

Educational Psychology Practice Test 3

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

Piaget's Cognitive Development

Q1. A two-year-old lifts a cloth to find a toy hidden underneath it. According to Piaget, which achievement does this behaviour show?

- (A) Conservation of number
- (B) Object permanence
- (C) Egocentrism
- (D) Reversibility

Q2. A young child calls every four-legged animal a dog, including a goat and a cow. In Piaget's terms, the child is mainly using:

- (A) Accommodation
- (B) Assimilation
- (C) Equilibration
- (D) Decentration

Q3. After being shown the differences between a cat and a dog, a child changes the old dog schema and forms a separate cat schema. This change is an example of:

- (A) Assimilation
- (B) Centration
- (C) Accommodation
- (D) Seriation

Q4. In Piaget's theory, a schema is best described as:

- (A) A reward given for correct answers
- (B) A mental framework that organises knowledge and guides understanding
- (C) A stage of language development only
- (D) A test of intelligence

Q5. Which age range does Piaget associate with the sensorimotor stage?

- (A) About 2 to 7 years
- (B) About 7 to 11 years
- (C) About 11 years onwards
- (D) Birth to about 2 years

Q6. A four-year-old insists that her younger brother sees the same picture she sees from her side of the table. This is an example of:

- (A) Conservation
- (B) Egocentrism
- (C) Hypothetical reasoning
- (D) Reversibility

- Q7. When juice is poured from a short wide glass into a tall narrow glass, a five-year-old says there is now more juice because the level is higher. This shows:**
- (A) Centration
 - (B) Decentration
 - (C) Classification
 - (D) Formal operations
- Q8. A child who understands that the amount of clay stays the same when its shape is rolled into a sausage has achieved:**
- (A) Animism
 - (B) Conservation
 - (C) Egocentrism
 - (D) Irreversibility
- Q9. Which ability is typically mastered during the concrete operational stage?**
- (A) Conservation of mass, number and volume
 - (B) Abstract hypothetical reasoning
 - (C) Object permanence
 - (D) Symbolic play for the first time
- Q10. A primary school pupil arranges ten sticks from shortest to longest without trial and error. Piaget would call this:**
- (A) Animism
 - (B) Centration
 - (C) Accommodation only
 - (D) Seriation
- Q11. A teenager argues: if all metals expand on heating, and this rod is a metal, then it must expand on heating. This reasoning belongs mainly to:**
- (A) Formal operational thought
 - (B) Sensorimotor thought
 - (C) Preoperational thought
 - (D) Concrete operational thought only
- Q12. A secondary student tests two possible explanations for a science result by varying one factor at a time. Piaget would link this systematic testing to:**
- (A) Hypothetico-deductive reasoning
 - (B) Circular reactions
 - (C) Symbolic play
 - (D) Conservation of length
- Q13. Which is the correct order of Piaget's stages?**
- (A) Sensorimotor, preoperational, concrete operational, formal operational
 - (B) Preoperational, sensorimotor, formal operational, concrete operational
 - (C) Sensorimotor, concrete operational, preoperational, formal operational
 - (D) Concrete operational, sensorimotor, preoperational, formal operational

Q14. A child feels puzzled when a new experience does not fit an old schema. Piaget calls this state of imbalance:

- (A) Assimilation
- (B) Centration
- (C) Scaffolding
- (D) Disequilibrium

Q15. When assimilation and accommodation are in balance, Piaget calls the resulting stable state:

- (A) Egocentrism
- (B) Equilibration
- (C) Animism
- (D) Irreversibility

Q16. A young child says the moon is following her car because it stays in view. This preoperational tendency is called:

- (A) Animism
- (B) Conservation
- (C) Seriation
- (D) Decentration

Q17. A child can pour water from one container to another but cannot mentally reverse the action to state the amount is unchanged. This limitation is:

- (A) Object permanence
- (B) Hypothetical reasoning
- (C) Irreversibility
- (D) Classification

Q18. A nine-year-old solves a problem with real blocks but struggles with the same problem stated only in abstract words. This fits:

- (A) Formal operational thinking
- (B) Sensorimotor thinking
- (C) Concrete operational thinking
- (D) Preoperational egocentrism

Q19. In a Piagetian classroom, the teacher's main role is to:

- (A) Lecture continuously while pupils memorise notes
- (B) Provide rich materials and guide active exploration
- (C) Give rewards for every correct answer
- (D) Test pupils daily with no practical work

Q20. According to Piaget, children learn best when they:

- (A) Actively explore and construct understanding for themselves
- (B) Passively listen to long explanations only
- (C) Copy model answers repeatedly
- (D) Avoid all puzzling experiences

Q21. A three-year-old uses a banana as a telephone during play. This is an example of:

- (A) Seriation
- (B) Conservation
- (C) Symbolic play
- (D) Formal reasoning

Q22. A baby repeatedly kicks to make a mobile move, enjoying the effect of the action. Piaget would describe this as a:

- (A) Hypothesis test
- (B) Circular reaction
- (C) Conservation task
- (D) Classification task

Q23. A concrete operational child considers both height and width when judging the amount of liquid. This ability is:

- (A) Centration
- (B) Egocentrism
- (C) Animism
- (D) Decentration

Q24. An adolescent discusses ideal governments and imagined perfect societies. Piaget links such idealistic thinking to:

- (A) Sensorimotor thought
- (B) Preoperational thought
- (C) Concrete operational thought only
- (D) Formal operational thought

Bruner: Representation, Spiral Curriculum and Discovery Learning

Q25. A child learns to ride a bicycle by practising the movements, not by reading about them. Bruner's term for this action-based representation is:

- (A) Iconic representation
- (B) Symbolic representation
- (C) Enactive representation
- (D) Advance organisation

Q26. A pupil understands the water cycle from a labelled diagram rather than from words alone. Bruner would call this:

- (A) Enactive representation
- (B) Iconic representation
- (C) Symbolic representation
- (D) Rote learning

Q27. A student solves a problem using algebraic symbols such as x and y. This is an example of Bruner's:

- (A) Enactive representation
- (B) Iconic representation
- (C) Circular reaction
- (D) Symbolic representation

Q28. Which is Bruner's correct order of modes of representation?

- (A) Enactive, iconic, symbolic
- (B) Iconic, symbolic, enactive
- (C) Symbolic, enactive, iconic
- (D) Enactive, symbolic, iconic

Q29. A curriculum revisits fractions in each class, each time with harder problems and deeper ideas. Bruner would call this a:

- (A) Linear syllabus with no revision
- (B) Spiral curriculum
- (C) Rote drill programme
- (D) Single-topic course

Q30. Bruner argued that readiness for learning depends mainly on:

- (A) The child's age alone
- (B) The number of textbooks available
- (C) How the material is represented and organised for the learner
- (D) The school's examination schedule

Q31. Bruner argued that teaching should focus on the:

- (A) Fundamental structure and principles of a subject
- (B) Longest list of facts in a textbook
- (C) Easiest facts only
- (D) Examination paper alone

Q32. A teacher encourages pupils to make a sensible guess and test it, even before they can prove it formally. Bruner valued this as:

- (A) Rote recall
- (B) Centration
- (C) Egocentrism
- (D) Intuitive thinking

Q33. In Bruner's view, the best way to teach a new concept is often to let the learner:

- (A) Memorise the definition without examples
- (B) Listen silently for the whole lesson
- (C) Avoid asking questions
- (D) Actively manipulate materials and explore the idea

Q34. A primary class revisits the topic of plants in class 3, class 5 and class 7, each time in greater depth. This planning illustrates:

- (A) Massed rote practice
- (B) The spiral curriculum
- (C) A one-off revision lesson
- (D) Streaming by ability

Q35. A pupil draws a mind map of the parts of a flower to remember them. In Bruner's terms, this aid is mainly:

- (A) Enactive
- (B) Symbolic only in words
- (C) Iconic
- (D) A conservation task

Q36. Learning to tie shoelaces by repeatedly doing the steps, rather than by looking at pictures, is mainly:

- (A) Symbolic learning
- (B) Iconic learning
- (C) Advance organisation
- (D) Enactive learning

Q37. Writing a chemical equation to represent a reaction uses mainly:

- (A) Enactive representation
- (B) Iconic representation
- (C) Symbolic representation
- (D) Sensorimotor play

Q38. A teacher poses a puzzle and withholds the formula so pupils can discover the pattern in the data. This approach follows:

- (A) Bruner
- (B) Rote drill theory
- (C) Pure lecture theory
- (D) Punishment theory

Q39. Bruner emphasised that learners organise experience through:

- (A) Memorising isolated facts
- (B) Categorisation
- (C) Ignoring new information
- (D) Repeating errors

Q40. A teacher checks whether pupils are ready to handle a new idea in a form they can grasp. Bruner's idea of readiness means:

- (A) Teaching every topic at the same pace for all
- (B) Waiting until adolescence for all abstract ideas
- (C) Matching the teaching to what the learner can currently understand
- (D) Giving only easy work

Q41. Bruner famously argued that any subject can be taught in some honest form to:

- (A) Only pupils in the concrete operational stage and above
- (B) Only pupils whose language skills are fully developed
- (C) Only pupils who have reached formal operational thinking
- (D) A child at any stage of development

Q42. A lesson in which pupils handle fraction strips, then draw fraction diagrams, then write fraction symbols follows Bruner's sequence of:

- (A) Symbolic to enactive to iconic
- (B) Iconic to symbolic to enactive
- (C) Rote to discovery to testing
- (D) Enactive to iconic to symbolic

Ausubel: Meaningful Learning and Advance Organisers

Q43. Ausubel's meaningful learning occurs when new material is:

- (A) Memorised word for word without understanding
- (B) Learned only by discovery
- (C) Repeated without any connection to prior knowledge
- (D) Linked to relevant ideas already in the learner's mind

Q44. A pupil memorises a list of dates by repeating them, without understanding why the events matter. Ausubel would call this:

- (A) Rote learning
- (B) Meaningful learning
- (C) Discovery learning
- (D) Subsumption

Q45. A teacher begins a new chapter with a short overview that links the coming material to ideas pupils already know. Ausubel would call this an:

- (A) Advance organiser
- (B) Summary at the end of the lesson
- (C) Test question
- (D) Punishment

Q46. An organiser that explicitly compares a new concept with a familiar one, showing similarities and differences, is a:

- (A) Expository organiser
- (B) Rote drill
- (C) Comparative organiser
- (D) Revision test

Q47. When pupils have almost no relevant prior knowledge of a topic, Ausubel recommends an:

- (A) Comparative organiser
- (B) Expository organiser
- (C) End-of-chapter summary
- (D) Multiple-choice test

Q48. Ausubel argued that meaningful learning can occur through:

- (A) Discovery learning only
- (B) Rote repetition only
- (C) Punishment only
- (D) Reception learning, when material is well organised and linked to prior knowledge

Q49. When a new example, such as a sparrow, is fitted under an existing concept, such as bird, Ausubel calls this:

- (A) Subsumption
- (B) Centration
- (C) Egocentrism
- (D) Seriation

Q50. Presenting a general idea first and then moving to its specific examples illustrates Ausubel's principle of:

- (A) Integrative reconciliation
- (B) Rote memorisation
- (C) Circular reaction
- (D) Progressive differentiation

Q51. A teacher explicitly shows how two apparently separate concepts are related and resolves a seeming contradiction between them. This is:

- (A) Integrative reconciliation
- (B) Progressive differentiation
- (C) Rote learning
- (D) Animism

Q52. According to Ausubel, the single most important factor influencing learning is:

- (A) The length of the lesson
- (B) The colour of the textbook
- (C) The size of the class only
- (D) What the learner already knows

Q53. An advance organiser must be presented:

- (A) Only after the examination
- (B) Only at the end of the term
- (C) Before the new material it introduces
- (D) Instead of any teaching

Q54. For learning to be meaningful, Ausubel required relevant prior knowledge, meaningful material, and:

- (A) Fear of punishment
- (B) Memorisation without understanding
- (C) The learner's choice to relate new material meaningfully
- (D) Complete absence of prior ideas

Q55. Memorising a phone list of chemical symbols with no understanding of what they stand for is closest to:

- (A) Meaningful learning
- (B) Discovery learning
- (C) Rote learning
- (D) Subsumption

Q56. Before teaching acids and bases, a teacher shows a simple chart of what pupils already know about solutions and reactions. This chart functions as an:

- (A) Final examination
- (B) Advance organiser
- (C) Rote drill
- (D) Punishment task

Q57. The main difference between Ausubel and Bruner on method is that Ausubel:

- (A) Gave a larger place to well-organised reception learning
- (B) Rejected all teacher explanation
- (C) Opposed any use of prior knowledge
- (D) Supported only rote learning

Q58. A teacher starts a lesson by asking pupils what they already know about photosynthesis, then builds the new lesson on their answers. This practice follows Ausubel's emphasis on:

- (A) Punishment
- (B) Streaming
- (C) Prior knowledge
- (D) Rote drill

Q59. Material learned meaningfully is usually:

- (A) Forgotten faster than rote material
- (B) Remembered only for the test
- (C) Retained longer than material learned by rote
- (D) Unrelated to later learning

Q60. A pupil understands the concept of mammal and then learns that a whale is a mammal, fitting it under the broader idea. This is an example of:

- (A) Centration
- (B) Subsumption
- (C) Egocentrism
- (D) Animism

Answer Key

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

Worked explanations for all 60 questions:

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