

ETS PSYCHOLOGY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. What is the function of chromosomes in genetics?**
 - A. To perform metabolic activities in cells
 - B. To hold and protect DNA
 - C. To regulate gene expression
 - D. To execute protein synthesis
- 2. According to social exchange theory, what influences a person's attraction to another?**
 - A. The person's beliefs about themselves
 - B. The balance of rewards and costs in the interaction
 - C. Past experiences with other individuals
 - D. The social status of the other person
- 3. What did Harlow's studies reveal about monkeys raised solely with wire mothers?**
 - A. They became overly aggressive
 - B. They were less socially adept
 - C. They showed superior social skills
 - D. They formed stronger maternal bonds
- 4. Which concept refers to the increased intensity and indiscriminate application of certain needs according to Horney?**
 - A. Basic anxiety
 - B. Fictional finalism
 - C. Neurotic needs
 - D. Creative self
- 5. During which conflict do individuals develop a sense of identity according to Erikson's theory?**
 - A. Trust vs. Mistrust
 - B. Identity vs. Role Confusion
 - C. Intimacy vs. Isolation
 - D. Generativity vs. Stagnation

- 6. What happens to the neuron during the relative refractory period?**
- A. It is unresponsive to any stimuli
 - B. It is in the process of depolarization
 - C. It can fire again with sufficient stimulus
 - D. It is completing action potentials
- 7. How does the diathesis-stress model explain mental disorders?**
- A. Only by genetic predisposition
 - B. By environmental factors combined with a stressor
 - C. By the presence of any stressor
 - D. Only through psychological factors
- 8. Which term describes a class of drugs that increases activity by counteracting fatigue?**
- A. Stimulants
 - B. Depressants
 - C. Narcotics
 - D. Hallucinogens
- 9. What functions does the Autonomic Nervous System regulate?**
- A. Voluntary movement and decision making
 - B. Heartbeat, respiration, digestion, and glandular secretions
 - C. Conscious sensory processing
 - D. Complex cognitive tasks
- 10. In what context would someone be more likely to employ the fundamental attribution error?**
- A. When assessing an individual's performance during teamwork
 - B. While interpreting the actions of a person from a different culture
 - C. When judging a coworker's behavior in a high-stress situation
 - D. While evaluating strangers' behaviors in daily interactions

Answers

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

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Explanations

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1. What is the function of chromosomes in genetics?

- A. To perform metabolic activities in cells
- B. To hold and protect DNA**
- C. To regulate gene expression
- D. To execute protein synthesis

The function of chromosomes in genetics is primarily to hold and protect DNA. Chromosomes are structures within cells that organize and store genetic material, ensuring that the vast amount of DNA is compacted and can be efficiently managed during cell division and replication. Each chromosome is made up of DNA tightly coiled around proteins, which helps in safeguarding the genetic information from damage and ensuring its stability. Furthermore, during cell division, chromosomes ensure that DNA is accurately replicated and evenly distributed to daughter cells, which is crucial for maintaining genetic integrity across generations. This protective role is vital as it not only preserves the information encoded in the DNA but also facilitates proper cellular processes and the expression of genes. While other options refer to important biological functions such as metabolic activities, gene regulation, and protein synthesis, these processes are distinct and occur at different levels within cellular mechanisms and are not directly the primary role of chromosomes themselves. Instead, chromosomes serve as the physical carriers of the hereditary information essential for these functions to take place.

2. According to social exchange theory, what influences a person's attraction to another?

- A. The person's beliefs about themselves
- B. The balance of rewards and costs in the interaction**
- C. Past experiences with other individuals
- D. The social status of the other person

Social exchange theory posits that human relationships are formed based on the exchange of rewards and costs. Thus, the attraction a person feels toward another is primarily influenced by their evaluation of the potential rewards (such as emotional support, companionship, and affection) compared to the costs (such as time, effort, and potential emotional pain) involved in the relationship. According to this theory, individuals seek to maximize their rewards while minimizing their costs, which means they are likely to feel more attracted to someone when they perceive that the relationship will yield greater benefits than drawbacks. This balance of rewards and costs is central to understanding why certain relationships are more appealing than others, emphasizing the rational decision-making process underlying interpersonal attraction. While a person's beliefs about themselves, past experiences, and social status of the other person can play roles in relationships, the fundamental premise of social exchange theory highlights the importance of assessing potential outcomes in terms of rewards and costs, making it the most relevant factor in this context.

3. What did Harlow's studies reveal about monkeys raised solely with wire mothers?

- A. They became overly aggressive
- B. They were less socially adept**
- C. They showed superior social skills
- D. They formed stronger maternal bonds

Harlow's studies with rhesus monkeys provided crucial insights into the importance of nurturing and social contact in early development. Monkeys raised exclusively with wire mothers, who provided no comfort or emotional support, exhibited significant deficits in their social behaviors. These monkeys were less socially adept when compared to those raised with a cloth mother, which provided both food and a sense of security. The wire mothers served merely as a source of nourishment, lacking any form of warmth or emotional connection. As a result, the monkeys showed difficulties in forming relationships and interacting appropriately with other monkeys. They often displayed anxious behaviors and struggled with social markers typical of their species, reinforcing the idea that emotional nurturance is critical for healthy social development.

4. Which concept refers to the increased intensity and indiscriminate application of certain needs according to Horney?

- A. Basic anxiety
- B. Fictional finalism
- C. Neurotic needs**
- D. Creative self

The correct answer relates to Karen Horney's theory of neurotic needs, which designates a specific set of needs that can become dysfunctional when they are overly intense or indiscriminately applied. Horney identified that neurotic individuals tend to develop certain needs based on their experiences of anxiety and insecurity. These needs often manifest as compulsions to seek approval, affection, or power in ways that are not proportionate to reality, leading to unhealthy coping mechanisms. Horney's neurotic needs can be categorized into three main areas: needs for affection and approval, needs for power and control, and needs for independence. The intensity with which these needs are pursued can lead to further psychological distress and relationship issues, as they are not grounded in a healthy self-concept or realistic evaluations of one's circumstances. Basic anxiety, although significant in Horney's theory, primarily refers to the pervasive feelings of helplessness and insecurity that arise from childhood experiences, rather than the specific needs themselves. Fictional finalism denotes a concept related to an individual's guiding goals that may not be grounded in reality, while the creative self emphasizes an individual's ability to shape their own life and identity. Thus, of these concepts, neurotic needs most directly relate to the indiscriminate and intensified expression of

5. During which conflict do individuals develop a sense of identity according to Erikson's theory?

- A. Trust vs. Mistrust
- B. Identity vs. Role Confusion**
- C. Intimacy vs. Isolation
- D. Generativity vs. Stagnation

In Erikson's theory of psychosocial development, the conflict where individuals primarily develop a sense of identity occurs during the stage known as Identity vs. Role Confusion. This stage typically takes place during adolescence, around the ages of 12 to 18 years. During this period, individuals explore different roles, beliefs, and values as they strive to form a cohesive sense of self. This exploration is crucial as it allows adolescents to reflect on who they are, what they believe in, and how they fit into society. Successfully navigating this conflict leads to the development of a strong personal identity, while failure to do so can result in confusion about one's role in life and uncertainty about one's self-concept. In contrast, the other stages focus on different psychosocial challenges. For example, Trust vs. Mistrust occurs in infancy and is centered on developing a sense of security. Intimacy vs. Isolation, which comes after the identity stage, deals more with forming intimate relationships and connections with others. Generativity vs. Stagnation, typically associated with middle adulthood, revolves around productivity and contributing to society as well as future generations. Each of these stages contributes to development in distinct ways, but Identity vs. Role Confusion is specifically focused on the

6. What happens to the neuron during the relative refractory period?

- A. It is unresponsive to any stimuli
- B. It is in the process of depolarization
- C. It can fire again with sufficient stimulus**
- D. It is completing action potentials

During the relative refractory period, the neuron can fire again, but only with a stronger-than-normal stimulus. This phase occurs right after the absolute refractory period, when the neuron has just completed an action potential and is in the process of returning to its resting state. During this time, not all of the sodium channels have returned to their resting state, and the neuron is still hyperpolarized due to the continued outward movement of potassium ions. Because of this hyperpolarization, a stimulus that might normally be sufficient to trigger an action potential is not enough. However, if the stimulus is strong enough, it can overcome the altered threshold of excitability and result in another action potential. This characteristic is crucial in ensuring that action potentials are distinct events and that there's a controlled sequence of activation and recovery in neuronal signaling. This understanding underscores why the other options are not accurate representations of the relative refractory period. The neuron is not completely unresponsive (which would occur in the absolute refractory period), nor is it in the process of depolarization in the way implied, and it is not merely completing action potentials without the possibility of new firing. The focus on the requirement for a stronger stimulus is key to understanding this specific phase of neuronal activity.

7. How does the diathesis-stress model explain mental disorders?

- A. Only by genetic predisposition
- B. By environmental factors combined with a stressor**
- C. By the presence of any stressor
- D. Only through psychological factors

The diathesis-stress model provides a comprehensive framework for understanding the development of mental disorders by suggesting that both genetic predisposition and environmental stressors interact to influence an individual's risk for mental health issues. This model posits that a person may have an underlying vulnerability (the diathesis), which can be genetic or biological, that signifies increased susceptibility to mental illness. However, the mere presence of this predisposition is not sufficient for the manifestation of a disorder. It is the interaction with environmental factors—life stressors, traumatic experiences, or significant changes—that can trigger the onset of the disorder. This means that individuals with a high level of predisposition may be more likely to develop a mental health issue when faced with significant stress. Thus, the correct answer emphasizes the combination of environmental factors and specific stressors that can activate the underlying vulnerability, leading to the development of a mental disorder. In contrast, focusing solely on genetic predisposition, presence of any stressor, or only psychological factors does not adequately account for the full range of influences on mental health as suggested by the diathesis-stress model.

8. Which term describes a class of drugs that increases activity by counteracting fatigue?

- A. Stimulants**
- B. Depressants
- C. Narcotics
- D. Hallucinogens

Stimulants refer to a class of drugs that enhance the activity of the central nervous system, leading to increased alertness, energy, and improved mood. These substances work by increasing the levels of certain neurotransmitters, such as dopamine and norepinephrine, which are crucial for regulating attention and arousal. As a result, users often experience reduced feelings of fatigue and heightened levels of motivation and focus. In contrast, depressants slow down brain activity and can lead to sedation and relaxation, while narcotics primarily relieve pain and can induce feelings of euphoria, but they do not typically enhance activity. Hallucinogens alter perception and can lead to psychedelic experiences, which do not align with the characteristics of increasing activity. Therefore, stimulants are the appropriate classification for drugs that counteract fatigue and boost activity.

9. What functions does the Autonomic Nervous System regulate?

- A. Voluntary movement and decision making
- B. Heartbeat, respiration, digestion, and glandular secretions**
- C. Conscious sensory processing
- D. Complex cognitive tasks

The Autonomic Nervous System (ANS) plays a crucial role in regulating involuntary physiological functions that are essential for maintaining homeostasis in the body. This system controls activities that are not consciously directed, which include heartbeat, respiration, digestion, and glandular secretions. The ANS is divided into two main branches: the sympathetic and parasympathetic nervous systems. The sympathetic nervous system is responsible for the 'fight or flight' response, which increases heart rate, respiration, and energy availability, while the parasympathetic nervous system promotes the 'rest and digest' state, facilitating processes like digestion and energy conservation. By managing these vital bodily functions automatically, the ANS enables the body to respond to different situations without requiring conscious thought, thereby allowing us to concentrate on other tasks and providing a stable internal environment despite external changes.

10. In what context would someone be more likely to employ the fundamental attribution error?

- A. When assessing an individual's performance during teamwork
- B. While interpreting the actions of a person from a different culture
- C. When judging a coworker's behavior in a high-stress situation
- D. While evaluating strangers' behaviors in daily interactions**

The fundamental attribution error refers to the tendency of individuals to overemphasize personal characteristics and underestimate situational factors when evaluating the behavior of others. In daily interactions, particularly with strangers, people often lack context about the individual's circumstances and tend to make quick judgments based on observable behavior. This makes option D highly relevant, as it highlights a situation where an observer might default to attributing a stranger's actions to their personality traits rather than considering external influences or specific situations that might have shaped those actions. In contrast, the other options involve contexts where there may be more familiarity or understanding of situational factors, which can lead to more balanced judgments that consider both personality and context.

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://etspsych.examzify.com>

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

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