

AQA APPROACHES IN PSYCHOLOGY PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

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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.

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!

Questions

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- 1. Which type of neuron carries sensory information from receptors to the central nervous system?**
 - A. Motor neuron
 - B. Sensory (afferent) neuron
 - C. Interneuron
 - D. Mirror neuron
- 2. What are the components of personality according to Freud?**
 - A. Id, ego, and superego.
 - B. Ego and superego only.
 - C. Id and ego only.
 - D. Conscious mind only.
- 3. What is positive reinforcement?**
 - A. Introduction of a pleasant stimulus after a behaviour to increase its likelihood.
 - B. Removal of an unpleasant stimulus after a behaviour to increase its likelihood.
 - C. Introduction of an unpleasant stimulus after a behaviour to decrease its likelihood.
 - D. Removal of a pleasant stimulus after a behaviour to decrease its likelihood.
- 4. Which is a limitation of the Little Hans evaluation?**
 - A. The father was already familiar with the research, making it biased
 - B. It shows universal validity
 - C. It used large randomized samples
 - D. It was conducted without any bias
- 5. Watson and Rayner's Little Albert study aimed to determine whether humans learn through classical conditioning and whether fear can be conditioned in a child.**
 - A. To determine if humans learn via classical conditioning and can have fears conditioned in a child.
 - B. To test operant conditioning in toddlers.
 - C. To observe natural temperament in infants.
 - D. To measure IQ changes after conditioning.

6. Which statement describes a weakness of Wundt's work?

- A. It yields objective data
- B. It is highly subjective
- C. It uses large samples
- D. It is easily replicated

7. What is Displacement?

- A. Transferring feelings from the true source of distress onto a substitute target
- B. Suppressing memories from consciousness
- C. Attributing one's own feelings to others
- D. Redirecting impulses into socially acceptable behavior

8. Which statement best captures Bartlett's War of the Ghosts memory study?

- A. Memory is reconstructive and shaped by cultural schemas.
- B. Memory is an accurate record of events.
- C. Memory is solely determined by sensory details.
- D. Memory is unaffected by prior knowledge.

9. What is the phallic stage, and why is it significant in Freud's theory?

- A. A stage of moral reasoning in adolescence.
- B. A stage where object permanence is established.
- C. The psychosexual stage (ages 3-6) where the libido is focused on the genitals; key conflicts include the Oedipus/Electra complex that shape later development.
- D. A stage of sensorimotor development.

10. The process whereby cognitive psychologists draw conclusions about mental processes from observed behaviour is called what?

- A. Inference
- B. Cognitive neuroscience
- C. Genotype
- D. Evolution

Answers

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

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Explanations

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1. Which type of neuron carries sensory information from receptors to the central nervous system?

- A. Motor neuron
- B. Sensory (afferent) neuron**
- C. Interneuron
- D. Mirror neuron

Understanding how information flows from receptors to the central nervous system is what this item tests. Sensory (afferent) neurons carry sensory information from receptors toward the brain and spinal cord, defining the direction from the body to the CNS. In contrast, motor neurons transmit signals from the CNS to muscles or glands to produce action, interneurons connect neurons within the CNS to process information, and mirror neurons are involved in imitation and social understanding rather than the basic sensory input pathway.

2. What are the components of personality according to Freud?

- A. Id, ego, and superego.**
- B. Ego and superego only.
- C. Id and ego only.
- D. Conscious mind only.

Freud divides personality into three interacting parts: the id, the ego, and the superego. The id is the unconscious reservoir of instinctual desires, driven by the pleasure principle and demanding immediate gratification. The ego develops to cope with reality, operating on the reality principle to mediate between the id and the outside world. The superego embodies internalized morals and ideals—the conscience and the sense of what is socially acceptable—formed through early parenting and cultural influence. These parts continually influence thoughts and behavior: the id pushes for impulse satisfaction, the ego negotiates feasible ways to satisfy those impulses within real-world constraints, and the superego imposes moral restraints. When conflicts arise, the ego may deploy defense mechanisms to keep anxiety at bay. This three-part structure is essential because it shows how primitive drives, realistic planning, and moral standards shape how a person acts, rather than all behavior being guided only by conscious thought.

3. What is positive reinforcement?

- A. Introduction of a pleasant stimulus after a behaviour to increase its likelihood.**
- B. Removal of an unpleasant stimulus after a behaviour to increase its likelihood.
- C. Introduction of an unpleasant stimulus after a behaviour to decrease its likelihood.
- D. Removal of a pleasant stimulus after a behaviour to decrease its likelihood.

Positive reinforcement is a type of operant conditioning where a behavior becomes more likely to happen again because something desirable is added after the behavior. By presenting a pleasant stimulus after the behavior, you strengthen the association and increase the chances of that behavior being repeated. For example, giving praise or a treat when someone completes a task makes them more likely to repeat that task. This is different from negative reinforcement, which also increases behavior but relies on removing an unpleasant stimulus rather than adding something pleasant. The other options describe adding an unpleasant stimulus (positive punishment) or removing a pleasant stimulus (negative punishment) to reduce behavior.

4. Which is a limitation of the Little Hans evaluation?

- A. The father was already familiar with the research, making it biased
- B. It shows universal validity
- C. It used large randomized samples
- D. It was conducted without any bias

This item examines how bias can affect a case study, focusing on the Little Hans evaluation. The key limitation is that the father who provided much of the data knew Freud's aims and had involvement in collecting Hans's stories. That familiarity could shape what was reported and how it was interpreted, because the father might expect certain outcomes or ask leading questions. Freud then interpreted these second-hand reports through his theoretical lens, which raises questions about the objectivity and reliability of the findings. In short, the data aren't purely from unbiased observation of Hans; they're filtered through a biased informant who was already connected to the research. This is why this option stands out as a limitation. The study also isn't generalizable, and it isn't based on large randomized samples, nor is it free of bias, but the specific concern here is the potential bias introduced by the father's prior familiarity with the research.

5. Watson and Rayner's Little Albert study aimed to determine whether humans learn through classical conditioning and whether fear can be conditioned in a child.

- A. To determine if humans learn via classical conditioning and can have fears conditioned in a child.
- B. To test operant conditioning in toddlers.
- C. To observe natural temperament in infants.
- D. To measure IQ changes after conditioning.

The idea being tested is that emotional responses like fear can be learned through a process where a neutral stimulus becomes associated with a frightening event—classic conditioning in humans. Watson and Rayner aimed to show that a child could acquire fear by pairing something neutral (the white rat) with something aversive (a loud noise). If the rat comes to provoke fear on its own after conditioning, that demonstrates that humans can learn fears through classical conditioning, which is exactly what this option states. This focus is distinct from operant conditioning, which looks at how behaviors are shaped by consequences (rewards or punishments). It's also not about natural temperament, which would involve observing innate traits without conditioning. And it isn't about measuring IQ or cognitive changes after conditioning. The option that aligns with the study's goal is the one that asserts both learning via classical conditioning and the conditioning of fear in a child.

6. Which statement describes a weakness of Wundt's work?

- A. It yields objective data
- B. It is highly subjective**
- C. It uses large samples
- D. It is easily replicated

The main issue is the subjective nature of introspection. Wundt's work relied on participants describing their own immediate inner experiences in response to stimuli, which cannot be observed or verified by others. Because these reports are private and interpretive, they vary between individuals and can even change for the same person across time. This makes the data less objective and harder to replicate, limiting reliability and generalizability. In practice, his experiments involved relatively small, often student samples and depend on personal interpretation of sensations, not on objective measurements. So the idea that the work yields objective data, uses large samples, or is easily replicated doesn't fit, while the subjective nature of the reports best explains a key weakness.

7. What is Displacement?

- A. Transferring feelings from the true source of distress onto a substitute target**
- B. Suppressing memories from consciousness
- C. Attributing one's own feelings to others
- D. Redirecting impulses into socially acceptable behavior

Displacement is a defense mechanism where strong emotions toward a real source of distress are redirected onto a safer or more acceptable target. For example, someone who feels anger toward their boss but can't express it there might come home and snap at a family member. This redirection captures the idea of moving the emotion from the true source to a substitute object, which is exactly what displacement describes. The other options point to different processes: suppressing memories would be suppression (or repression when unconscious), which isn't about redirecting feelings; attributing one's own feelings to others is projection; redirecting impulses into socially acceptable behavior is sublimation. So this choice best matches displacement.

8. Which statement best captures Bartlett's War of the Ghosts memory study?

- A. Memory is reconstructive and shaped by cultural schemas.**
- B. Memory is an accurate record of events.
- C. Memory is solely determined by sensory details.
- D. Memory is unaffected by prior knowledge.

Memory is reconstructive and guided by our prior knowledge and culture. In Bartlett's War of the Ghosts study, participants read a story from another culture and later tried to recall it. The recalls weren't exact copies; they were transformed to fit the listeners' own cultural expectations. People altered unfamiliar terms, added or omitted details, and reordered parts of the story to make it familiar. This shows how memories are built from existing schemas and top down knowledge rather than being perfect recordings of events. So, the idea that memory is reconstructive and shaped by cultural schemas best fits the findings.

9. What is the phallic stage, and why is it significant in Freud's theory?

- A. A stage of moral reasoning in adolescence.
- B. A stage where object permanence is established.
- C. The psychosexual stage (ages 3-6) where the libido is focused on the genitals; key conflicts include the Oedipus/Electra complex that shape later development.**
- D. A stage of sensorimotor development.

The phallic stage is Freud's psychosexual stage around ages 3 to 6 in which the child's libidinal energy centers on the genitals. During this time, the child experiences the Oedipus complex (for boys) or the Electra complex (for girls), involving intense feelings for the opposite-sex parent and rivalry with the same-sex parent. The way these conflicts are resolved—through identification with the same-sex parent—helps shape the child's gender identity and the development of the superego, forming the moral sense and internal standards that influence later personality and relationships. This stage is significant because it links early sexual and emotional conflict to later social and moral development, laying a foundation for future behavior as the child moves toward a more mature adult personality.

10. The process whereby cognitive psychologists draw conclusions about mental processes from observed behaviour is called what?

- A. Inference**
- B. Cognitive neuroscience
- C. Genotype
- D. Evolution

This item tests the idea that researchers infer what's going on in the mind from observable behavior. In cognitive psychology, thoughts and mental processes aren't directly observable, so psychologists study how people perform tasks, respond, and make errors to draw conclusions about underlying cognitive operations like attention, memory, and problem-solving. This process—using clues from behavior to infer mental processes—is called inference. The other terms point to different areas: cognitive neuroscience looks at brain mechanisms behind cognition, genotype refers to genetic makeup, and evolution describes how traits change over generations. So inference from behavior is the best fit for describing how mental processes are inferred from what we can observe.

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!

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