

Educational Psychology Practice Test 10

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

Classroom Management from a Psychological Angle

Q1. A teacher notices rising noise during a long, undemanding copying task and changes to a short pair discussion followed by quick feedback. The management principle at work is that:

- (A) Engagement and suitable challenge reduce off-task behaviour
- (B) Disorder is best met with longer silent work
- (C) Pupils should never talk in class
- (D) Noise always shows poor discipline at home

Q2. A teacher who can watch the whole class while helping one group, and who notices a disturbance early, is showing the classroom skill known as:

- (A) Withitness
- (B) Punishment
- (C) Extinction
- (D) Negative transfer

Q3. During group work, a teacher keeps the lesson moving, gives clear signals for transitions and avoids long pauses between activities. This mainly supports:

- (A) Momentum and smooth flow, which keep pupils on task
- (B) Competition between groups
- (C) Silent classrooms at all times
- (D) Faster syllabus coverage without understanding

Q4. A class agrees its own rules at the start of term, including how to ask questions and how to treat shared materials. Pupils are more likely to follow these rules because:

- (A) Rules made with pupils feel owned and fair, not imposed
- (B) Pupils fear the teacher more
- (C) Rules replace all teaching
- (D) Agreement removes the need for consequences

Q5. A teacher gives a restless pupil a short, useful classroom job, such as distributing materials, instead of scolding the pupil for fidgeting. This is best described as:

- (A) Channelling energy into a legitimate role
- (B) Ignoring the problem entirely
- (C) Rewarding misbehaviour with a prize
- (D) Removing the pupil from learning

Q6. A pupil who disrupts group work is briefly removed from the rewarding activity until he is calm. This behaviour technique is best described as:

- (A) Time-out from positive reinforcement
- (B) Extinction
- (C) Shaping
- (D) Positive punishment

Q7. When a teacher first stops praising hand-raising, the pupil raises a hand even more often for a few days before it fades. This temporary increase is best described as:

- (A) Spontaneous recovery
- (B) Generalisation
- (C) An extinction burst
- (D) Shaping

Q8. A token system in which pupils earn points for completed homework and on-time arrival, exchangeable for a class privilege, is an example of:

- (A) A token economy based on reinforcement
- (B) A punishment schedule
- (C) Extinction of homework behaviour
- (D) Motivated forgetting

Q9. A teacher who punishes one pupil harshly for talking while ignoring the same behaviour in others is likely to damage classroom climate because pupils will see the teacher as:

- (A) Unfair, which weakens trust and cooperation
- (B) Consistent and fair
- (C) Too friendly
- (D) Uninterested in the lesson

Q10. The most effective use of punishment in classroom management is that it should be:

- (A) Severe, public and delayed
- (B) Applied to the whole class for one pupil's fault
- (C) Mild, immediate, consistent and paired with teaching the correct behaviour
- (D) Used as the first response to every minor issue

Q11. A teacher expects a quiet pupil to be weak in discussion and therefore rarely invites that pupil to speak. Over time the pupil speaks even less. This is an example of:

- (A) A self-fulfilling prophecy driven by low teacher expectation
- (B) Positive reinforcement of speaking
- (C) Decay of speaking skill
- (D) Horizontal transfer

Q12. To counteract the Pygmalion effect, a teacher should deliberately:

- (A) Give all pupils equal challenge, wait time, feedback and attention regardless of prior labels
- (B) Group pupils permanently by first-test scores
- (C) Praise only pupils who already perform well
- (D) Avoid checking pupils' prior records entirely

Q13. A pupil who believes "I am good at science" tries harder after a setback than a pupil who believes "I am just not a science person". The difference is mainly one of:

- (A) Memory capacity
- (B) School timetable
- (C) Self-concept and sense of competence
- (D) Textbook quality

Q14. A teacher links a new task to pupils' interests, gives choices within the task and recognises effort as well as results. This management style mainly builds:

- (A) Fear of failure
- (B) Dependence on rewards alone
- (C) Intrinsic motivation and a sense of ownership
- (D) Competition for marks only

Q15. When a pupil succeeds after effort, a teacher who says "Your careful checking paid off" rather than "You are clever" is encouraging:

- (A) An attribution to effort, which supports persistence
- (B) An attribution to luck
- (C) A fixed view of ability
- (D) Fear of the next test

Q16. A class with a strong sense of belonging, mutual respect and fair treatment is most likely to show:

- (A) Higher anxiety and less participation
- (B) Complete absence of disagreement
- (C) Greater cooperation, participation and willingness to help each other
- (D) Less need for any lesson planning

Q17. A teacher who humiliates a pupil for a wrong answer is likely to harm the classroom climate because other pupils will:

- (A) Answer more eagerly
- (B) Respect the teacher more
- (C) Learn to hide confusion and avoid risk-taking
- (D) Forget the lesson content faster only

Q18. A democratic classroom climate is best shown when the teacher:

- (A) Decides every rule alone and enforces it rigidly
- (B) Lets pupils do whatever they wish without guidance
- (C) Listens to pupils, shares reasons for decisions and involves them in class matters
- (D) Avoids all discussion of behaviour

Q19. A teacher plans a behaviour contract with a frequently late pupil: clear target, daily record and a small agreed privilege for meeting it. This approach works mainly because it:

- (A) Makes expectations explicit, observable and jointly agreed
- (B) Threatens the pupil with expulsion
- (C) Removes the pupil's responsibility
- (D) Works without any follow-up

Q20. When two pupils quarrel over shared materials, the teacher who helps them name the problem, listen to each other and agree a fair sharing plan is teaching:

- (A) Avoidance of all conflict
- (B) Punishment of both pupils equally
- (C) Conflict resolution and social problem-solving
- (D) Competition for resources

Q21. A teacher who remains calm, speaks quietly and restates the rule when a pupil shouts is modelling:

- (A) Weakness in discipline
- (B) Approval of shouting
- (C) Self-control and the behaviour expected from pupils
- (D) Ignoring the class

Q22. Overlapping, the ability to deal with two classroom events at once, helps management because it:

- (A) Lets the teacher ignore the main lesson
- (B) Replaces lesson planning
- (C) Prevents small disruptions from spreading while teaching continues
- (D) Increases punishment

Q23. A teacher who varies praise, uses pupils' names, and connects praise to specific work ("You explained each step clearly") is using reinforcement more effectively because it is:

- (A) Vague and general
- (B) Given only at term end
- (C) Specific, sincere and linked to the behaviour
- (D) Given to the whole class regardless of work

Q24. The main psychological reason for seating arrangements, displays and a tidy classroom is that the physical environment:

- (A) Has no effect on learning
- (B) Only matters for visitors
- (C) Signals expectations, supports attention and makes participation easier
- (D) Replaces the teacher's role

Guidance Implications of Psychology for Teachers

Q25. Guidance differs from counselling mainly in that guidance is:

- (A) A one-time punishment for poor behaviour
- (B) Only for pupils with serious disorders
- (C) Broader, preventive help with educational, personal and career choices, while counselling is deeper help with a specific problem
- (D) The same as teaching a subject lesson

Q26. A teacher's guidance role is best described as:

- (A) Acting as the school's psychiatrist
- (B) Deciding pupils' careers for them
- (C) Supporting all pupils, spotting early problems and working with specialists and parents
- (D) Keeping personal problems out of school entirely

Q27. A pupil who suddenly starts missing school, loses interest in friends and submits no work should first prompt the teacher to:

- (A) Speaking to the pupil's friends to find out what has changed
- (B) Waiting a few weeks to see whether the pattern corrects itself
- (C) Sending a standard letter home about attendance
- (D) Explore possible causes sensitively and consider referral, rather than judging at once

Q28. Which sign most clearly calls for a counselling referral rather than classroom advice alone?

- (A) A pupil asks for help choosing a revision timetable
- (B) A pupil prefers one subject to another
- (C) A pupil forgets one homework task
- (D) A pupil talks about harming himself or shows prolonged hopelessness

Q29. When meeting a distressed pupil, a teacher using basic counselling skills should mainly:

- (A) Interrupt with immediate advice and solutions
- (B) Share the conversation with classmates for support
- (C) Promise absolute secrecy whatever the pupil says
- (D) Listen attentively, reflect feelings and avoid judgement, then agree next steps

Q30. A teacher must NOT promise a pupil absolute confidentiality because:

- (A) Teachers should never listen to pupils
- (B) Confidentiality applies only to examination marks
- (C) Parents should know everything a pupil thinks
- (D) The teacher may need to share information if the pupil is at risk of serious harm

Q31. In career guidance, a teacher helps a Grade 10 pupil best by:

- (A) Assigning the career the teacher prefers
- (B) Delaying all discussion until after final examinations
- (C) Telling the pupil that only one career is respectable
- (D) Exploring the pupil's interests, strengths and subject choices and giving accurate information about options

Q32. Study guidance for a pupil who reads for hours but retains little should focus first on:

- (A) Increasing reading hours further
- (B) Avoiding all written work
- (C) Memorising the textbook word for word
- (D) Active methods such as summarising, self-testing and spaced review

Q33. A teacher discussing a pupil's difficulty with parents should:

- (A) Blame the parents for the problem
- (B) Keep the meeting secret from the pupil entirely
- (C) Discuss other pupils for comparison
- (D) Share specific observations, listen to the parents' view and agree a joint plan

Q34. After referring a pupil to a counsellor, the teacher's proper follow-up is to:

- (A) Ask the counsellor for the pupil's private disclosures
- (B) Tell the class that the pupil is receiving help
- (C) Stop all contact with the pupil
- (D) Observe classroom progress, keep supportive contact and cooperate within agreed limits

Q35. A pupil who is aggressive toward classmates after a family bereavement needs guidance that is:

- (A) Punitive only, since behaviour is a choice in every case
- (B) Met by removing the pupil from school permanently
- (C) Ignored until the behaviour stops
- (D) Firm about classroom limits combined with empathy and referral for grief support

Q36. Adjustment problems in school are best understood as:

- (A) Permanent defects in character
- (B) Signs that a pupil cannot be taught
- (C) Problems caused only by examinations
- (D) Difficulties in coping with school, peer or home demands, which may improve with support

Q37. A new pupil who is shy, eats alone and avoids group work is most helped at first by:

- (A) Forcing the pupil to lead a group immediately
- (B) Leaving the pupil alone for the whole term
- (C) Publicly pointing out the shyness
- (D) Gentle inclusion through a friendly partner, small groups and low-pressure roles

Q38. A teacher who notices a pupil copying homework daily should, as a guidance step, first:

- (A) Punish the pupil without inquiry
- (B) Report the pupil for expulsion at once
- (C) Give the pupil full marks to avoid conflict
- (D) Find out whether the work is too hard, unclear or unsupported at home, and adjust support

Q39. Personal guidance in school includes helping pupils with:

- (A) Only examination timetables
- (B) Avoiding all responsibility
- (C) Choosing the teacher's favourite subjects
- (D) Confidence, friendships, emotions and everyday decisions

Q40. A pupil with a physical disability who is capable academically but is given only easy work is experiencing:

- (A) Suitable inclusion
- (B) A benefit of special treatment
- (C) Better guidance than classmates receive
- (D) Lowered expectations that limit learning, despite physical access

Q41. The most useful record for guidance purposes is one that is:

- (A) Detailed, covering every aspect of the pupil's school life
- (B) Written in the teacher's own words with personal opinions included
- (C) Updated only when a serious problem arises
- (D) Factual, dated and focused on observed behaviour, progress and support given

Q42. A teacher who uses knowledge of adolescent development in guidance will expect that pupils may:

- (A) Show no interest in peer approval
- (B) Seek independence and peer acceptance while still needing adult guidance
- (C) Make all decisions perfectly alone
- (D) Stop needing teacher support entirely

Q43. When a pupil discloses bullying, the teacher's first guidance duty is to:

- (A) Advise the pupil to fight back
- (B) Take the report seriously, ensure safety, record facts and follow school procedure
- (C) Dismiss it as normal teasing without checking
- (D) Ask the pupil to keep it secret

Q44. Guidance is most effective when it is:

- (A) Offered only after a crisis
- (B) Preventive, continuous and available to all pupils, with extra help where needed
- (C) Limited to pupils with high marks
- (D) Delivered only by outside experts

Diversity, Memory and Transfer in Practice

Q45. A teacher planning a lesson on fractions for a mixed class gives a concrete model, a diagram and a word problem for the same idea. This supports diverse learners because it:

- (A) Repeats the same task three times without purpose
- (B) Offers multiple routes into the same concept
- (C) Lowers the standard for everyone
- (D) Only helps pupils who like drawing

Q46. A slow learner who needs more time in tests is best helped by an assessment adjustment that:

- (A) Changes the answers to easier ones secretly
- (B) Gives extra time or breaks while keeping the same learning standard
- (C) Exempts the pupil from assessment entirely
- (D) Marks the pupil more generously regardless of work

Q47. A gifted pupil in a regular class is given a research project with choice of topic and a chance to present findings. This is better than extra drill because it provides:

- (A) Less work overall
- (B) Depth, independence and a real audience for thinking
- (C) An excuse to miss lessons
- (D) Only a reward for good behaviour

Q48. A pupil from a different cultural background is unfamiliar with a textbook example about a winter festival. The teacher re-explains the underlying idea with a familiar local example. This mainly supports:

- (A) Lowering the curriculum for that pupil
- (B) Connecting new learning to existing cultural knowledge
- (C) Avoiding the textbook entirely
- (D) Teaching only local topics

Q49. A teacher introduces a new term by first asking pupils what they already know, then teaching the term, then asking them to use it in a sentence. This sequence mainly strengthens:

- (A) Sensory memory alone
- (B) Encoding through activation of prior knowledge and active use
- (C) Forgetting through interference
- (D) Procedural memory for handwriting

Q50. A pupil remembers a lesson well when the teacher gives the first word of a definition as a hint. This shows the value of:

- (A) Decay
- (B) Retrieval cues
- (C) Negative transfer
- (D) Motivated forgetting

Q51. A class revises a topic after one day, then after a week, then after a month, instead of revising it three times in one evening. This schedule is designed to counter:

- (A) The rapid early forgetting shown by the forgetting curve
- (B) Positive transfer
- (C) The need for encoding
- (D) Classroom climate problems

Q52. Two similar grammar rules are taught in the same week and pupils confuse them in the test. The teacher's best next step is to:

- (A) Teach both rules again in the same mixed form
- (B) Re-teach with side-by-side contrast, distinct examples and separate practice
- (C) Drop one rule from the syllabus
- (D) Blame pupils for carelessness

Q53. A pupil who learned to measure length in science uses measuring skills to help with a geography field task. This is best described as:

- (A) Negative transfer
- (B) Zero transfer
- (C) Positive transfer across subjects
- (D) Decay of science learning

Q54. A pupil applies a rule for one verb tense to a new tense where it does not apply, and makes errors. The teacher should treat this as:

- (A) Proof the pupil cannot learn grammar
- (B) Negative transfer that needs explicit contrast between the two tenses
- (C) A memory failure unrelated to earlier learning
- (D) A reason to stop teaching grammar rules

Q55. A pupil applies map-reading skills learned in geography to read diagrams in science at the same level of difficulty. This is best described as:

- (A) Horizontal transfer
- (B) Vertical transfer
- (C) Zero transfer
- (D) Negative transfer

Q56. A teacher wants pupils to transfer problem-solving skills from mathematics to science. The most useful classroom step is to:

- (A) Keep mathematics and science completely separate
- (B) Point out the shared strategy explicitly and practise it in science problems
- (C) Test mathematics only with familiar textbook questions
- (D) Tell pupils that transfer happens automatically

Q57. A pupil who can recall a poem in the classroom where it was learned but not at home is showing that retrieval can depend on:

- (A) Context cues present at learning
- (B) Decay of the poem overnight
- (C) Proactive interference from homework
- (D) Lack of ability

Q58. A teacher who gives short quizzes without marks, then reviews the answers together, is mainly using testing as:

- (A) A punishment for poor revision
- (B) Retrieval practice that strengthens memory
- (C) A way to fill lesson time
- (D) A replacement for teaching

Q59. A pupil with strong practical skill but weak written expression performs better when allowed to demonstrate a process orally or practically. This assessment choice respects:

- (A) The idea that written tests suit every learner equally
- (B) Individual differences in how pupils can show what they know
- (C) The need to lower standards for practical pupils
- (D) The view that practical skill is not real learning

Q60. A teacher who combines fair routines, motivating tasks, early guidance and respect for differences is most likely to build a classroom that is:

- (A) Silent but fearful
- (B) Orderly, supportive and focused on learning
- (C) Unstructured and directionless
- (D) Focused only on examination marks

Answer Key

Q1: A	Q11: A	Q21: C	Q31: D	Q41: D	Q51: A
Q2: A	Q12: A	Q22: C	Q32: D	Q42: B	Q52: B
Q3: A	Q13: C	Q23: C	Q33: D	Q43: B	Q53: C
Q4: A	Q14: C	Q24: C	Q34: D	Q44: B	Q54: B

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

Worked explanations for all 60 questions:

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