1. Read the following passage carefully and answer Question No. 16:

Across the teacher training institute, there was a paradox: trainees could expound on cognitive load theory with references to intrinsic and extraneous load, yet in practicums they assigned readings dense with unfamiliar loanwords to novices. One mentor suggested a simple experiment: rewrite a lesson in the local language first, establish core schemas with examples from the learners’ neighborhoods, and only then introduce technical labels in the second language. The results were swift and measurable—fewer working-memory stalls, more accurate paraphrases. But when end-term assessments arrived, rubrics penalized answers not using the official terminology verbatim, even when the underlying explanations were precise. The message was clear: label first, logic later. In a debrief, the mentor mapped outcomes against lesson design: where labels trailed concepts by a week, misconceptions declined; where labels led, students skimmed without anchoring. The institute applauded the data in seminars and then archived it behind older habits.

The mentor’s experiment primarily targeted a reduction in  
(A) intrinsic load by removing all concepts  
(B) extraneous load by sequencing language and labels  
(C) germane load by limiting practice  
(D) total study time irrespective of comprehension

2. Read the following passage carefully and answer Question No. 17:

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The assessments’ rubrics reveal a system that values  
(A) conceptual clarity over exact phrasing  
(B) verbatim terminology over accurate reasoning  
(C) practical examples over theoretical knowledge  
(D) bilingual flexibility over monolingual precision

3. Read the following passage carefully and answer Question No. 18:

Across the teacher training institute, there was a paradox: trainees could expound on cognitive load theory with references to intrinsic and extraneous load, yet in practicums they assigned readings dense with unfamiliar loanwords to novices. One mentor suggested a simple experiment: rewrite a lesson in the local language first, establish core schemas with examples from the learners’ neighborhoods, and only then introduce technical labels in the second language. The results were swift and measurable—fewer working-memory stalls, more accurate paraphrases. But when end-term assessments arrived, rubrics penalized answers not using the official terminology verbatim, even when the underlying explanations were precise. The message was clear: label first, logic later. In a debrief, the mentor mapped outcomes against lesson design: where labels trailed concepts by a week, misconceptions declined; where labels led, students skimmed without anchoring. The institute applauded the data in seminars and then archived it behind older habits.

Which outcome serves as evidence for the experiment’s effectiveness?  
(A) Longer lessons with more terms  
(B) More accurate paraphrases by students  
(C) Greater use of loanwords  
(D) Increased penalties in grading

Read the following passage carefully and answer Question No. :

In the medical college, first-year students confronted anatomy through atlases captioned in an unfamiliar tongue. Cadavers, unbiased in their silence, offered no glossary. The professor, sympathetic but hurried, advised them to “think in pictures,” as if images were languages without politics. Yet when viva voce examinations arrived, the penalties for mispronouncing eponyms were harsher than those for misidentifying organs. It became clear that authority was, at least in part, a matter of accent. A few students formed study circles that restored the native terms for bones and systems before mapping them onto the imported lexicon; their diagnostic accuracy improved, though their oral scores lagged. In the wards, these same students communicated deftly with patients in the local language, eliciting histories that their more fluent peers often truncated. Still, in grade sheets, the tally favored those who could speak the atlases aloud, even if their listening at the bedside was less exact.

4. Read the following passage carefully and answer Question Nos. 16, 17 and 18:

Trust in home services is cumulative, built across dozens of micro-interactions rather than a single grand gesture. The technician who dons shoe covers unasked communicates care; the beautician who photographs pre-existing damage before starting avoids later disputes; the caregiver who logs vitals with timestamps creates a ledger that families learn to rely on. These behaviors cannot be faked sustainably because they are costly in time and attention; they must be embedded in training and reinforced in incentives. If metrics reward only throughput, providers will rush; if metrics reward complaint avoidance and repeat bookings, providers will explain, confirm, and document. In short, as the metric, so the behavior.

Platforms face a second-order trust problem: not only must clients trust providers, providers must trust platforms. If penalties for cancellations are one-sided or appeals are ignored, good providers quietly leave. If surge zones are opaque or payouts fluctuate without explanation, resentment accumulates. A platform that aspires to be an infrastructure of daily life must stabilize expectations on both sides—clear SLAs for clients and clear earnings formulas for providers—so that the only surprises in the day are the rare, true emergencies.

The statement “as the metric, so the behavior” implies platforms should  
(A) avoid measuring anything  
(B) align incentives with desired service behaviors  
(C) measure only number of jobs per day  
(D) rely on manual supervision alone

5. Read the following passage carefully and answer Question Nos. 16, 17 and 18:

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The author warns that asymmetric penalties and opaque payouts  
(A) increase provider loyalty  
(B) have no effect on retention  
(C) drive providers away over time  
(D) are necessary for cost control

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The examples of shoe covers, pre-damage photos, and vitals logging all illustrate  
(A) theatrics with no practical value  
(B) micro-practices that reduce disputes and build trust  
(C) strategies to increase service duration without benefit  
(D) replacements for training and incentives

7. Read the following passage carefully and answer Question No. 16:

A shipping consortium touted a banner season along newly navigable Arctic routes, citing fuel savings and shortened delivery times. Economists applauded marginal gains, but ecologists warned that the calculus omitted externalities: black carbon deposition from increased traffic darkens ice surfaces, accelerating melt; noise disrupts marine mammals whose migratory cues are already perturbed; and spill response capacity in remote, ice-inflected waters is limited. Indigenous communities, experienced navigators of seasonal rhythms, testified that the window of “safe” travel had become paradoxically more treacherous—thinner ice combined with unpredictable weather made traditional knowledge necessary yet insufficient. The ledger, when expanded beyond freight rates, did not balance.

The consortium’s focus on fuel savings neglects  
(A) economic benefits to ports  
(B) the external costs of environmental and social impacts  
(C) improvements in spill response capacity  
(D) redundancy in global shipping lanes

8. Read the following passage carefully and answer Question No. 17:

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One ecological concern mentioned is that black carbon  
(A) increases albedo and slows melt  
(B) has no effect on ice surfaces  
(C) darkens ice and accelerates melting  
(D) prevents noise from affecting marine mammals

9. Read the following passage carefully and answer Question No. 18:

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Testimony from Indigenous communities primarily highlights that  
(A) traditional knowledge is now irrelevant  
(B) changing conditions create new risks despite experience  
(C) shipping has ceased along Arctic routes  
(D) spill response has improved markedly

10. Read the following passage carefully and answer Question Nos. 16, 17 and 18:

In Nagaland’s hills, jhum fields lie at the intersection of ecology and politics, where fallow cycles function as both livelihood strategy and land tenure statement. A five-year rest was once a minimum courtesy paid to soil; now shortened rotations, driven by population pressure and market pull, turn courtesy into compromise. Critics frame jhum as inherently destructive; practitioners respond that the destruction lies not in the practice but in its distortion—without the communal calendars, controlled burns, and mixed-crop wisdom, any field would fail. Extension officers arrive with brochures; elders counter with seed baskets. Somewhere between them, a new grammar may be written, where contour bunds and agroforestry borrow from both worlds and the hillside reads the script in green.

Trials in a handful of villages sketch possibilities: bamboo hedgerows that slow runoff and gift stakes; interplanted fruit trees that lengthen the season of income; and women’s cooperatives that bank seeds and stories together so that agronomy travels with memory. Markets, too, can be taught manners—buyers agree to grade produce by taste and resilience, not just shine. The politics of jhum, ultimately, is the politics of patience; soil cannot be hurried, but it can be respected into abundance.

The passage argues that problems attributed to jhum are largely due to  
(A) the intrinsic nature of shifting cultivation  
(B) shortened fallows and erosion of customary management  
(C) excessive government support  
(D) absence of market demand

11. Read the following passage carefully and answer Question Nos. 16, 17 and 18:

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The “new grammar” proposed implies  
(A) replacing traditional knowledge entirely  
(B) integrating improved techniques with indigenous practices  
(C) banning mixed cropping  
(D) rigidly enforcing uniform rotations across villages

12. Read the following passage carefully and answer Question Nos. 16, 17 and 18:

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The phrase “elders counter with seed baskets” symbolizes  
(A) refusal to modernize  
(B) evidence-based traditional expertise  
(C) dependence on food aid  
(D) focus on monoculture