

2001 AP® 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. a. Discuss the cause of anxiety from *each* of the following perspectives.

- Behavioral
- Psychoanalytic/psychodynamic
- Biological
- Cognitive

b. Discuss a specific treatment technique for reducing anxiety used by professionals representing *each* of the four perspectives.

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2. Describe the psychological concept of expectancy or set. Discuss a specific example of how expectancy or set affects each of the following.

- Human perception
- The effects of a psychoactive drug on a human
- A student's performance in the classroom
- Human problem solving
- Memory

END OF EXAMINATION

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Question 1

Context must be established, both in relation to whether a part of the response refers to cause or treatment and whether a part of the response refers to the proper perspective. This means the reader must be able to tell whether the student is discussing cause or treatment and which perspective is being discussed in order to award points. Context is best established with direct statements by the student (“The cause of anxiety from the behavioral perspective is . . .”), but it may also be inferred from the order or paragraph sequence of the answer. Since the entire essay is about anxiety, the context of anxiety is assumed throughout.

In the scoring of essays, spelling does not count, and points are not subtracted for misinformation. To be scored, answers must be in sentences, not bulleted lists or outlines.

Part a: Cause Points

1. Behavioral Cause

Award this point if the student:

- A. Names classical conditioning, operant conditioning, observational learning, or any related concept related to them. Examples include anxiety as related to a conditioned response, positive reinforcement (or reward), punishment, and modeling.
- B. Refers to (but does not name) a type of learning and explains that learning is governed by the environment or stimulus-response relationships.

Do not award this point if the student makes only a general reference to learning (e.g., “anxiety is learned”) or the environment or stimulus-response relationships.

2. Psychoanalytic/Psychodynamic Cause

Award this point if the student:

- A. Explains that repression or suppression of some event or memory might realistically cause anxiety. Repression alone is not sufficient unless there is mention of what is being repressed.
- B. Refers to the unconscious/subconscious mind and links it to tension, conflict, trauma, or some other factor that may be related to anxiety. Reference to the unconscious/subconscious mind alone is not sufficient without an additional factor.
- C. Discusses another psychoanalytic concept (e.g., id, ego, superego, preconscious) if the student explains a process/mechanism by which that concept could reasonably lead to anxiety.

Do not award this point if the student simply refers to repression or the unconscious without meeting the additional requirements of A or B above.

3. Biological Cause

Award this point if the student explains that:

- A. Anxiety can result when there is an imbalance of a chemical that influences the nervous or endocrine system. The student can identify this chemical by using words like “neurotransmitter,” “brain chemical,” or “hormone.” The student may also earn the point by mentioning an imbalance of any specific neurotransmitter (e.g., GABA, serotonin) or hormone (e.g., adrenaline) even if that chemical is not actually related to anxiety.

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Question 1 (cont.)

5. Behavioral Treatment

Award this point if the student follows any of the three pathways regarding appropriate behavioral treatments for anxiety, anxiety disorders, or fear, such as:

- A. Systematic desensitization
- B. Extinction
- C. Modeling
- D. Counter conditioning
- E. Aversion therapy
- F. Biofeedback training (may also be used for Point 7, in context)
- G. Stress inoculation (may also be used for Point 8, in context)

6. Psychoanalytic/psychodynamic Treatment

Award this point if the student follows any of the three pathways regarding appropriate psychoanalytic treatments such as:

- A. Free association
- B. Dream analysis
- C. Hypnosis
- D. Insight therapy
- E. Interpretation of resistance/transference
- F. Psychoanalysis or the “talking cure” used as a specific descriptor of psychoanalytic therapy

7. Biological Treatment

Award this point if the student follows any of the three pathways regarding appropriate biological treatments such as:

- A. Specific antianxiety drugs (e.g., Xanax, Valium) or antidepressant drugs (e.g., Prozac, Zoloft), mention of these categories, or mention of drugs, drug therapy, medication, etc. For example, it is sufficient, under Pathway 3, to state that a drug “has a calming influence” on the individual.
- B. Use of aerobic exercise or improved nutrition as a method of relieving stress through a clear biological mechanism.

Do not award this point for the use of lobotomy or electroconvulsive therapy.

8. Cognitive Treatment

Award this point if the student follows any of the three pathways regarding appropriate cognitive treatments such as:

- A. Rational-Emotive Therapy.
- B. Beck’s Cognitive Therapy (mentioning “cognitive therapy” alone without Beck’s name is not sufficient).
- C. Discussion of strategies such as changing one’s *way* of thinking (not just “think different thoughts”), learning more adaptive ways of thinking, replacing self-defeating dialogs, etc.