

UVA Social Psychology Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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. Which concept refers to the expectation that helping others will lead to receiving help in the future?**
 - A. Norm of Altruism**
 - B. Norm of Reciprocity**
 - C. Social Exchange Theory**
 - D. Mutualistic Behavior**

- 2. What defines a person primarily by their relationships with others?**
 - A. Independent View of the Self**
 - B. Interdependent View of the Self**
 - C. Self-Concept**
 - D. Self-Understanding**

- 3. In the study about "Linda," what was the significant finding regarding students' perceptions?**
 - A. Students were equally likely to identify Linda as a bank teller or a feminist bank teller**
 - B. Students favored identifying Linda as a feminist bank teller more often**
 - C. Students showed a preference for identifying her as a bank teller exclusively**
 - D. Students' responses were not influenced by the descriptions provided**

- 4. What is the primary concern in communal relationships?**
 - A. Maximizing personal gain**
 - B. Being responsive to the other person's needs**
 - C. Creating social networks for future benefits**
 - D. Achieving individual goals**

- 5. What does the Weapons Effect suggest about environmental influences on behavior?**
 - A. The environment has no effect on human aggression**
 - B. Environmental cues such as weapons can provoke aggressive responses**
 - C. Positive environments completely inhibit aggression**
 - D. Aggression is solely a result of personal experiences**

- 6. What do idiosyncrasy credits represent?**
- A. The right to break group norms without consequence**
 - B. Social acceptance as a result of past conformity**
 - C. Rejection of minority opinions**
 - D. Public compliance with varying beliefs**
- 7. What is a key characteristic of Anxious/Ambivalent Attachment Style?**
- A. A tendency to avoid conversations about feelings**
 - B. Concerns about others not reciprocating desire for intimacy**
 - C. A strong sense of independence in relationships**
 - D. Desiring close relationships but feeling confident**
- 8. Which of the following is NOT a factor in the Bystander Effect?**
- A. Number of bystanders present**
 - B. Personal characteristics of witnesses**
 - C. Time of day**
 - D. Perceived seriousness of the emergency**
- 9. What does the term "Weapons Effect" refer to in social psychology?**
- A. The increase in aggression caused by a physical confrontation**
 - B. The increase in aggression that can occur because of the mere presence of a gun or other weapon**
 - C. The decrease in aggressive behavior due to environmental influences**
 - D. The increase in prosocial behavior from witnessing violence**
- 10. Which term refers to the variable that a researcher measures in an experiment?**
- A. Independent variable**
 - B. Dependent variable**
 - C. Extraneous variable**
 - D. Control variable**

Answers

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1. B
2. B
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. Which concept refers to the expectation that helping others will lead to receiving help in the future?

- A. Norm of Altruism**
- B. Norm of Reciprocity**
- C. Social Exchange Theory**
- D. Mutualistic Behavior**

The concept that refers to the expectation that helping others will lead to receiving help in the future is known as the Norm of Reciprocity. This social norm suggests that individuals feel a social obligation to return favors or assistance given to them. When one person helps another, there is an implicit understanding that this act of kindness or support creates a bond or obligation, which makes it more likely that the recipient will help the original helper should the need arise. This norm is a fundamental aspect of social interactions and is thought to promote cooperative behavior within groups and communities. It helps to build trust and social connections, establishing a cycle of mutual support that is beneficial for both individuals and society at large. While concepts like the Norm of Altruism, Social Exchange Theory, and Mutualistic Behavior discuss various aspects of helping behavior and social interactions, they do not specifically encapsulate the reciprocal expectation embedded in helping others as succinctly as the Norm of Reciprocity does.

2. What defines a person primarily by their relationships with others?

- A. Independent View of the Self**
- B. Interdependent View of the Self**
- C. Self-Concept**
- D. Self-Understanding**

The interdependent view of the self emphasizes that individuals define themselves largely through their relationships and social connections with others. This perspective is common in collectivist cultures, where people's identities are shaped by their roles within families, communities, and social groups. Rather than seeing themselves as standalone entities, individuals with an interdependent view recognize their behaviors, thoughts, and feelings as intertwined with the dynamics of their relationships. This contrasts with an independent view, where a person might see themselves as distinct from others, primarily defined by individual traits and personal achievements. In this context, the interdependent view highlights how social context plays a critical role in shaping one's identity, emphasizing connection, cooperation, and community over individualism. Additionally, the other options, such as self-concept and self-understanding, focus more broadly on personal beliefs and perceptions without specifically highlighting the influence of social relationships.

3. In the study about "Linda," what was the significant finding regarding students' perceptions?

- A. Students were equally likely to identify Linda as a bank teller or a feminist bank teller**
- B. Students favored identifying Linda as a feminist bank teller more often**
- C. Students showed a preference for identifying her as a bank teller exclusively**
- D. Students' responses were not influenced by the descriptions provided**

The study about "Linda" highlights a notable cognitive bias known as the conjunction fallacy. In this scenario, participants were presented with a description of Linda and were asked to choose which scenario was more likely: identifying her as a bank teller or as a feminist bank teller. The significant finding that students favored identifying Linda as a feminist bank teller demonstrates how people often assume that specific details (such as her being a feminist) make a particular description more representative, thus leading to erroneous conclusions about probabilities. In this case, many individuals incorrectly believed it was more likely that Linda belonged to the narrower category of "feminist bank teller" rather than the broader category of "bank teller," despite the logical fact that the broader category must encompass more individuals. This reflects how people's judgments can be skewed by perceptions of representativeness rather than strict probabilities, making it a classic example of how cognitive biases can affect decision-making and beliefs about likelihood.

4. What is the primary concern in communal relationships?

- A. Maximizing personal gain**
- B. Being responsive to the other person's needs**
- C. Creating social networks for future benefits**
- D. Achieving individual goals**

In communal relationships, the primary concern is being responsive to the other person's needs. This type of relationship is characterized by a mutual concern for one another that goes beyond self-interest; individuals in communal relationships prioritize the well-being and needs of their partner over their own. This entails a willingness to provide support and assistance without expecting immediate returns, showcasing a sense of interdependence and commitment. In contrast to relationships that emphasize personal gain or competition, communal relationships are built on trust and emotional connection. This responsiveness can manifest in various ways, such as offering help, understanding, and emotional support. The goal is to foster deep connections by nurturing the other person's needs and desires, which strengthens the bond between individuals. Other choices focus on more self-centered or short-term considerations, which do not align with the fundamental principles of communal relationships.

5. What does the Weapons Effect suggest about environmental influences on behavior?

- A. The environment has no effect on human aggression**
- B. Environmental cues such as weapons can provoke aggressive responses**
- C. Positive environments completely inhibit aggression**
- D. Aggression is solely a result of personal experiences**

The Weapons Effect suggests that environmental cues, particularly the presence of weapons, can indeed provoke aggressive responses in individuals. This phenomenon illustrates how external stimuli can influence our behavior, specifically by increasing the likelihood of aggression in situations where a weapon is present. The presence of weapons can prime aggressive thoughts and behaviors, leading individuals to react in more violent or hostile ways than they might in the absence of such cues. This understanding highlights the impact of environmental factors on human behavior, demonstrating that aggression is not solely a product of inherent character traits or personal experiences, but can also be significantly shaped by the surrounding environment. The theory is supported by numerous empirical studies showing that even the mere sight of a weapon can increase aggression in various contexts. The other options do not capture this relationship effectively. For example, suggesting that the environment has no effect on human aggression contradicts the main premise of the Weapons Effect. Similarly, the idea that positive environments completely inhibit aggression overlooks the complexity of human emotions and behaviors, as well as circumstances that may override positive influences. Lastly, attributing aggression solely to personal experiences neglects the significant role that contextual factors, such as environmental cues, play in shaping actions and reactions in social situations.

6. What do idiosyncrasy credits represent?

- A. The right to break group norms without consequence**
- B. Social acceptance as a result of past conformity**
- C. Rejection of minority opinions**
- D. Public compliance with varying beliefs**

Idiosyncrasy credits refer to the concept in social psychology that individuals gain a degree of tolerance or acceptance within a group based on their previous conformity to group norms and behaviors. When a group member consistently adheres to the expectations and standards set by the group, they earn these credits. This accumulation allows the individual a certain level of leeway to diverge from group norms without facing immediate backlash or negative consequences. The process works because the group recognizes the individual's prior contributions and conformity, which fosters a sense of trust and loyalty. Thus, when they deviate from accepted behaviors, their past conformity grants them the social acceptance necessary to break the rules temporarily. This concept highlights the dynamic nature of social interactions and the complexities of group membership, illustrating how past behavior can influence present and future interactions within a social context.

7. What is a key characteristic of Anxious/Ambivalent Attachment Style?

- A. A tendency to avoid conversations about feelings
- B. Concerns about others not reciprocating desire for intimacy**
- C. A strong sense of independence in relationships
- D. Desiring close relationships but feeling confident

A key characteristic of Anxious/Ambivalent Attachment Style is the concern regarding whether others will reciprocate their desire for intimacy. Individuals with this attachment style often feel insecure in their relationships, leading to fears that their partner may not be as committed or emotionally available. This insecurity manifests as heightened anxiety about the relationship, causing them to seek constant reassurance from their partner and become preoccupied with the dynamics of intimacy and closeness. Their attachment often leads to volatility in relationships, characterized by intense emotional responses and a desperate need for connection, coupled with an underlying fear that it may not be met. This contrasts with other styles; for instance, avoiding conversations about feelings signifies an Avoidant Attachment Style, while a strong sense of independence is also linked to Avoidant types. The desire for close relationships coupled with confidence reflects a Secure Attachment Style, which is not typical of those with Anxious/Ambivalent attachment. Thus, the emphasis on the anxiety over reciprocation aligns perfectly with the characteristics defining the Anxious/Ambivalent Attachment Style.

8. Which of the following is NOT a factor in the Bystander Effect?

- A. Number of bystanders present
- B. Personal characteristics of witnesses
- C. Time of day**
- D. Perceived seriousness of the emergency

The Bystander Effect refers to a social psychological phenomenon where individuals are less likely to offer help to a victim when there are other people present. Several key factors influence this effect, explaining why the correct choice is related to the time of day. The number of bystanders present is a critical factor, as more witnesses can lead to a diffusion of responsibility, making individuals feel less compelled to act. Similarly, the personal characteristics of witnesses—such as their previous experiences, relationships, or level of empathy—can affect their likelihood to intervene. The perceived seriousness of the emergency also plays a significant role; if witnesses perceive the situation as dire, they are more likely to act, regardless of how many people are around. Conversely, the time of day does not inherently influence individual responses in the context of the Bystander Effect. While circumstances like ambient lighting or the presence of crowds at certain times may affect perceptions of safety or urgency, they do not fundamentally alter the psychological mechanisms at work in bystander behavior. Therefore, it is not considered a relevant factor within the established framework of the Bystander Effect.

9. What does the term "Weapons Effect" refer to in social psychology?
- A. The increase in aggression caused by a physical confrontation
 - B. The increase in aggression that can occur because of the mere presence of a gun or other weapon**
 - C. The decrease in aggressive behavior due to environmental influences
 - D. The increase in prosocial behavior from witnessing violence

The "Weapons Effect" refers specifically to how the mere presence of a weapon, such as a gun, can increase aggressive thoughts and behaviors in individuals. This phenomenon has been supported by various studies showing that when weapons are present in a situation, individuals are more likely to exhibit aggressive responses, engage in hostile interpretations of situations, and exhibit overall heightened aggression. This concept highlights the influence of environmental cues on our psychological and behavioral responses. The psychological mechanisms behind this effect are linked to priming: seeing a weapon can activate aggressive thoughts, which may then influence behavior. Thus, the correct answer captures the essence of this social psychology concept, illustrating how objects traditionally associated with violence can lead to an increase in aggression simply through their presence, without the need for an actual confrontation or provocation.

10. Which term refers to the variable that a researcher measures in an experiment?
- A. Independent variable
 - B. Dependent variable**
 - C. Extraneous variable
 - D. Control variable

The term that refers to the variable that a researcher measures in an experiment is the dependent variable. This variable is called "dependent" because it is expected to change or respond based on manipulations made to the independent variable, which is the variable that the researcher controls or alters. In essence, the dependent variable is the outcome that the researcher is looking to observe or quantify in relation to the changes made in the independent variable. In an experimental context, the focus is often on understanding how the manipulation of the independent variable influences the dependent variable. For instance, if a researcher is studying the effect of different amounts of sunlight on plant growth, the amount of plant growth—measured in height, number of leaves, etc.—is the dependent variable, as it depends on the independent variable (the amount of sunlight). Other options, while relevant in the context of experiments, do not define the variable being measured. The independent variable is the one that is manipulated, extraneous variables are those that may affect the dependent variable but are not of primary interest in the experiment, and control variables are factors that are kept constant to ensure that the results are attributed solely to the independent variable.

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://uvasocialpsychology.examzify.com>

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

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