

# Educational System in Pakistan 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](https://QuaidianPoint.com).

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

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## Curriculum Aims, Scope and Implementation

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**Q1. The scope of a school curriculum is best judged by:**

- (A) The number of pages in the textbook, regardless of the subjects or topics it covers
- (B) The number of teachers in the school, regardless of what subjects they actually teach
- (C) The length of the school year alone, regardless of the subjects taught within it
- (D) The range of subjects, topics, and learning experiences it covers across grades

**Q2. Which aim would a national curriculum most plausibly set for science education?**

- (A) Developing scientific inquiry, observation, and evidence-based reasoning in students
- (B) Memorising the names of scientists only, without understanding experiments or evidence
- (C) Avoiding all practical work in science, and teaching theory from the textbook alone
- (D) Teaching science only in the final school year, with no science in earlier grades

**Q3. When a curriculum stresses conceptual understanding in mathematics, a teacher should expect students to:**

- (A) Copy solved examples without thinking, and repeat the same steps without understanding
- (B) Learn only the multiplication tables, without understanding why methods work
- (C) Explain why a method works and apply it to new problems, showing real understanding
- (D) Avoid word problems altogether, and practise only routine calculations from the book

**Q4. Which of the following is a practical sign that a curriculum has been implemented, not merely announced?**

- (A) A press release about the new curriculum, announcing the change without classroom follow-up
- (B) Teachers using the new outcomes, textbooks, and assessment approaches in classrooms
- (C) A change in the colour of textbooks, with the same content and teaching as before
- (D) A new school logo, displayed on letterheads and uniforms without any curricular change

**Q5. A curriculum that includes Islamiat for Muslim students and ethics for non-Muslim students reflects which principle?**

- (A) Applying exactly the same religious syllabus to every student, regardless of faith or background
- (B) Respect for religious diversity within a common framework, with provision for each faith
- (C) Teaching values only through general subjects, with no separate religious or ethics provision
- (D) Placing Muslim and non-Muslim students in separate schools, with different curricula for each

**Q6. Which sequence best represents the usual order of curriculum work?**

- (A) Aims and outcomes first, then content, textbooks, teacher preparation, and assessment
- (B) Examinations first, then aims, with content and textbooks chosen to fit the test papers
- (C) Textbooks first, then aims, with the curriculum written around books already in print
- (D) School buildings first, then content, with classroom provision decided before learning aims

**Q7. A provincial textbook board reviews a draft textbook and finds factual errors and weak exercises. The correct response is to:**

- (A) Return it for revision before approval for classroom use, correcting errors first
- (B) Ignore the errors if the cover is attractive, and approve the book on presentation alone
- (C) Publish it and correct it later without notice, leaving students with the faulty edition
- (D) Approve it to save time, and deal with errors only if teachers complain afterwards

**Q8. In the Single National Curriculum, emphasis on local languages and national language alongside English is best understood as:**

- (A) A plan to remove English entirely, and teach every subject only in local languages
- (B) An attempt to value linguistic diversity while building common literacy and communication skills
- (C) A rule that every subject be taught in three languages at once, in every lesson
- (D) A ban on regional languages in schools, with only one language permitted in classrooms, in every subject

**Q9. Which classroom activity best reflects an activity-based approach in primary science?**

- (A) Copying definitions from the board for the whole period, with no observation or discussion
- (B) Listening to a lecture with no questions, and writing notes without any practical activity
- (C) Observing, grouping, and recording simple objects and changes, then discussing findings
- (D) Memorising a chapter for a test the next day, without observing or discussing anything

**Q10. Curriculum overload is a problem when:**

- (A) Teachers narrow their teaching to examinable topics and drop enrichment activities and discussion
- (B) Students report stress and loss of interest as homework, tests, and revision pile up each term
- (C) Schools drop co-curricular activities and free periods to create more time for prescribed subjects
- (D) Too much content is prescribed for the available time, forcing rushed teaching and memorisation

**Q11. Which of the following is most likely to improve curriculum implementation in a rural school?**

- (A) Sending only a circular about the change, with no books, training, or follow-up support
- (B) Sending new books without teacher guidance, and expecting teachers to adapt on their own
- (C) Providing the books, training teachers, and following up with classroom support
- (D) Changing the examination date only, with no change to books, training, or teaching

**Q12. A teacher finds that her grade five students cannot apply a concept taught in grade four. The curriculum explanation most worth checking is:**

- (A) The school fee record, showing which students have paid and which have not
- (B) Whether the concept was sequenced with proper progression and revision across grades
- (C) The transport schedule, showing bus routes and arrival times for students
- (D) The colour of the classroom walls, and whether the room looks attractive to visitors

**Q13. Which statement about the relationship between curriculum and textbooks is correct?**

- (A) The textbook is the curriculum itself, and teachers need follow nothing else
- (B) The curriculum can be ignored if a textbook is popular, and teachers follow the book alone entirely
- (C) Teachers should follow the textbook even when it contradicts the curriculum aims
- (D) The textbook is one resource for delivering the curriculum, which remains the guiding framework

**Q14. The Single National Curriculum aim of one standard for all is most challenged in practice by:**

- (A) Differences in school resources, teacher preparation, and local conditions across the country
- (B) Identical timetables in every school, regardless of local conditions or resources
- (C) The same textbook in every classroom, regardless of teacher preparation or facilities, in all schools
- (D) Equal funding for every district, regardless of need, size, or local conditions

**Q15. Which type of assessment best matches a curriculum that values understanding over memorisation?**

- (A) Short-answer recall tests on definitions and facts, with marks for accurate reproduction alone
- (B) Written dictation of passages from the textbook, marked mainly for spelling accuracy
- (C) Tasks that ask students to explain, compare, solve problems, and apply ideas, in new contexts
- (D) Records of attendance and homework submission, used as the main measure of learning

**Q16. A curriculum review committee should give the greatest weight to evidence from:**

- (A) Advertisements for private schools, showing how schools present themselves to parents online
- (B) Classroom learning outcomes, teacher feedback, and student performance, reviewed together
- (C) The popularity of a textbook cover, and how attractive students find its design
- (D) The number of schools in a city, regardless of what students learn in them

**Q17. Which feature distinguishes a standards-based curriculum from a purely content-list curriculum?**

- (A) It lists topics only, with no statement of what students should be able to do
- (B) It gives only examination dates, with no description of expected learning or levels at all
- (C) It states what students should know and do at each stage, with levels of performance
- (D) It lists only textbook chapters, with no outcomes or performance expectations

**Q18. In early-grade curriculum design, play-based learning is valued mainly because it:**

- (A) Fills time when teachers are absent, keeping children occupied without a lesson plan
- (B) Replaces all reading instruction, so that young children learn only through play
- (C) Delays formal learning, postponing reading and number work to later grades
- (D) Builds language, social skills, and curiosity through guided, enjoyable activity

**Q19. Which action by a head teacher best supports a new curriculum in her school?**

- (A) Keeping new books locked in the store, so that teachers continue with old materials
- (B) Asking teachers to teach the old syllabus quietly, until examinations force a change in the school
- (C) Ignoring the change until examinations force it, with no planning or preparation
- (D) Organising peer lesson planning, classroom observation, and discussion of the new outcomes

**Q20. The intended curriculum, the implemented curriculum, and the attained curriculum differ in that:**

- (A) They refer to what is planned, what is actually taught, and what students actually learn
- (B) They refer to three different school types, each with its own separate curriculum entirely
- (C) They refer to three different examination boards, each setting its own papers
- (D) They refer to three different countries, each with its own education system

**Q21. Which of the following best explains why curriculum change is usually phased rather than introduced in all grades at once?**

- (A) Publishers prefer a slow process, because gradual release suits their printing schedules
- (B) Parents prefer constant change, and ask for new books and methods every year
- (C) Teachers prefer new books every month, and welcome frequent changes of syllabus
- (D) Phasing allows books, training, and assessment to be prepared grade by grade in turn

**Q22. A curriculum that aims at national cohesion would most plausibly include:**

- (A) Shared national history, civic values, and respect for all citizens, taught across subjects
- (B) Only regional history, with no shared national history or civic education at all
- (C) No civic education at all, leaving students without any teaching about citizenship
- (D) Teaching that one province is superior to others, and that its history matters most, above all others

## **Madrasah Boards, Reforms and Integration**

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**Q23. The primary reason madrasah boards exist is to:**

- (A) Run public transport, including bus routes and fares for passengers in the area
- (B) Manage private banks, including deposits, loans, and interest rates for customers
- (C) Coordinate affiliated madrasahs, set their courses, and examine their students
- (D) Award foreign scholarships only, selecting students for study in other countries

**Q24. Which level of madrasah education is generally associated with advanced religious scholarship?**

- (A) Basic literacy classes only, teaching reading and writing to beginners
- (B) Higher stages leading to advanced qualifications in Islamic sciences
- (C) Primary arithmetic only, teaching number work to young children
- (D) Short computer courses only, teaching basic keyboard and software skills

**Q25. A reform programme offers madrasah teachers training in mathematics and English. Its main purpose is to:**

- (A) Recruit general-subject teachers to replace the existing madrasah teaching staff entirely
- (B) Build the capacity to teach general subjects well within madrasahs, with trained staff
- (C) Provide general-subject textbooks and materials for madrasah classrooms
- (D) Raise madrasah examination pass rates by revising board examination papers

**Q26. Which argument is most often made in favour of including general subjects in madrasahs?**

- (A) Students will gain skills needed for higher education, employment, and civic life
- (B) Religious subjects will become easier, because general subjects make them simpler to learn
- (C) Madrasahs will receive more buildings, because the government funds construction work
- (D) Examinations will become shorter, because general subjects reduce the number of papers

**Q27. When madrassah qualifications receive equivalence with mainstream qualifications, the practical effect for a graduate is that:**

- (A) He is guaranteed a university place, regardless of merit, competition, or available seats
- (B) He is exempt from all future examinations, and need not sit any further test or assessment
- (C) He receives a salary automatically, without applying for or being appointed to a post
- (D) His qualification becomes eligible for admission and employment criteria that require that level

**Q28. A madrassah board that introduces a standard examination for its affiliated schools is mainly seeking to:**

- (A) Increase student fees, using examination income to raise revenue for the board
- (B) Ensure comparable standards and credible certification across its institutions
- (C) Reduce the number of teachers, by centralising teaching in fewer institutions
- (D) Shorten the school year, by compressing the syllabus into fewer teaching weeks

**Q29. Which reform step is most likely to fail if madrassah leaders are not consulted?**

- (A) Printing new textbooks, which can be produced centrally without consulting leaders
- (B) Building a new classroom, which can be completed without changing any curriculum
- (C) Imposing a new curriculum on affiliated institutions without dialogue or consultation
- (D) Offering voluntary teacher training, which teachers may attend or decline freely

**Q30. The long history of madrassahs in the region suggests that they are:**

- (A) Institutions whose organisation and curricula have changed considerably over the centuries
- (B) Institutions that have expanded in number and variety mainly in recent decades
- (C) Institutions whose graduates have traditionally entered religious, teaching, and community roles
- (D) A deeply rooted part of the educational landscape, not a passing feature of recent years

**Q31. Which funding source has traditionally supported many madrassahs in Pakistan?**

- (A) Only foreign governments, funding madrassahs directly from abroad without local support
- (B) Only commercial banks, lending money to madrassahs at commercial rates of interest
- (C) Community donations, charity, and endowments, along with fees where charged, over many years
- (D) Only student loans, repaid by graduates after they leave the madrassah

**Q32. If a madrassah wishes to add science laboratories, the most immediate barrier is usually:**

- (A) Lack of students interested in science, with few pupils wanting practical science lessons
- (B) Cost of equipment, trained science teachers, and safe laboratory space, all needed together
- (C) Lack of religious books, with too few texts available for traditional subjects
- (D) Excess laboratory equipment already available, with apparatus unused in storerooms

**Q33. Integration of madrassah and mainstream education is best measured by:**

- (A) The number of new buildings constructed, regardless of student mobility or qualifications
- (B) The number of press statements issued, regardless of what students actually achieve
- (C) The number of boards registered only, regardless of recognised pathways for students
- (D) Whether students can move between systems and gain recognised qualifications and opportunities

**Q34. Which group must be involved for madrassah reform to be legitimate and workable?**

- (A) Madrassah boards and scholars, government education authorities, and teachers
- (B) Only textbook printers, who produce books but do not run madrassahs or set policy
- (C) Only foreign donors, who fund programmes but do not teach or administer madrassahs
- (D) Only examination invigilators, who supervise papers but do not design reform

**Q35. A madrassah that teaches both religious and general subjects is attempting to:**

- (A) Abandon religious education, and teach only general subjects from now on, in all classes
- (B) Become a public school, under direct government management and funding
- (C) Combine faith-based learning with the skills needed for modern education and work
- (D) Teach only in a foreign language, with all subjects delivered in that language

**Q36. Why do some madrassah students later seek mainstream qualifications as well?**

- (A) Because religious qualifications are worthless, and employers disregard them entirely
- (B) Because mainstream qualifications open additional doors to colleges, universities, and jobs
- (C) Because madrassah boards require it, and will not recognise their own qualifications
- (D) Because the law forbids religious study alone, and requires a mainstream certificate

**Q37. Which of the following is a fair criticism of madrassah education that reformers commonly raise?**

- (A) Madrassahs teach too many languages, overloading students with language learning
- (B) Madrassahs have too many qualified science teachers, leaving science posts oversubscribed
- (C) Limited provision of modern subjects and practical skills in some madrassahs restricts graduates
- (D) Madrassahs admit too many female students, creating pressure on boarding places

**Q38. A government programme that provides general-subject textbooks to registered madrassahs is best described as:**

- (A) Material support for curriculum broadening in the madrassah sector, through supplied books
- (B) A takeover of madrassah management, with the government appointing all administrators
- (C) A ban on religious books, removing traditional texts from madrassah libraries
- (D) A change in madrassah ownership, transferring institutions to the state

**Q39. Which outcome would show that a madrassah reform programme is working?**

- (A) More press coverage only, with newspaper reports but no change in student learning
- (B) More buildings only, with new classrooms but no improvement in qualifications
- (C) More boards created only, with new organisations but no student outcomes
- (D) More madrassah students gaining general-subject competence and recognised qualifications

**Q40. The existence of separate madrassah boards for different traditions means that reform must be:**

- (A) Negotiated with each board, respecting distinct curricula and traditions, not imposed
- (B) Decided by one board for all others, with a single board imposing its curriculum
- (C) Ignored until boards disappear, with reform postponed indefinitely
- (D) Replaced by a single school timetable, applied identically to every madrassah

**Q41. A madrassah graduate applying for a teaching post in a mainstream school would most likely need:**

- (A) Only a religious certificate, with no recognised qualification or subject competence
- (B) Only a character reference, from a teacher or community member who knows him
- (C) Only boarding experience, gained from living in a madrassah hostel
- (D) A recognised qualification and subject competence matching the post requirements

**Q42. Which statement best summarises the place of madrassahs in the Pakistani education system?**

- (A) They are a parallel sector providing religious and increasingly general education
- (B) They are a marginal sector with no students, playing almost no role in education
- (C) They are the only schools in the country, with no public or private schools at all
- (D) They operate entirely outside any system, with no boards, curricula, or regulation

## Public-Private Roles, Regulation and Contributions

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**Q43. The public sector bears the main responsibility for education in Pakistan because the state is expected to:**

- (A) Profit from school fees, using education as a source of government revenue
- (B) Serve only urban children, leaving rural and remote children without schooling
- (C) Provide free or affordable schooling to all children, including in remote and poor areas
- (D) Compete with private schools for profit, treating education as a commercial market

**Q44. Private schools contribute to the system by:**

- (A) Replacing government entirely, so that the state no longer runs any schools
- (B) Adding capacity, choice, and innovation, meeting demand where public schools are distant
- (C) Setting national education policy alone, without any role for the government
- (D) Conducting board examinations alone, replacing the examination boards entirely

**Q45. Which difference between public and private schools is most relevant to a poor family?**

- (A) The size of school buildings and playgrounds, and the facilities available on the school site
- (B) Whether schooling is free or requires fees the family must pay, affecting access directly
- (C) The range of extracurricular activities and sports offered to students after lessons
- (D) The number of subjects offered to students in the higher grades, including optional subjects

**Q46. Registration of a private school is important because it:**

- (A) Brings the school under state oversight for standards, safety, and accountability
- (B) Grants the school tax-free profit forever, with no tax on any of its income
- (C) Allows the school to ignore the curriculum, and teach whatever content it chooses
- (D) Removes the need for qualified teachers, allowing anyone to teach any subject

**Q47. A private school that raises fees sharply without notice is most likely to face:**

- (A) Praise from regulators, for raising fees without informing parents in advance
- (B) Automatic government funding, to cover any shortfall caused by the fee increase
- (C) Exemption from all rules, so that fee regulations no longer apply to the school
- (D) Complaints from parents and action under fee-regulation rules where they apply

**Q48. Which quality indicator should apply equally to public and private schools?**

- (A) The wealth of parents, regardless of what students learn or how safe they are
- (B) Student learning outcomes, teacher quality, and a safe learning environment
- (C) The size of the school advertisement, regardless of teaching quality or safety
- (D) The fee level charged, regardless of learning outcomes or teacher quality

**Q49. Public-private partnership schools are distinct from purely private schools in that they:**

- (A) Charge no fees at all by definition, with all costs covered by the partnership
- (B) Are run by foreign governments, with overseas ministries managing the schools
- (C) Receive public support or funding while managed outside direct government administration
- (D) Follow no curriculum, and teach whatever content the managers choose

**Q50. A common challenge for public schools in Pakistan is teacher absenteeism. A sensible response is to:**

- (A) Transfer absent teachers to another school without any record or follow-up
- (B) Require teachers to submit leave applications only after returning to school
- (C) Increase the number of inspection visits without acting on inspection findings
- (D) Strengthen monitoring, accountability, and support for teachers, including fair posting

**Q51. Private schools in rural Pakistan are fewer than in cities mainly because:**

- (A) Rural parents dislike education, and prefer their children not to attend school
- (B) Rural students are less able, and cannot benefit from private schooling
- (C) Low population density and limited ability to pay fees make private schools less viable
- (D) The law bans private schools in villages, preventing any private provision there

**Q52. Which statement best describes the role of parents in private schooling?**

- (A) Parents have no role once fees are paid, and cannot influence school quality at all
- (B) Parents act as choosers and monitors, using fees and exit to press for quality
- (C) Parents set the national curriculum, deciding what all schools must teach
- (D) Parents conduct board examinations, setting and marking the papers themselves

**Q53. For the education system as a whole, the most important question about private growth is:**

- (A) How many new schools opened this year, regardless of learning or access
- (B) How large school buildings are, regardless of teaching or student outcomes
- (C) How colourful school prospectuses are, regardless of learning or equity
- (D) Whether growth improves learning and access, or mainly benefits those who pay

**Q54. Which regulation best protects students in both sectors?**

- (A) Minimum standards for teacher qualifications, building safety, and child protection
- (B) Rules about school uniform colours only, with no standards for teachers or safety
- (C) Rules about school names only, with no standards for teaching or protection
- (D) Rules about the number of school functions only, with no learning or safety standards

**Q55. A district that wants to improve learning should treat public and private schools as:**

- (A) Rival providers competing for the same pupils, with no shared standards or goals
- (B) Separate systems with their own standards, inspected independently of each other
- (C) Parts of one system serving the same children, sharing standards and learning goals
- (D) Competitors for funding and enrolment, judged mainly on examination league tables

**Q56. Low-fee private schools often struggle most with:**

- (A) Too much government funding, leaving low-fee schools with more money than needed
- (B) Balancing low fees with teacher pay, materials, and building costs, on limited income
- (C) Too many qualified applicants for teaching posts, with more teachers than posts
- (D) Excess classroom space, with empty rooms and underused buildings

**Q57. Which contribution has the private sector made to girls education in some areas of Pakistan?**

- (A) It has banned girls from schools, closing its classrooms to female students
- (B) It has refused to teach girls, admitting only boys to its schools
- (C) It has opened schools, including girls schools, where public provision was absent
- (D) It has taught only boys in every school, with no girls enrolled anywhere

**Q58. The strongest argument for keeping public schooling free is that:**

- (A) Education is a public good and a right, and fees would exclude poor children
- (B) Private schools prefer it, because free public schools reduce their competition
- (C) Teachers prefer unpaid work, and would teach without salaries if asked
- (D) Examinations are easier in free schools, so students pass with less effort

**Q59. A regulator inspecting a private school finds unqualified teachers and unsafe classrooms. The appropriate action is to:**

- (A) Ignore the findings, and allow the school to continue unchanged
- (B) Award the school a prize, for its performance despite the inspection findings
- (C) Increase its fees, to cover the cost of improvements the school has not made
- (D) Require corrective action in a set time, with penalties or closure if standards fail

**Q60. The success of Pakistan education system as a whole will ultimately be judged by:**

- (A) Whether every child, in all sectors, gains useful learning and a fair chance in life
- (B) Whether enrolment rates rise in public, private, and madrassah schools across the country
- (C) Whether examination pass rates improve across all boards, sectors, and regions of the country
- (D) Whether more schools, colleges, and universities are built in every province each year

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## Answer Key

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

Worked explanations for all 60 questions:

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