

AS LEVEL PSYCHOLOGY (9990) CASE STUDIES PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. How long was each image displayed and what was the fixation interval?

- A. 12.96 seconds display, 2.88 seconds fixation
- B. 2.88 seconds display, 12.96 seconds fixation
- C. 2.88 seconds display, 2.88 seconds fixation
- D. 1 second display, 12.96 seconds fixation

2. What sampling technique and size were used?

- A. Random sampling, 20 chimpanzees
- B. Opportunity sampling, 5 chimpanzees paired in mother-child pairs
- C. Convenience sampling, 8 pairs
- D. Stratified sampling, 10 chimpanzees

3. In Milgram's definitions, white-collar workers refer to individuals who work in professional occupations.

- A. True.
- B. False.
- C. Not defined.
- D. White-collar workers are manual laborers.

4. For mild-to-moderate scenes, how did memory outcomes distribute?

- A. Skewed toward remembered
- B. Skewed toward forgotten
- C. Similar distributions
- D. Only familiar

5. Which option best describes the design of the Dement & Kleitman experiments?

- A. Cross-sectional survey
- B. Grounded theory analysis
- C. Laboratory experiment
- D. Longitudinal cohort

- 6. Which are the four situational variables tested by Piliavin in the subway study?**
- A. Type of victim, race of victim, behavior of a model, size of group
 - B. Type of victim, race of victim, weather, time of day
 - C. Victim age, gender, model speed, group size
 - D. Victim color, model attire, route, station location
- 7. Which type of data is most typical in a false memory experiment?**
- A. Qualitative interview transcripts
 - B. Quantitative data such as memory accuracy and false recall rates
 - C. Narrative notes
 - D. Observational counts
- 8. What was a key strength of the parrot learning study?**
- A. It had standardized procedure enabling replication.
 - B. It used a large sample size.
 - C. It was conducted in natural environment.
 - D. It used random assignment.
- 9. What does fMRI measure to infer brain activity?**
- A. Changes in blood flow related to neural activity
 - B. Electrical activity of neurons
 - C. Brain structure via X-ray
 - D. Neurotransmitter levels
- 10. In Piliavin's subway study, which roles did the male confederates fill?**
- A. Model and observer
 - B. Victim and data collector
 - C. Victim and model
 - D. Victim and observer

Answers

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

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Explanations

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1. How long was each image displayed and what was the fixation interval?

- A. 12.96 seconds display, 2.88 seconds fixation
- B. 2.88 seconds display, 12.96 seconds fixation**
- C. 2.88 seconds display, 2.88 seconds fixation
- D. 1 second display, 12.96 seconds fixation

In this kind of task, two timing elements matter: how long each image stays on screen (stimulus duration) and how long the blank period with the fixation point lasts between images (the inter-stimulus or fixation interval). The correct option sets the image to be shown for a brief, controlled 2.88 seconds, which gives enough time to perceive and encode the image without encouraging prolonged viewing or rehearsal. The fixation interval is then much longer at 12.96 seconds, providing a solid pause between images so attention can reset, interference from the previous image is minimized, and each trial can be treated as independent. So, showing images for 2.88 seconds and having a 12.96-second fixation interval best fits a design aiming for clear, separated encoding of each image.

2. What sampling technique and size were used?

- A. Random sampling, 20 chimpanzees
- B. Opportunity sampling, 5 chimpanzees paired in mother-child pairs**
- C. Convenience sampling, 8 pairs
- D. Stratified sampling, 10 chimpanzees

Sampling method is about how participants are chosen. In this study, the researchers used opportunity sampling, selecting chimpanzees that were readily available in the setting rather than drawing from the entire population. They organized the subjects into mother–child pairs, giving five pairs in total. This approach is practical and ethical in animal research, enabling study of maternal relationships with a manageable sample size. A random sample from the whole population would be ideal in theory but isn't usually feasible in captive or field settings; stratified sampling would require predefined subgroups and a specific sampling plan within them, which isn't described here.

3. In Milgram's definitions, white-collar workers refer to individuals who work in professional occupations.

- A. True.**
- B. False.
- C. Not defined.
- D. White-collar workers are manual laborers.

White-collar refers to office-based, professional or managerial roles that involve cognitive work rather than physical labor. In Milgram's discussions, this category is used to describe individuals in professional occupations, distinguishing them from those in manual labor (blue-collar) or other non-manual roles. Because of that, the statement is true: white-collar workers are those who work in professional occupations. The alternative that they are manual laborers would be incorrect, since manual labor falls under blue-collar, not white-collar. It isn't left undefined in Milgram's framework, as these occupational distinctions were part of how social roles and status were discussed.

4. For mild-to-moderate scenes, how did memory outcomes distribute?

- A. Skewed toward remembered
- B. Skewed toward forgotten
- C. Similar distributions**
- D. Only familiar

The main idea here is that memory strength across items that fall in a mild-to-moderate range produces balanced, non-biased outcomes. When scenes are only moderately distinctive, they aren't strong enough to guarantee recall for most items, nor weak enough to guarantee forgetting for many. That mid-range cue strength leads to a similar mix of remembered and not-remembered responses across those scenes, so the distribution of memory outcomes ends up being comparable rather than skewed in one direction. If you saw a skew toward remembering, you'd expect most items to be recalled; if toward forgetting, most would be forgotten. The option about being only familiar doesn't fit because the pattern described is a shared, mid-range distribution, not a restriction to familiarity alone.

5. Which option best describes the design of the Dement & Kleitman experiments?

- A. Cross-sectional survey
- B. Grounded theory analysis
- C. Laboratory experiment**
- D. Longitudinal cohort

Dreaming was studied in a sleep lab with tight control over the environment and procedures. Researchers used EEG to identify precisely when someone was in REM sleep and then woke participants at specific times to collect dream reports. This clear manipulation of the sleep condition (awakening during REM versus non-REM) and the systematic measurement of the outcome (whether a dream could be recalled and its content) show a laboratory experiment design. The setting and methods reduce extraneous influences and allow a cause-and-effect relationship between sleep stage and dream recall to be tested, with repeated measures across nights strengthening the comparison within the same individuals. It isn't a cross-sectional survey, since it isn't gathering one-off data from a population; it isn't grounded theory, since it isn't generating theory from qualitative data; and it isn't a longitudinal cohort, since it doesn't follow people over long periods in their daily lives.

6. Which are the four situational variables tested by Piliavin in the subway study?

- A. Type of victim, race of victim, behavior of a model, size of group
- B. Type of victim, race of victim, weather, time of day
- C. Victim age, gender, model speed, group size**
- D. Victim color, model attire, route, station location

In this study, the focus is on how real-world situational factors shape whether people help. The four variables Piliavin actually varied were: the type of victim (an ill victim who appeared sick vs a drunk victim), the race of the victim (Black or White), the size of the bystander group (how many people were present), and the presence or behavior of a model who might start helping (a helper confederate). These are the factors that the researchers manipulated to see how they influence helping behavior in the subway. The other options mix in things not tested in this study, like weather, time of day, or victim age/gender, which Piliavin did not systematically vary.

7. Which type of data is most typical in a false memory experiment?

- A. Qualitative interview transcripts
- B. Quantitative data such as memory accuracy and false recall rates**
- C. Narrative notes
- D. Observational counts

Quantitative measures of memory performance are most typical in false memory experiments. These studies aim to quantify how often people recall or recognize items they were not presented with, so data like memory accuracy and false recall/recognition rates are collected and analyzed statistically. For example, in paradigms such as the DRM, researchers report the proportion of correctly recalled items and the proportion of lure items that are falsely recalled or recognized, allowing clear comparisons across conditions and participants. While qualitative data can add depth in other contexts, it doesn't provide the standardized, comparable metrics that capture the frequency and strength of false memories across a group.

8. What was a key strength of the parrot learning study?

- A. It had standardized procedure enabling replication.**
- B. It used a large sample size.
- C. It was conducted in natural environment.
- D. It used random assignment.

Standardized procedures that enable replication are a key strength of this parrot learning study. When training steps, prompts, timing, materials, and how responses are scored are kept the same across all sessions, researchers, and subjects, the study becomes repeatable. This means others can follow exactly the same methods and check whether the same results emerge, which strengthens reliability and supports that the observed learning effects come from the training itself rather than differences in how the task was delivered. In parrot research, consistency might involve identical cues, the same reward schedule, and the same criteria for what counts as a correct response, all in the same testing environment. This kind of standardization makes it easier to compare findings across studies and build a coherent picture of how parrots learn. The other options don't provide the same strength. A large sample size is valuable in many studies, but in parrot learning research it's often limited by practical and ethical factors, so it isn't the defining strength in this case. Conducting the study in a natural environment can introduce more uncontrolled variables, which can hinder precise replication. Random assignment is less central here, especially in smaller animal studies or designs where subjects serve as their own controls, making the systematic standardization even more important for drawing clear conclusions.

9. What does fMRI measure to infer brain activity?

- A. Changes in blood flow related to neural activity**
- B. Electrical activity of neurons
- C. Brain structure via X-ray
- D. Neurotransmitter levels

fMRI measures changes in blood flow as an indirect index of neural activity. When a brain area becomes more active, its neurons consume more oxygen, triggering a vascular response that alters the ratio of oxygenated to deoxygenated hemoglobin. The scanner detects this change—the BOLD signal—which serves as a proxy for how active that region is, even though the measurement is of blood flow, not direct electrical firing. There's a delay between neural activity and the hemodynamic response, so fMRI captures activity with a temporal lag. This technique does not measure electrical signals from neurons directly (that would be EEG/MEG), nor does it image brain structure like an X-ray CT, nor quantify neurotransmitter levels (which would require PET or MR spectroscopy).

10. In Piliavin's subway study, which roles did the male confederates fill?

- A. Model and observer
- B. Victim and data collector
- C. Victim and model**
- D. Victim and observer

In Piliavin's subway study, the situation centers on a person in need and someone who demonstrates whether help is given. On each trial, two of the male confederates took on interactive roles: one is the victim, who appears to have collapsed or become ill, and the other is the model, who acts as a potential helper and either steps in to help after a brief delay or withholds help depending on the condition. The remaining two confederates are observers who record data about bystander reactions and timing, not about helping themselves. So the best description of the roles filled by the male confederates involved in shaping the intervention is victim and model.

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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:

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

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