SQA NATIONAL 5 PSYCHOLOGY 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.

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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!

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Questions

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1. What does conformity involve?

A. Standing firm in one's beliefs regardless of others

B. Adjusting behavior or thinking to align with group standards

C. Avoiding social interactions entirely

D. Encouraging individual thought and expression

2. In Freudian theory, what is "latent content" associated with?

A. The physical recovery of the body during sleep

B. The explicit storyline of a dream

C. The underlying meaning of dreams

D. The effect of sleep on cognitive function

3. What did Freud interpret from Little Hans's dreams in the study?

A. The realistic fears of children

B. The literal meaning of his dreams

C. The Oedipus Complex and fear of his father

D. The importance of maternal affection

4. What is a limitation of the Restoration Theory?

A. Dreaming occurs only during REM sleep

B. Cell repair can continue for 24 hours, not just during sleep

C. All sleep cycles are equally restorative

D. Sleep does not significantly affect emotional behavior

5. Which of the following are symptoms of Generalized Anxiety Disorder (GAD)?

A. Excessive optimism about the future

B. Persistent and excessive worry

C. Difficulty in forming social connections

D. Avoidance of all stressors

6. What is one way to encourage intrinsic motivation in students?

A. Offering extensive rewards for success

B. Providing opportunities for choice and autonomy

C. Implementing strict deadlines

D. Encouraging competition among peers

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7. What was the aim of Mori and Arai's (2010) study?

A. To test conformity levels only among women.

B. To explore conformity without the use of actors.

C. To replicate Asch's experiment with a larger sample.

D. To determine the effects of age on conformity.

8. What is cognitive dissonance?

A. Psychological discomfort from holding contradictory beliefs

B. A feeling of joy from achieving a goal

C. A method of psychological assessment

D. A state of mental clarity and focus

9. Which psychological research method allows for the establishment of cause-and-effect relationships?

A. Correlational study

B. Field study

C. Laboratory experiment

D. Naturalistic observation

10. What does social learning theory emphasize in behavior acquisition?

A. Genetic predispositions

B. Observational learning and imitation

C. Internal cognitive processes

D. Neurological functions

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Answers

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

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Explanations

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1. What does conformity involve?

A. Standing firm in one's beliefs regardless of others

B. Adjusting behavior or thinking to align with group standards

C. Avoiding social interactions entirely

D. Encouraging individual thought and expression

Conformity involves adjusting one's behavior or thinking to align with group standards. This phenomenon occurs when individuals change their opinions, behaviors, or attitudes to fit in with a larger group or social norm, often due to real or perceived pressure. The motivation behind conformity can stem from a desire to be accepted, liked, or to avoid standing out in social situations. This adjustment can manifest in various ways, such as adopting the same fashion choices, adopting similar views on various topics, or altering one's opinions to coincide with the majority. This process highlights the influence social groups have on individual behavior and the powerful impact of social norms in shaping how we conduct ourselves in various contexts.

2. In Freudian theory, what is "latent content" associated with?

A. The physical recovery of the body during sleep

B. The explicit storyline of a dream

C. The underlying meaning of dreams

D. The effect of sleep on cognitive function

Latent content refers to the deeper, symbolic meaning of dreams in Freudian theory. Sigmund Freud believed that dreams serve as a way for the unconscious mind to express desires, thoughts, and feelings that may not be directly accessible while awake. He distinguished between manifest content, which is the actual storyline or surface-level narrative of the dream, and latent content, which encompasses the hidden meanings and interpretations behind those images and scenarios. By analyzing the latent content, Freud aimed to uncover the repressed thoughts and feelings that influence behavior and unresolved conflicts within an individual. This understanding highlights the complexity of dreams and their significance in exploring human psychology.

3. What did Freud interpret from Little Hans's dreams in the study?

A. The realistic fears of children

B. The literal meaning of his dreams

C. The Oedipus Complex and fear of his father

D. The importance of maternal affection

Freud interpreted Little Hans's dreams as reflecting the Oedipus Complex and his fear of his father. In this case, Little Hans exhibited typical childhood fears, particularly a fear of horses, which Freud believed symbolized his father. The dreams expressed conflicts related to his desires for his mother and the fear of castration by his father, illustrating the dynamics of male children experiencing rivalry with their fathers for their mothers' affection. This interpretation aligns with Freud's broader theories that focus on unconscious motivations and complex familial relationships in childhood, emphasizing that dreams can reveal underlying psychological issues.

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4. What is a limitation of the Restoration Theory?

A. Dreaming occurs only during REM sleep

B. Cell repair can continue for 24 hours, not just during sleep

C. All sleep cycles are equally restorative

D. Sleep does not significantly affect emotional behavior

The limitation of the Restoration Theory highlighted by the selection indicates that cell repair processes and overall body recovery can occur continuously, not exclusively during sleep. This implies that while sleep undoubtedly plays a critical role in restorative functions, it is not the sole period during which bodily repair and rejuvenation occur. The fact that these processes can happen throughout the day challenges the idea that sleep is the exclusive time for recovery, suggesting that the importance of sleep in repair might be overstated within the confines of this theory. The other options reflect different aspects of sleep and its nature, such as the specific type of REM sleep associated with dreaming, the idea that all sleep has the same restorative effect, or the notion of sleep's impact on emotional behavior. However, they do not directly address the primary limitation regarding the role and timing of restoration processes within the framework of the Restoration Theory, as effectively pointed out by the selected statement.

5. Which of the following are symptoms of Generalized Anxiety Disorder (GAD)?

A. Excessive optimism about the future

B. Persistent and excessive worry

C. Difficulty in forming social connections

D. Avoidance of all stressors

The correct choice highlights one of the hallmark characteristics of Generalized Anxiety Disorder (GAD), which is persistent and excessive worry about various aspects of life. Individuals with GAD experience anxiety that is difficult to control and is associated with a range of everyday issues, such as health, work, and relationships. This worry is often disproportionate to the actual events or challenges the person faces, leading to significant distress and impairment in daily functioning. GAD is marked by this pervasive anxiety and worry that can manifest physically, including symptoms like restlessness, fatigue, difficulty concentrating, irritability, muscle tension, and sleep disturbances. Recognizing the chronic nature of this anxiety is crucial to diagnosing and understanding GAD, as it distinguishes it from more situational or short-term anxiety responses. In comparison, the other options do not accurately reflect the symptoms of GAD. Excessive optimism about the future contradicts the anxious outlook typical of individuals with GAD. Difficulty in forming social connections may be a characteristic of social anxiety or other disorders but does not directly encapsulate GAD. Avoidance of all stressors may suggest a coping mechanism but is not a specific symptom of GAD, which can involve facing stressors while feeling overwhelmed by excessive worry rather than simply avoiding them altogether

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6. What is one way to encourage intrinsic motivation in students?

A. Offering extensive rewards for success

B. Providing opportunities for choice and autonomy

C. Implementing strict deadlines

D. Encouraging competition among peers

Encouraging intrinsic motivation in students can be effectively achieved by providing opportunities for choice and autonomy. When students are given the ability to make choices about their learning—whether it's selecting topics that interest them or deciding how to approach a project—they become more engaged and invested in the process. This sense of control fosters a deeper connection to the material, promoting a love of learning for its own sake rather than for external rewards or pressures. In contrast, offering extensive rewards for success tends to promote extrinsic motivation, where students focus on the reward rather than the joy of learning. Strict deadlines can create a sense of stress or pressure that might hinder intrinsic motivation, as students may rush to complete tasks rather than take the time to engage deeply with the content. Encouraging competition among peers can lead to a focus on outperforming others, which often detracts from personal growth and enjoyment in learning. Instead, by emphasizing choice and autonomy, students can cultivate a more meaningful and self-driven approach to their education.

7. What was the aim of Mori and Arai's (2010) study?

A. To test conformity levels only among women.

B. To explore conformity without the use of actors.

C. To replicate Asch's experiment with a larger sample.

D. To determine the effects of age on conformity.

The aim of Mori and Arai's study was to explore conformity without the use of actors. This was a significant aspect of their research, as prior studies, such as Asch's classic experiments, used confederates (actors playing a role) to elicit conformity responses from participants. Mori and Arai developed an innovative method that employed different glasses and varied perceptions of visual stimuli, allowing them to investigate conformity effects without the potential biases introduced by actors. This method provided a more authentic context for examining how individuals conform to group pressure under realistic conditions, enhancing the ecological validity of the findings. Their approach emphasized the idea that conformity could be studied effectively without the need for deception through the inclusion of actors in the experimental design.

8. What is cognitive dissonance?

A. Psychological discomfort from holding contradictory beliefs

B. A feeling of joy from achieving a goal

C. A method of psychological assessment

D. A state of mental clarity and focus

Cognitive dissonance refers to the psychological discomfort experienced when a person holds two or more contradictory beliefs, values, or attitudes. This state of mental conflict leads individuals to feel uneasy or anxious, prompting them to seek consistency in their beliefs or behaviors. For instance, when someone values health but regularly smokes cigarettes, they may experience cognitive dissonance due to the conflict between their behavior and their belief in the importance of health. To alleviate this discomfort, individuals might choose to change their attitudes, either by justifying their behavior ("I don't smoke that much, so it's not that bad") or by changing their behavior (quitting smoking). The other options focus on different psychological processes that do not directly relate to cognitive dissonance. Feelings of joy from achieving a goal describe emotional states, while a method of psychological assessment pertains to evaluating mental health or psychological constructs. Lastly, a state of mental clarity and focus pertains to cognitive functioning rather than the conflict of beliefs that characterizes cognitive dissonance.

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9. Which psychological research method allows for the establishment of cause-and-effect relationships?

A. Correlational study

B. Field study

C. Laboratory experiment

D. Naturalistic observation

The laboratory experiment is the method that allows researchers to establish cause-and-effect relationships due to its controlled environment. In a laboratory setting, researchers manipulate one or more independent variables to observe the effect on dependent variables while controlling for extraneous variables. This level of control is crucial because it eliminates or reduces the influence of outside factors, making it easier to attribute changes directly to the manipulated variable. For example, if a researcher wants to investigate the effect of a new teaching method on student performance, they can assign students randomly to either the new method or a traditional method (the control group) while keeping all other conditions constant. This controlled manipulation helps to establish that any differences in student performance are likely due to the teaching method rather than other variables. In contrast, correlational studies primarily focus on the relationship between two variables without manipulation, which means they cannot definitively establish causation. Field studies and naturalistic observations also lack the level of control needed to infer cause-and-effect. Although they provide valuable insights into behavior in real-world settings, they do not manipulate variables directly and therefore cannot determine causal relationships.

10. What does social learning theory emphasize in behavior acquisition?

A. Genetic predispositions

B. Observational learning and imitation

C. Internal cognitive processes

D. Neurological functions

Social learning theory emphasizes the role of observational learning and imitation in the acquisition of behavior. Developed by Albert Bandura, this theory posits that individuals can learn new behaviors by watching others perform those behaviors, rather than only through direct experience. Key components of social learning theory include modeling, where a person observes the actions of a model (such as a parent, peer, or media figure), and the subsequent imitation of those actions. Through features like attention, retention, reproduction, and motivation, social learning theory explains how social influences can shape behavior. For instance, a child might learn to tie their shoes by watching a parent do it, practicing the technique themselves, and then successfully doing it. The emphasis on imitation highlights that behaviors can be acquired simply by observing the experiences and actions of others, rather than solely through reinforcement and repetition. This focus on observational learning distinguishes social learning theory from other theories that might center on biological or cognitive elements as primary influences on behavior.

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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://sqanational5psychology.examzify.com

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

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