

**2007 AP<sup>®</sup> PSYCHOLOGY FREE-RESPONSE QUESTIONS**

**PSYCHOLOGY**

**SECTION II**

**Time—50 minutes**

**Percent of total grade— $33\frac{1}{3}$**

**Directions:** You have 50 minutes to answer BOTH of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed, using appropriate psychological terminology.

1. Ellie, a new student at Skinner High School, is determined to make friends. When she attends the first psychology club meeting she finds herself in the room with twenty strangers who seem to know each other well. She plans to attend a few more meetings before deciding whether she will join.
  - A. Demonstrate how each of the following could **HELP** play a role in Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

**HELP**

- The mere exposure effect
- Mnemonic device
- Schachter two-factor theory
- Locus of control

- B. Demonstrate how each of the following could **HINDER** Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

**HINDER**

- In-group bias
- Regression
- Operant conditioning
- Circadian rhythm

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2. Often misunderstood, schizophrenia is a psychological disorder affecting one percent of the population. In addition to treating the disorder, psychologists work to identify its nature and origins.
- Identify two characteristic symptoms used to diagnose schizophrenia.
  - Discuss a research finding that supports a genetic basis for schizophrenia.
  - What is the dopamine hypothesis regarding the origins of schizophrenia?
  - Describe how medications used to treat schizophrenia affect the actions of neurotransmitters at the synapses.
  - Identify a risk inherent in using medications in the treatment of schizophrenia.
  - People sometimes confuse schizophrenia with dissociative identity disorder (DID). Identify two key characteristics that differentiate DID from schizophrenia.

**STOP**

**END OF EXAM**

# AP<sup>®</sup> PSYCHOLOGY

## 2007 SCORING GUIDELINES

### Question 1

Ellie, a new student at Skinner High School, is determined to make friends. When she attends the first psychology club meeting she finds herself in the room with twenty strangers who seem to know each other well. She plans to attend a few more meetings before deciding whether she will join.

- A. Demonstrate how each of the following could **HELP** play a role in Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

#### HELP

- The mere exposure effect
- Mnemonic device
- Schachter two-factor theory
- Locus of control

- B. Demonstrate how each of the following could **HINDER** Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

#### HINDER

- In-group bias
- Regression
- Operant conditioning
- Circadian rhythm

### Scoring Criteria

#### General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
3. A student can only score points if information is presented in the *context* of the question. For example, it must be clear to the reader that the student is discussing how the mere exposure effect helps friendships to score Point 1. The best way for a student to establish context is to explicitly state it (e.g., "An example of how operant conditioning can hinder friendships is ..."). In the absence of such language, the reader may infer context if the paragraph structure or order of the answer makes the context clear. A student may establish the notion of helping or hindering through inference as well.
4. Additional guidelines:
  - a. *Help friendship* can be inferred from phrases like "continue to go to meetings," "join the club," "attracted to the group," or "have a positive attitude." Similar (but opposite) statements can be used to establish *hinder friendship*.
  - b. *Helping* and *hindering friendship* do not necessarily have to be established for each of the eight points as long as it is clear that the student's answer relates to the topic of *helping* and *hindering friendship*.
  - c. The concepts can be applied to Ellie or the members of the club.
5. A student will not be penalized for defining a term. However, definitions are not sufficient. The student must include an example that indicates how the concept helps or hinders friendship (which can be inferred as indicated above).