AQA APPROACHES IN PSYCHOLOGY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR THE FULL VERSION STUDY GUIDE

https://aqaapproachesinpsych.examzify.com

Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 15

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

SAMPLE

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

SAMPLE

Questions

SAMPLE

1. Which brain region is most closely associated with language comprehension?

A. Broca's area

B. Wernicke's area

C. Cerebellum

D. Prefrontal cortex

2. Which of the following is cited as a weakness of the Little Albert study?

A. Albert may have neurological problems making him untypical.

B. The sample size was too large.

C. It used purely observational data.

D. It included adults.

3. The genotype refers to:

A. Observable physical and psychological traits

B. Unique set of genes that code development

C. Environmental influences on traits

D. End result of interactions between genes and the environment

4. What is a common criticism of older twin studies in genetics?

A. They often lacked adequate controls to separate genetic and environmental influences

B. They always used perfect matching of participants

C. They provide conclusive proof of heredity

D. They only studied non-identical twins

5. What is the role of the central executive in the Working Memory Model?

A. It coordinates attention and controls the subsystems.

B. It stores long-term memories.

C. It processes emotional responses.

D. It acts as the sensory buffer for the visuospatial sketchpad.

SAMPLE

6. Which term is associated with inherited characteristics that can be passed to offspring?

A. Genotype

B. Evolution

C. Phenotype

D. Adaptation

7. What is a potential consequence of evolutionary pressures on social behaviour like aggression?

A. Aggressive tendencies may be favored in some contexts

B. Genes for morality universal

C. All traits equally beneficial

D. Culture has no impact

8. Congruence occurs when

A. When your ideal self matches your real self

B. When your self-concept is fully hidden

C. When your thoughts align with others' perceptions

D. When you fix past experiences

9. In the study by Dabbs and colleagues, higher testosterone levels were found in individuals with a history of which type of crimes?

A. Non-violent crimes

B. Violent crimes

C. White-collar crimes

D. Juvenile offenses

10. What is a schema in cognitive psychology?

A. A mental shortcut of beliefs and expectations developed from experience

B. A neural pathway

C. A behavioral pattern

D. A reflex action

SAMPLE

Answers

SAMPLE

1. B
2. A
3. B
4. A
5. B
6. C
7. A
8. A
9. B
10. A

SAMPLE

Explanations

SAMPLE

1. Which brain region is most closely associated with language comprehension?

A. Broca's area

B. Wernicke's area

C. Cerebellum

D. Prefrontal cortex

Language comprehension is mainly linked to Wernicke's area, a region in the left temporal lobe where auditory language input is turned into meaningful words and meanings. This area interprets what we hear or read, matching sounds to semantic content so we can understand language. When Wernicke's region is damaged, people may speak fluently but their speech can be nonsensical and they struggle to grasp spoken language, a pattern known as receptive aphasia. By contrast, Broca's area, located in the left frontal cortex, is more about producing fluent speech and applying proper grammar. The cerebellum helps coordinate the timing and movement of speech, and the prefrontal cortex handles planning and higher-level thinking, not core language comprehension. The connection between Wernicke's and Broca's areas supports turning understanding into spoken language when needed.

2. Which of the following is cited as a weakness of the Little Albert study?

A. Albert may have neurological problems making him untypical.

B. The sample size was too large.

C. It used purely observational data.

D. It included adults.

This item tests a weakness related to participant representativeness in the Little Albert study. If Albert had neurological problems making him untypical, his responses to the stimuli could reflect underlying atypical development rather than a general pattern of conditioned fear in infants. That means the results might not tell us about how most infants learn fear, so the findings can't be assumed to generalize. The study also only involved one child, which compounds the issue of generalizability. The other options don't fit because the problem isn't a too-large sample, the data weren't purely observational (it used a controlled conditioning procedure), and the participant wasn't an adult.

3. The genotype refers to:

A. Observable physical and psychological traits

B. Unique set of genes that code development

C. Environmental influences on traits

D. End result of interactions between genes and the environment

Genotype is the genetic makeup you inherit—the unique set of genes that codes for development and potential traits. This is why it's the best fit: it refers to the inherited genetic blueprint, not what you can observe or how traits turn out. Observable characteristics (phenotype) come from genes plus environmental influences, so environmental factors and gene–environment interactions affect expression, not the underlying genotype.

SAMPLE

4. What is a common criticism of older twin studies in genetics?

A. They often lacked adequate controls to separate genetic and environmental influences

B. They always used perfect matching of participants

C. They provide conclusive proof of heredity

D. They only studied non-identical twins

The key idea is that older twin studies often didn't have enough controls to separate genetic effects from environmental ones. Researchers compared identical twins, who share all their genes, with fraternal twins, who share about half, and then inferred heritability from how similar they were. But if identical twins also share more similar environments or experiences than fraternal twins—things like being treated more alike by parents, attending the same schools, or being exposed to the same family dynamics—those environmental factors can produce similarities that look genetic. Without designs that truly separate these influences (for example, comparing twins raised apart or using methods that account for shared environments and gene–environment interactions), the results can bias estimates of heredity. That's why this critique is commonly raised about older twin studies. They didn't always achieve perfect matching or control of environments, so the claim that they provide conclusive proof of heredity isn't correct. And twin studies examined both identical and fraternal twins, not only non-identical ones.

5. What is the role of the central executive in the Working Memory Model?

A. It coordinates attention and controls the subsystems.

B. It stores long-term memories.

C. It processes emotional responses.

D. It acts as the sensory buffer for the visuospatial sketchpad.

The central executive is the attention-control system of the Working Memory Model. It doesn't store information; instead it directs attention, allocates cognitive resources, and coordinates the other parts of working memory—the phonological loop, the visuospatial sketchpad, and the episodic buffer. It handles tasks like switching attention between activities, inhibiting distractions, updating what's relevant, and planning actions. Long-term memories live outside working memory, so storing them isn't a function of the central executive. The central executive's role is about control and coordination, not storage.

6. Which term is associated with inherited characteristics that can be passed to offspring?

A. Genotype

B. Evolution

C. Phenotype

D. Adaptation

Phenotype is the observable expression of inherited traits—the features you can see or measure, such as height or eye color, that come from the genetic material passed down from parents and are shaped by the environment. The genetic code (genotype) is what gets transmitted to offspring, but what actually manifests as a trait in the next generation is the phenotype—the visible form of those inherited characteristics. Environment can influence how those traits appear without changing the underlying genes, which explains why phenotype is the term linked to inherited characteristics that can be seen in offspring. The other terms refer to different ideas: genotype is the genetic blueprint, evolution is how allele frequencies shift in populations over time, and adaptation is a trait that helps survival in a particular environment.

SAMPLE

7. What is a potential consequence of evolutionary pressures on social behaviour like aggression?

A. Aggressive tendencies may be favored in some contexts

B. Genes for morality universal

C. All traits equally beneficial

D. Culture has no impact

Evolutionary pressures shape social behavior by favoring traits that improve reproductive success in specific environments. Aggressive tendencies can be advantageous for securing resources, defending offspring or territory, or increasing status, so in those contexts such tendencies can be selected for. But what's beneficial is context-dependent: aggression may help in some situations and be costly in others, so there isn't a universal pattern across all environments. This perspective also makes clear why higher-level claims like "morality is encoded by universal genes" aren't supported—morality emerges from a mix of biology and cultural influence and isn't fixed across all people or cultures. Likewise, not all traits are equally beneficial; natural selection favors those that boost fitness in a given setting, leading to variation. Finally, culture matters a lot in shaping how aggression is expressed, regulated, and perceived, so social norms and learning interact with evolution rather than being irrelevant.

8. Congruence occurs when

A. When your ideal self matches your real self

B. When your self-concept is fully hidden

C. When your thoughts align with others' perceptions

D. When you fix past experiences

Congruence is about how closely your real self aligns with your ideal self. When your everyday self fits with the way you'd like to be—your values, goals, and self-view line up with your actual experiences—you feel authentic and integrated. That alignment is what the statement describes: your ideal self matches your real self. If your self-concept is hidden, or if you're mainly shaping yourself by others' perceptions, you're not experiencing this harmony. Likewise, simply trying to fix past experiences doesn't address the ongoing alignment between who you are and who you aim to be.

9. In the study by Dabbs and colleagues, higher testosterone levels were found in individuals with a history of which type of crimes?

A. Non-violent crimes

B. Violent crimes

C. White-collar crimes

D. Juvenile offenses

The key idea here is the link between testosterone and aggression. Dabbs and colleagues found that inmates with histories of violent crimes tended to have higher testosterone levels than those whose offenses were non-violent. This fits with the idea that testosterone can influence aggressiveness, impulsivity, and dominance behaviors, which are more likely to lead to violent acts than to non-violent crimes like fraud or other offenses. However, remember that this is a correlational finding—higher testosterone is associated with violent crime, but it doesn't prove one causes the other. Factors like age, stress, time since offense, and the environment could also play a role.

SAMPLE

10. What is a schema in cognitive psychology?

A. A mental shortcut of beliefs and expectations developed from experience

B. A neural pathway

C. A behavioral pattern

D. A reflex action

Schemas are mental frameworks that organize our knowledge and guide how we interpret new information. They're formed from experience, capturing beliefs and expectations about what typically happens in different situations. When we encounter something new, a schema helps us quickly make sense of it by fitting it into what we already know, which speeds up processing and supports memory. But because schemas shape what we notice and remember, they can bias our interpretation if new information doesn't align perfectly with our expectations. That idea—describing a mental shortcut of beliefs and expectations developed from experience—is why this option fits best. A neural pathway is about brain connections, a behavioral pattern is a recurring action, and a reflex action is an automatic response, none of which capture the organizing role of schemas.

SAMPLE

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://aqaapproachesinpsych.examzify.com

We wish you the very best on your exam journey. You've got this!

SAMPLE