ASSESSMENT AND QUALIFICATIONS ALLIANCE (AQA) YEAR 13 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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.

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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!

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Questions

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1. **How is information coded in long-term memory (LTM) according to the evidence?**

   A. Acoustically

   B. Kinesthetically

   C. Semantically

   D. Visually

2. **In Gabbert et al.'s study, what was the procedure that allowed discussion to influence recall?**

   A. Paired participants watched videos from different angles and discussed what they saw

   B. Participants were interviewed individually only

   C. Participants watched the same video and did not discuss

   D. Participants watched photographs and described them

3. **What have some researchers suggested about the prevalence of the misinformation effect in real-world eyewitness memory?**

   A. It is less important than first believed

   B. It is more important than first believed

   C. It never occurs in real life

   D. It only occurs in laboratory settings

4. **When dealing with a 'discuss' command word, what should your answer include?**

   A. A balanced argument with supported judgments, exploring different viewpoints, and a concluding assessment

   B. A brief factual list

   C. A step-by-step experimental protocol

   D. A single sentence

5. **How is information coded in the sensory register?**

   A. Phonologically coded

   B. Semantic coding

   C. Modality-specific coding; Visual and auditory information retained for different lengths

   D. Digitally coded

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6. Which components should a planning question for a science practical include?

A. State objective, variables, control measures, method steps, risk assessment, and data analysis plan.

B. Only objective and variables.

C. A risk assessment alone.

D. Final results and interpretation.

7. Which revision strategies best improve memory recall for A-level exams?

A. Multitasking while studying

B. Cramming last minute

C. Passive rereading only

D. Spaced repetition, active recall, past paper practice, and teaching others.

8. What is the primary benefit of practicing past synoptic questions?

A. It reveals nothing about exam style

B. It helps you apply knowledge across topics and manage timing

C. It helps with memorization only

D. It teaches content not covered

9. Which statement about memory recall when interviewing a witness could be true?

A. It can lead to poorer recall

B. It is always highly effective

C. It is faster

D. It causes memory enhancement for all details

10. What did follow-up studies suggest about the cognitive interview's effect on misinformation?

A. CI has no effect on misinformation

B. CI increases misinformation

C. CI increases interview time

D. CI reduces susceptibility to misinformation

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Answers

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

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Explanations

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1. How is information coded in long-term memory (LTM) according to the evidence?

A. Acoustically

B. Kinesthetically

C. Semantically

D. Visually

Long-term memory tends to store information by meaning rather than by how it sounds or looks. This semantic encoding creates rich, interconnected representations that connect new material to what you already know, building multiple retrieval pathways. When you think about the meaning and how it relates to your knowledge, you're more likely to recall it later, even after long delays. While other forms of encoding can occur (for example, focusing on how something sounds or appears, or learning a skill through practice), semantic encoding consistently supports stronger, longer-lasting memory because it ties new information to its underlying meaning and context.

2. In Gabbert et al.'s study, what was the procedure that allowed discussion to influence recall?

A. Paired participants watched videos from different angles and discussed what they saw

B. Participants were interviewed individually only

C. Participants watched the same video and did not discuss

D. Participants watched photographs and described them

The key idea is that memory can be shaped by social interaction after an event. In Gabbert's study, two participants watched a crime video but from different angles, so each one saw only part of what happened. They then discussed what they had seen before each person gave an individual recall. This discussion provides new information from another person, which can be incorporated into one's own memory and even create false details. That combination—the partial views plus post-event discussion—makes recall susceptible to influence from others. So the procedure that best fits this idea is pairing participants to view from different perspectives and then having them discuss what they saw before testing recall. If they had not discussed, or if they saw the same information and discussed, or if the task involved photographs rather than a video, there wouldn't be the same opportunity for discussion to shape memory.

3. What have some researchers suggested about the prevalence of the misinformation effect in real-world eyewitness memory?

A. It is less important than first believed

B. It is more important than first believed

C. It never occurs in real life

D. It only occurs in laboratory settings

The idea here is that how often misinformation changes real eyewitness memory is not as big a problem in everyday life as early laboratory studies suggested. In real-world settings, memories tend to be richer and more contextually grounded, and people have stronger cues to distinguish what they actually saw from what they heard afterwards. Lab experiments often use highly controlled, brief events and deliberately suggestive questions, which can inflate how easily memories are altered. Because real events are more meaningful and memories are reinforced over time, the misinformation effect tends to occur less often and with less magnitude outside the lab. So, some researchers argue that it's less important than initially believed for real-world eyewitness memory. It's not that misinformation never happens or that it only occurs in laboratories, but its prevalence in real life is generally considered smaller than early findings implied.

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4. When dealing with a 'discuss' command word, what should your answer include?

A. A balanced argument with supported judgments, exploring different viewpoints, and a concluding assessment

B. A brief factual list

C. A step-by-step experimental protocol

D. A single sentence

Discus questions ask you to present a balanced argument that weighs different viewpoints, uses supported judgments, and ends with a reasoned assessment. This means you examine evidence for and against, consider alternatives, and show how you reach your conclusion. The best answer builds a structured discussion around multiple perspectives, backs claims with appropriate evidence, and delivers a clear, justified judgement at the end. It isn't just listing facts, outlining a procedure, or writing a single short sentence. A brief factual list won't demonstrate weighing of evidence, a step-by-step protocol is for procedures, and a single sentence can't develop a reasoned argument.

5. How is information coded in the sensory register?

A. Phonologically coded

B. Semantic coding

C. Modality-specific coding; Visual and auditory information retained for different lengths

D. Digitally coded

Information in the sensory register is stored in a way that preserves the original sense in which it was received. This means separate stores for different senses: visual information is held as a visual pattern (the iconic store) for a very short time, while auditory information is held as an auditory pattern (the echoic store) for a slightly longer but still brief duration. The key idea is that coding at this stage is modality-specific, not meaning-based. Phonological or semantic coding happens later when information enters short-term or long-term memory, and "digital" coding isn't how sensory memory is described. So, the best description is modality-specific coding with visual and auditory information retained for different brief lengths of time.

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6. Which components should a planning question for a science practical include?

A. State objective, variables, control measures, method steps, risk assessment, and data analysis plan.

B. Only objective and variables.

C. A risk assessment alone.

D. Final results and interpretation.

Planning a science practical hinges on laying out how you'll test and measure things safely and reliably. The best answer includes a clear objective to know what you're testing, the variables you'll handle: what you'll change (independent), what you'll measure (dependent), and what you'll keep constant (control). It also lays out the exact procedure in steps so someone else could repeat it, outlines control measures to keep conditions consistent and safe, includes a risk assessment to identify hazards and safety actions, and specifies the data analysis plan—how you'll collect, process, and interpret the data (how many trials, how you'll plot results, what calculations or statistics you'll use). This combination ensures the experiment is repeatable, safe, and capable of producing meaningful results. The other options miss essential parts: focusing only on objective and variables leaves out procedure, safety, and how results will be analyzed; a risk assessment alone doesn't specify how the work will be carried out; and planning doesn't involve final results or interpretation, which belong to evaluating data after the experiment.

7. Which revision strategies best improve memory recall for A-level exams?

A. Multitasking while studying

B. Cramming last minute

C. Passive rereading only

D. Spaced repetition, active recall, past paper practice, and teaching others.

The key idea is that memory recall is strongest when revision actively engages you over time and mirrors exam conditions. Spaced repetition spreads study sessions, so knowledge is revisited at increasing intervals, which strengthens long-term retention. Active recall means testing yourself and pulling information from memory rather than just rereading, which reinforces retrieval paths. Practicing with past papers helps you apply knowledge under exam-like timing and formats, turning knowledge into usable exam-ready skills. Teaching others or explaining concepts aloud forces you to organize and articulate what you know, revealing gaps and reinforcing understanding. Multitasking splits attention and makes encoding less effective, so it doesn't build strong memory traces. Cramming last minute overproduces short-term familiarity but fails to solidify long-term recall. Passive rereading is a passive activity and tends to give a false sense of mastery without robust retrieval practice. The combination in the correct approach—spaced repetition, active recall, past paper practice, and teaching others—provides the most durable preparation for memory recall in A-level exams.

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8. What is the primary benefit of practicing past synoptic questions?

A. It reveals nothing about exam style

B. It helps you apply knowledge across topics and manage timing

C. It helps with memorization only

D. It teaches content not covered

The main concept being tested is the ability to connect ideas from across topics and to manage your time when answering. Practicing past synoptic questions trains you to see how different parts of the syllabus fit together, so you learn which concepts and facts from various areas are relevant to a broader problem and how to weave them into a single, coherent response. It also builds your exam timing skills, since synoptic questions often require integrating information and presenting it efficiently within the time limit, so you practice deciding what to include, where to explain links, and how to allocate minutes across parts of the question. That combination is why this approach is so effective. While familiarising yourself with the format can help with exam style, the bigger gain is learning cross-topic application under time pressure. Memorization alone won't develop those linking skills, and past questions don't teach material you haven't studied; they test how well you can apply what you've learned.

9. Which statement about memory recall when interviewing a witness could be true?

A. It can lead to poorer recall

B. It is always highly effective

C. It is faster

D. It causes memory enhancement for all details

Interviews can shape what a witness later remembers. The way questions are asked, whether leading or repetitive, can introduce cues or pressure that distort memory, causing details to be forgotten or altered. That means, in many real-world cases, the act of interviewing could yield poorer recall rather than flawless accuracy. It's also why expert interview techniques aim to minimize bias and avoid suggestive prompts, to protect memory from being unintentionally influenced. If we consider the other statements: memory recall isn't guaranteed to be highly effective—outcomes vary and can be worsened by suggestive or stressful questioning. Speed of recall isn't a given; interviews may speed up response but often at the cost of accuracy, or they may require slow, careful probing. Memory enhancement for all details doesn't happen; some aspects may be remembered, others forgotten or distorted, and new details can be implanted by the questioning.

10. What did follow-up studies suggest about the cognitive interview's effect on misinformation?

A. CI has no effect on misinformation

B. CI increases misinformation

C. CI increases interview time

D. CI reduces susceptibility to misinformation

The cognitive interview works by helping people retrieve their memories more accurately and with less suggestion from others. It uses techniques like context reinstatement, multiple, free-form narrations, and open-ended questions to encourage witnesses to report what they actually witnessed rather than what they think they should say. Because the retrieval process is less guided by other people's questions or leading cues, witnesses are less likely to adopt incorrect details from post-event information. Follow-up studies have shown that this approach reduces susceptibility to misinformation, meaning witnesses resist incorporating misleading details after the event. The focus of these findings is on accuracy and resistance to misinfo, not on increasing interview time.

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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://aqayear13.examzify.com

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

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