

Educational Psychology Practice Test 7

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

Theories of Intelligence

Q1. A teacher notices that a student who reads well also tends to do well in mathematics, science and reasoning tasks, even though the subjects are different. Which concept best describes this common underlying ability?

- (A) The general factor, or g factor
- (B) Primary mental abilities
- (C) Multiple intelligences
- (D) The triarchic model

Q2. A student is strong in verbal work but weak in spatial puzzles, while another student shows the opposite pattern. Which view best fits the idea that mental abilities can operate fairly independently of one another?

- (A) The general factor theory
- (B) Fluid intelligence theory alone
- (C) Crystallized intelligence theory alone
- (D) Thurstone's theory of primary mental abilities

Q3. A student writes vivid stories, enjoys word games and argues a point clearly in class discussion. Which of Gardner's intelligences is most clearly shown here?

- (A) Linguistic intelligence
- (B) Bodily-kinesthetic intelligence
- (C) Spatial intelligence
- (D) Musical intelligence

Q4. A student learns best when she acts out a scene, builds a model or practises a skill with her hands rather than only reading about it. Which intelligence is most evident?

- (A) Interpersonal intelligence
- (B) Intrapersonal intelligence
- (C) Bodily-kinesthetic intelligence
- (D) Naturalistic intelligence

Q5. A student quickly finds a workable way to organise a crowded school timetable when the usual plan breaks down, even though the problem was never taught in class. Which part of Sternberg's triarchic theory is most involved?

- (A) Analytical intelligence
- (B) Creative intelligence
- (C) Memory-based intelligence
- (D) Practical intelligence

Q6. A student is given a completely new pattern puzzle she has never seen before and works out the rule without using facts she learned at school. Which type of intelligence is mainly being used?

- (A) Crystallized intelligence
- (B) Verbal comprehension
- (C) Emotional intelligence
- (D) Fluid intelligence

Q7. An experienced teacher answers questions on general knowledge, vocabulary and subject facts quickly because of years of reading and teaching. Which type of intelligence is mainly shown?

- (A) Fluid intelligence
- (B) Practical intelligence
- (C) Crystallized intelligence
- (D) Spatial intelligence

Q8. A student is asked to design a completely new science project rather than repeat a known experiment, and she invents an original method for testing her idea. Which Sternberg component is strongest here?

- (A) Analytical intelligence
- (B) Creative intelligence
- (C) Practical intelligence
- (D) Fluid intelligence

Q9. A student shows an exceptional gift for playing the piano but only average ability in other school subjects. In Spearman's terms, this subject-specific strength is best described as what?

- (A) A specific factor, or s factor
- (B) The general factor, or g factor
- (C) A primary mental ability
- (D) A triarchic component

Q10. A student notices when classmates are upset, mediates disagreements calmly and is often chosen to lead group work. Which Gardner intelligence is most evident?

- (A) Intrapersonal intelligence
- (B) Interpersonal intelligence
- (C) Linguistic intelligence
- (D) Logical-mathematical intelligence

Q11. A student keeps a reflective diary, knows what study methods suit her, and can name her own strengths and weaknesses honestly. Which intelligence is most evident?

- (A) Interpersonal intelligence
- (B) Intrapersonal intelligence
- (C) Naturalistic intelligence
- (D) Spatial intelligence

Q12. A student spots number patterns quickly, enjoys logical puzzles and can explain each step of a proof clearly. Which Gardner intelligence is strongest?

- (A) Logical-mathematical intelligence
- (B) Musical intelligence
- (C) Bodily-kinesthetic intelligence
- (D) Interpersonal intelligence

Q13. A student reads maps easily, draws clear diagrams of a science process and can mentally rotate a shape to see how it fits. Which intelligence is most evident?

- (A) Spatial intelligence
- (B) Linguistic intelligence
- (C) Bodily-kinesthetic intelligence
- (D) Naturalistic intelligence

Q14. A student can sort leaves into groups, notice small differences between birds and explain how living things are classified. Which Gardner intelligence is most evident?

- (A) Musical intelligence
- (B) Naturalistic intelligence
- (C) Spatial intelligence
- (D) Interpersonal intelligence

Q15. A student remembers melodies after hearing them once, notices changes in pitch and creates rhythmic patterns easily. Which intelligence is most evident?

- (A) Linguistic intelligence
- (B) Logical-mathematical intelligence
- (C) Bodily-kinesthetic intelligence
- (D) Musical intelligence

Q16. In a timed class activity, a student completes mental addition and subtraction items much faster than her classmates, though her reading speed is average. Which of Thurstone's primary abilities is most directly shown?

- (A) Verbal comprehension
- (B) Spatial visualisation
- (C) Word fluency
- (D) Number facility

Q17. A student understands the meanings of new words from context and explains them accurately in her own words. Which Thurstone ability is most involved?

- (A) Associative memory
- (B) Verbal comprehension
- (C) Inductive reasoning
- (D) Perceptual speed

Q18. A student compares two arguments about an environmental issue, points out a weak piece of evidence and judges which conclusion is better supported. Which Sternberg component is most involved?

- (A) Practical intelligence
- (B) Creative intelligence
- (C) Analytical intelligence
- (D) Crystallized intelligence

Q19. An older teacher finds new abstract puzzles harder than she did at twenty, but her vocabulary, subject knowledge and professional judgement remain strong. Which pattern does Cattell predict?

- (A) Both fluid and crystallized intelligence decline sharply in the same way
- (B) Fluid intelligence tends to decline while crystallized intelligence stays relatively stable
- (C) Crystallized intelligence declines while fluid intelligence improves steadily
- (D) Neither type of intelligence changes at all with age

Q20. Which view most directly challenges a single general intelligence by proposing several relatively independent intelligences, such as linguistic, spatial and musical?

- (A) Spearman's two-factor theory
- (B) Cattell's fluid and crystallized distinction
- (C) Sternberg's triarchic theory
- (D) Gardner's theory of multiple intelligences

Intelligence Testing and IQ

Q21. The first intelligence scale by Binet and Simon was originally designed mainly for what purpose?

- (A) To rank all children permanently by ability
- (B) To identify children who might need extra educational support
- (C) To select students for university admission
- (D) To measure creativity and artistic talent

Q22. In the traditional IQ formula, how is IQ calculated from mental age and chronological age?

- (A) Chronological age divided by mental age, multiplied by 100
- (B) Mental age plus chronological age, multiplied by 100
- (C) Mental age divided by chronological age, multiplied by 100
- (D) Chronological age minus mental age, multiplied by 100

Q23. A test publisher wants norms that let a school compare a ten-year-old fairly with other ten-year-olds. What kind of standardisation sample is needed?

- (A) A small group chosen for convenience from one class
- (B) A large, representative sample of children of the same age range
- (C) Only the highest achievers from several schools
- (D) Only children from a single school in one city

Q24. A student scores almost the same on a reasoning test when it is given again two weeks later, with no teaching in between. Which quality of the test is best supported?

- (A) Validity
- (B) Standardisation of content
- (C) Reliability
- (D) Cultural fairness

Q25. A test claims to measure mathematical reasoning, but most items actually test reading speed. What is mainly in doubt?

- (A) Reliability of scoring
- (B) Standardisation of instructions
- (C) Objectivity of the answer key
- (D) Validity of the test

Q26. On a modern IQ scale with a mean of 100, a score of 100 is best interpreted as what?

- (A) Gifted performance
- (B) Below-average performance
- (C) Borderline performance
- (D) Average performance for the age group

Q27. A head teacher says a single IQ score from one morning should decide a student's whole future grouping. What is the soundest response?

- (A) An IQ score is best used for comparing schools with each other
- (B) An IQ score should be repeated each term to track fixed ability
- (C) An IQ score measures mainly the quality of teaching a pupil has received
- (D) An IQ score is one indicator to be read alongside classroom evidence and other assessments

Q28. On a scale with a mean of 100 and a standard deviation of 15, a score of 115 is best described as what?

- (A) At the mean
- (B) One standard deviation below the mean
- (C) Two standard deviations above the mean
- (D) One standard deviation above the mean

Q29. Researchers notice that average scores on intelligence tests have risen across generations in many countries. What is this trend called?

- (A) The practice effect
- (B) The Flynn effect
- (C) The ceiling effect
- (D) The halo effect

Q30. A test item asks about a city transport system that rural children in the class have never used, and those children score lower on that item despite good reasoning in class. What problem is most likely?

- (A) Cultural bias in the item
- (B) Test anxiety alone
- (C) Low reliability of the whole test
- (D) Poor motivation in the rural children

Q31. A test designer wants to reduce dependence on vocabulary and school-taught facts. Which approach is most consistent with a culture-fair aim?

- (A) Using items heavy in advanced vocabulary
- (B) Using items based on one country's history
- (C) Using nonverbal pattern and reasoning items
- (D) Using a long essay written in one language only

Q32. Which limitation of IQ testing is most often raised by critics?

- (A) It measures creativity completely and in full
- (B) It predicts moral character with certainty
- (C) It gives little weight to creativity, persistence and practical judgement
- (D) It measures only short-term memory and nothing else

Q33. A capable student performs poorly on a timed test because she becomes very anxious, although her classwork is strong. What does this mainly show?

- (A) The test has higher validity for her
- (B) The test has higher reliability for her
- (C) The test is culturally fair for her
- (D) The score may underestimate her ability on that occasion

Q34. Why should IQ alone not be used to stream students into fixed ability groups for years?

- (A) Because IQ scores are perfectly precise measurements
- (B) Because IQ scores never change over time
- (C) Because a score reflects opportunity and experience as well as ability
- (D) Because IQ tests measure every kind of intelligence equally

Q35. Which set of scales is best known for giving separate verbal and performance-type subtest scores for children and adults?

- (A) The Wechsler scales
- (B) The original Binet-Simon scale alone
- (C) Raven's Matrices alone
- (D) Projective drawing tests

Q36. A student completes a series of incomplete visual patterns by choosing the piece that completes each design. Which test is she most likely taking?

- (A) Raven's Progressive Matrices
- (B) A vocabulary test from the Stanford-Binet tradition
- (C) The Rorschach inkblot test
- (D) The Thematic Apperception Test

Q37. Two students obtain the same overall IQ score, but one is strong in verbal subtests and weak in spatial work, while the other shows the reverse. What should a teacher do first?

- (A) Teach both students in exactly the same way
- (B) Assume both students will have the same future results
- (C) Conclude that the lower spatial student is lazy
- (D) Look at the subtest profile and classroom work to plan different support

Q38. Every student taking a test receives the same instructions, the same time limit and the same scoring rules. Which testing principle is being followed?

- (A) Validity alone
- (B) Norming alone
- (C) Standardisation of procedure
- (D) Item analysis alone

Q39. A report says a child scored at the 70th percentile for her age group. What kind of interpretation is this?

- (A) Criterion-referenced interpretation
- (B) Self-referenced interpretation only
- (C) Norm-referenced interpretation
- (D) Medical diagnosis

Q40. A student labelled as low ability after one test begins to receive easier work, less challenge and less praise. What risk does this illustrate?

- (A) Labelling raises expectations fairly in all cases
- (B) Labelling has no effect on teaching or learning
- (C) A label can lower teacher expectations and damage student confidence
- (D) Labelling guarantees that support will follow automatically

Emotional Intelligence, Cultural Fairness and Personality Foundations

Q41. A student recognises that she is becoming frustrated, pauses, and chooses a calmer way to ask for help instead of shouting. Which broader ability is she using?

- (A) A high IQ score alone
- (B) Emotional intelligence
- (C) Fluid intelligence alone
- (D) Perceptual speed

Q42. A teacher feels irritated by a rude comment but waits, breathes and responds calmly rather than reacting in anger. Which component of emotional intelligence is most directly shown?

- (A) Self-awareness alone
- (B) Empathy alone
- (C) Social skill alone
- (D) Self-regulation

Q43. A class monitor notices that a quiet student looks worried before a presentation and offers encouragement without being asked. Which component is most evident?

- (A) Self-regulation
- (B) Empathy
- (C) Motivation alone
- (D) Crystallized intelligence

Q44. A student with average test scores is excellent at understanding people, resolving peer disputes and building cooperation in group work. Which older concept best names this strength?

- (A) Musical intelligence
- (B) Social intelligence
- (C) Spatial intelligence
- (D) Bodily-kinesthetic intelligence

Q45. During group work, two students disagree strongly but listen, name the problem and agree on a fair division of tasks. Which ability is helping them most in that moment?

- (A) Emotional intelligence
- (B) The general factor alone
- (C) Number facility
- (D) Associative memory

Q46. A student scores in the average range on a written test but mediates peer conflicts, reads the mood of a group and keeps teamwork on track. What does this suggest to a teacher?

- (A) Social intelligence can explain a real strength that a written test may miss
- (B) The student must have a low general factor
- (C) The student must have poor crystallized knowledge
- (D) The test must be biased and nothing else can be learned from it

Q47. A test is given in a dialect that some children rarely hear at home, and those children misunderstand several instructions. What is the fairest conclusion?

- (A) Language and cultural familiarity can depress scores, so the result needs careful interpretation
- (B) Reliability of the test automatically increases in this case
- (C) Validity of the test is automatically high regardless of language
- (D) Fluid intelligence is being measured purely, without language effects

Q48. A school wants a fairer picture of a student's ability than one test can give. Which practice is most defensible?

- (A) Using a single IQ score as the only evidence
- (B) Using only one timed test for every decision
- (C) Using multiple sources, including classwork, observation and portfolios
- (D) Using only a parent report and nothing else

Q49. A market trader who left school early calculates change, profit and credit quickly in daily trade but scores modestly on a school-style written test. Which Sternberg idea best explains the contrast?

- (A) Analytical intelligence alone
- (B) Crystallized intelligence alone
- (C) The general factor alone
- (D) Practical intelligence, which school tests may not capture well

Q50. A teacher who accepts Gardner's view should plan lessons in what way?

- (A) Teach only through reading and writing for every topic
- (B) Rank students by a single test and teach to that rank
- (C) Vary activities so different strengths can serve as entry points to learning
- (D) Ignore differences between students altogether

Q51. A student's way of thinking, feeling and behaving stays fairly consistent across home, school and friendship groups over time. What does this pattern define?

- (A) A temporary mood
- (B) Personality
- (C) Intelligence alone
- (D) A single attitude

- Q52. Which view holds that people can be described by enduring characteristics, such as being sociable or careful, that show up in many situations?**
- (A) Trait theory
 - (B) Psychoanalytic theory
 - (C) Humanistic theory
 - (D) Social-learning theory
- Q53. A student always submits neat, planned work on time, checks her answers and keeps her notes in order. Which trait is most clearly shown?**
- (A) The id
 - (B) Self-actualisation
 - (C) Conscientiousness
 - (D) A defence mechanism
- Q54. A student gains energy from group discussion, talks readily with new classmates and volunteers to present. Which Big Five trait is strongest?**
- (A) Neuroticism
 - (B) Agreeableness
 - (C) Openness to experience
 - (D) Extraversion
- Q55. A student is curious about new ideas, enjoys imaginative writing and likes trying unfamiliar activities. Which Big Five trait is most evident?**
- (A) Openness to experience
 - (B) Conscientiousness
 - (C) Agreeableness
 - (D) Neuroticism
- Q56. A student is usually calm, but on the morning of an important exam she feels nervous for a few hours. How should a teacher distinguish these two things?**
- (A) A trait is enduring while a state is temporary
 - (B) A trait changes from hour to hour
 - (C) A state never changes once it appears
 - (D) Both are unconscious drives of the same kind
- Q57. Which broad view argues that unconscious drives and early conflicts shape much of personality?**
- (A) Trait theory
 - (B) Humanistic theory
 - (C) Psychoanalytic theory
 - (D) Social-learning theory
- Q58. A teacher creates a classroom where students feel respected, are given choices and are valued even when they struggle. Which view underlies this approach?**
- (A) Psychoanalytic theory
 - (B) Humanistic theory
 - (C) Trait theory alone
 - (D) A purely behaviourist view

Q59. A new student copies the study routine of a successful classmate, practises it, and is praised when it works. Which view best explains how this pattern of behaviour was learned?

- (A) Social-learning theory
- (B) Psychoanalytic theory
- (C) Trait theory alone
- (D) Humanistic theory alone

Q60. A teacher learns that one student is shy and another is outgoing. What is the most professional use of that knowledge?

- (A) Label both students permanently in the class register
- (B) Adapt grouping and participation routes without labelling either student
- (C) Ignore personality altogether in lesson planning
- (D) Stream students by trait alone for all subjects

Answer Key

Q1: A	Q11: B	Q21: B	Q31: C	Q41: B	Q51: B
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:

quaidianpoint.com/pedagogy-educational-psychology-practice-test-7/