



ZIMBABWE EZEKIEL GUTI UNIVERSITY

FACULTY OF EDUCATION, GOVERNANCE, THEOLOGY AND LEADERSHIP

DEPARTMENT OF CURRICULUM AND EDUCATIONAL PHILOSOPHY

EXAMINATION PAPER

MODULE CODE : BEPS122
MODULE TITLE : PSYCHOLOGY OF TEACHING AND LEARNING
DURATION : 3 HOURS
LEVEL : 1.2
DATE : 25 NOV 2025

INSTRUCTIONS TO CANDIDATES:

1. Answer any three (3) questions.
2. Each question carries 100 marks.
3. Number of marks for part questions are shown in brackets.
4. Start each question on a new page.
5. This paper consists of two (2) pages
6. Answer sheets are provided



1. Assess how primary components of the information processing model can help educators design more effective instructional strategies. (100)
2. Explain how the stage of fixed vs. growth influences a student's motivation and academic resilience. (100)
3. Analyze the psychological impact of different grading systems on student motivation and well-being. (100)
4. **Scenario:** A teacher is explaining a new scientific concept using a lecture and a PowerPoint presentation. Many students appear to be losing focus and forgetting key details by the end of the lesson.

Question: Using the information processing model, analyze why this instructional method might be ineffective. How could the teacher redesign the lesson to improve memory and reduce cognitive load? (100)

5. **Scenario:** A high school student, who is usually highly motivated, receives a C on a history paper. They express frustration, saying, "I guess I'm just not a good writer."

Question: Using Dweck's mindset theory and attribution theory, explain the student's reaction. What specific feedback could the teacher provide to help the student develop a growth mindset and a more positive attribution style? (100)

THE END

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