

AICE PSYCHOLOGY PAPER 1 PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://aicepsychologypaper1.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

SAMPLE

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

SAMPLE

- 1. What did Milgram's findings suggest about the relationship between authority and individual actions?**
 - A. Obedience is easily resisted
 - B. People comply more when they're alone
 - C. Authority has a strong influence on action
 - D. Individual morality supersedes obedience
- 2. In what way might doodling impact performance in situations deemed boring?**
 - A. It diverts attention from the task
 - B. It increases discomfort
 - C. It enhances engagement with the material
 - D. It hinders cognitive load
- 3. What might the presence of others influence regarding helping behavior?**
 - A. It consistently increases willingness to help
 - B. It creates a sense of urgency to intervene
 - C. It often leads to a diffusion of responsibility
 - D. It encourages individuals to act alone
- 4. What impact do cognitive biases have on decision-making?**
 - A. They enhance objective judgment
 - B. They allow for quicker decisions without errors
 - C. They can lead to systematic errors in judgment
 - D. They improve critical thinking skills
- 5. What aspect of behavior does social learning theory emphasize as significant?**
 - A. The impact of genetic factors on behavior
 - B. The effect of situational stressors on cognitive performance
 - C. The importance of modeling and observational learning
 - D. The role of conditioning in habitual behavior

- 6. In the context of memory, what are schemas?**
- A. Visual representations of memories
 - B. Biological processes related to memory storage
 - C. Mental frameworks that help organize and interpret information
 - D. The neurological changes that occur during memory formation
- 7. What is a potential social implication of Baron-Cohen's findings?**
- A. Increased integration of AS/HFA individuals in society
 - B. Decreased reliance on emotional intelligence
 - C. Less emphasis on social skills in education
 - D. Greater divide in understanding emotions
- 8. What aspect of human behavior does the Milgram study highlight?**
- A. Group dynamics
 - B. Authority influence
 - C. Cognitive dissonance
 - D. Bystander effect
- 9. What is the primary purpose of psychological assessment?**
- A. To conduct experiments on human behavior
 - B. To evaluate individuals for diagnosis and treatment
 - C. To provide educational recommendations
 - D. To track historical changes in mental health
- 10. What was the dependent variable in Experiment 1 of the Laney study?**
- A. The participant's dietary preferences
 - B. The number of questionnaires completed
 - C. The level of false belief reported
 - D. The participant's age

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. What did Milgram's findings suggest about the relationship between authority and individual actions?

- A. Obedience is easily resisted
- B. People comply more when they're alone
- C. Authority has a strong influence on action**
- D. Individual morality supersedes obedience

Milgram's findings highlight that authority figures have a significant influence on individuals' actions, particularly in stressful or ambiguous situations. His experiments demonstrated that participants were willing to administer what they believed were painful electric shocks to another person when prompted by an authoritative figure. This reveals that individuals may subordinate their personal morals and ethical considerations to the demands of authority, suggesting that an environment where an authority figure commands can lead to compliance, even at the expense of their own values. The results underscored a troubling aspect of human behavior: that people can act in ways they might otherwise find reprehensible when directed by a legitimate authority. This alignment with authority shapes behavior and can lead to severe consequences, thus emphasizing the role of authority in dictating individual actions. This understanding helps in comprehending various social dynamics, including the mechanisms behind conformity, obedience, and even complicity in harmful practices in societal structures.

2. In what way might doodling impact performance in situations deemed boring?

- A. It diverts attention from the task
- B. It increases discomfort
- C. It enhances engagement with the material**
- D. It hinders cognitive load

Doodling can enhance engagement with the material by providing a way for individuals to maintain their focus during tasks that may seem monotonous or uninteresting. Research suggests that engaging in doodling during lectures or while consuming information can help individuals stay alert and process information more effectively. This is because doodling allows for a form of active engagement that keeps the mind occupied without distracting from the primary task. When a person doodles, they can channel their attention and creativity into a physical activity that prevents their mind from wandering too far, thereby enabling better retention of the information being presented. This dual-tasking mechanism can lead to improved recall and understanding of the material, as the act of doodling can stimulate creativity and reinforce cognitive connections related to the topic at hand. Overall, doodling serves as a cognitive tool that enhances rather than detracts from performance in otherwise boring situations.

3. What might the presence of others influence regarding helping behavior?

- A. It consistently increases willingness to help
- B. It creates a sense of urgency to intervene
- C. It often leads to a diffusion of responsibility**
- D. It encourages individuals to act alone

The presence of others can significantly influence helping behavior through the concept of diffusion of responsibility, which occurs when individuals in a group feel less personal accountability to take action in an emergency or stressful situation. When people are alone, they may feel a stronger sense of obligation to intervene, as they are solely responsible for the outcome. However, when in a group, individuals often assume that someone else will take responsibility or act, leading to inaction among the bystanders. This phenomenon has been demonstrated in various studies, such as the infamous Kitty Genovese case, where numerous witnesses did not intervene during an assault, each likely waiting for someone else to help. While other choices may touch on aspects of social behavior, they do not accurately capture the psychological mechanisms at play as effectively as the idea of diffusion of responsibility does in explaining why individuals may fail to help when others are present.

4. What impact do cognitive biases have on decision-making?

- A. They enhance objective judgment
- B. They allow for quicker decisions without errors
- C. They can lead to systematic errors in judgment**
- D. They improve critical thinking skills

Cognitive biases significantly impact decision-making by often leading individuals to make systematic errors in judgment. These biases are mental shortcuts or patterns of thought that can distort our perception of reality. For instance, biases such as confirmation bias, where individuals favor information that confirms their pre-existing beliefs, can skew the evaluation of evidence and hinder logical reasoning. This can result in decisions that are not based on a full understanding of the situation or accurate assessment of information. Instead of enhancing judgment or improving decision-making processes, cognitive biases can cloud our ability to assess situations objectively, causing us to overlook important data or misinterpret facts. As a result, people may reach conclusions that are inconsistent with reality or fail to recognize alternative perspectives. Understanding the influence of cognitive biases is crucial in various fields, including psychology, economics, and everyday life, as it helps individuals strive for more informed and rational decision-making in the face of inherent perceptual challenges.

5. What aspect of behavior does social learning theory emphasize as significant?

- A. The impact of genetic factors on behavior
- B. The effect of situational stressors on cognitive performance
- C. The importance of modeling and observational learning**
- D. The role of conditioning in habitual behavior

Social learning theory highlights the importance of modeling and observational learning as fundamental processes through which behavior is acquired. This theory, developed by Albert Bandura, posits that individuals can learn new behaviors not only through direct experience but also by observing others. This observational learning occurs when a person sees someone else perform a behavior and then imitates that behavior, especially if the model is perceived as a role model or receives positive reinforcement. The process involves several key components: attention, retention, reproduction, and motivation. Attention refers to the individual's focus on the behavior being modeled; retention involves remembering the behavior; reproduction is about the ability to replicate the behavior; and motivation relates to the desire to engage in the observed behavior, often influenced by the perceived rewards or consequences associated with it. This understanding of the impact of social environments and interactions on learning distinguishes social learning theory from other psychological perspectives that may prioritize genetic or conditioning influences in explaining behavior. Hence, emphasizing modeling and observational learning is essential to understanding how individuals learn and adapt their behaviors in social contexts.

6. In the context of memory, what are schemas?

- A. Visual representations of memories
- B. Biological processes related to memory storage
- C. Mental frameworks that help organize and interpret information**
- D. The neurological changes that occur during memory formation

Schemas are best understood as mental frameworks that help individuals organize and interpret information. They allow people to categorize new experiences and make sense of the complex world around them by providing a structure for storing and retrieving information. This cognitive approach supports the way memories are formed, processed, and recalled. For example, when encountering a new situation, an individual's schema related to a similar past experience helps them quickly understand and react appropriately. This organizational tool not only streamlines the cognitive process but also influences perceptions and expectations. In this way, schemas play a crucial role in shaping both memory and knowledge retrieval. The other options do not accurately encompass the concept of schemas. For instance, visual representations of memories refer to specific types of memory recall rather than underlying cognitive structures. Biological processes related to memory storage involve the physiological aspects of how memories are encoded and maintained in the brain and do not pertain to cognitive frameworks. Neurological changes during memory formation are concerned with the brain's physical adaptation rather than the cognitive structures that help in organizing knowledge and interpreting experiences.

7. What is a potential social implication of Baron-Cohen's findings?

A. Increased integration of AS/HFA individuals in society

B. Decreased reliance on emotional intelligence

C. Less emphasis on social skills in education

D. Greater divide in understanding emotions

The findings of Simon Baron-Cohen, particularly regarding the theory of mind and the differences in emotional recognition among individuals with Autism Spectrum Disorders (ASD), suggest that there is a need for greater awareness and understanding of these individuals in society. The concept of increased integration of individuals with Asperger Syndrome (AS) or High-Functioning Autism (HFA) stems from the recognition that many possess unique strengths and capabilities, which can contribute positively to various social environments. Promoting increased integration involves fostering an inclusive society that accommodates diverse ways of understanding and expressing emotion. By doing so, society can benefit from the valuable perspectives of those with AS/HFA, enhancing social cohesion and support networks. This integration can lead to a better quality of life for these individuals, as well as a more empathetic understanding within communities. In contrast, the alternative options suggest outcomes that could potentially hinder the developmental and social reinforcement needed for individuals with AS/HFA. Decreased reliance on emotional intelligence might contribute to misunderstandings and further isolation, while less emphasis on social skills in education could prevent individuals from developing necessary interpersonal skills. Lastly, a greater divide in understanding emotions would likely exacerbate misunderstandings, making integration and acceptance more challenging.

8. What aspect of human behavior does the Milgram study highlight?

A. Group dynamics

B. Authority influence

C. Cognitive dissonance

D. Bystander effect

The Milgram study prominently highlights the influence of authority on human behavior. Conducted in the early 1960s by psychologist Stanley Milgram, the research investigated how ordinary people could commit acts that conflicted with their conscience when instructed to do so by an authority figure. Participants in the study were led to believe they were delivering increasingly severe electric shocks to another person as a part of an experiment on learning, despite hearing distressing reactions from the supposed victim. The findings demonstrated that a significant proportion of participants were willing to obey the authoritative figure's instructions, even when it resulted in potential harm to another individual. This obedience to authority was a critical insight, illustrating how individuals might suspend their moral judgment in compliance with perceived authoritative commands. In the context of the other answer choices, while group dynamics, cognitive dissonance, and the bystander effect may all relate to human behavior in various ways, they do not directly capture the essence of what Milgram's research uncovered about authority's powerful role in shaping actions. Thus, the correct answer reflects the core theme Milgram explored, which is the tendency of individuals to follow orders given by someone perceived as an authority, often leading to surprising and concerning outcomes.

9. What is the primary purpose of psychological assessment?

- A. To conduct experiments on human behavior
- B. To evaluate individuals for diagnosis and treatment**
- C. To provide educational recommendations
- D. To track historical changes in mental health

The primary purpose of psychological assessment is to evaluate individuals for diagnosis and treatment. This process involves the use of various tools and techniques, such as interviews, questionnaires, and standardized tests, to gather information about an individual's cognitive, emotional, and behavioral functioning. By systematically collecting and analyzing this data, mental health professionals can gain insights into a person's psychological state, identify any mental health disorders, and recommend appropriate treatment options. This assessment is crucial for developing targeted interventions that address the specific needs of the individual. The focus on evaluation for diagnosis and treatment sets this option apart from the others. Conducting experiments on human behavior primarily falls under the domain of research rather than individualized assessment. Providing educational recommendations, while important, is a narrower application of assessment that may not encompass all psychological evaluations. Tracking historical changes in mental health does not align with the immediate objectives of assessing current psychological functioning or needs for treatment.

10. What was the dependent variable in Experiment 1 of the Laney study?

- A. The participant's dietary preferences
- B. The number of questionnaires completed
- C. The level of false belief reported**
- D. The participant's age

In Experiment 1 of the Laney study, the dependent variable measured was the level of false belief reported by the participants. This element is crucial because it assesses the outcomes of the experimental manipulation—in this case, the suggestion that participants had enjoyed eating asparagus as children. By examining the extent to which participants expressed this false memory or belief, the researchers could determine the effectiveness of the manipulation on influencing dietary preferences. This focus on the participants' reported beliefs reflects the core objective of the study, which aimed to investigate how positive false memories could be implanted and subsequently validated through their answers in the questionnaires. Other options, while relevant in the context of the study, do not capture the primary focus on belief induction and measurement related to the experiment's hypothesis.

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://aicepsychologypaper1.examzify.com>

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

SAMPLE