, with the class teacher involved, in the school setting, alongside other pupils

**Q42. The main purpose of the follow-up service is to find out**

- (A) the school's total income for the year, over the course of a school term, in a normal classroom situation
- (B) the number of new admissions next year
- (C) whether the guidance given helped and whether further help is needed
- (D) the design of the new school building

**Q43. Which of the following is an example of the follow-up service?**

- (A) Giving an introductory talk to new students
- (B) Displaying a list of careers on the notice board, as practised in many schools, with parents informed about the arrangement
- (C) Placing a student in a suitable subject group
- (D) Contacting former students to check how they are adjusting in college or work

**Q44. Follow-up helps a school to**

- (A) increase the school fee every term
- (B) evaluate whether its guidance programme is actually working
- (C) reduce the number of teachers on staff, under the supervision of the school counsellor
- (D) shorten the school day for all classes

**Q45. Which of the following is NOT a follow-up activity?**

- (A) Interviewing a placed student about progress in the new class
- (B) Surveying former students about their adjustment
- (C) Giving an orientation talk to students who have just joined the school
- (D) Reviewing whether a referred student received the needed support, for pupils in the senior classes

**Q46. A student placed in the science group is struggling after one term. The counsellor's follow-up action should be to**

- (A) meet the student, review progress and arrange suitable support or adjustment
- (B) ignore the difficulty until the final examination, in the context of everyday school work
- (C) remove the student from school at once
- (D) tell the student never to ask for help again

**Q47. Information collected through follow-up is mainly used to**

- (A) punish students who changed their plans, as part of routine school organisation
- (B) publish students' private problems
- (C) fill admission forms for the next year
- (D) improve guidance services and future placement decisions

**Q48. Effective follow-up should be**

- (A) done once and never repeated
- (B) systematic and periodic, so progress can be tracked over time
- (C) limited to students who complain loudly
- (D) based on guesswork rather than contact with students, during scheduled guidance periods

**Q49. Follow-up with students who have left school early helps the school to understand the**

- (A) timetable followed by those students in their last week at school
- (B) examination marks of students who are still attending school
- (C) reasons for leaving and possible support for return or further training
- (D) names of the teachers who taught those students in primary classes, with records kept by the school

**Q50. A suitable tool for follow-up work with former students is a**

- (A) short questionnaire or interview about adjustment and progress
- (B) surprise examination in all school subjects
- (C) list of punishments given during the school year, in consultation with the pupil's teachers
- (D) copy of the school building plan

## Appraisal Service

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**Q51. The appraisal service in guidance means**

- (A) welcoming students on admission day
- (B) providing career booklets in the library, as one element of the school's pastoral care, for a pupil moving to a new class or school, in the course of the school year
- (C) placing students in jobs after school
- (D) collecting, organising and interpreting information about a student, including abilities, interests, achievement and personality

**Q52. Tools of the appraisal service include**

- (A) only the final examination result
- (B) tests, teacher observations, interviews and cumulative records
- (C) only the student's school fee record, with the support of the guidance team
- (D) only the attendance register

**Q53. A cumulative record in the appraisal service is a**

- (A) continuous record of a student's growth, achievement, interests and health over time
- (B) one-day report written at admission only, in a typical school week, during the regular school day
- (C) list of books borrowed from the library
- (D) record of school income and expenditure

**Q54. Appraisal helps a counsellor mainly by enabling the counsellor to**

- (A) punish students with weak results
- (B) select students for sports teams only
- (C) understand the student before offering guidance or placement advice
- (D) write the school timetable for the next term, as part of the school's usual programme

**Q55. Which of the following is NOT a tool of the appraisal service?**

- (A) An aptitude test
- (B) Careful observation by a teacher
- (C) A structured interview with the student, with the class teacher involved
- (D) A job offer letter sent to a school leaver

**Q56. Information gathered through appraisal should be treated as**

- (A) public news for the whole school assembly, in the school setting, alongside other pupils, over the course of a school term
- (B) confidential material used for the student's benefit and shared only when needed for guidance
- (C) material to be sold to outside agencies
- (D) gossip to be discussed in the staff room

**Q57. A counsellor decides a student's future group on the basis of one test score alone, ignoring class work, teacher observations and the student's interests. The main weakness here is that appraisal should use**

- (A) only test scores, never observations
- (B) only parents' wishes, never test results, in a normal classroom situation
- (C) multiple sources of information about the student
- (D) only one interview, never any record

**Q58. Self-appraisal in guidance means that the student learns to**

- (A) assess personal strengths, interests and limitations realistically
- (B) copy the career choice of a close friend
- (C) hide all weaknesses from teachers
- (D) avoid making any decision about the future, as practised in many schools

**Q59. The appraisal service supports the other guidance services because**

- (A) orientation talks need no information about students
- (B) information booklets can be printed without student data, with parents informed about the arrangement, under the supervision of the school counsellor
- (C) placement can be done by chance alone
- (D) orientation, information use and placement decisions all depend on accurate information about the student

**Q60. Which statement best describes the appraisal service?**

- (A) It is a single examination held at the end of school, for pupils in the senior classes, in the context of everyday school work
- (B) It is an ongoing process of gathering, recording and interpreting information about the student
- (C) It is a welcome programme for new students
- (D) It is a scheme for placing leavers in jobs

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## Answer Key

|       |        |        |        |        |        |
|-------|--------|--------|--------|--------|--------|
| Q1: B | Q11: D | Q21: C | Q31: D | Q41: A | Q51: D |
| Q2: D | Q12: B | Q22: A | Q32: B | Q42: C | Q52: B |
| Q3: A | Q13: C | Q23: D | Q33: A | Q43: D | Q53: A |

|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| Q4: C  | Q14: A | Q24: B | Q34: C | Q44: B | Q54: C |
| Q5: A  | Q15: D | Q25: A | Q35: D | Q45: C | Q55: D |
| Q6: C  | Q16: B | Q26: D | Q36: A | Q46: A | Q56: B |
| Q7: D  | Q17: A | Q27: C | Q37: B | Q47: D | Q57: C |
| Q8: B  | Q18: C | Q28: B | Q38: C | Q48: B | Q58: A |
| Q9: C  | Q19: D | Q29: A | Q39: D | Q49: C | Q59: D |
| Q10: A | Q20: B | Q30: C | Q40: B | Q50: A | Q60: B |

Worked explanations for all 60 questions:

[quaidianpoint.com/pedagogy-educational-guidance-counselling-practice-test-7/](https://quaidianpoint.com/pedagogy-educational-guidance-counselling-practice-test-7/)