CLAT Gurukul — By Ready For Exam

Daily RC & CR Sheet — Answers, Skills & Examiner Notes — 14 November 2026

20 Qs · 0 Min
Answer key + skill tags + examiner notes

ANSWER KEY — 14 NOVEMBER 2026

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B	D	A	C	A	C	A	D	B	D
Q11	**Q12**	**Q13**	**Q14**	**Q15**	**Q16**	**Q17**	**Q18**	**Q19**	**Q20**
A	C	B	D	C	D	B	A	C	B

READING COMPREHENSION

Q1 B Central claim MED

The thesis is stated in the final paragraph: 'Law cannot merely observe a social practice; the act of observing it for legal purposes changes what it is.' The author adds that a recorded custom becomes 'a fixed rule that the community must now go to court to escape' and that whoever describes it 'holds more power than the custom ever gave them'. The keyed option joins both halves, the hardening of the practice and the power it hands to its describers. The option saying courts erred in recognising custom is rejected outright: 'None of this means that custom should have been ignored', since refusing recognition would impose 'a worse kind of rigidity'. The option about daughters takes one illustration from the third paragraph and inflates it into a comparative claim about all written law, which the passage never makes. The option saying customs survived unchanged contradicts the passage, which argues that the printed answer 'acquired an authority it had never had in the village' and bound later litigants.

> **Examiner's note — the trap:** The 'courts erred' option is attractive because the passage criticises the registers sharply; but the final paragraph expressly refuses to conclude that custom should have gone unrecognised.

Q2 D Meaning of a phrase in context HARD

The phrase closes a contrast drawn in the same sentence pair: before recording, custom was 'a range of possibilities, argued over case by case'; after it, it became 'a single answer'. The words 'particular men' point to the narrow set of informants, headmen and senior landholders, and 'a particular afternoon' points to the accident of timing. Together they say that one partial, momentary account was made to stand for a practice that had been plural and disputed, which is the keyed option. The option alleging deliberate falsification overstates the author's case: the next paragraph says a headman 'had every reason to remember the narrower rule' and that norms described to an official 'come out tidier', which describes interest and simplification, not conscious deceit. Nothing suggests haste or a failure to check court decisions. The option about considered consensus is the reverse of the point, since the phrase stresses how few people were asked and how contingent their answer was.

> **Examiner's note — the trap:** The 'deliberately falsified' option tempts because the author doubts the headmen's neutrality; but he attributes the narrowing to self-interest and tidying, never to intentional lying.

Q3 A Inference HARD

The third paragraph says that after printing, 'A litigant who wished to rely on a more generous practice now had to prove it against the register, and the burden of proof fell on the person seeking change.' If the person departing from the register carries the burden, the person satisfied with the recorded rule starts ahead; that is exactly the keyed inference, and it needs no fact beyond the passage. The option about courts refusing to hear contrary evidence goes too far: having to 'prove it against the register' implies that such proof could be offered and might succeed, so the evidence was heard, only at a disadvantage. The option about elders losing all authority is never stated; the passage concerns what courts treated as evidence, not the end of village dispute-settlement. The option about daughters converts a single hypothetical question put to a headman into a universal legal disability across every province, a claim the passage nowhere supports.

> **Examiner's note — the trap:** The 'courts refused to hear contrary evidence' option is attractive because the register clearly weighed heavily; but a burden of proof presupposes that contrary proof is admissible.

Q4 C Structure / paragraph function MED

The final paragraph opens with a guard against overreading: 'None of this means that custom should have been ignored.' It then explains why the extreme alternative, refusing recognition, would be worse ('a worse kind of rigidity'), and announces that 'The lesson is narrower and less comfortable' before stating the thesis about observation changing the practice observed. That is a rejection of an extreme inference plus a restatement of the main claim in a qualified form, the keyed option. The option saying the paragraph abandons the criticism and recommends disregarding recorded custom inverts it; the paragraph keeps the criticism and expressly rejects ignoring custom. No new historical evidence appears in this paragraph; the headmen example belongs to the third paragraph. The defenders' view, that custom 'bends', is set out in the first paragraph and is not summarised at the end; the close instead explains how recording destroys that very flexibility.

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Examiner's note — the trap: The 'summarises the defenders' view' option tempts because the last paragraph again mentions flexibility; but it does so to say that recording removes flexibility, not to restate the defenders' praise of it.

Q5 A Application of the author's principle (Stretch) ELITE

The scenario reproduces the passage's mechanism: a state that wishes to recognise custom compiles it by questioning a few senior figures. The author's warning is that the answer so recorded 'acquired an authority it had never had', that later departures must be proved 'against the register', and that the describers hold 'more power than the custom ever gave them'. Applied here, the concern is that the chiefs' version becomes the fixed rule and other practices become hard to establish, the keyed option. The option about overriding practice with a national standard names a danger the author does recognise, 'the conventions of a distant capital', but that danger arises when a state refuses to recognise custom; this government is doing the opposite. The option about knowing misreporting for favours attributes corruption that the passage never alleges; it speaks of interest and tidying. The passage gives no reason to think courts cannot interpret a written code; its worry is that they enforce it too well.

Examiner's note — the trap: The 'impose a national standard' option is attractive because the author does fear it; but in this scenario the state is recognising custom, so the passage's concern is rigidity by recording, not displacement.

Q6 C Main point MED

The author's position is put most directly in the last paragraph: 'The better claim is not that the eighteenth century was a golden age but that decline is the wrong word for it. It was a period of decentralisation.' The third paragraph supplies the same idea in other words: the dispersal of wealth to regional capitals 'was a redistribution, not a disappearance'. The keyed option captures this. The golden-age option is the overcorrection the author explicitly declines to endorse. The option saying the Company succeeded because India had no functioning states contradicts the second paragraph, which describes Bengal, Awadh and Hyderabad as states 'more closely administered' by some measures; the final paragraph attributes the Company's openings to wars among these states, not to their absence. The option claiming Mughal institutions were destroyed reverses the passage, which says the new rulers 'did not tear down Mughal institutions' but kept the revenue machinery, court language and forms of grant.

Examiner's note — the trap: The 'golden age' option tempts readers who notice how much regional success the author describes; the final paragraph names that exact claim as the one to avoid.

Q7 A Meaning of a figurative expression HARD

The expression is explained by the sentences that follow it: 'Seen from the capital, the period is indeed one of decline: revenues that had once flowed to the imperial treasury stopped arriving, and the emperor's writ shrank.' The author then contrasts this with what is 'Seen from the regions'. Reading 'from Delhi' is therefore a matter of vantage point, of measuring the whole subcontinent's history by what happened to the imperial centre, which is the keyed option. The option about documents in the court language is tempting because sources matter to historians, but the passage never discusses sources, and it notes that the regional states kept 'the court language' too, so language could not separate the two views. Nothing in the passage concerns where historians lived; the phrase is figurative, not biographical. The passage also never blames the emperor's personal character; its explanation concerns the shifting arrangement of revenue and power.

Examiner's note — the trap: The 'documents in the court language' option is the trap for readers who take the phrase as a remark about evidence; the author's contrast is between two vantage points, capital and regions.

Q8 D Inference HARD

The author accepts the fact: seen from the capital, 'revenues that had once flowed to the imperial treasury stopped arriving'. What he disputes is its meaning. The third paragraph says that 'what declined was not the economy' but 'a particular arrangement of power, in which wealth was drawn from the provinces to a single centre', and that its dispersal was 'a redistribution, not a disappearance'. On that view, revenue failing to reach Delhi is consistent with wealth staying in, and being used by, the provinces, the keyed option. The option calling it decisive proof of economic contraction is the older reading the author rejects. The option about merchants withdrawing capital contradicts the statement that merchants and bankers 'did not vanish' and found the regional courts 'better customers'. The option calling the fall a myth goes too far in the other direction; the author treats it as real and simply reinterprets it.

Examiner's note — the trap: The 'myth' option attracts readers who sense the author's revisionism; but he concedes the fall in imperial revenue as a fact and disputes only what it shows.

Q9 B Attitude / tone HARD

The second and third paragraphs present the regional view sympathetically and in the author's own voice: 'On this reading, what declined was not the economy'. The fourth paragraph then adds 'The revision carries its own risk': insisting on regional prosperity 'can make the Company's success look accidental'. The author therefore keeps the revision's central claim, that decline is the wrong word and decentralisation the right one, while cautioning against pushing it into a golden-age story. That combination is qualified endorsement. Wholehearted acceptance cannot be right, because the author explicitly refuses the golden-age claim. Polite scepticism preferring the older account is contradicted by the closing call to 'stop reading it backwards' from the Company's victory, a direct criticism of the older story. Studied neutrality fails because the author plainly chooses: 'The better claim is' that decline is the wrong word, which is a verdict, not a balanced survey.

Examiner's note — the trap: The 'studied neutrality' option tempts because the author criticises both accounts; but criticising the revision's excess is not neutrality when he adopts its core thesis as 'the better claim'.

Q10 D Identifying the historiographical flaw ELITE

The final two sentences read: 'The older story treated the Company's victory as the meaning of the century. To understand the century, we must first stop reading it backwards from that victory.' The fault named is that of judging a period by how it ended, so that everything in it becomes an explanation of the result; the first paragraph makes the same point when it says the century was 'interesting chiefly as the explanation for why the second one arrived'. The keyed option states this. The option about the wars among the new states is the strongest trap: the author does say those wars 'created exactly the openings' the Company used, but he raises that point against the revisionist view, warning that it can make the Company's success look accidental. It is not his criticism of the older story. Nothing in the passage discusses sources, and the passage says the older account dismissed the Marathas as raiders, the opposite of exaggerating their strength.

Examiner's note — the trap: The 'ignoring the wars' option is attractive because those wars are mentioned in the same paragraph; but the author uses them to caution the revisionists, not to fault the older story.

CRITICAL REASONING

Q11 A Main conclusion MED

The conclusion is announced by 'The sensible course is' in the final paragraph: statements of sympathy 'should indeed be protected', while statements accepting fault 'should remain what they have always been: admissions that a court may weigh'. The earlier paragraphs supply the reasons, chiefly that an apology 'carries weight precisely because it costs me'. The keyed option states this two-part proposal. The repeal option overshoots: the author wants the laws narrowed to sympathy, not abolished, and nowhere says a sorry doctor must accept full liability; he says an admission is something a court 'may weigh'. The compensation option misreads the third paragraph, which says families want 'acknowledgement' that the harm was a wrong, not money. The option about lawyers' warnings restates a background premise from the opening paragraph, offered as the reasoning behind the laws; it is not what the argument sets out to prove.

Examiner's note — the trap: The repeal option tempts because the author is critical of the laws; but he keeps and endorses their protection for sympathy, so his conclusion is a narrowing, not a repeal.

Q12 C Assumption HARD

The argument moves from 'The apology carries weight precisely because it costs me' to the claim that a protected admission 'gives the family a sentence while removing the thing that made the sentence worth hearing'. For that step to work, what the family values in an apology must depend, at least partly, on its exposing the doctor to consequences. Negate the keyed option, so that an apology's value to the injured has nothing to do with its cost, and a protected admission gives families everything an unprotected one does; the case for narrowing the laws then collapses. The option that most apologising doctors were at fault is not needed; the argument is about what an apology means, not how often it is deserved. The option about why families sue concerns litigation, which the argument does not rely on. The option about courts weighing admissions over expert evidence is irrelevant: the author says only that a court 'may weigh' an admission.

Examiner's note — the trap: The 'families sue mainly for an admission' option is attractive because the passage stresses acknowledgement; but the argument concerns what families value in an apology, not their motives for litigation.

Q13 B Weaken HARD

The author's central claim is that a costless admission 'gives the family a sentence while removing the thing that made the sentence worth hearing', so families receive the words without the acknowledgement they want. If families who received legally protected admissions felt just as fully acknowledged as families who received unprotected ones, the protection would not be draining the apology of what families value, and the case for withdrawing protection from admissions of fault would lose its main support. That is the keyed option. The option that doctors apologise more often under the laws is already conceded ('They may.') and is no objection; the author's point is about the quality of what is said. The option that some doctors still avoid apologising is consistent with both sides. The option that sympathy was rarely treated as an admission even before such laws bears only on whether protecting sympathy was needed, which leaves the argument about admissions of fault untouched.

Examiner's note — the trap: The 'apologise more often' option looks like evidence that the laws work; but the author grants that doctors may speak more and objects only to what their words will mean.

Q14 D Strengthen HARD

The argument depends on the idea that an apology's worth to the family lies in its cost: it 'exposes me to blame and binds me to repair'. Evidence that families valued an admission most when they knew it could be used to seek redress shows directly that its consequences are part of what made it matter to them, which supports the claim that shielding admissions from consequence 'counterfeits' them. That is the keyed option. The option about doctors being readier to apologise with protection supports the rationale for the laws, which the author already concedes, and does nothing for his claim about meaning. The option about families welcoming a stranger's sympathy, if anything, cuts against the author, who says families want acknowledgement from 'the person responsible' rather than sympathy 'offered by a stranger'. The option about lawsuits in jurisdictions without such laws is about litigation rates and does not touch the value of an apology.

Examiner's note — the trap: The 'doctors would apologise more readily' option attracts readers looking for support for doctors speaking; but it backs the law's rationale, which the author never disputes, not his own conclusion.

Q15 C Flaw: overlooked alternative (Stretch) ELITE

The opening paragraph reports why apology laws exist: doctors 'have long avoided saying anything that might be construed as accepting blame', and families find that silence painful. The author's remedy restores legal exposure for admissions of fault and simply says a doctor who wishes to apologise fully 'should be free to do so'. He never answers the obvious reply that, once exposure returns, the old silence returns too, so the realistic choice may be between a protected admission and no admission at all, not between a protected and a 'real' one. That unaddressed alternative is the keyed vulnerability. The option about insincere sympathy misdescribes the argument, which protects sympathy and calls such statements proper, not insincere. The option about grieving families is not a flaw in this argument; the families' pain is a premise of the laws' defenders. The option about treating admissions as settling liability is contradicted by the text, which calls them admissions 'that a court may weigh'.

Examiner's note — the trap: The 'treats an admission as settling liability' option tempts because the author insists admissions should have consequences; but his own words, 'a court may weigh', show he does not equate admission with liability.

Q16 D Main conclusion MED

The final paragraph opens with 'It follows that', the signal of the conclusion: effort now spent 'warning teachers against the examination should be spent on the examination itself', with boards treating paper design as their 'most powerful instrument of curriculum reform'. The keyed option states that recommendation. The 'harmless' option is expressly denied: 'The lesson is not that teaching to the test is harmless.' The option urging teachers more firmly to rise above the examination is the 'usual remedy' the author says 'has failed'. The option about the revised paper improving pupils' reasoning is doubly wrong: the state-board story is evidence offered for the conclusion, not the conclusion itself, and it reports what inspectors saw teachers doing, namely spending more time on unseen problems, not any measured gain in pupils' reasoning. Choosing it confuses a premise with the point the argument is built to establish.

Examiner's note — the trap: The 'harmless' option tempts because the author defends teachers; but he says plainly that teaching to the test is only as good as the test, which is the opposite of calling it harmless.

Q17 B Causal assumption ELITE

The author infers cause from sequence: the paper changed, and 'Within two years' inspectors reported more time on unseen problems, so 'No exhortation had produced that change. The paper had.' A causal conclusion drawn from a before-and-after pattern requires that no rival cause, such as new teacher training, a revised textbook or a change in inspection criteria in the same period, accounts for the change at least as well. Negate the keyed option and the inference fails: if something else better explains the shift, the paper did not produce it. The option about inspectors visiting the same classrooms is tempting because some baseline is needed, but the argument does not require identical classrooms; earlier inspection reports or general knowledge of the old practice would serve. Rising marks in the new paper are irrelevant, since the claim concerns teaching practice, not scores. Whether the new questions were harder is also beside the point; the change was in what they rewarded, not their difficulty.

Examiner's note — the trap: The 'same classrooms' option is the trap: a comparison needs some baseline, but the argument's validity does not depend on the inspectors having seen those exact rooms before.

Q18 A Weaken HARD

The argument holds that when a paper 'rewards reasoning, they find ways to teach reasoning', so that a better test yields better teaching. If pupils prepared for the new paper did no better on independent tests of reasoning because teachers had simply drilled the recurring templates of its 'unfamiliar' questions, then teaching to the new test produced a new kind of memorisation rather than reasoning, and the central claim that teaching to a good test is good teaching is undercut. That is the keyed option. Teachers' complaints about preparing new materials are consistent with the argument; they even confirm that teachers changed what they did. The neighbouring board that saw no change strengthens the argument, serving as a control that points to the paper as the cause. The scarcity and cost of good setters slightly troubles the closing claim about cost, but the author already says boards must 'invest in setters', so it hardly weakens his case.

Examiner's note — the trap: The 'scarce and costly setters' option tempts because the author says a good test is 'cheaper to build'; but he already calls for investment in setters, and scarcity does not show a better paper fails to improve teaching.

Q19 C Role of an analogy ELITE

The analogy comes immediately after the claim that 'Teachers respond to what examinations reward' and the illustration that recall papers produce memorisers and reasoning papers produce reasoning. A river goes where its bed directs it, so blaming the river for its course is blaming the wrong thing; likewise, blaming teachers for memorisation ignores that the examination sets the channel. The analogy therefore supports the claim that teaching practice follows the incentives of the paper, and it is used to redirect blame towards the test, the keyed option. The option about lacking professional skill misreads the analogy: the author says teachers 'respond intelligently', and the point is the direction of their effort, not incapacity. The option about speed is unsupported; the passage gives a two-year period but no expectation of reformers. The option about memorisation being a necessary stage is never conceded anywhere in the passage.

Examiner's note — the trap: The 'lack the professional skill' option tempts because a river has no choice; but the author pairs the image with teachers responding 'intelligently', so the point is incentives, not incompetence.

Q20 B Strengthen MED

The argument rests on two comparative claims: changing the paper changes teaching, and exhorting teachers does not ('That remedy has been offered for decades, and it has failed'). Evidence that other boards which moved marks to unseen problems saw similar classroom change, while exhortation campaigns produced none, generalises the single state-board example and confirms both claims at once, which is the keyed option. The option that teachers personally preferred teaching recall slightly supports the idea that the paper, not preference, drove the change, but it is indirect and says nothing about other boards or about exhortation. The option that inspectors had long reported drilling in model answers merely confirms the old practice and adds nothing about what causes change. The option that papers are drafted by serving schoolteachers is irrelevant to whether test design shapes teaching, and might even suggest that boards cannot easily find the specialist setters the author calls for.

Examiner's note — the trap: The 'teachers preferred recall' option is attractive as indirect support; but it leaves the one-state evidence ungeneralised and says nothing about the failure of exhortation.

RAPID FIRE — ANSWERS

1. According to its defenders, what is custom's great virtue? — **That it bends**

2. Custom is described as the law a community makes before what happens? — **Before anyone writes it down**

3. In custom, how is an elder's ruling treated when circumstances change? — **It is quietly forgotten**

4. Which share is said to be settled after a funeral? — **A widow's share**

5. What is walked each spring under custom? — **A boundary**

6. For an administration, respect for custom means what? — **Recognition**

7. And recognition, for an administration, means what? — **A record**

8. While drawing up what did colonial officers compile registers of custom? — **Land revenue settlements**

9. Whom did officers question to compile registers of custom? — **Headmen and senior landholders**

10. What were the printed answers later cited as in court? — **Evidence of what the custom was**

11. Before recording, custom was a range of what? — **Possibilities, argued over case by case**

12. After recording, custom became a single answer given by whom? — **Particular men on a particular afternoon**

13. Were the headmen neutral witnesses, according to the author? — **No**

14. Which rule would a headman with sons to gain likely remember? — **The narrower rule**

15. Norms described to an official tend to come out how? — **Tidier and stricter than norms lived**

16. After printing, on whom did the burden of proof fall? — **On the person seeking change**

17. A litigant relying on a generous practice had to prove it against what? — **The register**

18. Does the author say custom should have been ignored? — **No**

19. Refusing to recognise custom would impose whose conventions? — **Those of a distant capital**

20. What does the author call imposing a capital's conventions? — **A worse kind of rigidity**

21. How does the author describe the lesson of the custom passage? — **Narrower and less comfortable**

22. What changes a social practice, per the custom passage? — **Observing it for legal purposes**

23. A recorded custom is a fixed rule the community must go where to escape? — **To court**

24. Who holds more power than custom ever gave them? — **Whoever describes it when it is written down**

25. Genre of the passage on recorded custom? — **Law & society**

26. In which year did Aurangzeb die, per the passage? — **1707**

27. The older story told the eighteenth century as a story of what? — **Collapse**

28. Which company lay in wait, in the older story? — **The East India Company**

29. The older story made the century an interval of disorder between what? — **Two empires**

30. From which city does the older account 'read' the century? — **Delhi**

31. Seen from the capital, the period is one of what? — **Decline**

32. What stopped arriving at the imperial treasury? — **Revenues**

33. To what did the emperor's writ shrink? — **A few districts**

34. Name the three regions whose governors became rulers. — **Bengal, Awadh and Hyderabad**

35. Did the new regional rulers tear down Mughal institutions? — **No**

36. Name one Mughal institution the regional states kept. — **Revenue machinery, court language or imperial grants**

37. By some measures, the regional states were more closely what? — **Administered**

38. Whom did merchants and bankers find to be better customers? — **The new regional courts**

39. What declined, on the revisionist reading? — **An arrangement of power centred on one capital**

40. Dispersal of wealth to regional capitals was a redistribution, not a what? — **A disappearance**

41. What did older accounts treat the Maratha expansion as? — **Little more than raiding**

42. On the revised view, Maratha expansion looks like a rival system of what? — **Revenue claims**

43. From which model did the Maratha system borrow heavily? — **The Mughal model**

44. What risk does the revision carry? — **Making the Company's success look accidental**

45. What created the openings the Company exploited? — **Wars among the new states**

46. Does the author call the eighteenth century a golden age? — **No**

47. Which word does the author reject for the eighteenth century? — **Decline**

48. What word does the author prefer for the period? — **Decentralisation**

49. Costs and opportunities in the century fell how? — **Unevenly**

50. Was the century's outcome settled in 1707, per the author? — **No**

51. The older story treated what as the meaning of the century? — **The Company's victory**

52. What must we stop doing to understand the century? — **Reading it backwards from the victory**

53. Genre of the passage on the eighteenth century? — **History**

54. What do apology laws stop a doctor's words being used as in court? — **An admission of fault**

55. How does the author describe the reasoning behind apology laws? — **Humane**

56. Who warned doctors against saying anything that implies blame? — **Their lawyers**

57. Families describe what as one of the most painful parts of an injury? — **The doctor's silence**

58. What two-word reply does the author give to 'doctors will speak'? — **They may**

59. An apology is not merely a report of what? — **Feeling bad**

60. When I apologise, I accept that the wrong was what? — **Mine**

61. Why does an apology carry weight, per the author? — **Because it costs the apologiser**

62. An apology exposes me to blame and binds me to what? — **Repair**

63. A statement that can never be held against me commits me to what? — **Nothing**

64. What are families rarely asking for when they ask for an apology? — **An expression of sympathy**

65. Who, the author says, can offer sympathy? — **A stranger**

66. Families want acknowledgement that the harm was a wrong, not a what? — **A misfortune**

67. A protected admission gives the family what, but removes its worth? — **A sentence**

68. Apology laws risk training doctors in what? — **Words that sound like accountability**

69. Which statements does the author say should be protected? — **Statements of sympathy**

70. Which statements should stay admissions a court may weigh? — **Statements accepting fault**

71. Shielding full apologies from consequence does what to apology? — **Counterfeits it**

72. Domain of the passage on apology laws? — **Ethics**

73. Is the author's proposal to repeal apology laws entirely? — **No, to narrow them to sympathy**

74. What common charge against teachers opens the education passage? — **That they teach to the test**

75. What is the usual remedy for teaching to the test? — **A moral one: urging teachers to rise above the exam**

76. For how long has the usual remedy been offered? — **For decades**

77. Why has the moral remedy failed? — **It asks teachers to act against the measure they are judged by**

78. Which subject paper did one state board revise? — **Secondary science**

79. What share of the old paper's marks went to recall? — **About four-fifths**

80. Name one recall item the old paper rewarded. — **Definitions, labelled diagrams or derivations**

81. New questions described what kind of experiment? — **An unfamiliar one**

82. Name the three tasks set on the unfamiliar experiment. — **Predict, explain or criticise its result**

83. Within how many years did inspectors report a change? — **Two**

84. Who reported the change in classroom practice? — **Inspectors**

85. Teachers spent more time asking pupils to justify what aloud? — **Their reasoning**

86. What had not produced the change in teaching? — **Exhortation**

87. What, per the author, had produced the change? — **The paper**

88. Teaching to the test is exactly as good or bad as what? — **The test**

89. How do teachers respond to what examinations reward? — **Intelligently**

90. When a paper rewards memorisation, teachers produce what? — **Memorisers**

91. Blaming teachers is likened to blaming a river for what? — **Following the course of its bed**

92. A board wanting thinking in classrooms must first put thinking where? — **On its paper**

93. What should boards treat as their most powerful reform tool? — **The design of question papers**