

A LEVEL PSYCHOLOGY OCR PRACTICE EXAM (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 potential bias could have influenced children's responses in Chaney et al's study?**
 - A. Societal norms concerning medical compliance
 - B. Children's previous experience with similar devices
 - C. Children were aware of trying a new device
 - D. Parental expectations during the experiment
- 2. What is the primary goal of an observational study?**
 - A. To manipulate variables to see their effect
 - B. To gather data while influencing the participants
 - C. To observe individuals without affecting their responses
 - D. To collect subjective thoughts and feelings
- 3. In Grant et al. (1998), how were participants' recall abilities tested?**
 - A. Through only multiple-choice questions
 - B. Through short answers followed by multiple-choice questions
 - C. Via interviews conducted after the reading task
 - D. With written essays on the article read
- 4. In the context of Rutter's study, what did he primarily investigate?**
 - A. The impact of peer relationships on attachment.
 - B. The ability of adopted children to form bonds based on age.
 - C. How biological factors influence attachment styles.
 - D. The effectiveness of early childhood interventions.
- 5. What does social homogamy suggest about individuals?**
 - A. They prefer partners of the opposing intelligence type
 - B. They tend to grow up in similar backgrounds
 - C. They are attracted to individuals of varying intelligence levels
 - D. They are likely to have diverse cultural backgrounds
- 6. What does correlational research aim to determine?**
 - A. The cause and effect relationship between variables
 - B. The statistical relationship between two variables
 - C. The personal beliefs of participants
 - D. The improvement of training methods

- 7. What does the term "Zone of Proximal Development" refer to in Wood et al's context?**
- A. The ability to learn without support
 - B. The difference between what a child can do alone and with help
 - C. The stages of cognitive development
 - D. The innate ability to abstract thinking
- 8. What was a significant result regarding parents' satisfaction with asthma devices in the study?**
- A. 61% were happy with existing devices
 - B. 10% were unhappy with the Funhaler
 - C. 61% were happy with the Funhaler
 - D. 100% were satisfied with their options
- 9. What was one limitation of Grant et al.'s study regarding ecological validity?**
- A. Participants were not familiar with the research topic
 - B. Wearing headphones is not realistic for classroom settings
 - C. Participants had to read a scientific article under constrained conditions
 - D. Background noise had no impact on memory recall
- 10. During what age range is the maturation of the prefrontal cortex suggested to continue?**
- A. Late teens
 - B. Early twenties
 - C. Mid-twenties
 - D. Through adolescence

Answers

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

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Explanations

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1. What potential bias could have influenced children's responses in Chaney et al's study?

- A. Societal norms concerning medical compliance
- B. Children's previous experience with similar devices
- C. Children were aware of trying a new device**
- D. Parental expectations during the experiment

In Chaney et al's study, the potential bias that could have influenced children's responses is related to their awareness of trying a new device. When children know they are involved in an experiment or trialing a new product, this awareness can lead to altered behavior, often referred to as the Hawthorne effect. Children might demonstrate more positive reactions to the device due to the novelty and excitement associated with it, rather than reflecting their genuine feelings or behaviors toward the device over a longer period. This awareness can create a situation where the children's responses are not purely based on their experience of using the device, but rather influenced by the understanding that they are participating in a study. Therefore, their enthusiasm or curiosity about being part of something new might skew the results, leading researchers to potentially overestimate the acceptability or enjoyment of the device.

2. What is the primary goal of an observational study?

- A. To manipulate variables to see their effect
- B. To gather data while influencing the participants
- C. To observe individuals without affecting their responses**
- D. To collect subjective thoughts and feelings

The primary goal of an observational study is to observe individuals without affecting their responses. This type of research design allows psychologists to gather data on behaviors, interactions, or phenomena in natural settings without intervention. By not manipulating variables, researchers can better understand how subjects behave in real-life circumstances, providing valuable insights into natural behaviors and social dynamics. In observational studies, the focus is on recording what naturally occurs, which helps avoid bias that can result from experimenter influence or manipulation. This method is particularly useful in exploratory research where the aim is to generate hypotheses rather than test them. The other options involve manipulation or influence, which are not characteristics of observational studies. For example, manipulating variables is more typical of experimental studies that seek to identify cause-and-effect relationships. Influencing participants also contradicts the goal of ensuring natural behavior, as does the collection of purely subjective thoughts and feelings, which may not directly reflect observable behaviors.

3. In Grant et al. (1998), how were participants' recall abilities tested?

- A. Through only multiple-choice questions
- B. Through short answers followed by multiple-choice questions**
- C. Via interviews conducted after the reading task
- D. With written essays on the article read

In the study by Grant et al. (1998), participants' recall abilities were effectively assessed using a combination of short answer questions followed by multiple-choice questions. This approach allowed researchers to evaluate both the specific details that participants could remember from the material they read (assessed through short answers) and their recognition memory through multiple-choice questions. This method provided a comprehensive understanding of participants' recall abilities by measuring both the depth of recall (through short answers) and the ability to recognize information accurately (via multiple-choice). Such a balanced assessment is important in psychological research as it captures different facets of memory performance, making the results more robust.

4. In the context of Rutter's study, what did he primarily investigate?

- A. The impact of peer relationships on attachment.
- B. The ability of adopted children to form bonds based on age.**
- C. How biological factors influence attachment styles.
- D. The effectiveness of early childhood interventions.

Rutter's study primarily focused on the ability of adopted children to form bonds based on age, particularly examining how various factors, including the timing of adoption, influenced attachment behavior. His research highlighted the importance of sensitive periods in child development, suggesting that the age at which children are adopted plays a crucial role in their ability to form secure attachments. Through his investigations, Rutter explored outcomes for children who were adopted at different ages, assessing their emotional and relational development. He found that children adopted earlier in life tended to fare better in terms of forming secure attachments compared to those who were adopted later. This reinforced the idea that early experiences and the timing of interventions can significantly affect attachment outcomes in children. Understanding this aspect of Rutter's research shows the importance of developmental psychology in grasping how age and timing influence the ability to form bonds, particularly in the context of a child's overall emotional and social development.

5. What does social homogamy suggest about individuals?

- A. They prefer partners of the opposing intelligence type
- B. They tend to grow up in similar backgrounds**
- C. They are attracted to individuals of varying intelligence levels
- D. They are likely to have diverse cultural backgrounds

Social homogamy refers to the idea that individuals are more likely to form romantic relationships with partners who have similar characteristics and backgrounds. This concept emphasizes the significance of shared experiences and social environments in partner selection. When individuals come from similar backgrounds, such as socioeconomic status, cultural norms, education levels, and values, they can foster a sense of understanding and compatibility in their relationship. This mutual recognition and understanding can lead to a stronger bond, as partners may share similar lifestyles, interests, and outlooks on various aspects of life. Thus, option B accurately captures the essence of social homogamy by indicating that individuals tend to grow up in similar backgrounds. The other options suggest dynamics that diverge from the primary premise of social homogamy. For instance, options discussing attraction to varying intelligence levels or diverse cultural backgrounds do not align with the idea that similar social contexts foster closer connections. Overall, the concept reinforces the notion that shared backgrounds can enhance relational satisfaction and stability.

6. What does correlational research aim to determine?

- A. The cause and effect relationship between variables
- B. The statistical relationship between two variables**
- C. The personal beliefs of participants
- D. The improvement of training methods

Correlational research is designed to examine the statistical relationship between two variables, determining whether and how strongly pairs of variables are related. This type of research identifies patterns and associations, allowing researchers to understand how changes in one variable might correspond to changes in another. It does not make assertions about causation; therefore, it does not imply that one variable causes changes in the other. Instead, correlational research focuses on the strength and direction of a relationship, typically quantified through correlation coefficients. In contrast, the other options delve into areas that correlate with aspects of psychology but do not accurately reflect the focus of correlational research. Understanding the limitations and applications of correlational research is crucial in psychology, particularly to avoid misinterpretation of findings as implying causation where it does not exist.

7. What does the term "Zone of Proximal Development" refer to in Wood et al's context?

- A. The ability to learn without support
- B. The difference between what a child can do alone and with help**
- C. The stages of cognitive development
- D. The innate ability to abstract thinking

The term "Zone of Proximal Development" (ZPD), as described in the context of Wood et al, refers specifically to the difference between what a child can accomplish independently and what they can achieve when guided or supported by a more knowledgeable individual, such as a teacher or peer. This concept highlights the potential for growth and learning that exists within this supportive framework. In essence, the ZPD suggests that children have untapped abilities that can be developed through assistance and scaffolding, making it a crucial concept in understanding cognitive development and educational practices. This notion underscores the importance of social interaction and collaborative learning in enhancing a child's learning experiences and skills. The other options don't encapsulate this nuanced understanding of development; they pertain to different aspects of learning or cognitive processing.

8. What was a significant result regarding parents' satisfaction with asthma devices in the study?

- A. 61% were happy with existing devices
- B. 10% were unhappy with the Funhaler
- C. 61% were happy with the Funhaler**
- D. 100% were satisfied with their options

The significant result regarding parents' satisfaction with asthma devices in the study indicated that 61% were happy with the Funhaler. This percentage highlights the positive reception of the Funhaler compared to traditional asthma devices. The Funhaler is designed to be more engaging and enjoyable for children, which likely contributed to the higher satisfaction levels reported by parents. This result underscores the importance of considering user experience when evaluating medical devices, especially for children with chronic conditions like asthma. It suggests that when children find their treatment methods enjoyable, it may lead to better adherence and overall outcomes. Thus, the high satisfaction rate with the Funhaler reinforces the notion that innovative, child-friendly designs can improve the management of health conditions.

9. What was one limitation of Grant et al.'s study regarding ecological validity?

- A. Participants were not familiar with the research topic
- B. Wearing headphones is not realistic for classroom settings**
- C. Participants had to read a scientific article under constrained conditions
- D. Background noise had no impact on memory recall

The reasoning behind the chosen answer highlights a significant aspect of ecological validity in research. Wearing headphones during the study does not mirror the typical classroom experience, where students do not usually engage with material in a noisy and controlled environment. This discrepancy can limit the extent to which the findings can be generalized to real-life educational settings. In everyday classroom scenarios, students experience a variety of environmental factors, such as varying levels of background noise or group dynamics, which differ from the artificial settings created in the study. Therefore, the use of headphones may hinder the study's applicability to actual learning and recall situations in schools, suggesting that the study's ecological validity is compromised to some extent.

10. During what age range is the maturation of the prefrontal cortex suggested to continue?

- A. Late teens
- B. Early twenties**
- C. Mid-twenties
- D. Through adolescence

The maturation of the prefrontal cortex is suggested to continue into the early twenties, making this the correct choice. This brain region is crucial for higher-level cognitive functions such as decision-making, impulse control, and reasoning. Research indicates that the prefrontal cortex undergoes extensive development during late adolescence and continues to mature well into a person's twenties. This maturation process is essential for the development of advanced executive functions and contributes to more sophisticated thinking and emotional regulation. While late teens and mid-twenties may seem plausible age ranges, they do not accurately capture the full extent of the maturation timeline. The prefrontal cortex's most significant changes and refinements typically occur leading up to and during the early twenties rather than being completed by late adolescence or extending into the mid-twenties. The option that suggests development through adolescence does not account for the ongoing changes that occur after this stage, particularly emphasizing the continuing maturation in early adulthood.

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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://alevelpsychologyocr.examzify.com>

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

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