

Educational Psychology Practice Test 4

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

Vygotsky: Social Constructivism, Language and Thought

Q1. According to Vygotsky, knowledge is first built mainly through:

- (A) Social interaction with others
- (B) Solitary maturation alone
- (C) Rewards and punishments only
- (D) Physical growth alone

Q2. Vygotsky argued that a child's culture shapes thinking mainly by providing:

- (A) Only food and shelter
- (B) Genetic traits alone
- (C) Examination papers
- (D) Tools such as language, writing and number systems

Q3. For Vygotsky, the most important psychological tool for thought is:

- (A) Language
- (B) Memory
- (C) Number systems and counting
- (D) Maps and diagrams

Q4. A child talks aloud to herself while solving a puzzle, guiding her own steps. Vygotsky would call this:

- (A) Inner speech
- (B) Social speech only
- (C) Private speech
- (D) Rote speech

Q5. When self-directed talk becomes silent and internal, Vygotsky calls it:

- (A) Private speech
- (B) Social speech
- (C) Egocentric play
- (D) Inner speech

Q6. Vygotsky's developmental sequence for speech is:

- (A) Inner speech, then private speech, then social speech
- (B) Private speech, then social speech, then inner speech
- (C) Social speech, then inner speech, then private speech
- (D) Social speech, then private speech, then inner speech

Q7. A more capable classmate who helps a pupil solve a problem is acting, in Vygotsky's terms, as a:

- (A) Less Knowledgeable Other
- (B) Passive observer
- (C) More Knowledgeable Other
- (D) Examiner only

Q8. A More Knowledgeable Other need NOT be a teacher; it can also be:

- (A) Only a textbook publisher
- (B) A more skilled peer or an older sibling
- (C) Only a school principal
- (D) Only an examiner

Q9. The Zone of Proximal Development is the gap between:

- (A) What a learner can do alone and what the learner can do with help
- (B) Two examination grades
- (C) Two school buildings
- (D) A child's height and weight

Q10. The lower limit of the ZPD is defined by:

- (A) Problems no learner can solve
- (B) Problems a learner can solve independently
- (C) Problems solved only by teachers
- (D) Problems solved by guessing

Q11. The upper limit of the ZPD is defined by:

- (A) Problems a learner will never learn
- (B) Problems a learner can solve with guidance from a capable helper
- (C) Problems already mastered alone
- (D) Problems with no solution

Q12. Vygotsky argued that learning is most productive when teaching targets:

- (A) The learner's Zone of Proximal Development
- (B) Only tasks already mastered alone
- (C) Only tasks far beyond any help
- (D) Memorisation of unrelated facts

Q13. In make-believe play, a child acts beyond her usual everyday behaviour. Vygotsky saw play as:

- (A) A creator of a Zone of Proximal Development
- (B) A waste of learning time
- (C) Only physical exercise
- (D) A sign of immaturity only

Q14. Vygotsky differed from Piaget mainly in holding that development is driven first by:

- (A) Physical maturation alone
- (B) Social interaction, rather than by the individual child alone
- (C) Rewards alone
- (D) Examinations alone

Q15. For Vygotsky, learning generally:

- (A) Follows development only and never leads it
- (B) Matches development exactly, step for step, at every age
- (C) Depends entirely on maturation, with teaching adding nothing new
- (D) Precedes and leads development

Q16. A child uses counting words and written numerals to solve a maths problem. These are examples of Vygotsky's:

- (A) Natural reflexes
- (B) Physical exercises
- (C) Punishments
- (D) Cultural tools

Q17. Vygotsky would explain egocentric speech differently from Piaget: for Vygotsky it is:

- (A) A meaningless habit with no function
- (B) A transitional step towards inner speech and thought
- (C) A sign of low intelligence
- (D) Only copying adults

Q18. A teacher who discusses a story with pupils, modelling how to question the text, is using:

- (A) Rote drill alone
- (B) Silent reading only
- (C) Social interaction as a route to understanding
- (D) Punishment

Q19. Which statement best matches Vygotsky's view of thought and language?

- (A) Thought and language never interact
- (B) Thought becomes verbal and speech becomes rational as they merge
- (C) Language only hinders thought
- (D) Thought develops without any social contact

Q20. A pupil from one culture uses a different counting system from a pupil in another culture. Vygotsky would stress that:

- (A) Culture has no effect on cognition
- (B) Only age affects cognition
- (C) Only examinations shape cognition
- (D) Cultural tools shape how children think and solve problems

Zone of Proximal Development, Scaffolding and the More Knowledgeable Other

Q21. Scaffolding in teaching means:

- (A) Permanent help that never changes
- (B) Temporary support that is gradually withdrawn as the learner becomes independent
- (C) Punishment for errors
- (D) Leaving learners entirely alone

Q22. A teacher who has pupils take turns predicting, questioning, clarifying and summarising a text is using:

- (A) Rote reading
- (B) Silent reading alone
- (C) Reciprocal teaching
- (D) Dictation

Q23. The key feature that distinguishes scaffolding from simply telling the answer is:

- (A) Support is increased forever
- (B) Support is faded as the learner gains competence
- (C) The learner never participates
- (D) The task is never attempted

Q24. A teacher gives sentence starters for an essay, then removes them in later tasks. This illustrates scaffolding in:

- (A) Physical education only
- (B) Examinations only
- (C) Writing
- (D) Attendance

Q25. Dynamic assessment, inspired by Vygotsky, measures mainly:

- (A) Only unaided test scores
- (B) Height and weight
- (C) Attendance records
- (D) How a learner performs with guidance, not only alone

Q26. A task that a pupil can already do easily alone lies:

- (A) Inside the Zone of Proximal Development
- (B) Above the Zone of Proximal Development
- (C) Outside any learning
- (D) Below the Zone of Proximal Development

Q27. A task that a pupil cannot do even with skilled help lies:

- (A) Inside the Zone of Proximal Development
- (B) Below the Zone of Proximal Development
- (C) At the lower limit of the ZPD
- (D) Above the Zone of Proximal Development

Q28. Pairing a stronger reader with a weaker reader to discuss a passage is a classroom use of:

- (A) Streaming by age only
- (B) Rote drill
- (C) Punishment
- (D) The More Knowledgeable Other

Q29. A teacher breaks a complex task into smaller steps, provides a worked example, and then reduces the hints. This sequence is:

- (A) Rote memorisation
- (B) Scaffolding and fading
- (C) Massed punishment
- (D) Unstructured play only

Q30. Guided participation, in which a child joins an expert in a shared activity, is closest to:

- (A) Vygotsky's social learning
- (B) Piaget's conservation tasks
- (C) Rote drill
- (D) Behaviourist punishment

Q31. Cognitive apprenticeship, where an expert models thinking aloud and then coaches the learner, draws mainly on:

- (A) Rote memorisation theory
- (B) Punishment theory
- (C) Vygotsky's ideas about assisted learning
- (D) Maturation alone

Q32. A pupil can solve a problem with a teacher's hints today. According to Vygotsky, tomorrow the pupil may be able to solve it:

- (A) Only with the same hints forever
- (B) Never
- (C) Independently
- (D) Only in an examination

Q33. A teacher adjusts the amount of help for each pupil, giving more help where needed and less where not. This responsive support is:

- (A) Fixed lecturing
- (B) Rote drill
- (C) Streaming
- (D) Contingent scaffolding

Q34. In a reading lesson, a teacher prompts, questions, and then gradually lets pupils read and discuss alone. The gradual release illustrates:

- (A) Permanent dependence
- (B) Rote copying
- (C) Scaffolding and fading
- (D) Punishment

Q35. Which grouping best supports learning in the ZPD?

- (A) Mixed-ability pairs where a capable peer can guide
- (B) Pairs of pupils who both cannot do the task at all
- (C) Pupils working in total silence with no interaction
- (D) Pupils copying answers without discussion

Q36. A More Knowledgeable Other in a science group could be:

- (A) A pupil who already understands the concept and can explain it
- (B) A pupil who is absent
- (C) A pupil who refuses to speak
- (D) An empty desk

Q37. Scaffolding should be withdrawn when:

- (A) The lesson ends, regardless of learning
- (B) The learner first fails
- (C) The teacher is tired
- (D) The learner shows growing competence in the task

Q38. A teacher who only lectures and never checks what pupils can do with help is ignoring:

- (A) The school timetable
- (B) The textbook cover
- (C) The Zone of Proximal Development
- (D) The attendance register

Q39. A worked example in maths, followed by a partly completed example, then an unaided problem, is a scaffolding sequence because:

- (A) Support is increased at each step
- (B) The pupil never works alone
- (C) Support is gradually reduced
- (D) The answer is always given

Q40. In Vygotsky's theory, the best help is help that:

- (A) Is far beyond any possible help
- (B) Repeats only mastered tasks
- (C) Is just beyond what the learner can do alone, but reachable with guidance
- (D) Removes all challenge

Constructivist Classroom Applications

Q41. In a constructivist classroom, the teacher's main role is to:

- (A) Present well-organised lectures so pupils receive the subject accurately
- (B) Facilitate active construction of knowledge by learners
- (C) Set the same task for all pupils and mark it against one fixed standard
- (D) Leave pupils entirely to discover everything without guidance

Q42. A constructivist lesson on a new topic should usually begin by:

- (A) Giving the final examination
- (B) Punishing wrong answers
- (C) Ignoring what pupils already think
- (D) Eliciting pupils' existing ideas and prior knowledge

Q43. When pupils hold a misconception, a constructivist teacher will often:

- (A) Ignore the misconception completely
- (B) Create a puzzling experience that challenges the misconception
- (C) Simply tell pupils to memorise the correct answer
- (D) Punish pupils for being wrong

Q44. An authentic task in a constructivist classroom is one that:

- (A) Has no connection to life outside school
- (B) Connects to real-world problems and purposes
- (C) Requires only copying notes
- (D) Is always a multiple-choice test

Q45. In cooperative learning, groups work best when members:

- (A) Share responsibility and discuss ideas together
- (B) Let one pupil do all the work
- (C) Work in silence without talking
- (D) Compete to hide answers from each other

Q46. In the jigsaw method, each pupil becomes an expert on one part and then teaches it to the group. This method is constructivist because:

- (A) Knowledge is built through social sharing and teaching
- (B) Pupils only memorise alone
- (C) The teacher lectures throughout
- (D) No discussion occurs

Q47. A portfolio of a pupil's work over a term is favoured in constructivist assessment because it shows:

- (A) Growth and construction of understanding over time
- (B) Only a single test score
- (C) Attendance only
- (D) Handwriting speed only

Q48. A constructivist teacher is most likely to ask:

- (A) Only closed questions with one memorised answer
- (B) No questions at all
- (C) Open questions that invite reasoning and discussion
- (D) Questions that punish pupils

Q49. Inquiry-based learning in a constructivist classroom means pupils:

- (A) Copy conclusions from the board only
- (B) Avoid all questions
- (C) Memorise conclusions without evidence
- (D) Pose questions, investigate, and draw conclusions from evidence

Q50. Problem-based learning starts with:

- (A) A list of facts to memorise
- (B) A punishment task
- (C) A realistic problem that pupils work together to solve
- (D) A lecture with no problem

Q51. A constructivist classroom values multiple perspectives because:

- (A) All pupils must think identically
- (B) Learners construct meaning differently from their experiences
- (C) Only the textbook view counts
- (D) Discussion wastes time

Q52. Reflection is important in constructivism because it helps learners:

- (A) Examine and revise their own understanding
- (B) Forget what they learned
- (C) Avoid thinking
- (D) Copy others blindly

Q53. When pupils negotiate meaning in a group discussion, they are:

- (A) Memorising silently
- (B) Competing to stay silent
- (C) Building shared understanding through dialogue
- (D) Avoiding learning

Q54. A constructivist assessment task is more likely to be:

- (A) A single rote recall test only
- (B) An attendance check
- (C) A punishment exercise
- (D) A performance task or project showing applied understanding

Q55. A teacher who gives pupils choice over how to present their findings is supporting:

- (A) Learner autonomy
- (B) Rote memorisation
- (C) Teacher control only
- (D) Punishment

Q56. A pupil gives a wrong answer that reveals a sensible but incomplete idea. A constructivist teacher would most usefully:

- (A) Explore the reasoning behind the answer and build on it
- (B) Mark it wrong and move on at once
- (C) Ask another pupil for the correct answer immediately
- (D) Give the pupil extra homework on the topic

Q57. A science teacher asks pupils to predict an outcome, test it, and explain any surprise. This predict-observe-explain cycle supports:

- (A) Rote copying
- (B) Silent memorisation
- (C) Constructing and revising ideas from evidence
- (D) Avoiding practical work

Q58. A classroom with flexible grouping, discussion, and hands-on materials best reflects:

- (A) A purely lecture-based environment
- (B) A constructivist learning environment
- (C) A punishment-based environment
- (D) An empty classroom

Q59. A teacher plans pair work for a new concept so that pupils can talk through it with a capable partner. This planning applies:

- (A) Vygotsky's Zone of Proximal Development
- (B) Rote drill only
- (C) Punishment theory
- (D) Maturation alone

Q60. The central claim of constructivism is that learners:

- (A) Passively absorb knowledge unchanged
- (B) Actively build knowledge rather than passively receive it
- (C) Learn only by punishment
- (D) Cannot learn from others

Answer Key

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

Worked explanations for all 60 questions:

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