NMAT PSYCHOLOGY 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. Discrimination in learning refers to which of the following?

A. Tendency to respond in the same way to a similar stimulus.

B. Learning to respond differently to two similar stimuli.

C. Storing information.

D. Retrieval of memory.

2. Which of the following best captures the idea of intellectualization?

A. Thinking about a distressing event in a cold, clinical way

B. Acting out behavior to vent feelings

C. Revising memories to alter the past

D. Socially isolating oneself

3. Which statement captures Gestalt principle that 'The whole is not equal to the sum of its parts'?

A. The whole is equal to the sum of its parts.

B. The whole is not equal to the sum of its parts.

C. The mind is inscrutable and cannot be studied.

D. Consciousness is reducible to simple elements.

4. Which statement describes how intellectualization reduces distress?

A. By ignoring the emotional impact and focusing on data

B. By thinking about the event in a cold, clinical way rather than feeling

C. By engaging in impulsive actions

D. By denying the reality of the event

5. Which of the following would be most consistent with regression?

A. A person plans ahead to solve problems

B. A person channels emotions into a sport

C. A childlike behavior such as thumb-sucking reappears during stress

D. A person learns factual information to cope

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6. Which theory suggests perception should be in accord with reality, considering decision criteria under noise when detecting stimuli?

A. Perception

B. Gestalt theory

C. Signal detection theory

D. Absolute threshold

7. The somatosensory cortex is located in which brain lobe?

A. Frontal

B. Temporal

C. Parietal

D. Occipital

8. Which feature is characteristic of the preoperational stage?

A. Symbolic thinking

B. Conservation

C. Abstract reasoning

D. Reversibility

9. Anterograde amnesia is characterized by:

A. Inability to recall old memories

B. Loss of memory for events before injury

C. Inability to store and retrieve new information

D. Global blackout of all memories

10. Object permanence emerges during which Piaget stage?

A. Sensorimotor

B. Preoperational

C. Concrete operational

D. Formal operational

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Answers

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

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Explanations

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1. Discrimination in learning refers to which of the following?

A. Tendency to respond in the same way to a similar stimulus.

B. Learning to respond differently to two similar stimuli.

C. Storing information.

D. Retrieval of memory.

Discrimination in learning is the ability to tell two similar cues apart and respond differently depending on which cue is present. In conditioning, this means the organism learns that one stimulus predicts the outcome (like reinforcement or a consequence) while a closely related stimulus does not, so the appropriate behavior is shown only to the predictive cue. For example, a animal might learn to salivate to a particular tone that signals food but not to a slightly different tone that does not signal food. That ability to differentiate between cues is what discrimination captures. This contrasts with generalization, where the organism would respond similarly to both cues. The other options describe memory processes—storing information or retrieving it—and don't capture the idea of differentiating responses based on which specific cue is present.

2. Which of the following best captures the idea of intellectualization?

A. Thinking about a distressing event in a cold, clinical way

B. Acting out behavior to vent feelings

C. Revising memories to alter the past

D. Socially isolating oneself

Intellectualization is a defense mechanism where a person copes with anxiety by turning emotional distress into a calm, logical analysis of the situation. It helps reduce feelings by focusing on facts, theories, or abstract details rather than on how one actually feels. This option fits best because it shows thinking about a distressing event in a cold, clinical way, which demonstrates removing the emotional charge and substituting rational assessment. Imagine someone who experienced a painful event and instead of feeling the impact, they dissect its causes, statistics, and implications as if they were studying a case rather than processing personal emotion. The other ideas involve different ways of dealing with distress: acting out expresses feelings through behavior rather than through detached thinking; revising memories to alter the past involves changing the memory itself rather than just analyzing it; isolating oneself describes withdrawal from others rather than a cognitive processing of emotion.

3. Which statement captures Gestalt principle that 'The whole is not equal to the sum of its parts'?

A. The whole is equal to the sum of its parts.

B. The whole is not equal to the sum of its parts.

C. The mind is inscrutable and cannot be studied.

D. Consciousness is reducible to simple elements.

Gestalt thinking emphasizes that perceptual experience is organized as a whole rather than just a collection of parts. The idea is that the mind forms a unified, meaningful whole that has properties the individual components don't possess when standing alone. That's why the statement that the whole is not equal to the sum of its parts best captures this principle—the whole comes with its own structure and meaning beyond simply adding up the pieces. This holistic view helps explain why we often perceive patterns, shapes, and figures even when some components are missing, and why certain arrangements feel complete or coherent as a single unit rather than just a sum of lines or elements. The other options reflect ideas more compatible with additive or reductionist viewpoints, or portray the mind as something that cannot be studied, which isn't aligned with Gestalt ideas about how perception is organized.

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4. Which statement describes how intellectualization reduces distress?

A. By ignoring the emotional impact and focusing on data

B. By thinking about the event in a cold, clinical way rather than feeling

C. By engaging in impulsive actions

D. By denying the reality of the event

Intellectualization is a defense mechanism where distress is reduced by turning emotional experiences into detached, rational analysis. By thinking about the event in a cold, clinical way rather than allowing oneself to feel the emotions, a person can focus on facts, causes, and practical steps, which lowers immediate emotional arousal and helps cope in the moment. For example, after a serious illness, someone might study prognosis statistics and treatment options instead of dwelling on fear. This distancing makes it easier to function temporarily, though overreliance can delay processing the underlying feelings.

5. Which of the following would be most consistent with regression?

A. A person plans ahead to solve problems

B. A person channels emotions into a sport

C. A childlike behavior such as thumb-sucking reappears during stress

D. A person learns factual information to cope

Regression is a defense mechanism where, under stress, a person reverts to behaviors typical of an earlier developmental stage. When thumb-sucking—a behavior common in infancy—reappears during stress, it shows a retreat to a simpler, more childlike way of coping to seek comfort and security. The other options reflect more mature or adaptive ways of handling stress, such as planning ahead, channeling emotions into a sport, or learning factual information to cope, which do not illustrate returning to earlier developmental behavior.

6. Which theory suggests perception should be in accord with reality, considering decision criteria under noise when detecting stimuli?

A. Perception

B. Gestalt theory

C. Signal detection theory

D. Absolute threshold

Signal detection theory explains perception as a decision process under noise, not just a fixed sensory impression. It shows that what we report as a perception depends on two things: our sensitivity to the signal (how well we distinguish signal from background noise) and the decision criterion (the threshold we set for saying "signal present"). In noisy situations, adjusting this criterion allows our perceptions to better align with reality by balancing the costs of misses and false alarms. The theory also uses concepts like internal responses and hit/false alarm outcomes to describe how perception emerges under uncertainty. By separating sensory ability from decision bias, it accounts for why people can report different outcomes in the same environment depending on their criterion. Gestalt theory focuses on perceptual organization, not decision thresholds; absolute threshold is about the minimal detectable stimulus intensity, not about decision criteria under noise.

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7. The somatosensory cortex is located in which brain lobe?

A. Frontal

B. Temporal

C. Parietal

D. Occipital

The somatosensory cortex sits in the parietal lobe, specifically along the postcentral gyrus just behind the central sulcus. It receives and processes tactile information—touch, temperature, pain—and proprioceptive input from the body, and it maps body regions onto the cortex (the sensory homunculus). This specialization explains why sensations from different body parts are processed in distinct cortical areas. In contrast, the frontal lobe houses the motor cortex, which initiates and plans movements; the temporal lobe handles hearing and memory, while the occipital lobe is mainly responsible for vision.

8. Which feature is characteristic of the preoperational stage?

A. Symbolic thinking

B. Conservation

C. Abstract reasoning

D. Reversibility

Symbolic thinking is the feature characteristic of the preoperational stage. In this stage, children begin to use symbols—words, images, and pretend play—to represent objects and events that aren't physically present. This allows for imaginative play and the ability to think about things beyond the here and now. However, their thinking isn't yet logical and they struggle with operations like conservation, since they focus on appearances rather than transformations. Abstract reasoning and the ability to perform reversible mental actions develop later, in the formal and concrete operational stages, respectively.

9. Anterograde amnesia is characterized by:

A. Inability to recall old memories

B. Loss of memory for events before injury

C. Inability to store and retrieve new information

D. Global blackout of all memories

This question tests how memory problems differ when encoding is affected. Anterograde amnesia means you cannot form new long-term memories after the injury; the ability to hold information briefly may be fine, but the encoding process fails, so new experiences aren't stored for later recall. That's why the description "inability to store and retrieve new information" best fits this condition—new events aren't encoded into lasting memory, so they can't be retrieved later. In contrast, failing to recall old memories or losing memories from before the injury describes retrograde amnesia, and a global blackout of all memories isn't the standard pattern for this type of amnesia.

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10. Object permanence emerges during which Piaget stage?

A. Sensorimotor

B. Preoperational

C. Concrete operational

D. Formal operational

Object permanence is the understanding that objects continue to exist even when they can't be seen. This develops in Piaget's sensorimotor stage, which runs from birth to about two years. In this period, infants move from basic reflex actions to purposeful exploration, and they gradually realize that hidden objects still exist. Around 8–12 months, they begin searching for partially hidden objects, and by approximately 18–24 months they typically retrieve fully hidden ones, showing that they have formed a stable representation of objects. The later stages assume this understanding is already in place and build on it with more complex thinking, so object permanence marks the transition into action-based exploration characteristic of the sensorimotor stage.

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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://nmatpsychology.examzify.com

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

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