

# A LEVEL PSYCHOLOGY OCR PRACTICE EXAM (SAMPLE)

## STUDY GUIDE



*Prepare with structure. Pass with confidence*



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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. In the Sperry et al (1968) study, what was the independent variable?**
  - A. Participants' age
  - B. Presence or absence of split brain
  - C. Type of tasks performed
  - D. Time taken to complete tasks
  
- 2. What anxiety did Hans experience according to Freud?**
  - A. Anxiety about exams
  - B. Anxiety about touching his widdler
  - C. Anxiety of social situations
  - D. Anxiety about going to school
  
- 3. What is a significant limitation in field experiments regarding reliability?**
  - A. High reliability due to replication
  - B. Less control causing weaker reliability
  - C. Standardized conditions
  - D. Increased external validity
  
- 4. What task were participants in the Barkley-Levenson and Galvan experiment asked to perform?**
  - A. A memory recall task
  - B. A gambling task using fMRI
  - C. A social interaction task
  - D. A risk perception evaluation
  
- 5. What did Raine et al. ensure about the participants prior to the PET scan?**
  - A. All were on medication
  - B. None had taken any medication for at least two weeks
  - C. All had a history of mental illness
  - D. None were familiar with the CPT

- 6. Which area of psychology does the Gibson and Walk research primarily fall under?**
- A. Behavioral Psychology
  - B. Cognitive Psychology
  - C. Developmental Psychology
  - D. Sociocultural Psychology
- 7. In Bandura et al's study, what did the children experience in the room with attractive toys during Phase 2?**
- A. They were allowed to play with the toys
  - B. They were frustrated when they were stopped from playing
  - C. They had fun with the toys
  - D. They observed another child play
- 8. In the context of psychological research, what does 'natural/quasi' refer to?**
- A. Research conducted in controlled laboratory settings
  - B. Research based on full participant control
  - C. Research conducted in real-world settings without manipulation
  - D. Research focusing solely on self-reported data
- 9. What did Chaney et al (2004) suggest about the Funhaler's effects on clinical outcomes?**
- A. Increased hospital admissions for asthma attacks
  - B. No measurable effects on clinical outcomes
  - C. Improved outcomes, potentially lowering hospital admissions
  - D. Negative outcomes compared to other devices
- 10. According to Bandura et al (1961), which gender showed same-gender imitation?**
- A. Girls
  - B. Boys
  - C. Both boys and girls equally
  - D. Neither gender

## **Answers**

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

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## **Explanations**

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### 1. In the Sperry et al (1968) study, what was the independent variable?

- A. Participants' age
- B. Presence or absence of split brain**
- C. Type of tasks performed
- D. Time taken to complete tasks

*The independent variable in the Sperry et al. (1968) study is the presence or absence of split brain. This study focused on individuals who had undergone a surgical procedure to sever the corpus callosum, which connects the left and right hemispheres of the brain. By manipulating this variable, researchers could investigate how the two hemispheres operated independently, revealing significant insights into lateralization of brain function. The design of the experiment allowed the researchers to compare the cognitive and perceptual functioning of split-brain patients to those with a normally functioning brain. By using this variable, the study was able to explore the effects of the brain's structural changes on behavior and information processing. A clear distinction in brain function between those with and without this severance was observed through a variety of tasks, demonstrating that the independent variable directly influenced the outcomes measured in the study.*

### 2. What anxiety did Hans experience according to Freud?

- A. Anxiety about exams
- B. Anxiety about touching his widdler**
- C. Anxiety of social situations
- D. Anxiety about going to school

*Hans experienced anxiety related to touching his widdler, which reflects the concept of castration anxiety in Freudian theory. According to Freud, castration anxiety occurs during the phallic stage of development, where children become aware of their genitalia and may fear that their sexually aggressive impulses toward the opposite sex may lead to punishment, particularly from the same-sex parent. In Hans's case, his fear of touching his widdler exemplifies the conflicts and fears typical in this developmental stage. Freud interpreted this behavior as a manifestation of deeper psychological conflicts related to his burgeoning sexuality and fear of the consequences associated with it. This anxiety plays a critical role in the child's development, influencing their relationships and identity formation later in life. The other options, while they relate to different forms of anxiety that could be valid within a general psychological context, do not specifically connect to the Freudian interpretation of Hans's fears and anxieties during the phallic stage. Therefore, touching his widdler is the most relevant concern in understanding Hans's anxiety from a Freudian perspective.*

### 3. What is a significant limitation in field experiments regarding reliability?

- A. High reliability due to replication
- B. Less control causing weaker reliability**
- C. Standardized conditions
- D. Increased external validity

*Field experiments are conducted in natural settings rather than in controlled environments like laboratories. One significant limitation in this context is the level of control the researcher has over extraneous variables. In field experiments, researchers often have less control over the environment and the various factors that might influence the results. This can lead to variability in the findings that is not due to the independent variable being tested but rather due to uncontrolled factors. The less control experienced in field experiments can compromise reliability because it becomes more difficult to produce consistent and repeatable results across different instances. If the same experiment is conducted in different conditions or at different times, the outcomes may differ due to these uncontrolled variables. Therefore, while field experiments excel in enhancing ecological validity by being more reflective of real-world settings, this benefit comes at the cost of reliability, as results can vary significantly when the experiment is repeated.*

**4. What task were participants in the Barkley-Levenson and Galvan experiment asked to perform?**

- A. A memory recall task
- B. A gambling task using fMRI**
- C. A social interaction task
- D. A risk perception evaluation

Participants in the Barkley-Levenson and Galvan experiment were specifically asked to perform a gambling task that utilized fMRI (functional magnetic resonance imaging) to investigate brain activity. The focus of this research was to explore how individuals' neural responses varied in relation to risk-taking behavior, particularly among adolescents and adults. The use of fMRI allowed the researchers to observe real-time brain activity and understand the neural correlates associated with decision-making in uncertain situations, which is a central theme in psychological studies of risk and reward. This task was not a memory recall task, nor was it centered on social interactions or solely on evaluating risk perception in isolation. Instead, it combined aspects of decision-making with the physiological responses measured through neuroimaging, providing insights into how risk-prone behaviors manifest in the brain. Therefore, the gambling task is critical for understanding the broader implications of risk-taking behaviors in different age groups from both a psychological and neurobiological perspective.

**5. What did Raine et al. ensure about the participants prior to the PET scan?**

- A. All were on medication
- B. None had taken any medication for at least two weeks**
- C. All had a history of mental illness
- D. None were familiar with the CPT

Raine et al. aimed to control the confounding variables that could affect the results of their study, particularly concerning the brain activity observed through PET scans. By ensuring that none of the participants had taken any medication for at least two weeks prior to the PET scan, they effectively minimized the potential impact of pharmacological substances on brain function. Medications can alter neural activity, which could compromise the validity of the findings related to the participants' underlying brain functioning and behavior in the context of the study being investigated. Therefore, this detail in their methodology was crucial for establishing more reliable and valid results that could be attributed to the variables of interest rather than extraneous influences.

**6. Which area of psychology does the Gibson and Walk research primarily fall under?**

- A. Behavioral Psychology
- B. Cognitive Psychology**
- C. Developmental Psychology
- D. Sociocultural Psychology

The research conducted by Gibson and Walk, often referred to as the "Visual Cliff" experiment, primarily falls under cognitive psychology. This study aimed to investigate depth perception in infants and animals, shedding light on how individuals perceive and interpret their environment. By examining how infants react to visual cues related to depth, the research contributes to our understanding of perceptual processes—a central focus of cognitive psychology. Cognitive psychology explores mental processes such as perception, memory, and decision-making. The findings from Gibson and Walk's research revealed significant insights into how organisms respond to visual stimuli, thereby informing our comprehension of cognitive development related to perception. This makes it a pivotal study in the discipline that emphasizes mental functions and their impact on behavior.

**7. In Bandura et al's study, what did the children experience in the room with attractive toys during Phase 2?**

- A. They were allowed to play with the toys
- B. They were frustrated when they were stopped from playing**
- C. They had fun with the toys
- D. They observed another child play

*In Bandura et al.'s study, during Phase 2, the children experienced frustration when they were stopped from playing with the attractive toys. This aspect of the research is crucial as it sets up a situation that elicits aggressive behavior. By introducing a level of frustration, the researchers aimed to test how it might influence the children's subsequent behavior when they later observed aggression. The idea is that children who feel frustrated may be more likely to exhibit aggression themselves, as they replicate the behavior they have observed after being provoked. This aligns with Bandura's social learning theory, which posits that behavior can be learned through observation and imitation, especially under heightened emotional states.*

**8. In the context of psychological research, what does 'natural/quasi' refer to?**

- A. Research conducted in controlled laboratory settings
- B. Research based on full participant control
- C. Research conducted in real-world settings without manipulation**
- D. Research focusing solely on self-reported data

*The term 'natural/quasi' in psychological research refers to studies conducted in real-world settings without manipulation of variables. This means that researchers observe and collect data on behaviors or phenomena as they occur naturally, rather than creating a controlled environment where variables are manipulated, such as in experimental settings. This approach allows for greater ecological validity, as the findings may be more applicable to real-life situations. Researchers may utilize pre-existing groups or events for these studies, which is characteristic of quasi-experimental designs that lack random assignment but still examine relationships between variables in a natural context. The other options describe different types of research methodologies that do not align with the principles of natural or quasi-research. For example, controlled laboratory settings and full participant control imply a high level of manipulation and control over the variables, which is contrary to the essence of natural/quasi designs. Similarly, focusing solely on self-reported data does not inherently pertain to the naturalistic observation aspect, as it could be part of any research method used regardless of the setting.*

**9. What did Chaney et al (2004) suggest about the Funhaler's effects on clinical outcomes?**

- A. Increased hospital admissions for asthma attacks
- B. No measurable effects on clinical outcomes
- C. Improved outcomes, potentially lowering hospital admissions**
- D. Negative outcomes compared to other devices

*Chaney et al. (2004) conducted research that examined the Funhaler, a device designed to improve adherence to asthma medication through a more engaging delivery mechanism. The study found that the Funhaler led to improved clinical outcomes for children with asthma. This improvement was attributed to the device's interactive features, which made the process of taking medication more enjoyable and engaging for both children and their parents. As a result, the use of the Funhaler is associated with better adherence to treatment protocols, which can decrease the frequency of asthma attacks and potentially reduce hospital admissions related to these attacks. Therefore, the correct response reflects the positive health outcomes linked to the Funhaler's use, highlighting its effectiveness in managing asthma more effectively than conventional inhalers.*

**10. According to Bandura et al (1961), which gender showed same-gender imitation?**

- A. Girls
- B. Boys**
- C. Both boys and girls equally
- D. Neither gender

*In Bandura et al. (1961), the research focused on the role of observational learning in children's behavior. The findings indicated that boys demonstrated a strong tendency to imitate behaviors exhibited by same-gender models. This is consistent with the social learning theory proposed by Bandura, which emphasizes that children learn behaviors by observing and imitating those they identify with, including same-gender individuals. Boys not only imitated same-gender models more frequently, but they also engaged in more aggressive behaviors when observing male role models compared to when observing female models. This difference highlights the concept of gender identity and the influence of social norms on behavior, particularly in the context of aggression that was being displayed by male models during the study. In contrast, girls did show some same-gender imitation, but the strength of this imitation was not emphasized in the findings as prominently as that of boys. The boys' distinctive imitation patterns align with the idea that children are more likely to replicate behaviors that they perceive to be consistent with their gender identity. Thus, the emphasis on boys imitating male models is central to understanding the dynamics of gender and behavior in Bandura's study.*

## 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](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://alevelpsychologyocr.examzify.com>

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

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