

AP[®] Psychology Practice Exam

From the 2016 Administration

This exam may not be posted on school or personal websites, nor electronically redistributed for any reason. This Released Exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location.

Further distribution of these materials outside of the secure College Board site disadvantages teachers who rely on uncirculated questions for classroom testing. Any additional distribution is in violation of the College Board's copyright policies and may result in the termination of Practice Exam access for your school as well as the removal of access to other online services such as the AP Teacher Community and Online Score Reports.

Contents

Exam Instructions

Student Answer Sheet for the Multiple-Choice Section

Section I: Multiple-Choice Questions

Section II: Free-Response Questions

Multiple-Choice Answer Key

Free-Response Scoring Guidelines

Scoring Worksheet

Question Descriptors and Performance Data

Note: This publication shows the page numbers that appeared in the **2015–16 AP Exam Instructions** book and in the actual exam. This publication was not repaginated to begin with page 1.

Exam Instructions

The following contains instructions taken from the *2015–16 AP Exam Instructions* book.

AP[®] Psychology Exam

Regularly Scheduled Exam Date: Monday afternoon, May 2, 2016

Late-Testing Exam Date: Friday morning, May 20, 2016

Section I Total Time: 1 hr. 10 min. Section II Total Time: 50 min.

Section I **Total Time:** 1 hour 10 minutes

Number of Questions: 100*

Percent of Total Score: 66.6%

Writing Instrument: Pencil required

**The number of questions may vary slightly depending on the form of the exam.*

Section II **Total Time:** 50 minutes

Number of Questions: 2 essays

Percent of Total Score: 33.3%

Writing Instrument: Pen with black or dark blue ink

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- 2015-16 AP Coordinator's Manual
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template(s)
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students' electronic devices (if needed)
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
 - “Exam in Progress”
 - “Cell phones are prohibited in the testing room”

SECTION I: Multiple Choice

- **Do not begin the exam instructions below until you have completed the appropriate**
- **General Instructions for your group.**

Make sure you begin the exam at the designated time. Remember, you must complete a seating chart for this exam. See pages 305–306 for a seating chart template and instructions. See the *2015-16 AP Coordinator's Manual* for exam seating requirements (pages 49–52).

If you are giving the regularly scheduled exam, say:

It is Monday afternoon, May 2, and you will be taking the AP Psychology Exam.

If you are giving the alternate exam for late testing, say:

It is Friday morning, May 20, and you will be taking the AP Psychology Exam.

In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the *2015-16 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .

Carefully remove the AP Exam label found near the top left of your exam booklet cover. Now place it on page 1 of your answer sheet on the light blue box near the top right-hand corner that reads “AP Exam Label.”

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam can still be processed correctly.

Read the statements on the front cover of Section I and look up when you have finished. . . .

Sign your name and write today’s date. Look up when you have finished. . . .

Now print your full legal name where indicated. Are there any questions? . . .

Turn to the back cover of your exam booklet and read it completely. Look up when you have finished. . . .

Are there any questions? . . .

You will now take the multiple-choice portion of the exam. You should have in front of you the multiple-choice booklet and your answer sheet. Open your answer sheet to page 2. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled.

You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses beginning on page 2 of your answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .

You have 1 hour and 10 minutes for this section. Open your Section I booklet and begin.



Note Start Time here _____. Note Stop Time here _____. Check that students are marking their answers in pencil on their answer sheets and that they are not looking at their shrinkwrapped Section II booklets. After 1 hour, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working. Close your booklet and put your answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your answer sheet. Sit quietly while I collect your answer sheets.

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. After all answer sheets have been collected, say:

Now you must seal your exam booklet using the white seals you set aside earlier. Remove the white seals from the backing and press one on each area of your exam booklet cover marked “PLACE SEAL HERE.” Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your Section I booklet. . . .

Collect a Section I booklet from each student. Check that each student has signed the front cover of the sealed Section I booklet.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and accounted for and you are ready for the break, say:

Please listen carefully to these instructions before we take a 10-minute break. All items you placed under your chair at the beginning of this exam must stay there, and you are not permitted to open or access them in any way. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, notes, or textbooks during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you may never discuss the multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .



You may begin your break. Testing will resume at _____.

SECTION II: Free Response

After the break, say:

May I have everyone's attention? Place your Student Pack on your desk. . . .

You may now remove the shrinkwrap from the Section II packet, but do not open the exam booklet until you are told to do so. . . .

Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .

Now take an AP number label from your Student Pack and place it on the shaded box. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .

Read the last statement. . . .

Using a pen with black or dark blue ink, print the first, middle, and last initials of your legal name in the boxes and print today's date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and, using your pen, complete Item 1 under "Important Identification Information." Print the first two letters of your last name and the first letter of your first name in the boxes. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

In Item 3, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

Read the information on the back cover of the exam booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

You have 50 minutes to complete Section II. It is suggested that you divide your time equally between the two questions. You may use page 3 and the unlined pages of the booklet to organize your answers and for scratch work, but you must write your answers on the lined pages provided for each question. Begin each answer on the first lined page facing the question.

The questions are repeated for your convenience. You are responsible for pacing yourself, and you may proceed freely from one question to the next. You must write your answers in the exam booklet using a pen with black or dark blue ink. If you need more paper during the exam, raise your hand. At the top of each extra sheet of paper you use, be sure to write only your AP number and the question number you are working on. Do not write your name. Are there any questions? . . .

You may begin.



Note Start Time here _____. Note Stop Time here _____. Check that students are using pens to write their answers in their exam booklets. After 40 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet. Place it on your desk, face up. . . .

If any students used extra paper for a question in the free-response section, have those students staple the extra sheet(s) to the first page corresponding to that question in their exam booklets. Complete an Incident Report. A single Incident Report may be completed for multiple students per exam subject per administration (regular or late testing) as long as all of the required information is provided. Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 60 of the *2015-16 AP Coordinator's Manual* for complete details). Then say:

Remain in your seat, without talking, while the exam materials are collected. . . .

Collect a Section II booklet from each student. Check for the following:

- Exam booklet front cover: The student placed an AP number label on the shaded box and printed his or her initials and today's date.

- Exam booklet back cover: The student completed the “Important Identification Information” area.

When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss or share these specific free-response questions with anyone unless they are released on the College Board website in about two days. Your AP Exam score results will be available online in July.

If you are giving the alternate exam for late testing, say:

None of the questions in this exam may ever be discussed or shared in any way at any time. Your AP Exam score results will be available online in July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.

Then say:

You are now dismissed.

All exam materials must be placed in secure storage until they are returned to the AP Program after your school’s last administration. Before storing materials, check the “School Use Only” section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See “Post-Exam Activities” in the *2015-16 AP Coordinator’s Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Be sure to give the completed seating chart to the AP Coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

1	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
2	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
3	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)

4	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
5	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
6	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)

7	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
8	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
9	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)

If this answer sheet is for the French Language and Culture, German Language and Culture, Italian Language and Culture, Spanish Language and Culture, or Spanish Literature and Culture Exam, please answer the following questions. Your responses will not affect your score.

☐ Yes ☐ No

☐ Yes ☐ No

COMPLETE MARK

1	(A	(B	(C	(D	(E
2	(A	(B	(C	(D	(E
3	(A	(B	(C	(D	(E
4	(A	(B	(C	(D	(E
5	(A	(B	(C	(D	(E
6	(A	(B	(C	(D	(E
7	(A	(B	(C	(D	(E
8	(A	(B	(C	(D	(E
9	(A	(B	(C	(D	(E
10	(A	(B	(C	(D	(E
11	(A	(B	(C	(D	(E
12	(A	(B	(C	(D	(E
13	(A	(B	(C	(D	(E
14	(A	(B	(C	(D	(E
15	(A	(B	(C	(D	(E
16	(A	(B	(C	(D	(E
17	(A	(B	(C	(D	(E
18	(A	(B	(C	(D	(E
19	(A	(B	(C	(D	(E
20	(A	(B	(C	(D	(E
21	(A	(B	(C	(D	(E
22	(A	(B	(C	(D	(E
23	(A	(B	(C	(D	(E
24	(A	(B	(C	(D	(E
25	(A	(B	(C	(D	(E

26	(A)	(B)	(C)	(D)	(E)
27	(A)	(B)	(C)	(D)	(E)
28	(A)	(B)	(C)	(D)	(E)
29	(A)	(B)	(C)	(D)	(E)
30	(A)	(B)	(C)	(D)	(E)
31	(A)	(B)	(C)	(D)	(E)
32	(A)	(B)	(C)	(D)	(E)
33	(A)	(B)	(C)	(D)	(E)
34	(A)	(B)	(C)	(D)	(E)
35	(A)	(B)	(C)	(D)	(E)
36	(A)	(B)	(C)	(D)	(E)
37	(A)	(B)	(C)	(D)	(E)
38	(A)	(B)	(C)	(D)	(E)
39	(A)	(B)	(C)	(D)	(E)
40	(A)	(B)	(C)	(D)	(E)
41	(A)	(B)	(C)	(D)	(E)
42	(A)	(B)	(C)	(D)	(E)
43	(A)	(B)	(C)	(D)	(E)
44	(A)	(B)	(C)	(D)	(E)
45	(A)	(B)	(C)	(D)	(E)
46	(A)	(B)	(C)	(D)	(E)
47	(A)	(B)	(C)	(D)	(E)
48	(A)	(B)	(C)	(D)	(E)
49	(A)	(B)	(C)	(D)	(E)
50	(A)	(B)	(C)	(D)	(E)

51	(A)	(B)	(C)	(D)	(E)
52	(A)	(B)	(C)	(D)	(E)
53	(A)	(B)	(C)	(D)	(E)
54	(A)	(B)	(C)	(D)	(E)
55	(A)	(B)	(C)	(D)	(E)
56	(A)	(B)	(C)	(D)	(E)
57	(A)	(B)	(C)	(D)	(E)
58	(A)	(B)	(C)	(D)	(E)
59	(A)	(B)	(C)	(D)	(E)
60	(A)	(B)	(C)	(D)	(E)
61	(A)	(B)	(C)	(D)	(E)
62	(A)	(B)	(C)	(D)	(E)
63	(A)	(B)	(C)	(D)	(E)
64	(A)	(B)	(C)	(D)	(E)
65	(A)	(B)	(C)	(D)	(E)
66	(A)	(B)	(C)	(D)	(E)
67	(A)	(B)	(C)	(D)	(E)
68	(A)	(B)	(C)	(D)	(E)
69	(A)	(B)	(C)	(D)	(E)
70	(A)	(B)	(C)	(D)	(E)
71	(A)	(B)	(C)	(D)	(E)
72	(A)	(B)	(C)	(D)	(E)
73	(A)	(B)	(C)	(D)	(E)
74	(A)	(B)	(C)	(D)	(E)
75	(A)	(B)	(C)	(D)	(E)

Exam		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
Exam		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

SELECTED MEDIA EXAMS	R	W	O	OTHER EXAMS	R	W	O
PT02				TOTAL			
PT03				Subscore (if applicable)			
PT04				Subscore (if applicable)			

[illegible]

DO NOT WRITE IN THIS AREA

76	(A)	(B)	(C)	(D)	(E)
77	(A)	(B)	(C)	(D)	(E)
78	(A)	(B)	(C)	(D)	(E)
79	(A)	(B)	(C)	(D)	(E)
80	(A)	(B)	(C)	(D)	(E)
81	(A)	(B)	(C)	(D)	(E)
82	(A)	(B)	(C)	(D)	(E)
83	(A)	(B)	(C)	(D)	(E)
84	(A)	(B)	(C)	(D)	(E)
85	(A)	(B)	(C)	(D)	(E)
86	(A)	(B)	(C)	(D)	(E)
87	(A)	(B)	(C)	(D)	(E)
88	(A)	(B)	(C)	(D)	(E)
89	(A)	(B)	(C)	(D)	(E)
90	(A)	(B)	(C)	(D)	(E)

91	(A)	(B)	(C)	(D)	(E)
92	(A)	(B)	(C)	(D)	(E)
93	(A)	(B)	(C)	(D)	(E)
94	(A)	(B)	(C)	(D)	(E)
95	(A)	(B)	(C)	(D)	(E)
96	(A)	(B)	(C)	(D)	(E)
97	(A)	(B)	(C)	(D)	(E)
98	(A)	(B)	(C)	(D)	(E)
99	(A)	(B)	(C)	(D)	(E)
100	(A)	(B)	(C)	(D)	(E)
101	(A)	(B)	(C)	(D)	(E)
102	(A)	(B)	(C)	(D)	(E)
103	(A)	(B)	(C)	(D)	(E)
104	(A)	(B)	(C)	(D)	(E)
105	(A)	(B)	(C)	(D)	(E)

106	(A)	(B)	(C)	(D)	(E)
107	(A)	(B)	(C)	(D)	(E)
108	(A)	(B)	(C)	(D)	(E)
109	(A)	(B)	(C)	(D)	(E)
110	(A)	(B)	(C)	(D)	(E)
111	(A)	(B)	(C)	(D)	(E)
112	(A)	(B)	(C)	(D)	(E)
113	(A)	(B)	(C)	(D)	(E)
114	(A)	(B)	(C)	(D)	(E)
115	(A)	(B)	(C)	(D)	(E)
116	(A)	(B)	(C)	(D)	(E)
117	(A)	(B)	(C)	(D)	(E)
118	(A)	(B)	(C)	(D)	(E)
119	(A)	(B)	(C)	(D)	(E)
120	(A)	(B)	(C)	(D)	(E)

For Students Taking AP Biology

121					
		/	/	/	
-
		0	0	0	0
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5
	6	6	6	6	6
	7	7	7	7	7
	8	8	8	8	8
	9	9	9	9	9

122					
		/	/	/	
-
		0	0	0	0
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5
	6	6	6	6	6
	7	7	7	7	7
	8	8	8	8	8
	9	9	9	9	9

123					
-	.	/	/	/	.
1	0	0	0	0	0
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6
8	7	7	7	7	7
9	8	8	8	8	8

124					
		/	/	/	
-
	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

		/	/	/	
-
	1	0	0	0	0
	2	1	1	1	1
	3	2	2	2	2
	4	3	3	3	3
	5	4	4	4	4
	6	5	5	5	5
	7	6	6	6	6
	8	7	7	7	7
	9	8	8	8	8
		9	9	9	9

126					
−	⋅	/	/	/	⋅
1	0	0	0	0	0
2	1	1	1	1	1
3	2	2	2	2	2
4	3	3	3	3	3
5	4	4	4	4	4
6	5	5	5	5	5
7	6	6	6	6	6
8	7	7	7	7	7
9	8	8	8	8	8

For Students Taking AP Physics 1 or AP Physics 2

131 (A) (B) (C) (D)

132 (A) (B) (C) (D)

133 (A) (B) (C) (D)

134 (A) (B) (C) (D)

135 (A) (B) (C) (D)

136 (A) (B) (C) (D)

137 (A) (B) (C) (D)

138 (A) (B) (C) (D)

139 (A) (B) (C) (D)

140 (A) (B) (C) (D)

141 (A) (B) (C) (D)

142 (A) (B) (C) (D)

[illegible]

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2016 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP[®] Psychology Exam

SECTION I: Multiple Choice

2016

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour, 10 minutes

Number of Questions

100

Percent of Total Score

66.6%

Writing Instrument

Pencil required

Instructions

Section I of this exam contains 100 multiple-choice questions. Fill in only the circles for numbers 1 through 100 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding circle on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question Sample Answer

Chicago is a (A) ● (C) (D) (E)
(A) state
(B) city
(C) country
(D) continent
(E) village

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

Form I

Form Code 4MBP4-S

85

PSYCHOLOGY

SECTION I

Time—1 hour and 10 minutes

100 Questions

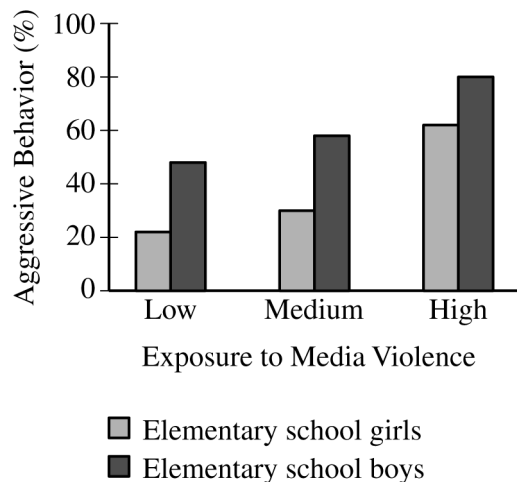
Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

1. Which of the following is used to reduce the effects of confounding variables in experiments?
 - (A) Descriptive statistics
 - (B) Inferential statistics
 - (C) Meta-analysis
 - (D) An algorithm
 - (E) Random assignment
2. Thomas gained a lot of weight because he was eating too many sweets. A psychologist suggested to Thomas that he pair the pleasant taste of sweets with the taste of something he finds unpleasant. So, Thomas put broccoli, which he hates, in his ice cream, cake, and pie. He now feels nauseated at the sight of dessert and avoids eating it. This technique is known as
 - (A) flooding
 - (B) a token economy
 - (C) client-centered therapy
 - (D) systematic desensitization
 - (E) aversion therapy
3. Which of the following is reduced during a fight-or-flight reaction?
 - (A) Adrenaline level
 - (B) Glucose level
 - (C) Respiration rate
 - (D) Heart rate
 - (E) Digestion
4. Ana injured her eye in an accident and has to wear a patch over the eye while it heals. Which of the following cues would she best be able to use to make judgments about the distance objects are from her?
 - (A) Convergence
 - (B) Binocular disparity
 - (C) Linear perspective
 - (D) Similarity
 - (E) Closure
5. During therapy sessions, Gerry's therapist often rephrases things that Gerry has said or asks for clarification. This action is consistent with what aspect of client-centered therapy?
 - (A) Empathy
 - (B) Unconditional positive regard
 - (C) Genuineness
 - (D) Active listening
 - (E) Self-worth
6. A psychologist gives the same test to a class of students at the beginning of the day and again at the end of the school day. The extent to which test scores are similar across the two administrations demonstrates which of the following test properties?
 - (A) Validity
 - (B) Reliability
 - (C) Standardization
 - (D) Statistical significance
 - (E) Utility

7. An animal will gain weight when
- (A) it establishes homeostasis
 - (B) its ventromedial hypothalamus is damaged
 - (C) it reaches its set point
 - (D) its basal metabolism rate increases
 - (E) releasing factors are present
8. When Sophie reads her history assignments, she goes over them very carefully and tries to memorize each fact. Emma, on the other hand, studies by trying to relate the new information to things she has experienced, been told about by others, or seen in movies and on television. Emma's performance on history tests will probably be better than Sophie's due to differences in
- (A) retrograde amnesia
 - (B) selective attention
 - (C) levels of processing
 - (D) source monitoring
 - (E) clustering
9. Mary participates in an exercise program because she experiences an increase in energy and feelings of well-being at the end of each exercise session. The best explanation for Mary's perseverance in the program is that exercise
- (A) reduces her level of gamma-aminobutyric acid (GABA)
 - (B) reduces her level of acetylcholine
 - (C) reduces her level of glutamate
 - (D) increases her level of teratogens
 - (E) increases her level of endorphins
10. Which of the following supports the opponent-process theory of color vision?
- (A) Color constancy
 - (B) Feature detection
 - (C) Subtractive color mixing
 - (D) Afterimages
 - (E) Parallel processing
11. What is the correct chronological order of the following perspectives of psychology, from past to present?
- I. Behaviorism
 - II. Psychoanalysis
 - III. Structuralism
 - IV. Humanism
- (A) I, II, III, IV
 - (B) II, III, IV, I
 - (C) I, IV, III, II
 - (D) III, II, I, IV
 - (E) III, II, IV, I
12. Incentive theories of motivation explain the desire of people to achieve goals in terms of
- (A) maintenance of physiological equilibrium
 - (B) internal states of tension that need to be resolved
 - (C) external stimuli that have the capacity to affect behavior
 - (D) tendencies that strike a balance between biological and social needs
 - (E) resolution of cognitive dissonance
13. In elementary school, Lisa learned to speak some Japanese in addition to English. As a sophomore in high school, Lisa took a class in Chinese. She found that some of the new vocabulary was difficult to learn because her earlier Japanese vocabulary was competing with the new Chinese words. This situation best illustrates
- (A) positive transfer
 - (B) repression
 - (C) proactive interference
 - (D) retroactive interference
 - (E) misattribution
14. Of the following, an evolutionary psychologist will most likely investigate the
- (A) age of children when they speak their first words
 - (B) speed of an action potential
 - (C) reason why many people have an innate fear of the dark
 - (D) factors that make a person feel accepted by others
 - (E) features of a car that make it easier for a person to operate

15. The first time four-year-old Savannah attempted to make her bed, her father praised her for covering the pillow with a blanket. After a few times, her father began praising Savannah for covering the pillow and tucking in the corners of the sheet. Finally, Savannah's father praised her when she covered the pillow, tucked in the corners of the sheet, and smoothed the blanket. The process described in this scenario is known as
- (A) negative reinforcement
 - (B) spontaneous recovery
 - (C) shaping
 - (D) latent learning
 - (E) implicit learning
16. Laura arrives at a park that is located very close to a factory that produces cookies. She immediately notices the strong odor of chocolate chip cookies, but after a while she no longer detects the smell of the cookies. This can best be explained by which of the following?
- (A) Accommodation
 - (B) Sensory adaptation
 - (C) Weber's law
 - (D) Assimilation
 - (E) Phi phenomenon
17. Systematic desensitization is most likely to be used in the treatment of which of the following?
- (A) Specific phobia disorder
 - (B) Major depressive disorder
 - (C) Bipolar disorder
 - (D) Schizophrenia
 - (E) Antisocial personality disorder
18. Which of the following would a social learning theorist be most likely to propose as a cause for a fear of flying?
- (A) A person has maladaptive thoughts about the safety of planes.
 - (B) A person observed someone else's fear of flying.
 - (C) A person had been negatively reinforced for flying on a plane.
 - (D) The fear was passed on from parents genetically.
 - (E) The fear is related to childhood trauma.
19. Modern research on Jean Piaget's stages of cognitive development indicates that
- (A) Piaget underestimated children's abilities
 - (B) Piaget overestimated children's abilities
 - (C) Piaget accurately reported children's abilities
 - (D) the order of Piaget's stages is correct for boys only
 - (E) the order of Piaget's stages is correct for girls only
20. Gabby uses a coin to tighten a screw on a faucet handle. This action shows that Gabby has overcome
- (A) belief perseverance
 - (B) functional fixedness
 - (C) the anchoring effect
 - (D) the framing effect
 - (E) the availability heuristic
21. According to Sigmund Freud, the personality structure that reflects moral values is called the
- (A) id
 - (B) ego
 - (C) superego
 - (D) self
 - (E) collective unconscious
22. Gustav was out for his daily walk when he was approached by a thief who demanded his wallet. He immediately felt an increase in his breathing and heart rate. Which of the following accurately describes Gustav's physiological response?
- (A) Primacy effect
 - (B) Avoidance-avoidance conflict
 - (C) Approach-avoidance conflict
 - (D) Parasympathetic response
 - (E) Alarm reaction

23. Kelly, a first-year student at a local university, is surprised at how easily she can locate the building and classroom for each of her classes on the first day of school. Kelly attributes her success to the campus tour she took the previous spring. Which of the following concepts best supports Kelly's belief?
- (A) Modeling
 - (B) Spontaneous recovery
 - (C) Classical conditioning
 - (D) Stimulus generalization
 - (E) Latent learning
24. Which of the following statements concerning sleep is valid?
- (A) There are no valid physiological indicators of sleep.
 - (B) Longer dreams usually occur during the first sleep cycle.
 - (C) Individuals do not typically act out their dreams.
 - (D) Sigmund Freud developed his theory of dreaming by waking individuals from REM sleep.
 - (E) Sleep spindles occur with greater frequency in individuals who experience night terrors.
25. Which of the following is a statistical approach concerned with forming conclusions about the effect of the independent variable on variations in the dependent variable?
- (A) Descriptive
 - (B) Correlational
 - (C) Inferential
 - (D) Factor analysis
 - (E) Qualitative
26. A mental image of a spatial layout is called
- (A) an algorithm
 - (B) a mental set
 - (C) a heuristic
 - (D) a cognitive map
 - (E) insight
27. Angry with his professor because of a difficult exam, Martin returns home and takes out his anger on his best friend. Martin's behavior illustrates
- (A) rationalization
 - (B) projection
 - (C) reaction formation
 - (D) regression
 - (E) displacement
28. A young child says, "Where did you goed?" Which of the following psychologists would most likely argue that the child is overregularizing a logical grammatical rule?
- (A) Noam Chomsky
 - (B) Lev Vygotsky
 - (C) Ivan Pavlov
 - (D) Albert Bandura
 - (E) Edward Thorndike
29. Chuck is walking down the street and someone asks him to sign a petition to put clean-air legislation on the next ballot. He decides to sign the petition. Then the person asks whether he would like to give a donation to the associated environmental group. This technique is known as
- (A) lowball
 - (B) door in the face
 - (C) that's not all
 - (D) foot in the door
 - (E) bait and switch
30. Dr. Grayson is interested in studying the relationship between weight loss and mood. To conduct the study, Dr. Grayson analyzes the results of several previous studies on weight loss and emotional state. Which research strategy is Dr. Grayson using?
- (A) Meta-analysis
 - (B) Naturalistic observation
 - (C) An experiment
 - (D) A survey
 - (E) A case study



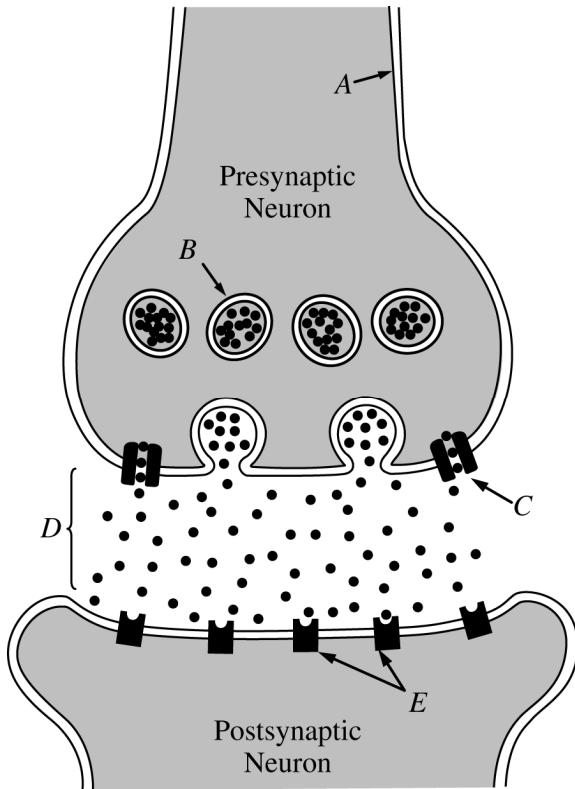
31. Which of the following provides an effective explanation for the data above?
- Operant conditioning
 - Classical conditioning
 - Prepared conditioning
 - Self-actualization
 - Observational learning
32. A person will most likely develop aphasia as a result of damage to which of the following parts of the brain?
- Occipital lobe
 - Wernicke's area
 - Auditory cortex
 - Parietal lobe
 - Basal ganglia
33. Which of the following psychoactive drugs increases nervous system activity?
- Cocaine
 - Alcohol
 - Morphine
 - A barbiturate
 - Heroin
34. Difficulty in typing smoothly on a keyboard would most likely result from damage to the
- amygdala
 - hippocampus
 - cerebellum
 - pituitary gland
 - lateral ventricle
35. Heidi was trying to solve the anagram TORYS by rearranging every letter one at a time until she was able to identify the correct word: STORY. She could have attempted to solve the anagram more quickly by pairing common letters, like ST, but she did not do so. Her approach to solving the anagram involved
- a heuristic
 - an algorithm
 - incubation
 - inductive reasoning
 - dialectical reasoning
36. Maria was never afraid of spiders until a spider bit her when she was eight. Today, even the sight of a plastic spider upsets her. Which of the following learning processes best explains Maria's fear of spiders?
- Classical conditioning
 - Operant conditioning
 - Discrimination
 - Observational learning
 - Scaffolding
37. When Rosa has a cold, she cannot taste the flavor of her pizza. Which of the following psychological terms describes Rosa's inability to taste?
- Vestibular sense
 - Just-noticeable difference
 - Feature analysis
 - Optic chiasm
 - Sensory interaction
38. Which of the following assertions is best supported by empirical evidence?
- The two cerebral hemispheres are specialized to process different types of cognitive tasks.
 - Schools should be reformed to better teach skills that are processed in the right hemisphere.
 - Human brains are fully formed at birth.
 - Some people are right-brained, while others are left-brained.
 - People only use 10% of their brains.

39. To stop his uncle's constant requests, Jimmy takes out the garbage. This makes him more likely to take out the garbage in the future. Jimmy's behavior is being controlled by which of the following types of reinforcement?
- (A) Intermittent
 - (B) Positive
 - (C) Negative
 - (D) Vicarious
 - (E) Delayed
40. During a therapy session, a client acts very angry toward the therapist, just as she acts toward her mother. A psychoanalytically oriented therapist would say the client's behavior is an example of
- (A) resistance
 - (B) transference
 - (C) countertransference
 - (D) catharsis
 - (E) reaction formation
41. The process by which one evaluates the causes of other people's behavior is called
- (A) social cognition
 - (B) compliance
 - (C) cognitive dissonance
 - (D) attribution
 - (E) persuasion
42. In high school, it did not seem to make a difference how much Clive studied Spanish; he always earned poor grades. Now that Clive is in college, he is required to take Spanish again. According to the concept of learned helplessness, which of the following statements can be most expected from Clive as he starts the new Spanish class?
- (A) "Spanish is a difficult subject that I am very poor at."
 - (B) "I sure hope that my Spanish professor is better than my high school Spanish teacher."
 - (C) "Why study? There isn't anything I can do to improve my Spanish skills."
 - (D) "If I spend more time studying, I'm sure I will do better than in high school."
 - (E) "I need to find a good tutor to help me learn Spanish; I can't learn it on my own."
43. Which of the following did Erik Erikson say was the primary conflict through which a teenager needs to work?
- (A) Autonomy versus shame and doubt
 - (B) Initiative versus guilt
 - (C) Identity versus role confusion
 - (D) Intimacy versus isolation
 - (E) Generativity versus stagnation
44. One of the difficulties in studying hypnosis experimentally is that
- (A) it is more difficult to hypnotize people in a lab than in a familiar setting
 - (B) hypnotized people act so differently from nonhypnotized people that it is hard to create a control group
 - (C) people who are hypnotized are typically sluggish and will not engage in a wide variety of behaviors
 - (D) hypnosis requires the use of illicit drugs
 - (E) there is no reliable way to determine if a person is hypnotized
45. Which of the following is the strongest correlation?
- (A) $-.90$
 - (B) $-.23$
 - (C) $.40$
 - (D) $.67$
 - (E) $.72$
46. A teacher creates a test that will predict how well a student will do as a commercial airline pilot. The test is taken before the training, and then the teacher correlates the test score to the number of safe flying hours. The teacher is trying to determine whether the test has
- (A) face validity
 - (B) content validity
 - (C) criterion-related validity
 - (D) test-retest reliability
 - (E) split-half reliability

47. An individual's recall tends to be better for information that is personally relevant primarily due to which of the following phenomena?
- (A) Bottom-up processing
 - (B) Visual imagery
 - (C) Dual encoding
 - (D) Self-reference effect
 - (E) Phonemic encoding
48. A critical component for labeling a person's behavior as abnormal is that the behavior must
- (A) be present in other people who have already been diagnosed with a disorder
 - (B) not be under the voluntary control of the person
 - (C) pose a serious threat to those around the person
 - (D) interfere with some aspect of the person's life
 - (E) have been previously diagnosed as problematic
49. According to the five-factor model of personality, which of the following is true?
- (A) The five psychosexual stages proposed by Sigmund Freud can explain most aspects of personality.
 - (B) Carl Jung's personal and collective unconscious can explain the five dominant components of personality.
 - (C) Most personality traits can be derived from the five major traits of the theory.
 - (D) There are major differences between conscious and unconscious elements of personality.
 - (E) Cognitive and behavioral factors affect the five major personality states.
50. Latisha noticed that in the early evening she begins to have difficulty seeing the vibrant colors in her artwork. Which of the following best explains her difficulty?
- (A) Her rods are functioning improperly and are not sensing color.
 - (B) Her cones cannot detect color well in dim light.
 - (C) Light adaptation prevents sensation of color.
 - (D) Lateral antagonism inhibits color sensation.
 - (E) Her optic chiasm is not correctly transferring color neural impulses.
51. Thea is in a clothing store with her mother. A man walks by and passes behind a clothing rack. Thea looks for him on the other side of the rack. Her behavior shows she has developed
- (A) conservation
 - (B) egocentrism
 - (C) object permanence
 - (D) size constancy
 - (E) decentration
52. A rat always completes a maze successfully but is only rewarded every third trial. The rat is being rewarded using which of the following reinforcement schedules?
- (A) Fixed-interval
 - (B) Fixed-ratio
 - (C) Variable-ratio
 - (D) Variable-interval
 - (E) Continuous
53. During the past few years, Lester has experienced several episodes of devastating sadness, weight loss, feelings of worthlessness, and an inability to concentrate. Recently, Lester is experiencing tremendous elation, excessive excitement, racing thoughts, and elevated self-esteem. He has not slept for several days, claiming that he no longer needs a full night's sleep. Which diagnosis will Lester most likely receive from a clinical psychologist?
- (A) Bipolar disorder
 - (B) Obsessive-compulsive disorder
 - (C) Bulimia nervosa
 - (D) Major depressive disorder
 - (E) Conversion disorder
54. A test with normally distributed results was returned to a class of 100 students. Later, the teacher realized an error was made and added 10 points to each student's score. Which of the following must have changed as a result of the increase in scores?
- (A) A student's percentile rank
 - (B) The standard deviation of the scores
 - (C) The variance of the scores
 - (D) The skew of the distribution
 - (E) The mode

55. In extreme cases, surgically severing the corpus callosum is a treatment for which of the following conditions?
- (A) Schizophrenia
 - (B) Epilepsy
 - (C) Narcolepsy
 - (D) Obsessive-compulsive disorder
 - (E) Major depressive disorder
56. Rochelle is anxious because she believes that nearly everyone must approve of everything she does. Which of the following is a cognitive therapist most likely to do to help Rochelle overcome her anxiety?
- (A) Reward her when she thinks positively about herself
 - (B) Punish her when she thinks negatively about herself
 - (C) Work on changing the way she interprets her circumstances
 - (D) Desensitize her to people's reactions
 - (E) Find the subconscious source of her need for approval
57. Professor González is interested in evaluating the ability of a new method of note-taking to improve student grades. Group A is trained in the new method and group B uses the traditional outline method of taking notes. What is Professor González' independent variable?
- (A) Method of note-taking
 - (B) Grades
 - (C) Group membership
 - (D) The subject matter used
 - (E) The number of students per group
58. When watching the Olympics, most people cheer for athletes from their own country. Often, fans believe that athletes from other countries cheat but athletes from their own country would never cheat. This is an example of what psychological concept?
- (A) Scapegoat theory
 - (B) Social facilitation
 - (C) In-group bias
 - (D) Groupthink
 - (E) Mere-exposure effect
59. Michael, who has an IQ of 60, is able to do complex calculations in his head, regardless of the size of the numbers. When he is with his family and friends, he does not engage socially; he focuses on his numerical calculations. Which of the following best describes these characteristics?
- (A) Phenylketonuria (PKU)
 - (B) Giftedness
 - (C) Savant syndrome
 - (D) Antisocial personality disorder
 - (E) Down syndrome
60. Preschoolers often have trouble buttoning shirts due to less-developed
- (A) visual acuity
 - (B) fine motor skills
 - (C) balance
 - (D) gross motor skills
 - (E) hemispheric specialization
61. People who find themselves engaging in behavior that is against their principles will most likely experience
- (A) homeostasis
 - (B) a reduction in their hierarchy of needs
 - (C) cognitive dissonance
 - (D) an approach-avoidance conflict
 - (E) social facilitation
62. Which of the following findings about emotions is well supported by research?
- (A) There are several universal emotions.
 - (B) Anger is a cognitive state with no physiological correlates.
 - (C) The polygraph is highly effective at detecting lies.
 - (D) Emotional intelligence is highly correlated with Type A personality.
 - (E) The cerebellum is the origin of most emotional experience in the brain.
63. George sat next to Kiki in biology class every day. They often worked together on assignments. By the end of the semester, George became quite fond of Kiki. Which social psychological term best explains George's attraction to Kiki?
- (A) Social trap
 - (B) Mere-exposure effect
 - (C) Bystander effect
 - (D) Altruism
 - (E) Companionate love

Questions 64-65 are based on the following.



64. In the figure above, where do selective serotonin reuptake inhibitors (SSRIs) have their initial effect?

- (A) A
- (B) B
- (C) C
- (D) D
- (E) E

65. In the figure above, where does the neurotransmitter dopamine have its effect?

- (A) A
- (B) B
- (C) C
- (D) D
- (E) E

66. Students from a journalism class ask only their friends to participate in a school newspaper survey and neglect to ask the rest of the student body. The journalism students' data may not be generalizable due to

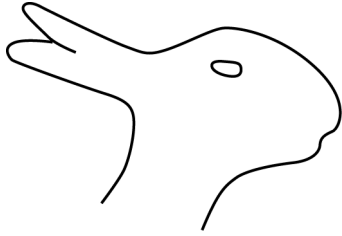
- (A) a lack of debriefing
- (B) sampling bias
- (C) participant bias
- (D) social desirability bias
- (E) placebo effects

67. Using cell phones while driving increases the number of accidents because use of the phones requires

- (A) perceptual constancy
- (B) feature detection
- (C) sensory adaptation
- (D) blindsight
- (E) selective attention

68. Token economies are based on which theoretical perspective?

- (A) Psychodynamic
- (B) Humanistic
- (C) Cognitive
- (D) Behavioral
- (E) Gestalt



69. In the morning, Jorge watched a cartoon about a sarcastic rabbit. Later, in his psychology class, he viewed the image above and readily identified it as a rabbit instead of a duck. Which of the following best explains this phenomenon?
- (A) Priming
 - (B) Habituation
 - (C) Conditioned response
 - (D) Stimulus generalization
 - (E) Discrimination
70. Which of the following individuals best demonstrates the concept of social loafing?
- (A) Aaron, who runs faster when running with a friend because he feels more motivated
 - (B) Sara, who enjoys listening to music by herself because she finds it relaxing
 - (C) Michael, who barely works on his group science project because he knows someone else will do the work
 - (D) Stacy, who does all the social planning for her friends because she is good at it
 - (E) Gary, who chooses not to go to a party because he has to study for midterm exams
71. Nick admitted to his parents that he was not working to his potential in his academics and sports. Even though his parents were disappointed, instead of yelling at Nick, they accepted him and wanted to help him work through his feelings. His parents' behavior exemplified
- (A) congruence
 - (B) reciprocal determinism
 - (C) ambivalent attachment
 - (D) authoritarian parenting
 - (E) unconditional positive regard
72. Researchers paired rats' drinking of saccharin-sweetened water with injections of a drug that weakened the immune system. After repeated pairings, sweetened water triggered the rats' immune systems to break down. What was the conditioned stimulus in the study?
- (A) The drug
 - (B) Sweetened water
 - (C) The immune system weakening in response to the drug
 - (D) The immune system weakening in response to the water
 - (E) The immune system getting stronger
73. Which of the following symptoms is characteristic of schizophrenia?
- (A) Multiple personalities
 - (B) Hallucinations
 - (C) Mood swings
 - (D) Frequent hand washing
 - (E) Amnesia
74. Marissa is a good racquetball player whose performance seems to improve as the crowd watching her gets larger. Her change in performance is an example of
- (A) the bystander effect
 - (B) misattribution
 - (C) social facilitation
 - (D) a social schema
 - (E) a self-serving bias
75. According to Benjamin Whorf's linguistic relativity hypothesis, what is the relation between language and cognition?
- (A) Concepts are universal and influence the development of language.
 - (B) Language shapes a culture's concepts and thought processes.
 - (C) Private speech is a way to help children form thoughts and control their behavior.
 - (D) An innate language acquisition device guides language development.
 - (E) Mental schemas precede and aid language development.

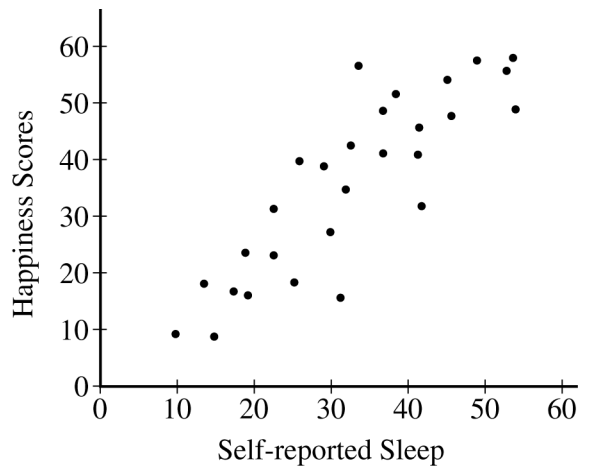
76. Carmen's psychiatrist has prescribed a selective serotonin reuptake inhibitor to help Carmen feel better. Carmen has most likely been diagnosed with what disorder?
- (A) Schizophrenia
 - (B) Somatic symptom
 - (C) Major depressive
 - (D) Antisocial personality
 - (E) Specific phobia
77. Dylan has difficulty solving a physics problem in class. The next day, he suddenly thinks of a solution to the problem as he is watching a friend play the guitar. The thought process that Dylan experienced is an example of
- (A) spontaneous recovery
 - (B) social learning
 - (C) discrimination
 - (D) latent learning
 - (E) insight learning
78. Fred is afraid to leave his house, and he is extremely apprehensive every time he has to go out in public. Fred is most likely to be diagnosed with which type of disorder?
- (A) Disruptive, impulse-control, and conduct
 - (B) Anxiety
 - (C) Bipolar and related
 - (D) Dissociative
 - (E) Schizophrenia spectrum and other psychotic
79. Karen had been working overtime to complete a project so that she could go skiing at the end of the month. On the day of her trip, Karen got sick with the flu and had to cancel. Stress hormones had most likely affected her immune system by
- (A) hardening her arteries
 - (B) causing the hippocampus to shrink
 - (C) suppressing white blood cells called T lymphocytes
 - (D) diverting too much blood to the heart and thereby overloading the system
 - (E) increasing melatonin release into the bloodstream
80. Jeremy happily played with his colorful blocks while his mother was nearby. When his mother left the room, he became upset, but he quickly stopped crying and began to play with the blocks again. When his mother returned, he greeted her happily. Which of the following patterns of attachment reflects Jeremy's actions?
- (A) Avoidant
 - (B) Anxious ambivalent
 - (C) Resistant
 - (D) Secure
 - (E) Disorganized disoriented

81. Which of the following research findings supports a strong biological basis for behavior?

- (A) Presenting a loud sound just before presenting a neutral stimulus eventually produces fear of the neutral stimulus.
- (B) Including misinformation in a question about an event decreases the accuracy of memory for the event.
- (C) Observing an aggressive model leads to aggressive behavior by the observer.
- (D) Identical twins who are reared apart have similar levels of intelligence.
- (E) Individuals working in a group put forth less effort than they put forth when working alone.

82. Electrically stimulating a rat's amygdala would most likely produce which of the following?

- (A) Calmness
- (B) A coma
- (C) Memory loss
- (D) Aggression
- (E) Sleep



83. A research group conducted a study investigating the connection between self-reported number of hours slept in a given week and scores on a happiness measure. Based on the scatterplot above, the group can report that there is

- (A) no relationship between amount of self-reported sleep and happiness
- (B) a positive correlation
- (C) a negative correlation
- (D) a perfect, negative relationship between amount of self-reported sleep and happiness
- (E) a perfect, positive relationship between amount of self-reported sleep and happiness

84. A basic assumption underlying the evolutionary approach to sexual attraction is that men seek potential mates who

- (A) display financial resources
- (B) have high social status
- (C) appear fertile
- (D) are taller than average
- (E) are highly educated

85. After school, George and his friends complain of intense hunger. They go to George's home and immediately open his refrigerator to look for a snack. Which of the following is a theory of motivation that best explains their behavior?
- (A) Arousal
 - (B) Social learning
 - (C) Self-determination theory
 - (D) Drive reduction
 - (E) Achievement motivation
86. A test has a mean of 80 with a standard deviation of 4. Which of the following scores is within one standard deviation of the mean?
- (A) 75
 - (B) 77
 - (C) 86
 - (D) 90
 - (E) 99
87. It can be assumed that an individual described as a supertaster
- (A) is a man
 - (B) represents a majority of the United States population
 - (C) has a low density of taste buds on the tongue
 - (D) is very sensitive to hot peppers
 - (E) learned to be a supertaster from others
88. Damage to a small part of the occipital lobe would most likely result in a
- (A) speech deficit
 - (B) visual deficit
 - (C) motor deficit
 - (D) hearing loss
 - (E) slower heart rate
89. The Rorschach inkblot test and the Thematic Apperception Test (TAT) are two popular forms of which of the following types of tests?
- (A) Objective
 - (B) Neurological
 - (C) Aptitude
 - (D) Projective
 - (E) Intelligence
90. An item on a psychological test asks whether the test taker believes radio news stations are delivering special messages to the test taker that others cannot detect. Jason takes the test and answers yes to this question, because he recently detected messages to him embedded in a radio broadcast. Jason appears to be experiencing
- (A) delusions of reference
 - (B) catatonia
 - (C) visual hallucinations
 - (D) anxiety
 - (E) flat affect
91. Research on a critical period during the acquisition of second languages indicates that which of the following statements is true?
- (A) The older an individual is, the more difficulty he or she will have with second-language pronunciation.
 - (B) Children have a more difficult time than adults understanding the grammar of the second language.
 - (C) Articulation of difficult sounds in the second language is easier for adults than for children.
 - (D) Adults acquiring a second language typically speak with less of an accent than children acquiring the same second language.
 - (E) For adults, acquiring a second language is as easy as it was for them to learn their native language.

92. Memories of well-learned skills, such as riding a bicycle, are classified as
- (A) iconic
 - (B) semantic
 - (C) echoic
 - (D) procedural
 - (E) declarative
93. José's doctor has prescribed antipsychotic medication for him. José is most likely to be diagnosed as having which of the following disorders?
- (A) Obsessive-compulsive
 - (B) Generalized anxiety
 - (C) Somatic symptom
 - (D) Schizophrenia
 - (E) Specific phobia
94. Which of the following is the most common symptom of dementia?
- (A) Dissociation
 - (B) Delusions
 - (C) Compulsions
 - (D) Deterioration in memory
 - (E) Preoccupation with having multiple medical issues
95. Carl Jung believed in a storehouse of latent memory traces inherited from a person's ancestral past. Which of the following psychological terms refers to that storehouse?
- (A) Id
 - (B) Ego
 - (C) Superego
 - (D) Personal unconscious
 - (E) Collective unconscious
96. Bernadette has lacked enthusiasm for work and other activities for a number of years. She also has a poor appetite and feels fatigued. Which of the following disorders is most consistent with Bernadette's symptoms?
- (A) Antisocial personality
 - (B) Persistent depressive
 - (C) Bipolar
 - (D) Social anxiety
 - (E) Generalized anxiety
97. Alexandra wants to test her new baby's Babinski reflex. To elicit the appropriate response, Alexandra will have to
- (A) stroke her baby's cheek
 - (B) press on her baby's palm
 - (C) turn her baby's head to one side
 - (D) shine a bright light in her baby's eyes
 - (E) stroke the sole of her baby's foot
98. What field of psychology is most appropriate to analyze the efficiency of businesses in their hiring, basic training, and management leadership skills training?
- (A) Clinical
 - (B) Quantitative
 - (C) Industrial/organizational
 - (D) Educational
 - (E) Comparative

99. Which area of the brain is not well developed until after three years of age, offering a possible explanation for infantile amnesia?

- (A) Hypothalamus
- (B) Cerebellum
- (C) Pons
- (D) Thalamus
- (E) Hippocampus

100. Brandon is superficially charming and skilled at exploiting people for his own gain. He is also impulsive and irresponsible, and he generally disregards social norms. Brandon would most likely be diagnosed with which of the following disorders?

- (A) Antisocial personality
- (B) Schizoid personality
- (C) Dissociative identity
- (D) Conversion
- (E) Bipolar

END OF SECTION I

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY
CHECK YOUR WORK ON THIS SECTION.**

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET**

Section II: Free-Response Questions

This is the free-response section of the 2016 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP[®] Psychology Exam

SECTION II: Free Response

2016

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

50 minutes

Number of Questions

2

Percent of Total Score

33.3%

Writing Instrument

Pen with black or dark blue ink

Weight

The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month		Day		Year	

3. Six-digit school code

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in this booklet. You may use page 3 and the unlined pages of this booklet to organize your answers and for scratch work, but you must write your answers on the lined pages provided for each question. Begin each answer on the lined page facing the question. The questions are repeated for your convenience.

Write clearly and legibly. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. Divide your time about equally between the two questions. You may proceed freely from one question to the next. You may review your responses if you finish before the end of the exam is announced.

Form I

Form Code 4MBP4-S

85

THIS PAGE MAY BE USED FOR TAKING NOTES AND PLANNING YOUR ANSWERS.
NOTES WRITTEN ON THIS PAGE WILL NOT BE SCORED.
WRITE ALL YOUR RESPONSES ON THE LINED PAGES.

Question 1 begins on page 4.

Question 2 begins on page 12.

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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. Researchers investigated whether introducing a good-luck-related superstition would improve the performance of participants attempting to hit a golf ball into a hole (Damisch, Stoberock, & Mussweiler, 2010). Participants in the study were randomly assigned to one of two groups. Those in the first group were told, “Here is your ball. So far it has turned out to be a lucky ball.” Those in the second group were told, “This is the ball everyone has used so far.” Participants then made ten attempts to hit the ball into the hole. The researchers measured the number of successful attempts, and they found that the mean difference between the two groups was statistically significant. The researchers theorized that the superstitious beliefs produced higher levels of self-efficacy, which led to improved performance.

Part A

- Identify the design feature that makes the study experimental rather than correlational.
- Explain what it means to say that there is a statistically significant difference between the two groups.
- Explain how a superstitious belief might be related to a higher level of self-efficacy.

Part B

Many people engage in superstitious behavior, such as wearing lucky socks, in the belief that the superstitious behavior will lead to improved performance. Explain how each of the following may lead to the development or maintenance of superstitious beliefs or behaviors.

- Illusory correlation
- Positive reinforcement
- External locus of control
- Episodic memory

THIS PAGE MAY BE USED FOR TAKING NOTES AND PLANNING YOUR ANSWERS.

NOTES WRITTEN ON THIS PAGE WILL NOT BE SCORED.

WRITE ALL YOUR RESPONSES ON THE LINED PAGES.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Question 1 is reprinted for your convenience.

1. Researchers investigated whether introducing a good-luck-related superstition would improve the performance of participants attempting to hit a golf ball into a hole (Damisch, Stoberock, & Mussweiler, 2010). Participants in the study were randomly assigned to one of two groups. Those in the first group were told, "Here is your ball. So far it has turned out to be a lucky ball." Those in the second group were told, "This is the ball everyone has used so far." Participants then made ten attempts to hit the ball into the hole. The researchers measured the number of successful attempts, and they found that the mean difference between the two groups was statistically significant. The researchers theorized that the superstitious beliefs produced higher levels of self-efficacy, which led to improved performance.

Part A

- Identify the design feature that makes the study experimental rather than correlational.
- Explain what it means to say that there is a statistically significant difference between the two groups.
- Explain how a superstitious belief might be related to a higher level of self-efficacy.

Part B

Many people engage in superstitious behavior, such as wearing lucky socks, in the belief that the superstitious behavior will lead to improved performance. Explain how each of the following may lead to the development or maintenance of superstitious beliefs or behaviors.

- Illusory correlation
- Positive reinforcement
- External locus of control
- Episodic memory

[illegible]

[illegible]

Question 1 is reprinted for your convenience.

1. Researchers investigated whether introducing a good-luck-related superstition would improve the performance of participants attempting to hit a golf ball into a hole (Damisch, Stoberock, & Mussweiler, 2010). Participants in the study were randomly assigned to one of two groups. Those in the first group were told, "Here is your ball. So far it has turned out to be a lucky ball." Those in the second group were told, "This is the ball everyone has used so far." Participants then made ten attempts to hit the ball into the hole. The researchers measured the number of successful attempts, and they found that the mean difference between the two groups was statistically significant. The researchers theorized that the superstitious beliefs produced higher levels of self-efficacy, which led to improved performance.

Part A

- Identify the design feature that makes the study experimental rather than correlational.
- Explain what it means to say that there is a statistically significant difference between the two groups.
- Explain how a superstitious belief might be related to a higher level of self-efficacy.

Part B

Many people engage in superstitious behavior, such as wearing lucky socks, in the belief that the superstitious behavior will lead to improved performance. Explain how each of the following may lead to the development or maintenance of superstitious beliefs or behaviors.

- Illusory correlation
- Positive reinforcement
- External locus of control
- Episodic memory

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Question 1 is reprinted for your convenience.

1. Researchers investigated whether introducing a good-luck-related superstition would improve the performance of participants attempting to hit a golf ball into a hole (Damisch, Stoberock, & Mussweiler, 2010). Participants in the study were randomly assigned to one of two groups. Those in the first group were told, "Here is your ball. So far it has turned out to be a lucky ball." Those in the second group were told, "This is the ball everyone has used so far." Participants then made ten attempts to hit the ball into the hole. The researchers measured the number of successful attempts, and they found that the mean difference between the two groups was statistically significant. The researchers theorized that the superstitious beliefs produced higher levels of self-efficacy, which led to improved performance.

Part A

- Identify the design feature that makes the study experimental rather than correlational.
- Explain what it means to say that there is a statistically significant difference between the two groups.
- Explain how a superstitious belief might be related to a higher level of self-efficacy.

Part B

Many people engage in superstitious behavior, such as wearing lucky socks, in the belief that the superstitious behavior will lead to improved performance. Explain how each of the following may lead to the development or maintenance of superstitious beliefs or behaviors.

- Illusory correlation
- Positive reinforcement
- External locus of control
- Episodic memory

[illegible]

[illegible]

2. Part A

The vast majority of students in a prestigious engineering program are men. Some professors in the program hope to recruit and admit more women. How might each of the following hinder their decision-making process to accept more women?

- Representativeness heuristic
- Belief perseverance
- Group polarization

Part B

The program has an entrance exam that has been used for many years, but now the professors are considering eliminating it. How might each of the following affect the decision to eliminate the exam?

- Stereotype threat
- Predictive validity

Part C

The professors decide to start a summer internship for female high school students, which they hope will promote interest in their engineering program. How might each of the following be used in the internship to help recruit more female students?

- Extrinsic motivation
- Modeling

THIS PAGE MAY BE USED FOR TAKING NOTES AND PLANNING YOUR ANSWERS.

NOTES WRITTEN ON THIS PAGE WILL NOT BE SCORED.

WRITE ALL YOUR RESPONSES ON THE LINED PAGES.

[illegible]

Question 2 is reprinted for your convenience.

2. Part A

The vast majority of students in a prestigious engineering program are men. Some professors in the program hope to recruit and admit more women. How might each of the following hinder their decision-making process to accept more women?

- Representativeness heuristic
- Belief perseverance
- Group polarization

Part B

The program has an entrance exam that has been used for many years, but now the professors are considering eliminating it. How might each of the following affect the decision to eliminate the exam?

- Stereotype threat
- Predictive validity

Part C

The professors decide to start a summer internship for female high school students, which they hope will promote interest in their engineering program. How might each of the following be used in the internship to help recruit more female students?

- Extrinsic motivation
- Modeling

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

[illegible]

Question 2 is reprinted for your convenience.

2. Part A

The vast majority of students in a prestigious engineering program are men. Some professors in the program hope to recruit and admit more women. How might each of the following hinder their decision-making process to accept more women?

- Representativeness heuristic
- Belief perseverance
- Group polarization

Part B

The program has an entrance exam that has been used for many years, but now the professors are considering eliminating it. How might each of the following affect the decision to eliminate the exam?

- Stereotype threat
- Predictive validity

Part C

The professors decide to start a summer internship for female high school students, which they hope will promote interest in their engineering program. How might each of the following be used in the internship to help recruit more female students?

- Extrinsic motivation
- Modeling

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

[illegible]

Question 2 is reprinted for your convenience.

2. Part A

The vast majority of students in a prestigious engineering program are men. Some professors in the program hope to recruit and admit more women. How might each of the following hinder their decision-making process to accept more women?

- Representativeness heuristic
- Belief perseverance
- Group polarization

Part B

The program has an entrance exam that has been used for many years, but now the professors are considering eliminating it. How might each of the following affect the decision to eliminate the exam?

- Stereotype threat
- Predictive validity

Part C

The professors decide to start a summer internship for female high school students, which they hope will promote interest in their engineering program. How might each of the following be used in the internship to help recruit more female students?

- Extrinsic motivation
- Modeling

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX ON THE COVER.**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Multiple-Choice Answer Key

The following contains the answers to the multiple-choice questions in this exam.

**Answer Key for AP Psychology
Practice Exam, Section I**

Question 1: E	Question 35: B	Question 69: A
Question 2: E	Question 36: A	Question 70: C
Question 3: E	Question 37: E	Question 71: E
Question 4: C	Question 38: A	Question 72: B
Question 5: D	Question 39: C	Question 73: B
Question 6: B	Question 40: B	Question 74: C
Question 7: B	Question 41: D	Question 75: B
Question 8: C	Question 42: C	Question 76: C
Question 9: E	Question 43: C	Question 77: E
Question 10: D	Question 44: E	Question 78: B
Question 11: D	Question 45: A	Question 79: C
Question 12: C	Question 46: C	Question 80: D
Question 13: C	Question 47: D	Question 81: D
Question 14: C	Question 48: D	Question 82: D
Question 15: C	Question 49: C	Question 83: B
Question 16: B	Question 50: B	Question 84: C
Question 17: A	Question 51: C	Question 85: D
Question 18: B	Question 52: B	Question 86: B
Question 19: A	Question 53: A	Question 87: D
Question 20: B	Question 54: E	Question 88: B
Question 21: C	Question 55: B	Question 89: D
Question 22: E	Question 56: C	Question 90: A
Question 23: E	Question 57: A	Question 91: A
Question 24: C	Question 58: C	Question 92: D
Question 25: C	Question 59: C	Question 93: D
Question 26: D	Question 60: B	Question 94: D
Question 27: E	Question 61: C	Question 95: E
Question 28: A	Question 62: A	Question 96: B
Question 29: D	Question 63: B	Question 97: E
Question 30: A	Question 64: C	Question 98: C
Question 31: E	Question 65: E	Question 99: E
Question 32: B	Question 66: B	Question 100: A
Question 33: A	Question 67: E	
Question 34: C	Question 68: D	

Free-Response Scoring Guidelines

The following contains the scoring guidelines for the free-response questions in this exam.

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 1

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 that the reader is convinced of the word.
2. Do not score students' notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone will not score, but they may be used to enhance the application.
4. Within a point, a student will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point. A correct application with incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. A student can score points only if the student clearly conveys what part of the question is being answered. It is possible to infer the part of the question being answered if it is consistent with the order of the question.
7. The appropriate context of each section (A and B) must be explicitly established or related back to the prompt of the question.

Part A

Point 1: Explain how the design of this study is experimental.

Participants are **randomly assigned** to one of two different conditions OR there is a **manipulation of the independent variable**. A complete description of the manipulation procedure would score, even if the word “manipulation” is not used.

- **Example:** Participants were randomly assigned to the “Lucky Ball Group” or the other group.
- **Example:** The experimental group, the one receiving the treatment, was told they had the lucky ball.
- **Example:** The control group was not told that their ball had any lucky properties.
- Random selection and random sampling DO NOT SCORE.
- Simply stating that there was a control group DOES NOT SCORE.

Point 2: Explain what it means to say that there is a statistically significant difference between these two groups.

The difference between the groups is **less likely/has a low probability** of being due to chance/random variation/coincidence/Type I error OR the difference between the groups is **more likely/ has a high probability** of being due to the manipulation of the independent variable.

- **Example:** The researchers were 95% sure that the IV caused the difference between the performance of the groups.
- **Example:** The difference was not due to chance.
- Responses that use $p < .05$ alone DO NOT SCORE.

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 1 (continued)

Point 3: Explain the possible relationship between superstitious beliefs and self-efficacy.

Superstitious beliefs boost one's **belief** that they can master a task OR one's **belief** that they will have an increase in their personal skill level or capability. Increased confidence in ability should clearly reside within the person and not be ascribed to the ball.

- **Example:** Believing that one had the lucky ball, led to greater certainty that they would get more balls into the hole.
- Self-esteem definitions and "Self-fulfilling prophecy" alone DO NOT SCORE.
- References only to improved performance DO NOT SCORE.

Part B: Explain how each of the following may lead to the development or maintenance of superstitious beliefs or behaviors.

Note: Each response must reference the concept of superstition (any logically unrelated pairing) but does *not* need to refer to golf or lucky socks.

Point 4: Illusory Correlation (perception of a relationship that does not exist)

Must mention that a relationship is perceived AND that the relationship is **noncontingent, coincidental, false, or occurring by chance**.

- **Example:** Jordan wears purple socks to a game and has a great game. Jordan incorrectly assumes that the socks must have led to success, so Jordan wears them to every game.
- **Example:** This concept leads to the development of superstitions because it appears that the superstitious behavior is causing the increased performance, when in reality it is another factor.

Point 5: Positive Reinforcement (Any positive outcome that strengthens the likelihood of a behavior occurring in the future)

Responses that score must reference:

- Performing a random/superstitious behavior
- Desirable stimulus/outcome following the random/superstitious behavior
- Increases the likelihood of the superstitious behavior occurring in the future.
- **Example:** I happened to wear my purple socks and my team won. Now I wear my purple socks for EVERY GAME!
- Strengthen the superstitious **belief** DOES NOT SCORE. Must indicate the **behavior** is strengthened.

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 1 (continued)

Point 6: External Locus of Control (belief that circumstances out of one's control are responsible for one's success)

External circumstances (could include a powerful entity, chance, or luck) are believed to influence a logically unrelated result. Responses that score could refer to locus of control as either a state or as a trait.

- **Example:** If you have an external locus of control, you are more susceptible to having superstitious beliefs, like wearing lucky socks, because the socks cause you to get a good grade on an exam.
- **Example:** The Boston Red Sox had an external locus of control if they believed a curse kept them from winning a World Series for almost 100 years.
- Stating “external” alone without identifying a source of control DOES NOT SCORE.

Point 7: Episodic Memory (recall of specific personal events or experiences)

Responses that score must reference an individual's **memory, recall, or remembering** AND include reference to superstitious beliefs or behaviors

- **Example:** You recall only those baseball games in which you hit home runs whenever you wore your purple socks. As a result, you wear your purple socks for every game because you remember that success.

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 2

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 that the reader is convinced of the word.
2. Do not score students' notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone will not score, but they may be used to enhance the application.
4. Within a particular point, a student will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point. A correct application with incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. A student can score points only if the student clearly conveys what part of the question is being answered. It is possible to infer the part of the question being answered if it is consistent with the order of the question.
7. The appropriate context of each section (A, B, C) must be explicitly established or related back to the prompt of the question.

Part A: Student must address how each of the following might HINDER the decision process.

Point 1: Representativeness Heuristic

Student must explain how ONE of the following prototypical or stereotypical categorizations hinders the professors' decision to admit more women:

- more engineers being male
- men having characteristics of an engineer
- women lacking characteristics of an engineer
- **Example:** "It would make it more difficult for women to gain admission to the engineering program because women do not fit the prototype/stereotype of an engineer held by the admissions committee."
- **Do Not Score:** Responses that only describe the availability heuristic

Point 2: Belief Perseverance

Student must include ALL of the following:

- Existing belief
- Evidence to the contrary of the existing belief (need not provide a specific example)
- Maintain the original belief
- Hinder the professors' decision-making to admit more women.
- **Example:** "If the professors believe that men are more competent engineers than women, they would adhere to this belief even if there were disconfirming evidence, such as data suggesting that women are just as likely as men to succeed. This would reduce a female applicant's chance of gaining admission to the program."

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 2 (continued)

Point 3: Group Polarization

Student must indicate that after interaction/conversation/discussion the GROUP consensus (not an individual) becomes **more extreme** AND this hinders the professors' decision to admit more women.

- **Example:** "If the professors believe that men are more competent engineers than women, they will be stronger in their convictions after a discussion on the topic. A strong belief that men are better would decrease the chance for women gaining admission to the program."
- **Do Not Score:** Conformity or persuasion alone will not score
- **Do Not Score:** A subgroup merely switching sides on an issue will not score
- **Do Not Score:** Examples that relate only to groupthink will not score

Part B: Student must indicate how each of the following might affect the decision to eliminate the exam.

Point 4: Stereotype Threat

Student must address ALL of the following:

- Potential female applicant has knowledge of a cultural negative stereotype/generalization, which lowers expectations regarding her ability
- This knowledge impedes her performance
- This impacts the decision to eliminate the exam
- **Example:** "Female applicants are aware that their culture assumes that males make better engineers than females. This makes them anxious which leads to lower performance on the entrance exam. The exam results are biased and the professors decide to discontinue use of the exam."

Point 5: Predictive Validity

Student must demonstrate understanding of the concept that a useful test is associated/correlated with later performance on what the test was designed to measure, AND relate this to the decision to keep or retain the exam.

- **Example:** "Many students score poorly on their admission exams, but receive good grades in the program. As a result, the school decides to discontinue use of the admissions exam."
- **Example:** "Students who score well on the admissions exam also score well in their coursework; the admissions committee therefore decides to keep the exam."
- **Note:** The direction of the predictive validity must correctly impact the decision to eliminate or retain the admissions exam. (High predictive validity contributes to exam retention; low predictive validity contributes to exam discontinuation.)

AP[®] PSYCHOLOGY

2016 SCORING GUIDELINES

Question 2 (continued)

Part C: Student must indicate how each of these concepts can be used to recruit more female students.

Point 6: Extrinsic Motivation

Student must indicate within the scenario that an outside influence (reward/reinforcement/incentive) increases the recruitment of females into the program/internship.

- **Example:** “If the college offers a scholarship to all female students who complete the summer internship, the scholarship is the extrinsic motivator for the engineering program/internship. As a result, more females register for the engineering program.”
- **Note:** The word “external” or “extrinsic” alone will not score without an indication of a reward, incentive or a more specific example, which must also relate to increased interest/recruitment of more female students.
- **Note:** Using the internship to enhance one’s resume or college application DOES constitute an extrinsic motivation.

Point 7: Modeling

Student must describe ALL of the following:

- Observing a behavior or a description of a behavior (Hearing a role model describe their engineering experience can serve as a model.)
- Acting in a similar manner/imitating/mimicking that behavior
- Increased female enrollment or interest
- **Example:** “If female engineers from the college were the mentors in the summer internship then female high school students would have a role model to emulate. Their interest in engineering would increase.”
- **Note:** Joining the program or demonstrating interest fulfills BOTH the second and third bullet points.

Scoring Worksheet

The following provides a scoring worksheet and conversion table used for calculating a composite score of the exam.

2016 AP Psychology Scoring Worksheet

Section I: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 100)}} \times 1.0000 = \frac{\text{Weighted Section I Score}}{\text{(Do not round)}}$$

Section II: Free Response

$$\text{Question 1} \quad \frac{\text{_____}}{\text{(out of 7)}} \times 3.5714 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2} \quad \frac{\text{_____}}{\text{(out of 7)}} \times 3.5714 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{Weighted Section II Score}}{\text{(Do not round)}}$$

Composite Score

$$\frac{\text{Weighted Section I Score}}{\text{_____}} + \frac{\text{Weighted Section II Score}}{\text{_____}} = \frac{\text{Composite Score}}{\text{(Round to nearest whole number)}}$$

AP Score Conversion Chart
Psychology

Composite Score Range	AP Score
113-150	5
94-112	4
80-93	3
68-79	2
0-67	1

Question Descriptors and Performance Data

The following contains tables showing the content assessed, the correct answer, and how AP students performed on each question.

2016 AP Psychology

Question Descriptors and Performance Data

Multiple-Choice Questions

Question	Topic	Key	% Correct
1	Methods	E	70
2	Treatment of Psychological Disorders	E	80
3	Motivation and Emotion	E	67
4	Sensation and Perception	C	60
5	Treatment of Psychological Disorders	D	92
6	Testing and Individual Differences	B	62
7	Motivation and Emotion	B	76
8	Cognition	C	62
9	Biological Bases of Behavior	E	83
10	Sensation and Perception	D	56
11	History and Approaches	D	50
12	Motivation and Emotion	C	60
13	Cognition	C	51
14	History and Approaches	C	63
15	Learning	C	74
16	Sensation and Perception	B	92
17	Treatment of Psychological Disorders	A	87
18	History and Approaches	B	80
19	Developmental Psychology	A	52
20	Cognition	B	84
21	Personality	C	63
22	Motivation and Emotion	E	62
23	Learning	E	56
24	States of Consciousness	C	32
25	Methods	C	11
26	Cognition	D	82
27	Personality	E	53
28	Developmental Psychology	A	56
29	Social Psychology	D	91
30	Methods	A	67
31	Learning	E	88
32	Biological Bases of Behavior	B	57
33	States of Consciousness	A	70
34	Biological Bases of Behavior	C	71
35	Cognition	B	65
36	Learning	A	53
37	Sensation and Perception	E	71
38	Biological Bases of Behavior	A	66

2016 AP Psychology

Question Descriptors and Performance Data

Question	Topic	Key	% Correct
39	Learning	C	76
40	Treatment of Psychological Disorders	B	76
41	Social Psychology	D	57
42	Personality	C	90
43	Developmental Psychology	C	82
44	States of Consciousness	E	83
45	Methods	A	60
46	Testing and Individual Differences	C	29
47	Cognition	D	74
48	Abnormal Psychology	D	67
49	Personality	C	57
50	Sensation and Perception	B	77
51	Developmental Psychology	C	86
52	Learning	B	54
53	Abnormal Psychology	A	86
54	Methods	E	40
55	Biological Bases of Behavior	B	68
56	Treatment of Psychological Disorders	C	57
57	Methods	A	84
58	Social Psychology	C	88
59	Testing and Individual Differences	C	59
60	Developmental Psychology	B	86
61	Social Psychology	C	69
62	Motivation and Emotion	A	73
63	Social Psychology	B	78
64	Biological Bases of Behavior	C	51
65	Biological Bases of Behavior	E	53
66	Methods	B	70
67	Sensation and Perception	E	91
68	History and Approaches	D	62
69	Cognition	A	55
70	Social Psychology	C	88
71	Personality	E	74
72	Learning	B	65
73	Abnormal Psychology	B	86
74	Social Psychology	C	82
75	Cognition	B	53
76	Treatment of Psychological Disorders	C	85
77	Cognition	E	51
78	Abnormal Psychology	B	86

2016 AP Psychology

Question Descriptors and Performance Data

Question	Topic	Key	% Correct
79	Motivation and Emotion	C	73
80	Developmental Psychology	D	68
81	Testing and Individual Differences	D	71
82	Biological Bases of Behavior	D	75
83	Methods	B	90
84	Social Psychology	C	84
85	Motivation and Emotion	D	70
86	Methods	B	73
87	Sensation and Perception	D	65
88	Biological Bases of Behavior	B	88
89	Testing and Individual Differences	D	65
90	Abnormal Psychology	A	84
91	Developmental Psychology	A	78
92	Cognition	D	56
93	Treatment of Psychological Disorders	D	80
94	Abnormal Psychology	D	72
95	Personality	E	76
96	Abnormal Psychology	B	89
97	Developmental Psychology	E	46
98	Social Psychology	C	85
99	Biological Bases of Behavior	E	70
100	Abnormal Psychology	A	54

AP Psychology

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.