

Educational System in Pakistan 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.

Name: _____ Class: _____ Score: _____ / 60

National Curriculum and Single National Curriculum

Q1. Which of the following best describes the main purpose of a national curriculum in Pakistan?

- (A) To fix the fee structure of every school in the country, leaving content to schools
- (B) To provide a common framework of learning standards and content for schools
- (C) To appoint all teachers directly from the federal government, bypassing provinces
- (D) To replace provincial textbooks with imported books, without common standards

Q2. A curriculum is most accurately understood as:

- (A) Only the list of textbooks prescribed for a class, with no guidance on teaching or assessment
- (B) Only the annual examination timetable, with no statement of what students should learn
- (C) The planned learning experiences, content, activities, and assessment offered to students
- (D) Only the co-curricular events held in a school year, with no planned academic content

Q3. Which aim is most closely associated with the Single National Curriculum in Pakistan?

- (A) One common curriculum for public schools, private schools, and madrassahs at the foundational level
- (B) A separate curriculum for every district in the country, with no common standards between districts
- (C) The removal of all provincial languages from school teaching, leaving only one language in every classroom
- (D) The abolition of examinations up to grade twelve, with promotion based on attendance alone

Q4. Why is equity often given as a reason for a single national curriculum?

- (A) Because it makes all schools charge the same fee, regardless of the learning they actually provide
- (B) Because it guarantees every student the same teacher, regardless of school or subject
- (C) Because it gives all schools identical buildings, regardless of their local needs or enrolment
- (D) Because it reduces the gap in learning opportunities between children from different backgrounds

Q5. Which feature was a well-publicised emphasis of the Single National Curriculum at the primary level?

- (A) Activity-based and student-centred learning rather than rote memorisation alone
- (B) Teaching mainly through lectures and textbook reading, with limited activities
- (C) Giving priority to language and social studies early, with science and mathematics later
- (D) Making English the main medium from grade one, with other languages as subjects

Q6. In curriculum planning, standards-based learning outcomes mainly help teachers to:

- (A) Decide how many holidays a school should observe, and when the year begins
- (B) Select textbooks by their price alone, without checking the intended learning
- (C) Set the school admission age, and decide which children are eligible to enrol
- (D) Know what students should be able to do by the end of a grade or stage

Q7. Which of the following is a recognised component of a complete curriculum document?

- (A) Aims, learning outcomes, content, teaching guidance, and assessment guidance
- (B) Only the names of textbook authors, with no statement of aims, content, or assessment
- (C) Only the school fee schedule, with no guidance on what students should learn or how
- (D) Only the list of school holidays, with no content, outcomes, or teaching guidance

Q8. Which body was mainly responsible for developing the Single National Curriculum in Pakistan?

- (A) The provincial textbook boards, acting independently in each province
- (B) The boards of intermediate and secondary education, through their examination committees alone
- (C) The National Curriculum Council, working with federal and provincial education authorities
- (D) The Higher Education Commission, through its university curriculum committees

Q9. A teacher who uses the curriculum to plan a lesson on fractions would most sensibly start by checking:

- (A) The price of the mathematics textbook, and whether parents can afford to buy it
- (B) The grade-level learning outcomes and suggested progression for the topic
- (C) The number of students in the neighbouring school, and how their results compare
- (D) The school transport timetable, and whether buses arrive before the first lesson

Q10. Which statement best explains why textbooks are developed after a curriculum is approved?

- (A) Textbooks decide the aims of education for the whole country, and curricula follow them
- (B) Textbooks are written to teach the content and outcomes the curriculum prescribes
- (C) Textbooks replace the need for trained teachers, since students can learn from books alone
- (D) Textbooks are produced only for examination boards, and not for daily teaching

Q11. Which subject area is commonly part of the core curriculum at the primary stage in Pakistan?

- (A) Urdu, English, mathematics, science, and Islamiat or ethics for non-Muslim students
- (B) Only foreign languages, taught without mathematics, science, or religious and moral education
- (C) Only advanced physics, taught to all primary children regardless of age or readiness
- (D) Only vocational trades, taught in place of languages, mathematics, and general science

Q12. A curriculum that emphasises values, national identity, and respect for diversity is mainly addressing which domain of learning?

- (A) Only the physical domain, concerned with movement and coordination rather than values or attitudes
- (B) Only the financial domain, concerned with budgeting and school income rather than learning
- (C) Only the technical domain, concerned with practical skills rather than values or attitudes
- (D) The affective domain, alongside knowledge and skills, covering values, attitudes, and appreciation

Q13. What is a likely challenge when a new national curriculum is introduced across provinces?

- (A) Teachers already know every new textbook by heart, so no orientation or training is needed
- (B) The need for teacher training, new textbooks, and aligned assessment in many schools at once
- (C) Examinations automatically change without any preparation, as soon as the new curriculum is announced
- (D) Parents immediately understand all new teaching methods, so schools need not explain the changes

Q14. Why do curriculum frameworks usually include suggested teaching strategies?

- (A) To control how long the school day lasts, and to fix the timing of breaks and assemblies
- (B) To set teacher salaries, and to decide promotion and posting rules for teaching staff
- (C) To help teachers translate outcomes into effective classroom activities and methods
- (D) To decide school admission policies, and to set the age and criteria for enrolment

Q15. Which of the following best reflects the idea of a spiral curriculum?

- (A) Topics are never revisited after the first lesson, and each idea is taught only once
- (B) Each grade teaches entirely unrelated topics, with no connection to earlier or later grades
- (C) Textbooks are replaced every term, regardless of whether the content has changed
- (D) Key concepts return in later grades at greater depth and complexity, building on earlier work

Q16. In the Single National Curriculum, the inclusion of life skills is intended mainly to:

- (A) Replace academic subjects entirely, so that life skills become the whole primary curriculum
- (B) Reduce the school week to three days, giving students more time at home for practical tasks
- (C) Help students develop communication, problem-solving, and responsible decision-making
- (D) Prepare students only for clerical jobs, with no attention to wider personal development

Q17. A school head notices that teachers are teaching from old textbooks after a curriculum revision. The most appropriate first step is to:

- (A) Cancel all examinations for the year, so that the old textbooks no longer matter
- (B) Arrange orientation on the new outcomes and provide the approved materials
- (C) Close the school library, so that teachers cannot reach the outdated books
- (D) Remove the subject from the timetable, until new textbooks arrive in the school

Q18. Which statement about curriculum and assessment is most accurate?

- (A) Assessment should test topics not in the curriculum, to check students general knowledge
- (B) Assessment should ignore learning outcomes, and focus only on what teachers happened to cover
- (C) Assessment should be the same for every grade level, regardless of what each grade teaches
- (D) Assessment should be aligned with what the curriculum intends students to learn and achieve

Q19. Which of the following is a valid reason for reviewing a curriculum after some years?

- (A) Knowledge, society, and the needs of learners change over time, so content must stay relevant
- (B) Teachers become bored with familiar topics, and ask for new material to keep lessons interesting
- (C) Textbook publishers request more sales, and press for new editions every few years
- (D) Examination boards need new paper designs, and ask for fresh questions each session

Q20. The hidden curriculum of a school most directly refers to:

- (A) The official syllabus printed by the board, listing the topics for each grade and subject
- (B) The examination date sheet, showing when each paper will be held during the year
- (C) The unplanned values, attitudes, and habits students learn from school culture and routines
- (D) The list of textbooks in the school store, showing which books students must buy

Q21. A curriculum document that gives schools some choice in how to teach a topic, while keeping common outcomes, is best described as:

- (A) A rigid script that every teacher must read aloud, with no room for judgement or adaptation
- (B) A flexible framework with common standards and room for local adaptation by schools
- (C) A list of examination questions only, with no guidance on content or teaching methods
- (D) A school prospectus for parents, describing facilities, fees, and admission procedures

Q22. Which practice best supports the Single National Curriculum aim of reducing rote learning?

- (A) Asking students to memorise whole chapters without discussion, and testing recall alone
- (B) Testing only definitions word for word, with no marks for explanation or application
- (C) Using questions, activities, and examples that require explanation and application
- (D) Removing all classroom discussion from lessons, so that teaching is entirely one-way

Q23. Which body is generally responsible for curriculum development and textbook approval at the provincial level in Pakistan?

- (A) The provincial curriculum and textbook board or equivalent authority in each province
- (B) The local transport authority, which manages buses and routes for schools in the area
- (C) The municipal council alone, which manages local services but not curriculum development
- (D) The district police office, which handles law and order rather than education policy

Q24. A well-designed curriculum for early grades should give priority to:

- (A) Lengthy written examinations, held frequently to rank young children against each other
- (B) Memorising advanced terminology, before children can read and count with confidence
- (C) Specialised career training, preparing young children for a particular trade or profession
- (D) Foundational literacy, numeracy, and a positive attitude towards learning in early grades

Madrasah Education in Pakistan

Q25. Madrasahs in Pakistan are best described as:

- (A) Islamic institutions that teach religious sciences alongside other subjects in varying degrees
- (B) Government-run primary schools that follow only the mainstream state curriculum and timetable
- (C) Institutes that teach foreign languages to adult learners for work or travel abroad
- (D) Vocational centres that train students in a trade, with no religious or general education

Q26. Historically, madrasahs in South Asia have served which broad social function in addition to religious teaching?

- (A) Running the railway system, including timetables and fares for passengers across the whole country
- (B) Managing urban water supply, including pipelines and treatment plants for city residents
- (C) Collecting national taxes, including income tax and customs duties for the government
- (D) Providing education, boarding, and community support, especially where formal schooling was limited

Q27. Which of the following is a traditional core subject in madrassah education?

- (A) Study of the Quran, Hadith, Islamic jurisprudence, and Arabic, as the traditional core subjects
- (B) Only computer programming, taught without religious texts, Arabic, or Islamic scholarship at all
- (C) Only modern engineering design, taught without religious texts or classical scholarship
- (D) Only commercial accounting, taught without religious texts or classical scholarship

Q28. Madrassah education in Pakistan is organised mainly through:

- (A) A single school run by one city council, with no links to other madrassahs or boards
- (B) Individual schools with no shared organisation at all, each setting its own courses alone
- (C) Recognised madrassah boards for different schools of thought, organising curricula and exams
- (D) Foreign universities only, which admit madrassah students directly without local boards

Q29. A madrassah board most directly performs which function?

- (A) Building national highways, including planning routes and supervising construction work
- (B) Prescribing the course of study and conducting examinations for affiliated madrassahs
- (C) Issuing driving licences, including testing drivers and recording vehicle registrations
- (D) Running hospitals, including staffing wards and managing patient treatment and care

Q30. Which reform goal has most often been discussed for madrassah education in Pakistan?

- (A) Creating a single examination board to standardise qualifications across all madrassah boards
- (B) Adding modern subjects such as mathematics, science, and English alongside religious education
- (C) Securing formal recognition of madrassah qualifications for employment and further study
- (D) Strengthening teacher training for madrassah teachers in pedagogy and classroom methods

Q31. Why is registration of madrassahs considered important by education authorities?

- (A) It helps the state know which institutions exist, support them, and bring them within regulation
- (B) It decides the daily prayer timetable for every citizen, including those outside madrassahs
- (C) It replaces the need for teachers in madrassahs, by standardising all lessons centrally
- (D) It controls the price of religious books nationwide, fixing what publishers may charge

Q32. A madrassah graduate who wishes to continue into general higher education faces the greatest difficulty when:

- (A) His religious knowledge is strong, but his general subjects have received less attention
- (B) He has studied Arabic well, but has limited preparation in mainstream examination subjects
- (C) He has good memorisation skills, but limited practice in written mainstream examinations
- (D) His certificate is not recognised as equivalent to the mainstream qualification for admission

Q33. Equivalence of madrassah qualifications matters mainly because it:

- (A) Changes the content of religious texts, revising what is taught in Islamic scholarship
- (B) Allows qualified students to move between madrassah and mainstream education and employment pathways
- (C) Removes the need for examinations, allowing students to progress without any assessment
- (D) Makes all madrassahs follow one school of thought, ending the existing diversity of boards

Q34. Which approach to madrassah reform is most likely to gain acceptance among madrassah leaders?

- (A) Imposing changes without consultation, and expecting boards to adopt them immediately
- (B) Abolishing madrassah boards overnight, and placing all madrassahs under direct state control
- (C) Dialogue, gradual introduction of general subjects, and respect for religious autonomy
- (D) Banning religious teaching in madrassahs, so that only general subjects remain in the timetable

Q35. The presence of different madrassah boards in Pakistan mainly reflects:

- (A) Differences between districts, with each district forming its own board for local schools
- (B) Differences in the languages of instruction, with boards organised mainly by language group
- (C) Differences in fee levels, with boards serving low-fee, mid-fee, and high-fee institutions separately
- (D) Different schools of thought and traditions within Islamic scholarship, each with its own board

Q36. If a madrassah adds English and mathematics to its timetable, the most likely intended benefit for students is:

- (A) Less time for all subjects, since the timetable cannot accommodate the added general subjects
- (B) Higher fees for parents, since new teachers and books raise the cost of running the madrassah
- (C) Wider options for further study, jobs, and participation in modern life, for madrassah students
- (D) Fewer teachers in the institution, since general-subject teachers replace religious teachers

Q37. Which challenge commonly affects efforts to introduce general subjects into madrassahs?

- (A) Students refuse to learn anything new, and resist any subject outside the traditional curriculum
- (B) Shortage of trained teachers, suitable books, and funding for the new subjects in madrassahs
- (C) Too many classrooms in madrassahs, leaving buildings empty while teachers are underused
- (D) Excess of government grants for every madrassah, with more funding than institutions can spend

Q38. A policy that links madrassah education more closely with mainstream education would most sensibly include:

- (A) Shared examinations for religious subjects only, with no common standards in general subjects
- (B) No contact between the two systems, with each system operating entirely independently
- (C) Separate school calendars with no coordination, so terms and examinations never align
- (D) Common standards in general subjects, recognised equivalence, and teacher training support

Q39. Madrassahs contribute to access to education in Pakistan mainly by:

- (A) Serving students, including many from low-income families, often with free teaching and boarding
- (B) Charging the highest fees in the country, so that only wealthy families can afford to enrol
- (C) Admitting only urban students, with no provision for children in rural or remote areas
- (D) Teaching only at university level, with no provision for school-age children at all

Q40. Which statement best describes the relationship between madrassahs and the Single National Curriculum debate?

- (A) Madrassah boards argued for keeping a fully separate curriculum, outside any common framework
- (B) Madrassah leaders pressed for recognition of their certificates alongside mainstream qualifications
- (C) Madrassahs were included in discussions about a common core, while religious teaching stayed distinct
- (D) Madrassah representatives asked for more time and resources before any common subjects were adopted

Q41. A madrassah student who completes a recognised higher madrassah qualification may, where equivalence is granted, be able to:

- (A) Enter university directly without any admission process, regardless of merit or available places
- (B) Apply for further study or posts for which that level of qualification is required, if selected
- (C) Teach at university without further training, on the basis of the madrassah qualification alone
- (D) Receive a government job automatically, without application, test, or interview

Q42. Which factor most helps madrassah reform to last beyond a single government programme?

- (A) One-time distribution of books, with no follow-up training or support for teachers afterwards
- (B) A single press conference, announcing the reform without any plan for implementation
- (C) Ongoing teacher training, recognised qualifications, and sustained funding, over successive years
- (D) Changing the name of the institution, while keeping its teachers, courses, and funding unchanged

Public and Private Sector Education

Q43. Public sector schools in Pakistan are primarily characterised by:

- (A) Government funding and management, with education generally provided free or at low cost
- (B) Profit-making ownership by private companies, with fees as the main source of income
- (C) Admission only for foreign students, with local children attending private schools instead
- (D) Teaching only in the evening, with no daytime classes for school-age children

Q44. Private sector schools differ from public schools most fundamentally in that they are:

- (A) Funded entirely by the federal budget, with no fees charged to parents at any stage
- (B) Managed by district education officers alone, with no role for private owners or trusts
- (C) Free for every student by law, with the state covering all costs of private provision
- (D) Owned and managed non-governmentally and usually financed through fees paid by parents

Q45. Which role has the private sector played in expanding education in Pakistan?

- (A) Opening many schools, especially in urban areas, and absorbing demand the public system could not meet
- (B) Providing free schooling to all children, funded entirely by the state budget
- (C) Setting a separate national curriculum for private schools, independent of the prescribed curriculum
- (D) Replacing public schools as the main provider of free education in cities

Q46. A common criticism of unregulated private schooling is that it can lead to:

- (A) Identical fees in every school, regardless of facilities, location, or quality of teaching
- (B) Equal quality in every classroom, regardless of teacher training or available resources
- (C) Free transport for all students, regardless of distance, cost, or school location
- (D) Wide variation in quality and fees, with weaker protection for parents and students

Q47. Regulation of private schools by provincial authorities typically covers:

- (A) Registration, fee rules, teacher qualifications, and basic standards for buildings and safety
- (B) The personal beliefs of parents, including their religious views and political opinions
- (C) The design of school uniforms in other countries, including colours and styles used abroad
- (D) The price of food in local markets, including staples sold near the school premises

Q48. Public schools face a particular challenge that private schools in wealthy areas often face less sharply. That challenge is:

- (A) Too many applicants from rich families, competing for places in public schools in cities
- (B) Excess funding for every classroom, leaving public schools with more money than they can use
- (C) Serving many students, including in remote areas, with limited resources and teacher shortages
- (D) Refusing admission to local children, and reserving places for students from other districts

Q49. Which statement best captures a strength often associated with private schools in Pakistan?

- (A) They never charge fees, and provide all schooling, books, and transport entirely free
- (B) They often show stronger accountability to parents, with attention to attendance and results
- (C) They are open in every village without exception, reaching even the most remote settlements
- (D) They are funded by the state budget, with the government paying all their running costs

Q50. Low-fee private schools in Pakistan are significant because they:

- (A) Provide specialist coaching for entry to medical and engineering universities in major cities
- (B) Provide schooling to many low- and middle-income families at charges they can afford, filling gaps
- (C) Run mainly as boarding schools for children whose families live far from any school
- (D) Serve mainly families in large cities who already have access to good public schools nearby

Q51. Which of the following is a legitimate function of government regulation of both public and private schools?

- (A) Ensuring minimum learning standards, safe buildings, and qualified teachers in registered schools
- (B) Choosing the career of every graduate, directing students into jobs chosen by the state
- (C) Setting the price of private textbooks in other countries, beyond its own jurisdiction
- (D) Deciding family size for parents, limiting how many children a family may enrol

Q52. Public-private partnerships in education are best understood as:

- (A) Private schools taking over all government schools, ending state management of education
- (B) Government schools charging private-school fees, so that public schooling is no longer free
- (C) Parents paying teachers directly with no oversight, bypassing school management entirely
- (D) Arrangements in which government funds or supports privately managed schools to expand access

Q53. A parent choosing between a public and a private school would most reasonably compare:

- (A) The colour of the school gate only, ignoring teaching, fees, distance, and safety
- (B) Teaching quality, learning outcomes, fees, distance, and safety, weighed together by parents
- (C) The number of holidays only, ignoring teaching quality, fees, and learning outcomes
- (D) The school name only, ignoring teaching, fees, distance, and the learning environment

Q54. Why does fee regulation remain a sensitive issue for private schools?

- (A) Because all private schools charge the same fee, so regulation would change nothing for parents
- (B) Because parents never complain about fees, and accept any increase without objection
- (C) Because schools need income to operate, while sudden or excessive increases burden families
- (D) Because public schools also charge the same fees, so private fees raise no separate issue

Q55. Which contribution of the private sector is most relevant to teacher employment in Pakistan?

- (A) It provides teaching jobs only in large city schools, with no posts in smaller towns
- (B) It employs mainly retired teachers, with few opportunities for new or young graduates
- (C) It employs mainly teachers recruited from abroad, with few posts for local graduates
- (D) It provides many teaching jobs, including for young graduates, though pay and job security vary

Q56. The main equity concern raised by a large private sector is that:

- (A) Private schools are too few in number, so that most children cannot find a private place
- (B) Private schools teach too few subjects, leaving students without a broad curriculum
- (C) Children from wealthier families may gain better-resourced schooling than children who cannot pay
- (D) Private schools refuse to follow any timetable, leaving the school day entirely unstructured

Q57. A district education officer inspecting both public and private schools should focus most on:

- (A) The brand of furniture in the office, rather than conditions in classrooms or records
- (B) Whether learning standards, teacher presence, safety, and record-keeping meet required norms
- (C) The personal income of parents, rather than the standards and safety of the school
- (D) The number of vehicles outside the school, rather than teaching or student welfare

Q58. Which policy approach best balances public and private roles in education?

- (A) Banning one sector entirely, so that only public or only private schools remain
- (B) Leaving both sectors completely unregulated, with no common standards for either sector
- (C) Funding only schools in one city, leaving the rest of the country without support
- (D) Strong public provision, with regulated private provision complementing it to common standards

Q59. In Pakistan, private schools must generally follow the prescribed curriculum and examination system because:

- (A) The state requires recognised schools to prepare students for board examinations and standards
- (B) Private owners prefer identical timetables, and choose uniformity for administrative ease
- (C) Parents demand foreign textbooks only, and refuse books based on the local curriculum
- (D) Teachers refuse to teach other content, and insist on following only the prescribed books

Q60. The overall contribution of both sectors to the education system is best judged by:

- (A) The total number of children enrolled in schools in both sectors, counted across the country
- (B) The total amount of public and private money spent on education in the country each year
- (C) Whether more children, from all backgrounds, complete good schooling and gain useful learning
- (D) The number of new schools opened and teachers appointed across both sectors in each province

Answer Key

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

Worked explanations for all 60 questions:

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