

A Level Psychology OCR Practice Exam Sample Study Guide



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Questions

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- 1. In Wood et al.'s procedure, what was the child's main activity at the beginning?**
 - A. Listening to the tutor's instructions**
 - B. Playing with the blocks without instruction**
 - C. Building a pyramid from memory**
 - D. Solving a series of puzzles**
- 2. What was a common reason cited by bystanders for not helping?**
 - A. They didn't know what to do**
 - B. Fear of getting involved**
 - C. Belief that it wasn't their responsibility**
 - D. Assuming others would help**
- 3. What is motion parallax in the context of depth perception?**
 - A. A technique to assess vision**
 - B. A type of visual cue based on movement**
 - C. A method for training young animals**
 - D. An experimental procedure for studying infant behavior**
- 4. What is the primary role of the ventral striatum in adolescents?**
 - A. Memory consolidation**
 - B. Reward processing**
 - C. Emotional regulation**
 - D. Social interaction**
- 5. What aspect of memory was primarily investigated in Grant et al (1998)?**
 - A. Procedural memory**
 - B. Long-term memory**
 - C. Context-dependent memory**
 - D. Short-term memory**

- 6. What is the primary concern linked to the psychological harm experienced by low delayers in the study?**
- A. Lack of motivation to perform**
 - B. Feelings of loss of self-esteem**
 - C. Increased verbal aggression**
 - D. Irrelevance of impulse control**
- 7. When would you use the Mann-Whitney test?**
- A. When comparing two sets of nominal data**
 - B. When comparing two independent groups with ordinal or continuous data**
 - C. In repeated measures designs with nominal data**
 - D. For testing the goodness of fit**
- 8. What is one characteristic of self-report research methods?**
- A. They rely on direct observation of behavior**
 - B. They involve external observers measuring variables**
 - C. They gather subjective information from individuals**
 - D. They alter participants' environments**
- 9. According to the findings, which cues are considered innate versus learned in depth perception?**
- A. All cues are learned**
 - B. Monocular cues are innate, binocular are learned**
 - C. Binocular cues are innate, monocular are learned**
 - D. Neither type of cue is innate**
- 10. Which type of bias is present in Freud's research on Little Hans?**
- A. Confirmation bias**
 - B. Sampling bias**
 - C. Observer bias**
 - D. Publication bias**

Answers

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

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Explanations

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1. In Wood et al.'s procedure, what was the child's main activity at the beginning?

- A. Listening to the tutor's instructions**
- B. Playing with the blocks without instruction**
- C. Building a pyramid from memory**
- D. Solving a series of puzzles**

The main activity of the child at the beginning of Wood et al.'s procedure was playing with blocks without instruction. This approach allowed researchers to observe the initial behavior and capabilities of the child without any external guidance. By engaging in free play, the researchers could assess the child's natural interaction with the blocks, providing a baseline for how the child approached the task independently. This stage also set the context for later interactions where structured guidance would be introduced, allowing for a comparison between independent and guided play.

2. What was a common reason cited by bystanders for not helping?

- A. They didn't know what to do**
- B. Fear of getting involved**
- C. Belief that it wasn't their responsibility**
- D. Assuming others would help**

A common reason cited by bystanders for not helping is the assumption that others would help. This stems from the phenomenon known as the "bystander effect," where individuals are less likely to offer assistance in an emergency when they believe that others are present who are equally capable of helping. This diffusion of responsibility can lead to inaction, as people might wait for someone else to take the initiative. While the other options highlight valid concerns or hesitations that may prevent action, the notion of assuming others will step forward typically plays a significant role in why bystanders fail to intervene in critical situations.

3. What is motion parallax in the context of depth perception?

- A. A technique to assess vision**
- B. A type of visual cue based on movement**
- C. A method for training young animals**
- D. An experimental procedure for studying infant behavior**

Motion parallax refers to a depth perception cue that arises from the relative motion of objects as an observer moves through space. When a person shifts their position, objects that are closer to them appear to move faster across their field of vision compared to those that are further away. This difference in movement speed provides critical information about the relative distance of objects in the environment. Understanding motion parallax is essential in depth perception because it enhances our ability to perceive three-dimensional structures in a two-dimensional visual field. The brain interprets the varying speeds at which objects move relative to one another to gauge how far they are located from the observer. This perceptual cue is part of binocular cues, which often work alongside other depth cues such as stereopsis to help us understand spatial relationships in our surroundings.

4. What is the primary role of the ventral striatum in adolescents?

- A. Memory consolidation**
- B. Reward processing**
- C. Emotional regulation**
- D. Social interaction**

The ventral striatum is primarily involved in reward processing, especially during adolescence when the brain is undergoing significant developmental changes. This area of the brain is key to motivating behavior due to its role in the reward circuit, where it integrates information about the value of rewards and helps guide decision-making based on potential pleasurable outcomes. During adolescence, the increased sensitivity of the ventral striatum to rewards can explain heightened risk-taking behaviors and the pursuit of rewarding experiences, which are essential for social learning and development. This focus on reward processing sets the stage for behaviors that encourage exploration, social bonding, and adaptability to the environment. While memory consolidation, emotional regulation, and social interaction are important functions in their own right, they do not specifically capture the primary role of the ventral striatum during this critical developmental period as accurately as reward processing does.

5. What aspect of memory was primarily investigated in Grant et al (1998)?

- A. Procedural memory**
- B. Long-term memory**
- C. Context-dependent memory**
- D. Short-term memory**

The study conducted by Grant et al. (1998) primarily focused on context-dependent memory, which addresses how the environmental context in which information is learned can affect recall. The researchers examined the effects of studying in the same environment where the material would later be tested. This aligns with the concept of context-dependent memory, where retrieval is improved when the physical or environmental context during retrieval matches that during encoding. In their experiment, participants studied a passage of information in either a quiet room or a noisy environment. They were then tested on that information in the same or a different environment. The results showed that participants who studied and were tested in the same context performed significantly better than those who had a mismatch between study and test environments, providing strong empirical support for the context-dependent memory theory. The findings highlight the importance of environmental cues in facilitating memory retrieval. The other options involve different aspects of memory that were not the focus of Grant et al.'s research. Procedural memory relates to the unconscious retention of skills and actions; long-term memory encompasses the system for storing large amounts of information over extended periods; while short-term memory involves brief retention of information. None of these areas were the primary focus of Grant et al.'s study.

6. What is the primary concern linked to the psychological harm experienced by low delayers in the study?

- A. Lack of motivation to perform**
- B. Feelings of loss of self-esteem**
- C. Increased verbal aggression**
- D. Irrelevance of impulse control**

The primary concern linked to the psychological harm experienced by low delayers in the study is the feelings of loss of self-esteem. This aligns with research findings that suggest individuals who struggle with impulse control, such as low delayers, often compare themselves unfavorably to others who can delay gratification. This comparison can lead to a sense of inadequacy and reduced self-worth, particularly if they perceive themselves as unable to achieve goals or resist immediate temptations effectively. Over time, these feelings can compound, resulting in greater psychological distress and impact on their overall self-image. Although the other choices address important aspects of psychology, they do not directly reflect the central issue of self-esteem loss as experienced by low delayers. Lack of motivation to perform might be a potential outcome of low self-esteem, but it does not capture the heart of the psychological harm felt. Increased verbal aggression may arise from frustration but is not a primary concern specific to low delayers. Lastly, the irrelevance of impulse control is contrary to the study's focus, as impulse control is indeed highly relevant to understanding the experiences and struggles faced by this group.

7. When would you use the Mann-Whitney test?

- A. When comparing two sets of nominal data**
- B. When comparing two independent groups with ordinal or continuous data**
- C. In repeated measures designs with nominal data**
- D. For testing the goodness of fit**

The Mann-Whitney test is specifically designed to compare two independent groups when the data being analyzed is either ordinal or continuous but does not necessarily follow a normal distribution. This statistical test is a non-parametric alternative to the t-test and is particularly useful when the assumptions of normality and homogeneity of variance required for parametric tests cannot be met. In practice, the Mann-Whitney test ranks all the data points from both groups combined and then compares the sum ranks between the two groups. This approach allows researchers to determine if there is a significant difference in distributions between the two independent groups, making it appropriate for various research scenarios where the data may not be suitable for parametric tests. This contrasts sharply with scenarios involving nominal data or repeated measures designs, which are addressed by different statistical tests. For example, nominal data typically involves counts or categories, making tests like the Chi-squared test more appropriate. Therefore, the focus of the Mann-Whitney test on rank data from independent groups with ordinal or continuous measures highlights its relevance and utility in specific research contexts.

8. What is one characteristic of self-report research methods?

- A. They rely on direct observation of behavior**
- B. They involve external observers measuring variables**
- C. They gather subjective information from individuals**
- D. They alter participants' environments**

Self-report research methods are characterized by their use of surveys, questionnaires, interviews, or other tools that allow individuals to provide their own accounts of thoughts, feelings, experiences, or behaviors. This method is centered on collecting subjective information directly from participants, which gives insight into their personal perspectives and internal states. By asking participants to reflect on and describe their own experiences, self-report methods can capture nuanced, personal data that might not be visible through direct observation or through external measurements. The reliance on subjective information is what differentiates self-report methods from observational techniques where data is obtained through direct measurement by the researcher or another entity. This subjective nature allows researchers to explore complex psychological constructs like attitudes, emotions, and perceptions, which can be difficult to quantify through other means. Thus, gathering subjective information from individuals is a fundamental attribute of self-report methods.

9. According to the findings, which cues are considered innate versus learned in depth perception?

- A. All cues are learned**
- B. Monocular cues are innate, binocular are learned**
- C. Binocular cues are innate, monocular are learned**
- D. Neither type of cue is innate**

The reasoning for the assertion that binocular cues are innate while monocular cues are learned is grounded in developmental psychology and research on visual perception. Binocular cues, which rely on the different angles of vision from each eye, are thought to be innate because they emerge early in life and are crucial for depth perception as an organism develops. They are essential for understanding three-dimensional space and distance, and research suggests that even infants exhibit depth perception abilities linked to these cues. In contrast, monocular cues, which can be perceived with only one eye and include elements like motion parallax, linear perspective, and interposition, involve experience and learning. These cues require familiarity with environmental context and are developed over time as individuals interact with their surroundings. Thus, the learning aspect is rooted in the need to interpret visual information effectively based on prior experience. This distinction emphasizes the idea that while some visual cues may be hardwired within our perceptual system, others necessitate a learning process informed by experience.

10. Which type of bias is present in Freud's research on Little Hans?

- A. Confirmation bias**
- B. Sampling bias**
- C. Observer bias**
- D. Publication bias**

Freud's research on Little Hans is primarily associated with confirmation bias. This is evident in how Freud interpreted the case. Confirmation bias occurs when an individual gives more weight to evidence that supports their existing beliefs or theories while disregarding or minimizing evidence that contradicts them. In the case of Little Hans, Freud had a pre-existing theory regarding psychosexual development and phobias, particularly the Oedipus complex. As he analyzed Hans' fears of horses and his behaviors, Freud sought data that would confirm his theoretical framework rather than objectively assessing the child's experiences. While sampling bias, observer bias, and publication bias are all relevant concepts in psychological research, they do not predominantly capture the essence of Freud's work with Little Hans. Sampling bias refers to the specific group from which data is collected, observer bias involves the subjective interpretation of observations, and publication bias pertains to the tendency to only publish research that yields significant results. Freud's focus on the case of Little Hans predominantly illustrates how confirmation bias shaped his interpretative lens and bolstered his theoretical assertions.