

Educational Psychology Practice Test 9

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

Individual Differences and Learner Diversity

Q1. In a Grade 8 mathematics class, some pupils grasp fractions in a single lesson while others need several guided practices to reach the same standard. The most sound conclusion for the teacher is that:

- (A) Learners differ in rate and style of learning and need varied support
- (B) Uniform teaching removes differences in learning rate
- (C) Slower learners should be separated from the class permanently
- (D) Differences on one topic mainly reflect effort on the test day

Q2. Individual differences among learners are best explained as the result of:

- (A) Heredity alone, since home conditions have little effect
- (B) Environment alone, since ability is fixed at birth
- (C) The interaction of heredity and environment over time
- (D) Schooling alone, since children start school with equal ability

Q3. A pupil who reads slowly but understands science concepts well when they are discussed aloud is most likely showing a difference in:

- (A) Preferred mode of receiving and processing information
- (B) General intelligence, since slow reading shows lower ability
- (C) Motivation, since interested pupils read faster
- (D) Memory, since slow readers forget what they read

Q4. A teacher who labels pupils permanently as "visual learners" or "auditory learners" and teaches each group by only one method is making which error?

- (A) Treating a flexible preference as a fixed, exclusive category
- (B) Giving pupils too much choice in the classroom
- (C) Using discussion in a science lesson
- (D) Checking understanding too often

Q5. Research on gender differences in school achievement generally supports which statement?

- (A) Average differences are small and the ranges of boys and girls overlap greatly
- (B) Boys and girls differ sharply on every school subject
- (C) Gender differences are caused only by textbooks
- (D) Gender has no connection with classroom experience at all

Q6. A girl who is told repeatedly that mathematics is not for girls begins to avoid mathematics problems. This is mainly an example of:

- (A) Social expectations shaping interest and confidence
- (B) A difference in innate ability
- (C) A sensory difficulty
- (D) Poor textbook design alone

Q7. A pupil from a low-income home has no quiet study space, few books at home and irregular attendance during harvest season. The teacher's first responsibility is to:

- (A) Lower the learning goals for that pupil permanently
- (B) Blame the home for the pupil's progress
- (C) Adjust school support, such as supervised study time and catch-up work
- (D) Exclude the pupil from class tests

Q8. Which classroom practice best respects cultural diversity?

- (A) Using examples, stories and names drawn from only one community
- (B) Treating every pupil's home language and customs as a problem to remove
- (C) Using varied examples and inviting pupils to connect new ideas with their own experience
- (D) Avoiding all discussion of pupils' backgrounds

Q9. A new pupil who speaks a different home language is quiet in class but active in group work with a bilingual partner. The teacher should first conclude that:

- (A) Language access, not subject understanding, may be the barrier
- (B) The pupil lacks ability in the subject
- (C) The pupil should be placed in a lower grade
- (D) Group work should be stopped for this pupil

Q10. Inclusive education primarily means that:

- (A) All pupils learn together in the regular school, with support adapted to their needs
- (B) Pupils with special needs attend separate schools only
- (C) Pupils with difficulties are exempt from all classwork
- (D) Only pupils with physical disabilities are admitted to regular schools

Q11. In an inclusive classroom, a pupil with a hearing difficulty is best supported by:

- (A) Seating near the teacher, facing the class, with clear speech and written support
- (B) Seating the pupil at the back so as not to disturb others
- (C) Giving the pupil no homework at all
- (D) Asking classmates never to speak to the pupil

Q12. A gifted pupil finishes classwork quickly, asks questions beyond the syllabus and becomes restless during repetition. The most suitable response is to:

- (A) Provide enrichment tasks that extend depth, complexity and choice
- (B) Give more of the same drill work to fill the time
- (C) Punish the pupil for finishing early
- (D) Move the pupil to a higher grade without checking readiness

Q13. A gifted pupil who underachieves and appears bored is most likely to need:

- (A) Investigation of interest, challenge level and adjustment, with suitably demanding tasks
- (B) Easier work and less challenge
- (C) Removal from all enrichment activities
- (D) Only stricter discipline

Q14. A slow learner in a class is best described as a pupil who:

- (A) Learns at a slower pace and needs more time, repetition and concrete support
- (B) Cannot learn at all
- (C) Refuses to learn on purpose
- (D) Needs only a louder teacher voice

Q15. When teaching a mixed-ability class, differentiated instruction means that the teacher:

- (A) Sets different learning goals for each pupil according to ability
- (B) Groups pupils by ability and teaches each group separately all the time
- (C) Keeps the same learning goal but varies content, process or product according to readiness and need
- (D) Gives faster pupils extra work while slower pupils repeat the same task

Q16. A teacher gives a short diagnostic check before a new unit and then forms temporary groups for revision and extension. This practice mainly respects:

- (A) The idea that all pupils start a unit at the same level
- (B) The need to keep groups fixed for the whole year
- (C) Differences in prior knowledge and readiness
- (D) The value of surprise tests for discipline

Q17. Which statement about individual differences is correct for classroom planning?

- (A) Differences matter only in primary classes
- (B) Differences disappear once pupils enter secondary school
- (C) Differences appear in ability, interest, pace, background and personality
- (D) Differences affect only examination results, not learning

Q18. A pupil from a rural background answers well orally but struggles with written test instructions. The fairest first step is to:

- (A) Record the pupil as weak in the subject
- (B) Remove written work from the subject entirely
- (C) Check whether the pupil understands the wording and offer clearer instructions or oral clarification
- (D) Place the pupil in a special school

Q19. Peer tutoring in a diverse class helps slower learners mainly because it provides:

- (A) A substitute for the teacher in every lesson
- (B) An excuse to reduce the syllabus
- (C) Individual explanation at the learner's pace in familiar language
- (D) Competition between pupils

Q20. The least suitable way to handle wide ability differences in one class is to:

- (A) Vary questions by level of difficulty
- (B) Give targeted remedial practice after diagnosis
- (C) Use group work with mixed roles
- (D) Teach only to the fastest pupils and expect the rest to catch up alone

Memory, Forgetting and Transfer of Learning

Q21. A pupil glances at a phone number and repeats it silently until dialling it. This is mainly an example of:

- (A) Long-term memory
- (B) Sensory memory
- (C) Short-term or working memory
- (D) Procedural memory

Q22. Sensory memory is best described as:

- (A) Memory for personal life events
- (B) Memory that lasts for years without rehearsal
- (C) Memory for skills such as riding a bicycle
- (D) A very brief trace of incoming sights and sounds before attention selects them

Q23. A pupil remembers the date of the school trip (a personal event) and also remembers that water boils at a standard temperature (a fact). These illustrate respectively:

- (A) Procedural and sensory memory
- (B) Working and procedural memory
- (C) Semantic and episodic memory
- (D) Episodic and semantic memory

Q24. A pupil who can solve quadratic equations fluently but cannot state the steps in words is mainly using:

- (A) Episodic memory
- (B) Semantic memory
- (C) Procedural memory
- (D) Sensory memory

Q25. Encoding in memory refers to:

- (A) Forgetting information deliberately
- (B) Repeating information after a test
- (C) Recognising a familiar face
- (D) Getting information into the memory system in a usable form

Q26. A teacher asks pupils to link a new science term with a familiar example and to explain it in their own words. This strategy mainly improves:

- (A) Sensory registration only
- (B) Handwriting neatness
- (C) The speed of forgetting
- (D) Meaningful encoding and later retrieval

Q27. Working memory is usually said to hold about:

- (A) Two items at a time
- (B) Fifty items at a time
- (C) An unlimited number of items
- (D) Seven items, give or take two

Q28. In a multiple-choice question, a pupil recognises the correct answer among the options but could not have written it unaided. This shows that:

- (A) Recognition is generally easier than free recall
- (B) Recall is generally easier than recognition
- (C) Recognition and recall are identical processes
- (D) Multiple-choice items test nothing at all

Q29. A pupil studies in the same quiet room each evening and recalls better in that room than in a noisy hall. This is best explained by:

- (A) Decay theory
- (B) Interference theory
- (C) Cue-dependent or context-dependent retrieval
- (D) Motivated forgetting

Q30. According to decay theory, forgetting occurs mainly because:

- (A) New learning blocks old learning
- (B) Retrieval cues are absent at test time
- (C) The learner wishes to avoid painful memories
- (D) A memory trace weakens with the passage of time without use

Q31. A pupil learns a new set of Urdu spellings and then cannot recall the previous set learned the same morning. This is most likely an example of:

- (A) Decay
- (B) Proactive interference
- (C) Retroactive interference
- (D) Motivated forgetting

Q32. A pupil keeps writing the old formula for area after learning a new formula for a similar topic, and the old learning keeps intruding. This illustrates:

- (A) Retroactive interference
- (B) Repression of the old formula
- (C) Decay of the new formula
- (D) Proactive interference

Q33. A pupil who looked out of the window during the whole lesson cannot recall it later. This best illustrates:

- (A) Motivated forgetting
- (B) Retroactive interference
- (C) Proactive interference
- (D) Encoding failure

Q34. Which teaching practice best reduces forgetting caused by interference between similar topics?

- (A) Teaching two very similar topics back to back without distinction
- (B) Asking pupils to memorise both topics on the same evening
- (C) Testing only once at the end of the term
- (D) Teaching similar topics with clear contrasts, spaced practice and distinct examples

Q35. The forgetting curve described by Ebbinghaus suggests that, without revision, most forgetting happens:

- (A) Evenly over several years
- (B) Mainly just before an examination
- (C) Rapidly at first, then more slowly
- (D) Only after new learning replaces old learning

Q36. Spaced revision spread over several days is more effective than massed cramming the night before a test mainly because it:

- (A) Reduces total study time to zero
- (B) Prevents pupils from using notes
- (C) Works only for pupils with strong memory
- (D) Allows repeated encoding, consolidation and retrieval over time

Q37. A pupil uses a familiar sentence to remember the order of planets. This memory aid is an example of:

- (A) A mnemonic device
- (B) Decay prevention by avoidance
- (C) Retroactive interference
- (D) Procedural forgetting

Q38. Transfer of learning occurs when:

- (A) A pupil forgets one subject after studying another
- (B) A teacher moves a pupil to another class
- (C) A pupil repeats the same lesson in the same room
- (D) Learning in one situation influences learning or performance in another situation

Q39. A pupil who learned division well applies the same skill confidently to solving ratio problems in daily shopping. This is an example of:

- (A) Negative transfer
- (B) Zero transfer
- (C) Positive transfer
- (D) Vertical transfer only

Q40. A pupil applies the spelling rules of Urdu to English words and makes errors that would not otherwise occur. This is an example of:

- (A) Positive transfer
- (B) Zero transfer
- (C) Near transfer to an identical task
- (D) Negative transfer

Q41. Learning to add two-digit numbers and then using that skill to add three-digit numbers in the same subject is best described as:

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

Q42. A pupil uses basic arithmetic learned in primary school to master algebra in secondary school. This movement to a higher, more complex level is best described as:

- (A) Horizontal transfer
- (B) Bilateral transfer only
- (C) Negative transfer
- (D) Vertical transfer

Q43. A pupil who solves a mathematics problem in class and later uses the same reasoning to split a bill fairly at home is showing:

- (A) Near transfer, because the two situations are closely similar
- (B) Far transfer, because the new situation differs in context and surface features
- (C) Zero transfer, because home is not school
- (D) Negative transfer, because the setting has changed

Q44. To promote transfer, a teacher should most usefully:

- (A) Teach each topic in isolation with a single example
- (B) Teach underlying principles through varied examples and ask pupils to apply them to new cases
- (C) Test only the exact examples taught in class
- (D) Avoid linking new topics with earlier learning

Q45. A teacher who revisits key ideas briefly at the start of each lesson, varies practice questions and gives short low-stakes quizzes is mainly supporting:

- (A) Forgetting through interference
- (B) Retrieval practice and durable retention
- (C) Sensory memory only
- (D) Negative transfer

Psychological Classroom Management and Guidance

Q46. A teacher notices that praising pupils promptly when they begin work quietly increases quiet starts in later lessons. This is an application of:

- (A) Punishment
- (B) Extinction
- (C) Positive reinforcement
- (D) Negative transfer

Q47. A class becomes settled when the teacher uses a consistent routine for entering, seating and beginning work. Psychologically, routines help management mainly because they:

- (A) Remove all pupil choice
- (B) Reduce uncertainty and free attention for learning
- (C) Replace the need for motivation
- (D) Guarantee high examination scores

Q48. The Pygmalion effect in a classroom refers to the finding that:

- (A) Pupils perform better when teachers hold high expectations and act on them
- (B) Pupils perform better only when class size is very small
- (C) Expectations have no effect on pupil behaviour
- (D) Only gifted pupils respond to teacher expectations

Q49. A teacher unconsciously gives one group harder questions, longer wait time and warmer feedback. The likely classroom result is that this group will:

- (A) Show no change at all
- (B) Improve more than equally able pupils who receive less support
- (C) Become less motivated by attention
- (D) Forget the subject faster

Q50. A warm, fair and orderly classroom climate supports learning mainly because pupils:

- (A) Fear punishment at all times
- (B) Feel safe, accepted and willing to take part without fear of ridicule
- (C) Compete against each other constantly
- (D) Need no teacher guidance

Q51. Motivation-based classroom management differs from purely punishment-based management in that it mainly seeks to:

- (A) Control pupils through fear of consequences
- (B) Build interest, involvement and a sense of competence so order grows from engagement
- (C) Remove all rules from the classroom
- (D) Reward only examination toppers

Q52. A teacher who wants to use psychological knowledge for guidance should first:

- (A) Diagnose and treat serious psychological disorders alone
- (B) Observe pupils, note learning and adjustment difficulties, and refer serious cases to a counsellor or specialist
- (C) Share a pupil's personal problems with the whole class
- (D) Ignore early signs until examination failure occurs

Q53. A previously active pupil becomes withdrawn, misses homework repeatedly and avoids friends over several weeks. The teacher's most suitable first guidance step is to:

- (A) Punish the pupil publicly for missing work
- (B) Speak privately with the pupil, listen carefully and involve parents and the counsellor as needed
- (C) Label the pupil as lazy in the record
- (D) Wait for the behaviour to disappear on its own

Q54. When a teacher refers a pupil to the school counsellor, the teacher should normally:

- (A) Share the pupil's confidences with other teachers freely
- (B) Provide factual observations about behaviour and learning, and respect confidentiality
- (C) Tell the class about the referral
- (D) Stop teaching the pupil until counselling ends

Q55. A pupil repeatedly fails written tests but explains ideas well orally and reads slowly. A teacher using psychological knowledge would first suspect a possible:

- (A) Low general ability across all subjects
- (B) Specific learning difficulty that needs careful assessment, not a moral judgement
- (C) Poor teaching in the written subjects
- (D) Lack of practice with written test formats

Q56. Effective educational guidance by a teacher includes helping pupils to:

- (A) Choose subjects and study methods suited to their ability, interest and goals
- (B) Follow the same career path as their classmates
- (C) Avoid all difficult subjects
- (D) Depend on the teacher for every decision

Q57. A teacher keeps brief, factual notes on a pupil's progress, behaviour changes and support given. These records are valuable for guidance mainly because they:

- (A) Replace the need to talk with the pupil
- (B) Provide a reliable basis for identifying patterns and for referral decisions
- (C) Allow the teacher to rank pupils publicly
- (D) Prove that the pupil is at fault

Q58. In guidance work, confidentiality should be broken when:

- (A) A pupil asks an embarrassing question in class
- (B) There is a serious risk of harm to the pupil or others
- (C) A teacher is curious about a pupil's family
- (D) A pupil scores poorly in a test

Q59. A pupil is anxious before examinations, studies hard but blanks out in the hall. The most helpful teacher guidance is to:

- (A) Tell the pupil that anxiety proves lack of preparation
- (B) Teach study planning, timed practice and calming routines, and refer onward if anxiety is severe
- (C) Exempt the pupil from all examinations
- (D) Advise the pupil to stop studying

Q60. The main value of psychology for a teacher's guidance role is that it helps the teacher to:

- (A) Control pupils without understanding them
- (B) Understand individual development, differences and adjustment, and respond early and appropriately
- (C) Replace parents and counsellors entirely
- (D) Predict every pupil's future exactly

Answer Key

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

Q10: A	Q20: D	Q30: D	Q40: D	Q50: B	Q60: B
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Worked explanations for all 60 questions:

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