**AP PSYCHOLOGY FRQ BANK**

***Compiled by Caitlin Kokinov***

Disclaimers:

1. This document is organized in the order that Caitlin teaches AP Psychology.
2. I excluded textbook FRQs, because I am a rule follower. (Therefore the number next to each section header that represents the number of prompts I have for that unit may be incorrect)
3. The FRQs in the Practice Exams found in your Audit Account are excluded because I use them with my Practice Exams before the AP Exam.

**Unit 1: Social (13)**

*Directions:* *You have 25 minutes to answer the following question. You must write in complete sentences and not just list facts. You should make your point clearly and use the language of psychology. Be sure to write legibly and respond to all parts of the question. Read the scenario below. Define and apply the selected terms.*

Alex volunteers during the summer as a lifeguard at the city pool. This summer Alex is being promoted to the position of shift leader. One of the duties included with being a shift leader is managing the five less experienced lifeguards that are assigned to the shift. Explain why Alex might need to be familiar with the following concepts from social psychology in order to minimize the impact they could have on the performance of the lifeguards.

A. Groupthink

B. Bystander Effect

C. Fundamental Attribution Error

D. Conformity

E. Social Loafing

Rubric

**Point 1: Definition of Groupthink**- An excessive tendency to seek concurrence among group members.

**Point 2: Application of Groupthink**: Working with younger lifeguards, Alex must think about this because they may be afraid to challenge his ideas and go along with a bad decision like moving the diving tower to the shallow end. They go along with it to be team players.

**Point 3: Definition of Bystander Effect:** Bystander effect also known as diffusion of responsibility; weakens each group member’s obligation to act when responsibility is perceived to be shared with all group members; the more people, the less likely to act.

**Point 4: Application of Bystander Effect:** A new lifeguard may not respond to a person in need because they feel someone else is going to respond.

**Point 5: Definition of Fundamental Attribution Error:** Fundamental Attribution Error is the assumption that another person’s behavior is the result of a flaw in personality rather than the situation (internal vs. external factors)

**Point 6: Application of Fundamental Attribution Error:** Alex may blame a lifeguard for being lazy and inattentive if they miss a child drowning, but fails to see that the child was wearing swimwear that blended in with the water.

**Point 7: Definition of Conformity:** Conformity is the tendency for people to adopt the behaviors, attitudes, or opinions of other group members.

**Point 8: Application of Conformity:** One lifeguard brings their iPod to work, and then one by one the rest start to bring their iPods to work, listening to them on duty and missing children’s cries for help.

**Point 9: Definition of Social Loafing:** Social Loafing is a decrease in performance because of being in a group

**Point 10: Application of Social Loafing:** One of the two lifeguards never tells kids to stop running by the pool because they know the other one will so that no one will get hurt, and neither guard will get in trouble.

**Social Psychology FRQ**

A marketing professor assigns a class project where students have to design an advertisement campaign for a new restaurant and present their campaign in front of the class. Students in the class have been randomly assigned to work in small groups on the project.

1. Explain how each of the psychological concepts below may affect the development of the student projects

* Social Loafing
* Groupthink
* Self-Fulfilling prophecy
* Fundamental attribution error

1. Explain how each of the following concepts can be incorporated into the students’ presentations.

* Central route to persuasion
* Norm of reciprocity

This FRQ is worth \_\_\_\_\_\_ points

**Social Psychology FRQ Rubric**

**\_\_\_\_\_ Point 1: Social Loafing**

Social loafing occurs when individual effort is reduced on a group project

The student must clearly recognize that social loafing would have a *negative* effect on

the group project.

Example: “Social loafing would lead to poorer group projects because individual members of the group won’t work as hard.”

\_\_\_\_\_\_ **Point 2: Groupthink**

Groupthink is when group members, out of a desire for harmony, are unwilling to dissent or *ignore* or *dismiss* reasonable alternatives.

The student must clearly communicate that there is a group process, not just one individual feeling pressure to conform and that the group must dismiss the alternative view, not just decide differently.

Example: “When working on the project, the members of the group are worried about causing tension and destroying group harmony. Instead of considering the best way to approach their project from multiple perspectives, they quickly agree to the first option presented. Even though several members feel that this plan is not the best plan, none of them dissent out of fear of causing trouble.”

\_\_\_\_\_\_ **Point 3: Self-Fulfilling prophecy**

Self- fulfilling prophecy occurs when a person’s expectation of another person leads that person to behave in the expected way.

Self- fulfilling prophecy could have either a positive or negative effect on the group

Example: “If the leader of the group expected the group to do poorly (or well), the members might not do as well (or might perform to a high level) because of this self-fulfilling prophecy”

\_\_\_\_\_\_ **Point 4: Fundamental attribution error**

The fundamental attribution error is tendency to overestimate dispositional causes and underestimate situational causes in others.

Note: Students cannot describe an instance when an individual focuses on situational causes to explain their own behavior as that would be actor-observer bias.

Example: “When one member arrives late to a group meeting, the group leader assumes that the person was late because they are disorganized and irresponsible, and not because they were caught in traffic.”

**\_\_\_\_\_ Point 5: Peripheral route to persuasion**

The peripheral route to persuasion is when an appeal is made to one’s emotions by showing the attractiveness or coolness of a product rather than presenting facts about the product.

Note: Do not accept examples of central route (examples of factual information that appeal to logic)

Example: “In designing their ad campaign, the group creates advertisements that show the restaurant filled with young and sophisticated people enjoying themselves. The message being sent is that eating at this restaurant means you are cool and sophisticated”

\_\_\_\_\_**Point 6: Norm of Reciprocity**

The norm of reciprocity is a compliance strategy that occurs when people think they ought to do something nice for someone who has done something nice for them

Example: “In their ad campaign, the group decides to incorporate the norm of reciprocity. Customers are given a coupon for a free appetizer. Customers feel that something nice have been done for them so they in turn feel the need to go to the restaurant and order an appetizer, plus dinner and dessert.”

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**\_\_\_\_\_ Point 5: Central route to persuasion**

The central route to persuasion is when facts are presented about the product to appeal to logic rather than appealing to one’s emotions by showing the attractiveness or coolness of a product.

Note: Do not accept examples of peripheral route (examples of image that appeal to emotions)

Example: “In designing their ad campaign, the group creates an advertisement that shows that the restaurant serves healthy and nutritious food. The message being sent is that eating at this restaurant will help you be healthy and it appeals to logic rather than emotions.”

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**Social Psychology FRQ**

Maria and her friends are hanging out after school. Along comes a young woman who is clearly mentally and physically handicapped, struggling to get herself up some steps to a nearby restaurant. Maria’s friends immediately begin to ridicule the young lady, laughing and pointing as she tries to get herself into the restaurant. Maria has worked with the handicapped at her summer camp job and does not approve of such ridicule. Despite her misgivings, Maria joins in with her friends, though she tries to stay out of the young woman’s sight by hiding behind one of her friends. Define each of the following concept then describe how each relates to Maria’s actions.

* Groupthink
* Cognitive Dissonance Theory
* Social Loafing
* Conformity
* Fundamental Attribution Error
* Minority Influence

**Scoring Guidelines**

**Point 1 and 2: Groupthink Definition and Application**

Groupthink tends to be a tricky concept, largely because contexts in which it normally applies (meetings, governments, bureaucracies) are not generally areas of which students have firsthand knowledge. If they understand the concept, however, a link to the prompt is not difficult.

**Definition**: When the desire for group harmony overrides logic and a realistic appraisal of alternatives.

**Application**: The context here is that students who wish to be perceived as “normal” or equal members of their peer group are likely to “go with the flow” groupthink, rather than speaking out and making themselves appear different or distinct in any way. This is essentially the only acceptable link.

**Point 3 and 4: Cognitive Dissonance Theory (CDT) Definition and Application**

**Definition:** tension that results when a person’s actions do not match their attitudes.

**Application**: Answer *must* allude to the “misgivings” the student feels as he/she ridicules the woman on crutches; simply put, these misgivings themselves define cognitive dissonance. Answer must mention that the student must change either his/her attitudes or his/her actions. In this instance, he/she is most likely to change his attitudes; describing a specific example in which this occurs will suffice.

**Point 5 and 6: Social Loafing (SL) Definition and Application**

**Definition**: Social loafers contribute less to any given group.

**Application**: Although students should possess a practical understanding of social loafing from high school group-work contexts, the broader concept as applied to this prompt may escape them; of critical importance to this answer is the fact that the student attempts to hide from the object of ridicule, thus minimizing his/her role in the ridicule. Implicit in this idea is that the student is attempting to limit his/her contribution to the group’s ridicule efforts. Answer must include that the student is loafing when he/she tries to hide.

**Point 7 and 8: Conformity Definition and Application**

**Definition**: adjusting one’s behavior or thinking to coincide with a group standard.

**Application:** This is, possibly, the single easiest link to a prompt is the history of AP psychology. Clearly, the student participates in the ridicule in an attempt to conform to the group’s expectations, despite the cognitive dissonance. Simply stating this will suffice. In fact, students are likely to group their response to Conformity with their responses either to CDT or to FAE.

**Point 9 and 10: Fundamental Attribution Error (FAE) Definition and Application**

**Definition:** crediting someone’s behavior to a person’s disposition/personality instead of to the situation they are in.

**Application**: possibilities include

1. Just because the student acts badly, it does not mean that the student necessarily has a “bad” disposition or personality.
2. The student’s participation in the ridicule stems from the situation in which he/she presently finds him/herself.
3. The students may be ridiculing the person because they feel that their handicap must relate to some dispositional flaw.

**Point 11 and 12: Minority Influence (MI) Definition and Application**

**Definition:** influence that goes against the group’s feelings, attitudes, and behaviors

**Application**: Answers need to connect to the idea that the Maria had the opportunity to exert minority influence by converting the majority to adapt to her thinking that ridiculing the handicapped woman was unacceptable.

FRQ Social Psychology Due Monday February 13th

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ramone and some of his teammates went to a concert.   They got separated in the long ticket lines.   As Ramone reached for the ticket he had just purchased, he felt a sharp pain across the back of his knees.   The ticket was torn from his grasp.  He yelled in pain from a blow to the back of his head.  Just before he collapsed to the ground, Ramone called out for help.

Task:

1. Explain reasons why Ramone may or may not receive help from others waiting in line by relating  each of the following concepts to Ramone’s situation. Remember to define and apply. Be specific in your explanations.
   1. Fundamental attribution error
   2. Bystander effect
   3. Ingroup bias
   4. blame the victim phenomenon
   5. frustration-aggression principle
2. Please attached this sheet to your FRQ. Thank You

Rubric

* 1. Fundamental attribution error
     1. Definition\_\_\_\_\_\_ application\_\_\_\_\_\_\_\_total points\_\_\_\_\_\_\_\_\_\_\_(2)
  2. Bystander effect
     1. Definition\_\_\_\_\_\_ application\_\_\_\_\_\_\_\_total points\_\_\_\_\_\_\_\_\_\_\_(2)
  3. Ingroup bias
     1. Definition\_\_\_\_\_\_ application\_\_\_\_\_\_\_\_total points\_\_\_\_\_\_\_\_\_\_\_(2)
  4. blame the victim phenomenon
     1. Definition\_\_\_\_\_\_ application\_\_\_\_\_\_\_\_total points\_\_\_\_\_\_\_\_\_\_\_(2)
  5. frustration-aggression principle
     1. Definition\_\_\_\_\_\_ application\_\_\_\_\_\_\_\_total points\_\_\_\_\_\_\_\_\_\_\_(2)

Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **AP Exam, FRQ #1**

Read the following abstract of a student research project on obedience and then answer the questions that follow.

*The ten participants in the study were unaware of its purpose. The first five who signed up to be tested were tested in the morning and the second five who signed up were tested in the afternoon.*

*The participants were led to believe that they had been randomly assigned to either the role of “teacher” or “learner” when in fact they were all the “learners” were actually actors serving as confederates. The “teacher” was told to administer shocks to the “learner” for each incorrect answer given, increasing the level of shock in 15 volt increments. The “teacher” was seated in front a machine through which shocks would be administered . The “learner” followed a carefully arranged script, showing discomfort, asking for the experiment to end, screaming, and even falling silent as if unconscious. As the “teachers” became reluctant to continue, the experimenter said “The experiment requires you to continue” and reminded the teachers that the experimenter would take full responsibility for the safety of the “learner.”*

*For the first five participants, a female learner was used, for the second set a male learner. The length of involvement of the “teacher” as well as the level of shock they were willing to administer was recorded.*

1. Identify the independent and dependent variables of this study.
2. Identify four flaws in the design of this study and the recommendations you would make to correct these flaws.
3. Discuss an ethical issue raised by the design of the study.
4. Use your knowledge of research in social psychology to describe the likely results of his study if correct methodology had been used.

**1998– Question 1 – rubric**

* 1. **Identify the independent and dependent variables in this study.**
* Point 1 – the independent variable is exposure to authority; or presence of an authority figure
* Point 2 – the dependent variable is obedience or obedience to the authority figure. Give credit if the student quotes “*length of involvement of the “teacher” as well as the level of shock they were willing to administer.*”
  1. **Identify four flaws in the design of this study and the recommendations you would make to correct these flaws.**

**\*Trap- do not score any ethical concerns for points 3-10**

Point 3**: Flaw- Random assignment**

* Two groups may reflect individual differences on some subject variable (e.g. eagerness) because the first five students were put in the same group. Students must explain a specific way the results could be affected (e.g. because the first five might have been more serious students, because the first five may have been friends, because the first five may have all been women etc.)

Point 4: **Correction**

* Participants should have been randomly assigned to conditions or some other attempt should have been made to improve the way in which the participants were assigned to their groups.
  + Students who confuse the terms random assignment and random sampling receive credit IF they correctly describe the procedure of random assignment.

Point 5**: Flaw** **Time of day** – the fact that one group was tested in the morning and the other in the afternoon might affect the results in some manner described by the student. Students must specific a reason why the results could be affected (e.g. because the morning group might have been sleepier, because it might have been warmer in the afternoon)

Point 6**: Correction:** Both groups should have been tested at the same time OR groups should have been tested in the mornings as well as the afternoon.

Point 7: **Flaw Gender of Learner:** The fact that one group was exposed to a male “learner” screaming for help and the other to a female “learner” screaming for help might affect the results in some manner described by the student. Students must specify a reason why the results could be affected (e.g. because people might be more willing to help a female, because one voice might have sounded more threatening than the other)

Point 8**: Correction**: The learner/ scream for help should have been the same for all participants. It is sufficient to say that the scream should have always been from a male or always been from a female

Point 9**: Flaw**: **Sample** The sample may not be representative of a larger population or it may not be possible to adequately generalize results because of the small sample size or the lack of description of how the sample was constituted / obtained.

Trap: It is not enough to say that small samples are inaccurate

Point 10**: Correction**: The sample should have been larger, more adequately constituted (e.g. using matching techniques, stratification etc.) or described in a way that would more clearly communicate its adequacy.

* 1. **Discuss an ethical issue raised by the design of this study.**

**Point 11: One of the following issues must be discussed in the context of this study.**

1. There may be the potential for adverse, long term impact resulting from the procedure. It is not enough to say the procedure is stressful unless there is indication that effects might have continued after the study was completed. Potential “psychological disorders” is sufficient, but accept potential “psychological problems” only if there is an additional explanation of what the problems might be. Accept physical conditions only if they are clearly linked to anxiety or stress created by participation in the study.
2. There may not have been informed consent, including the right to refuse to participate.
3. There may have been deception
4. There may not have been an appropriate debriefing.
5. The participants were pressured to continue; their right to refusal was not respected

Traps: There are a number of issues related to ethics that are not raised by this question. For example, do not score lack of confidentiality or failure to obtain internal review board approval. Do not score general (e.g. APA guidelines must be followed)

* 1. **Use your knowledge of research in social psychology to describe the likely results of this study if correct methodology had been used.**

**Point 12**: Provide credit if the student predicts that a majority of the participants will make it all the way through to the highest level of shock and that those that do end participation will wait a long time and make it to a high level of shock before doing so. Student must also base this prediction on some appropriate historical example (e.g. the Holocaust); or research (e.g. Milgram’s Experiment)

Traps: do not give credit if the student cites an example of social psychological phenomena (e.g. social loafing, groupthink) or research (e.g. Darley and Latane) that do not relate to this study. Do not give credit to phrase “obedience” as a stand alone.

**Option #1:**

Imagine that you have just been selected to appear on the new reality television show “American Engagement.” Among 50 participants, it is your goal to eliminate the competition and win marital engagement from a billionaire. Discuss how each of the following concepts might apply to this situation.

·        Proximity

·        Homogeneity

·        Complementarity

·        Ego support

·        Intimacy

**Option #2:**

Imagine that you are an exchange student in a foreign country. Based upon your knowledge of social perception theory, discuss how your new classmates might have a tendency to treat you unfairly. Include specific references to the following concepts.

·        Prior information

·        In-group bias

·        Paralanguage

·        Stereotyping

·        Discrimination

**Option #3:**

Imagine that you have just been offered membership in the “Kool Kidz Klique,” the most popular social group in school, comprised mainly of athletes, honor students, and party animals. Discuss how each of the following concepts might impact your decision whether or not to join.

·        Ideology

·        Task function

·        Social facilitation

·        Social loafing

·        Deindividuation

**Option #4:**

Imagine that upon your walk home from school today, you decide to take a detour through the woods. Upon hearing what sounds like crying, you explore down a path you are not familiar with. In a small clearing you come across an animal with its leg caught in a trap and a younger juvenile about to execute the animal. Discuss how each of the following might apply to this situation.

·        Bystander effect

·        Safety needs

·        Responsibility

·        Prejudice

·        Feel-good-do-good phenomenon

**Option #5:**

Imagine that you have just been hired to create an advertisement campaign for a new beverage called “Power Ice,” an energy drink with various fruit flavors. Discuss how each of the following might be applied to your ad strategy.

·        Source

·        Channel

·        Audience

·        Boomerang effect

·        Foot-in-the-door

**Option #6:**

For each of the pairs below, use an example to show how the first term in each pair affects or is related to the second. Definitions alone without examples will not score.

·        Stimulation value…passionate love

·        Prejudice…primacy effect

·        Proximity…conformity

·        Frustration…instrumental aggression

·        Persuasion…door-in-the-face

FRQ for Social Psychology:

Zoey wants to buy a new car but is having difficulty deciding what kind of car to buy.  She is feeling anxious and wants to make a decision soon.  Zoey visits several local car dealers and asks for the advice of some of her friends.  Explain how each of the following could influence her decision.  Be sure to discuss each concept in the context of Zoey’s decision.

            •           Approach-avoidance conflict

            •           Central route to persuasion

            •           Heuristics

            •           Individualism

            •           Rationalization

            •           Informational Conformity

            •           The autonomic nervous system

            •           The foot-in-the-door phenomenon

**Unit 2: History/Approaches (2)**

Oriana attends school at Big Time University and is majoring in psychology. She has joined several clubs including intramural volleyball and students against mean people. She is president of her sorority and frequently has angry debates with the head of the fraternity, which is across the street. Although she is basically happy she is worried about her angry outbursts especially since she recently got into a loud argument at the homecoming football game and was asked to leave. She is not dating anyone currently because she says she could not imagine dating much less marrying any of the men at her school. Explain Oriana’s behavior according to each of the major contemporary psychological perspectives.

* Psychoanalytic School
* Behaviorist Perspective
* Humanist Perspective
* Cognitive Perspective
* Biological Perspective
* Evolutionary Perspective
* Socio-cultural Perspective

Anhul has been having trouble at school lately. He cannot seem to get his work in on time and try as he might he cannot fit in at school. His family only adds to the pressure, he recently moved to Ohio form Pakistan and his family expects him to participate in cultural family functions. The pressure is getting to him, but he is trying to get everything to fall into place. Explain how each of the following views of psychology would seek to explain Anhul's behavior.

* Sociocultural
* Psychodynamic
* Behavioral
* Humanistic
* Cognitive and Trait

**Unit 3: Research Methods (7)**

AP Exam 2014-

In a study of power and self-image, participants were not told the true purpose of the study; instead, they believed they were participating in a business simulation. Researchers randomly assigned participants to a high-power (n = 44) or low-power (n= 44) condition. In the high-power condition, participants recalled a time when they had power over others, and in the low-power condition, they recalled a time when others had power over them. Participants were asked to adjust the height (in centimeters) of an electronic graphical image (an avatar) of themselves to reflect their personal appearance. Results indicated a statistically significant difference in participants’ perceptions of their own height across the two conditions. Participants in the high-power condition created taller self-images (mean = 6.0, standard deviation = 1.5) than participants in the low-power condition (mean = 4.0, standard deviation = 1.0).

Describe the levels of the independent variable.

Describe how the researchers measured the dependent variable.

Create a bar graph illustrating the results of the study. Correctly label each axis.

Explain why the researchers can conclude that there is a cause-and-effect relationship between the independent and dependent variables.

Explain what statistical significance means in the context of the study.

Explain why debriefing would be necessary in the study.

AP Exam 2006-

Psychologists use a variety of research methods to study behavior. Three of the main research methods used are:

Case study, Correlational study, and Experiment

A. Discuss one advantage of each research method listed above.

B. Discuss one disadvantage of each research method listed above.

Pretend you are a psychologist who will use each of the three research methods — case study, correlational study,

and experiment — to determine the effect of taking vitamin J on improving memory.

C. For each method listed above, explain a key characteristic of the basic approach you could use to reach a

scientific conclusion about the relationship between taking vitamin J and improving memory. You need not design

a complete study.

AP Exam 2004-

Dr. Franklin investigated the relationship between stress and physical illness. She persuaded a high school principal to require all female athletes in

the school to participate in her study. She explained the purpose of her research to the athletes and asked them to use a standard form to rate the severity of their stress over the last six months. More than 250 athletes completed the form. Then Dr. Franklin analyzed the forms returned by the first 100 athletes. She requested the attendance records from the nurse’s office for each of those athletes to verify the number of days absent due to illness during the same six-month period. In the debriefing summary that Dr. Franklin sent to the 100 athletes after she completed the study, she stated that athletes who reported more stress also experienced more frequent illness. Dr. Franklin concluded that stress causes physical illness.

Identify the research method used by Dr. Franklin.

Describe the operational definitions of the TWO key variables that Dr. Franklin used in the study.

Based on the information provided, describe ONE appropriate and ONE inappropriate ethical feature of the study.

Identify ONE statistical technique that Dr. Franklin could use to represent the relationship between the variables in the study.

Describe TWO aspects of research design that weaken the validity of Dr. Franklin’s conclusion that stress causes physical illness

AP Exam 2000-

The police chief of New City states publicly that she sees a direct relationship between teenage arrests in New City for violent crimes and the popularity among New City teens of especially violent television shows.

1. Design a correlational study to research this claimed relationship, being sure to address how each of the following design elements would apply to your study.

Operational definition of variables

Selection of participants

Generalizability

Two ethical considerations

B. The police chief concludes that watching violent television shows leads to teens’ committing violent crimes in New City. Do you support her conclusion? Explain your response.

Unit Exam (’15-’16)

Professor Hahn received a grant to study the relationship between childhood obesity and video game playing.  Answer the following questions about Professor Hahn’s research study.

**Part A**

* Explain how Professor Hahn could use each of the following research methods to study this topic:
* Case Study
* Survey
* Naturalistic Observation

**Part B**

* Design an experiment Professor Hahn could use to investigate the topic, including the following terms in the context of your design:
* Operational Definition
* Independent and Dependent Variables
* Random assignment

**Part C**

* Explain how Professor Hahn’s experimental design would conform to ethical guidelines.

**Part D**

* Explain how Professor Hahn would use statistics (including at least two measures of central tendency) to examine the data from the study to reach a conclusion.

**Unit 4: Biological Bases (9)**

**Brain Free Response**

Joe was involved in a car accident that smashed in the whole left side of his head.  His left ear is damaged completely, and he will probably lose vision in his left eye.  His whole right side was completely untouched.  He is currently in an induced coma, but doctors know that he will survive.  However, they are not able to fully assess what will be affected and how Joe will function when he awakens.  Speculate how each of the following aspects of the brain and nervous system could influence Joe’s recovery in the coming weeks and months. State how Joe will be affected and how he will function.

* Endorphins
* Brain Plasticity
* Hemispheric Specialization
* Temporal Lobe
* Broca’s Area
* Wernicke’s Area
* Amygdala
* Cerebellum
* Primary Motor Cortex

**Rubric**

Point #1

Endorphins: pain regulation—either less pain because release of endorphins. Or more pain because endorphins aren’t enough.

Point #2

Brain Plasticity: lost functions can be taken over. Must give example of one function (speech, language comprehension, auditory). Or may say that functions will not be taken over because Joe is too old.

Point #3

Hemispheric Specialization: must acknowledge language will be affected and right side of body will be impaired.

Point #4

Temporal Lobe: auditory information will be lost; unable to comprehend speech

Point #5

Broca’s Area: unable to move muscles in mouth to speak.

Point #6

Wernicke’s Area: unable to comprehend speech/complex sentences

Point #7

Amygdala: may be affected. Must mention fear and aggression, may mention basic emotions. Could seek pleasure repeatedly. Could be more aggressive.

Point #8

Cerebellum: Must mention balance and movement will be off. May not be able to use fine motor skills.

Point #9

Primary Motor Cortex: part will be damaged/destroyed. Must mention that voluntary muscles movements will be affected.

**FRQ**

Marlon was in a very unfortunate automobile accident during which he sustained an injury to his head. Days later when his family was with him in the hospital room, they had a conference with his neurologist, who informed him that there was some brain injury. Pretend that you are the neurologist, and discuss what functional impairments might result from an injury to the following parts of the brain:

* + Cerebellum
  + Medulla
  + Hypothalamus
  + Hippocampus
  + Frontal lobe of the cerebral cortex
  + Parietal lobe of the cerebral cortex
  + Occipital lobe of the cerebral cortex

**Scoring Guidelines**

**Point 1: Cerebellum**

Reference must be made to the cerebellum’s role in maintaining muscle coordination and balance and impairments to those functions. Examples: not being able to walk or stand up straight, difficulties with everyday activities such as walking, getting dressed because of lack of muscle coordination.

**Point 2: Medulla**

Reference must be made to the medulla being responsible for breathing, swallowing, and other life sustaining functions and impairments to those functions. Examples: they may need to be placed on machines to help them breathe and be placed on a feeding tube to ensure adequate nutrition. Severe damage to the medulla is often a life-ending injury.

**Point 3: Hypothalamus**

Reference must be made to the hypothalamus’ role in regulating fear, thirst, sexual drive, and aggression and impairments to those functions. Examples: altered emotions that change drastically, increased or decreased sexual drive, and they may lash out at others and become very aggressive.

**Point 4: Hippocampus**

Reference must be made to the fact that the hippocampus allows people to learn things and form new memories and impairments to those functions. Examples: experiencing memory loss or problems and the inability to learn new things or understand.

**Point 5: Frontal lobe of the cerebral cortex**

Reference must be made to the role of the frontal lobe in higher mental processes and decision making or in the production of speech and impairments to those functions. Examples: difficulties making decisions and thinking clearly, struggling with responding to people and making clear word production. It may be very difficult for the person to speak in a correct manner too.

**Point 6: Parietal lobe of the cerebral cortex**

Reference must be made to the parietal lobe’s role in somatosensory reception, including senses such as taste, touch and temperature sensations and impairments to those functions. Examples: things may taste very different to people that may normally taste fine to them, things may also feel different if they touch a particular fabric or object, their temperature sensations may be off.

**Point 7: Occipital lobe of the cerebral cortex**

Reference must be made to the occipital lobe’s role in vision and impairments to that function. Examples: the ability to interpret incoming visual sensation may be compromised based on the level of damage that occurs, blurred vision or complete loss of eyesight may occur.

**FRQ**

Marlon was in a very unfortunate automobile accident during which he sustained an injury to his head. Days later when his family was with him in the hospital room, they had a conference with his neurologist, who informed him that there was some brain injury. Pretend that you are the neurologist, and discuss what functional impairments might result from an injury to the following parts of the brain:

* + Cerebellum
  + Medulla
  + Hypothalamus
  + Hippocampus
  + Frontal lobe of the cerebral cortex
  + Parietal lobe of the cerebral cortex
  + Temporal lobe of the cerebral cortex
  + Serotonin receptors

**FRQ Scoring Guidelines**

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Reference must be made to the parietal lobe’s role in somatosensory reception, including senses such as taste, touch and temperature sensations and impairments to those functions. Examples: things may taste very different to people that may normally taste fine to them, things may also feel different if they touch a particular fabric or object, their temperature sensations may be off.

**Point 7: Temporal lobe of the cerebral cortex**

Reference must be made to the temporal lobe’s role in hearing and impairments to that function. Examples: the ability to interpret incoming auditory stimulation may be impaired, partial or total deafness may occur, damage to Wernicke’s area may make it difficult to understand spoken speech.

**Point 8: Serotonin Receptors**

Reference must be made to serotonin’s role in mood, and temperature regulation and impairments to those functions. Examples: inability to control or stabilize mood, inability to control of stabilize temperature, increased depressio

**FRQ**

 Tim and Will are playing an engaging and competitive game of chess on a warm, sunny day in the park. Describe how the following might play a role in the chess match.

* Pre-frontal cortex
* Left motor cortex
* Hippocampus
* Amygdala
* Broca’s Area
* Wernicke’s Area
* Occipital lobe
* Dopamine
* Parasympathetic nervous system
* Myelin Sheath

**FRQ Rubric**

**Point 1: Prefrontal Cortex**

Reference must be made to the role the prefrontal cortex plays in reasoning, judgment and decision making or that is functions as an executive control center.

Example: The prefrontal cortex is involved in reasoning and judgment and would be in use every time Tim or Will sized up the situation on the chess board and decided to make a move.

**Point 2: Left Motor Cortex**

Reference must be made to the fact that the left motor cortex control movement of the right side of the body.

Example: Tim’s left motor cortex enables him to lift his right hand and move his pawn across the board.

**Point 3: Hippocampus**

Reference must made to the hippocampus’ role in forming new memories

Example: The hippocampus would be processing the events of the chess match and forming it into a memory that Tim and Will could later recall

**Point 4: Amygdala**

Reference must be made to the amygdala’s role in fear memory, fear perception and/or fear responses.

Example: As the match was progressing, a large, snarling dog approached the table where Tim and Will were playing. Tim’s amygdala activated a fear response in Tim as he was bitten as a young child.

**Point 5: Broca’s Area**

Reference must be made to the role Broca’s Area plays in producing speech

Example: Broca’s area would allow Tim and Will to converse throughout the match as it produces speech

**Point 6: Wernicke’s Area**

Reference must be made to the role of Wernicke’s Area in understanding speech

Example: As Will spoke to Tim, Tim’s Wernicke’s Area allowed him to process and make sense of what Will was saying.

**Point 7: Occipital Lobe**

Reference must be made to the Occipital Lobe’s role in vision

Example: Will and Tim’s occipital lobes would enable them to see the chessboard, each other, and the surrounding park.

**Point 8: Dopamine**

Reference must be made to dopamine’s role in the coordination of body movements OR it’s role in the pleasure center.

Example: When Will wins the match, he feels immense pleasure, triggered because dopamine was released in his brain’s reward center.

**Point 9: Parasympathetic Nervous System**

Reference must be made to the role the parasympathetic nervous system plays in day to day maintenance functioning of organs and glands OR to the role it plays in restoring the body to homeostasis after arousal

Example: While Tim and Will are playing the match, their parasympathetic nervous system would be busy with maintenance functions such as digesting the food they are for lunch.

**Point 10: Myelin Sheath**

Reference must be made to the role the myelin sheath plays in speeding up neural transmission.

Example: As neural impulses travel from the brain to Will’s hands, the myelin sheath provides lubrication and speeds up the transmission, enabling him to quickly move his chess piece.

**FRQ**

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* Left motor cortex
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* Wernicke’s Area
* Dopamine
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* Myelin Sheath

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Reference must be made to the role Broca’s Area plays in producing speech

Example: Broca’s area would allow Tim and Will to converse throughout the match as it produces speech

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Example: As neural impulses travel from the brain to Will’s hands, the myelin sheath provides lubrication and speeds up the transmission, enabling him to quickly move his chess piece.

**FRQ**

 Julia and Sophia are going to the mall to buy their prom dresses. Describe how the following might play a role in their shopping trip.

* Pre-frontal cortex
* Right motor cortex
* Amygdala
* Wernicke’s Area
* Occipital lobe
* Dopamine
* Sympathetic nervous system
* Thalamus

**FRQ Rubric**

**Point 1: Prefrontal Cortex**

Reference must be made to the role the prefrontal cortex plays in reasoning, judgment and decision making or that is functions as an executive control center.

Example: The prefrontal cortex is involved in reasoning and judgment and would be in use when Julia and Sophia decide which dress to buy.

**Point 2: Right Motor Cortex**

Reference must be made to the fact that the right motor cortex control movement of the left side of the body.

Example: Julia’s right motor cortex enables her to lift her left foot to try the dress on.

**Point 3: Amygdala**

Reference must be made to the amygdala’s role in fear memory, fear perception and/or fear responses.

Example: As the girls were leaving the mall, a creepy looking man approached them, causing their amygdala’s to initiate an automatic fear response.

**Point 4: Wernicke’s Area**

Reference must be made to the role of Wernicke’s Area in understanding speech

Example: As Julia spoke to Sophia, Sophia’s Wernicke’s Area allowed her to process and make sense of what Julia was saying about how the dress looked.

**Point 5: Occipital Lobe**

Reference must be made to the Occipital Lobe’s role in vision

Example: Will and Tim’s occipital lobes would enable them to see the dresses, each other, other

people in the mall, etc.

**Point 6: Dopamine**

Reference must be made to dopamine’s role in the coordination of body movements OR its role in the pleasure center.

Example: When Julia finds the perfect dress, she feels immense pleasure, triggered because dopamine was released in her pleasure center.

**Point 7: Sympathetic Nervous System**

Reference must be made to the role the sympathetic nervous system plays in arousing the body’s flight or fight response.

Example: While at the mall, someone reaches out and grabs Julia’s pocketbook. Her sympathetic nervous system kicks into gear, enabling her to fight back and seize the purse from the thief.

**Point 8: Thalamus**

Reference must be made to the role the thalamus plays in receiving sensory information and sending it to the cerebral cortex. Note: Students must not reference smell as it is not processed in the thalamus.

Example: As Sophia tried on dresses, the feel of the material is picked up by her skin and sent to her thalamus for processing.

Arthur, a graduate student in a Neuroscience class, is reading a journal that explains how some new, experimental drugs could possibly be used to treat schizophrenia, epileptic seizures, Parkinson’s disease, depression, and Alzheimer’s. Explain how the following terms could be applied to the journal article. In other words, each term must connect with one of the above psychological disorders.   
a. Dopamine  
b. GABA  
c. Agonist  
d. Antagonist  
e. reuptake  
f. Acetylcholine  
g. blood-brain barrier  
  
 Jaime left the basketball game late and proceeded to walk to her car, located in a dark parking lot. She could not initially see her keys in her purse, and because it was late, she began to panic and worry that she might have left them in the gym. She frantically began to search through her purse in desperation. After a few moments she stopped and began to cry. She decided to reach into her pocket to get her cell phone to call her mother to pick her up, when she noticed her keys were in her coat pocket. Relieved she found her keys, she drove home.  
  
Based on this story, describe the physiological responses occurring in Jaime’s body by using the following terms in your explanation:  
  
a. Parasympathetic nervous system  
b. Sympathetic nervous system  
c. Somatic Nervous system   
d. Motor neurons  
e. Interneurons   
f. Sensory neurons   
g. Central Nervous System

If you stub your toe, how does the impulse travel through your nervous system allowing you to pull your toe back and jump up and down in pain? Explain how this process occurs (including the process of neural transmission using the following terms in context:

* Sensory Neuron
* Peripheral nervous system
* Interneuron
* Motor neuron
* Action potential
* Neurotransmitter
* Synapse

**Unit 5: Cognition (2)**

AP Exam 2015

Researchers conducted a naturalistic study of children between the ages of 5 and 7 years. The researchers visited classrooms during class party celebrations. As a measure of hyperactivity, they recorded the number of times children left their seats. The researchers found a strong positive correlation between sugary snacks offered at the parties and hyperactivity. Based on these findings, the researchers concluded that sugar causes hyperactivity.

A. How might the following explain why people may easily accept the conclusion of the study described above?

* Confirmation bias
* Availability heuristic
* Misunderstanding of correlational studies

B. As a follow-up study, the researchers are designing an experiment to test whether sugar causes hyperactivity.

For the experiment, please do the following.

* State a possible hypothesis.
* Operationally define the dependent variable.
* Describe how random assignment can be achieved.

C. Based on the results of the follow-up experiment described in Part B, researchers conclude that sugar does not cause any change in hyperactivity.

* Draw a correctly labeled bar graph depicting this result.

Catherine has a big psychology test coming up tomorrow. She and several of her friends get together to do some final studying. Discuss how each of the following concepts might help OR hurt Catherine and her friends during their study session and testing experience.  
• Short-term memory capacity  
• Serial position curve  
• Spacing effect  
• Misinformation effect  
• Forgetting curve  
• Semantic versus visual encoding  
• Overconfidence  
• Framing  
• Mental set  
  
Students can discuss these concepts in the context of studying for the test or taking the test.  
Point 1: Short-term memory capacity  
Students should discuss how studying between 5-9 bits of information at a time is ideal.  
Example: Catherine and her friends should break down the information they must study into 5-9 bits of information so as not to push the limits of their short-term memory capacity.  
NOTE: Identifying the number of items held in STM as “magic number 7” or “on average 7 bits of information” is also acceptable.  
Point 2: Serial position curve  
Students should discuss how studying information in the same order during each session can cause one to forget items studied in the middle (or that first and last items are remembered more easily than those in the middle).  
Example: Catherine and her friends should vary the order of the information they are studying to minimize the serial position effect. They might study information from the middle first or last to remember it better.  
Point 3: Spacing effect  
Students should discuss how studying information at the last minute (i.e., cramming) is not as effective as distributing study sessions over time.  
Example: Too bad Catherine and her friends waited until the night before the test to study. The spacing effect says their studying will be less effective by cramming than it would have been had they spaced out their sessions.  
Point 4: Misinformation effect  
Students should discuss how misleading information while studying can lead to false memories later.  
Example: Catherine erroneously tells the group about how Pavlov came up with operant conditioning, which leads to some students getting that answer wrong on the test the next day.  
Point 5: Forgetting curve  
Students should discuss how most of their forgetting will occur in the first hour after studying.  
Example: Catherine and her friends should consider reviewing right before the test to bring back information they have lost due to forgetting since the night before.  
  
Point 6: Semantic versus visual encoding  
Students should discuss how encoding for meaning is more effective than encoding images.  
Example: When Catherine is taking her test, she can remember where the information was written in her notebook pages, but she can’t quite remember what the information said. She should have used semantic encoding for the meaning of the information rather than visual encoding of what the information looked like.  
Point 7: Overconfidence  
Students should discuss how their level of confidence can affect how much time they spend studying or how they think they did better on the test then they actually did  
Students can also discuss underconfident or overlearning to explain how they may study more than needed because they do not want to be overconfident on the test.  
Example: Catherine’s friend Luis, who feels like most of the psychology stuff is common sense, has a habit of not studying because he feels that he know the information well enough from what the teacher talks about in class. Therefore, Luis is surprised when he check his grade and he has a D on the test when he thought he would get a B.  
Point 8: Framing  
Students should discuss that the way a concept is discussed or the way a question is worded can influence how one remembers it or how the question is answered.  
Example: The teacher asked a question about Pavlov right before a question about operant conditioning, which framed the question in a way that lead Catherine to get the answer wrong on the test.  
Point 9: Mental set  
Students should discuss that people persist in solving problems in ways that have worked in the past even when those methods are no longer successful.  
Example: Catherine has noticed that often if she just guesses the answer choice “C,” she will get the answer correct. So, she persists in using this method even if she might feel as though the answer could not be “C.”

**Unit 6: Sensation & Perception (3)**

Fenton

Sally and her boyfriend Troy are watching the moon over Lake Michigan, when she suddenly sees an illuminated object descend over the lake and hears a strange sound. Troy does not see the object but Sally is certain of what she saw. She isn’t sure if it is an airplane, a meteor, or a UFO. Sally has always believed in all kinds supernatural occurrences such as ghosts and aliens. She loves science fiction and has just come out of a late night showing of the classic film “Invasion of the Body Snatchers”. Troy was mostly interested in looking at the lighted boats on the water and the stars which are extra visible on this clear night, but after Sally pointed out the potential alien he strained to see it.

**Directions:** For each of the following terms give a definition and then apply the concept to the situation presented either for Sally or for Troy.

* Transduction
* Feature Detectors
* Absolute Threshold
* Rods

Unit Exam (’15-’16)

Use the following terms to describe in detail how you visually perceive an object that you can see right now. Use the terms in order to correctly describe the sequence of events involved in your example of visual perception.

* Pupil
* Retina
* Transduction
* Action potential
* Excitatory neurotransmitter
* Thalamus
* Feature detector

Charlie is out in his yard playing baseball with his friends one sunny afternoon when a ball hits him in the knee. Discuss how each of the following components would affect Charlie’s sensation and/or perception of this experience:

* Improper functioning of the visual system
* Binocular depth cues
* Attention
* Gate-control theory of pain
* Sensory adaptation

**Unit 7: States of Consciousness (3)**

AP Exam 2002

The human organism displays various reactions that are characterized by opposing tendencies. Use a specific physiological or psychological mechanism to explain how both aspects of opposing processes apply to EACH of the following.

Appetite

Autonomic nervous system

Color vision

Drug use

Nerve firing

Midterm (’15-’16)

Professor Dement believes that different states of consciousness are each associated with increased levels of activity in specific, different parts of the brain. Develop at least one possible hypothesis Professor Dement might want to study to test this belief and design an experiment to test the hypothesis. Use the following terms correctly in your response.

* Independent variable
* Dependent variable
* Operational definition
* fMRI
* Psychoactive drugs
* REM sleep
* Hypnosis

**Unit 8: Learning (4)**

AP Exam 2003-

Define the following psychological concepts.

Cognitive dissonance

Conformity

Incentive motivation

Negative reinforcement

Physiological addiction

B. Use one specific example for each of the concepts in part A to explain how the concept might relate to either the development of or the continuation of a smoking habit. It is not necessary to use the same example for each concept.

AP Exam 2016-

Ashley planned to drive from New York to California to attend college. However, shortly after departing, she became uncertain about which roads to take and called her parents from assistance with directions. Because she was distracted, she drove off the side of the road and grazed the front bumper of her car on the guardrail. Fortunately, the car was not too badly damaged, so she continued on her journey. Although she ultimately made it to California, she had a lingering fear of guardrails for several months following her experience.

Part A

Explain how each of the following might have helped Ashley drive from New York to California. Definitions alone will not score.

* Motor neurons
* Retinal disparity
* Heuristic
* Procedural memory

Part B

Explain how each of the following might have led Ashley to have a negative experience on her trip from New York to California. Definitions alone will not score.

* Circadian rhythms
* Conditioned response
* Inattentional blindness

1997 AP Exam (Unit Exam 15-16)

PART A**.** Many people are concerned about the effects of the use of physical punishment to modify the undesirable behavior of children. Basing your answer on physiological knowledge, apply each of the following in an argument against the use of physical punishment. (1997 AP Exam, FRQ 1)

* Modeling
* Classical conditioning of fear
* Displacement

PART B. How would psychologists use the following processes to modify children’s undesirable behavior?

* Positive reinforcement
* Extinction

**Unit 9: Motivation & Emotion (7)**

AP Exam 2007-

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

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

HELP

The mere exposure effect

Mnemonic device

Schachter two-factor theory

Locus of control

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

HINDER

In-group bias

Regression

Operant conditioning

Circadian rhythm

AP Exam 2004-

Time is an important variable in many psychological concepts. Describe a specific example that clearly demonstrates an understanding of each of the following concepts and how it relates to or is affected by time. Use a different example for each concept.

Critical period

Fluid intelligence

Group polarization

James-Lange theory of emotion

Presentation of the conditioned stimulus (CS) and unconditioned stimulus (UCS) in classical conditioning

Refractory period in neural firing

Sound localization

Spontaneous recovery

AP Exam 2001-

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

AP Exam 2015-

Chandler and Alex were transferred to a new city and needed to find a new home. They carefully considered every house within their price range and finally purchased one that met all their criteria.

A. Explain how each of the following is related to their decision to buy the home.

* Prefrontal cortex
* Algorithm

One month before the move, Chandler and Alex asked friends to help them organize and pack their belongings. One week before the scheduled moving day, they learned that they needed to move out within 48 hours, so they quickly finished packing.

B. Explain how each of the following concepts could be related to their moving process.

* Social loafing
* Alarm stage of the general adaptation syndrome

C. Provide an example that explains how each of the following concepts could be related to life in their new home and new neighborhood.

* Proactive interference
* Habituation
* Normative social influence

FB Group-

Charlie has had a long week with trying out for the football team, getting up the courage to ask the little red-haired-girl to the school dance, several tests in his classes, and now he's getting sick and has to miss the dance.

Explain with an example how each of the following psychological concepts would apply in Charlie's life this week:  
- optimal arousal theory  
- Maslow's hierarchy of needs  
-Hans Selye's theory  
-James-Lange theory of emotion  
-intrinsic motivation  
- homeostasis  
- cognitive dissonance  
- hypothalamus

Unit Exam ’15-‘16

Selene was feeling a little sad and didn’t feel like volunteering at the homeless shelter as she had promised. But then she remembered that, earlier in the day, her friend Chris got his foot stuck in a wastebasket, took one step, and fell over. When she thought about this episode, she smiled and felt a little better. She started to feel a bit happier, so she went to the shelter to help out.

Explain how a psychologist might use the following concepts to explain how Selene remembered this episode and the relationship between this memory, Selene’s behavior, and her emotions.

• Automatic encoding

• Explicit memory

• Two-factor theory

• Facial feedback

• Feel-good, do-good phenomenon

**Unit 10: Development (5)**

AP Exam 2008-

The Smith-Garcias are planning for their first baby. Both parents-to-be have had a psychology course and are looking forward to applying the principles they learned from theories and research that address child development.

A. Summarize one main idea or finding of each of the following four researchers.

Skinner’s operant conditioning

Bandura’s social learning theory

Ainsworth’s attachment research

Baumrind’s research on parenting styles

B. Provide a specific example of actions the Smith-Garcias might take to raise their child to produce positive outcomes using each of the theories below to address the corresponding psychological concept.

Skinner’s operant conditioning: tantrum management

Bandura’s social learning theory: sharing behavior

Ainsworth’s attachment research: self-reliance

Baumrind’s research on parenting styles: self-esteem

AP Exam 2008-

We conducted a variation of Asch’s (1951) conformity study in which participants made judgments about the length of lines. We randomly assigned participants to one of two conditions and told them that the study involved perceptual abilities. In the first condition, participants estimated the length of lines after hearing five people pretending to be participants (confederates) give inaccurate estimates. In the second condition, participants estimated the length of lines without hearing estimates of confederates. As we expected, participants in the first condition were less accurate in their estimates of line length, demonstrating the tendency to conform to majority influence.

A. How would each element below be related to the specific content of the experiment reported in the abstract?

Control group

Deception

Operational definition of the dependent variable

Hypothesis

Debriefing

B. How might participants’ estimates of line length in the study be related to the following?

Cognitive dissonance

Maslow’s hierarchy of needs

AP Exam 2005-

Describe a specific example that clearly demonstrates an understanding of how each of the following concepts can lead to an inaccurate perception, cognition, or conclusion. Each example must include an explanation of the relationship between the concept and the inaccuracy.

Afterimage effect

Availability heuristic

Ethnocentrism

Groupthink

Lack of object permanence

Nonrandom assignment of research participants

Optimistic explanatory style

Proactive interference

AP Exam 2002-

Five-year-old Jessie went to a fire station with her kindergarten class. When she got home, Jessie, who is in the preoperational stage of cognitive development, eagerly told the story of her adventure to her older brother. Describe how the following factors might have influenced the story she told. Be sure to define and provide an appropriate example of EACH factor.

Egocentrism

Observational learning

Overregularization or overgeneralization in language

Reconstructive memory

Schema

**Unit 11: Intelligence & Testing (2)**

AP Exam 2003-

A. Statistics are often used to describe and interpret the results of intelligence testing.

- Describe three measures of central tendency (mean, median, and mode).

- Describe a skewed distribution.

- Relate the three measures of central tendency to a normal distribution.

- Relate the three measures of central tendency to a positively skewed distribution.

- An intelligence test for which the scores are normally distributed has a mean of 100 and a standard deviation of 15. Use this

to describe how the scores are distributed.

- In two normal distributions, the means are 100 for group I, and 115 for group II. Can an individual in group I have a higher score than the mean score for group II? Explain.

B. Apply knowledge of psychological research in answering the following questions about intelligence scores.

- Explain why norms for standardized intelligence tests are periodically updated.

- Describe how to determine whether an intelligence test is biased

Explain how the following types of reliability and validity contribute to good test construction by defining and giving an example of each.

* Content Validity
* Criterion Validity
* Face Validity
* Split ­Half Reliability
* Test ­Retest Reliability

**Unit 12: Personality (3)**

AP Exam 2009

Dimitri and Linda are trying to learn a new routine to compete successfully in a dance competition. Give an example of how each of the following could affect their performance. Definitions without application do not score.

Extrinsic motivation

Punishment

Proactive interference

Endorphins

Vestibular system

Divergent thinking

Introversion

AP Exam 2016

In a geography course, Danny is required to learn the capital cities of every country of the world. At the end of the semester, the professor will randomly select twenty countries and give each student an oral quiz on the capital cities in front of the class.

Part A

Explain how each of the following might help Danny succeed with this task. Definitions alone will not score.

* Distributed practice
* A mnemonic device
* Secondary reinforcer
* Big Five trait of conscientiousness

Part B

Explain how each of the following might hinder Danny’s success with this task. Definitions alone will not score.

* Retroactive interference
* Self-fulfilling prophecy
* Sympathetic nervous system

**Unit 13: Abnormal Psych (4)**

AP Exam 2007-

Often misunderstood, schizophrenia is a psychological disorder affecting one percent of the population. In addition to treating the disorder, psychologists work to identify its nature and origins.

- Identify two characteristic symptoms used to diagnose schizophrenia.

- Discuss a research finding that supports a genetic basis for schizophrenia.

- What is the dopamine hypothesis regarding the origins of schizophrenia?

- Describe how medications used to treat schizophrenia affect the actions of neurotransmitters at the synapses.

- Identify a risk inherent in using medications in the treatment of schizophrenia.

- People sometimes confuse schizophrenia with dissociative identity disorder (DID). Identify two key characteristics that differentiate DID from schizophrenia

AP Exam 2001-

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

Unit Exam 15-16

Describe what the terms *obsession* and *compulsion* refer to in the context of obsessive-compulsive disorder. Then, briefly explain

* An example of a common obsession experienced by individuals with obsessive-compulsive disorder.
* An example of a common compulsion experienced by individuals with obsessive-compulsive disorder.
* How the learning perspective explains compulsions.
* How the biological perspective explains compulsions.

**Unit 14: Treatment (5)**

Unit Exam 15-16

Many treatments for psychological disorders are based on one of the following psychological perspectives: psychoanalytic, learning, or biological. Define each of the following concepts and explain which of the three perspectives the concept is based on.

* Electroconvulsive therapy
* Transference
* Token economy
* Systematic desensitization
* Resistance
* Psychopharmacology

Unit Exam 15-16

Discuss the cause of anxiety from each of the following perspectives.

* Behavioral
* Psychoanalytic/psychodynamic
* Biological
* Cognitive

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

Unit Exam 15-16

Describe the therapeutic procedure called systematic desensitization. Select a specific disorder for which this therapy is effective and explain how the basic phenomena listed below play a part in successful treatment:

* Anxiety hierarchy
* Relaxation
* Generalization
* Extinction

Unit Exam 15-16

For each of the following pairs, first define the particular type of treatment referenced, then explain the rationale for using this therapy to treat an individual with the particular disorder with which it is paired.

* Bipolar disorder and the biomedical approach
* Phobias and systematic desensitization
* Dissociative identity disorder and psychoanalysis
* Addiction and group therapy
* Depression and rational-emotive behavior therapy (REBT)

**Cumulative Exam Questions**

**Quarter 1: (2)**

AP Exam 2011-

Each participant stares at the center of a screen while the researcher briefly projects incomplete geometric figures one at a time at random positions on the screen. The participant’s task is to identify each incomplete figure. One group of participants receives feedback on the accuracy of their responses. A second group does not. The researcher compares the mean number of figures correctly identified by the two groups.

A. Identify the independent and dependent variables in the study.

B. Identify the role of each of the following psychological terms in the context of the research.

Foveal vision

Feature detectors

Gestalt principle of closure

C. Describe how each of the following terms relates to the conclusions that can be drawn based on the research.

Random assignment

Statistical significance

**Semester 1: (5)**

AP Exam 2013-

A researcher compared the effectiveness of massed versus distributed practice in preparing for a memory test. Each

of two groups memorized the definitions of 40 vocabulary words. In group A, there were 30 participants who were all under twenty-five years of age. Participants in group A used the method of distributed practice, studying for 30 minutes on each of four evenings. They were tested on the fifth morning at 7:00 A.M. In group B, there were 30 participants who were all over sixty years of age. Participants in group B used the method of massed practice, studying only from 6:30 P.M. to 8:30 P.M. on the evening before the test. They were tested the next morning at 7:00 A.M. All participants completed a recall test. The test measured how quickly participants recalled the definitions. The results showed that the mean difference between the distributed practice group and the massed practice group was statistically significant. The researcher provided a list

of the names and test scores for each individual participant in a letter to all participants.

Part A

What is the operational definition of the dependent variable?

Explain how the ethical flaw in the study can be corrected.

Explain how the research design flaw in the study can be corrected.

In a well-designed study, what does it mean to say there is a statistically significant difference between groups?

Part B

How might each of the following concepts affect the results of the study?

Fluid intelligence

Circadian rhythm

AP Exam 2013-

In response to declining reading scores in local schools, John wrote an editorial suggesting that schools need to

increase interest in reading books by providing students with incentives. Based on research showing a relation

between use of incentives and student reading, he recommended providing a free pizza coupon for every ten books

a student reads.

A. Explain how each of the following psychological concepts can be used to refute John’s argument.

Correlational research

Overjustification effect

B. Explain how schedules of reinforcement can be used to strengthen John’s plan.

C. Explain how each of the following psychological phenomena could influence a reader’s view of John’s argument.

Belief perseverance

Central route to persuasion

Retroactive interference

Source amnesia

AP Exam 2010-

For each of the pairs below, use an example to show how the first term in each pair affects or is related to the second. Definitions alone without examples will not score.

Serial-position effect . . recall

Functional fixedness . . problem solving

Operational definition . . replication

Double-blind research . . bias

Operant conditioning . . superstition

Reinforcement . . overjustification effect

Myelin sheath . . neural impulse

AP Exam 2010-

At a school wide pep rally preceding a big game at Williams James High School, each grade has a designated t-shirt color and seating area in the bleachers. Student leaders organize classes so that their colored shirts combine to form the school flag. The coach gives an exciting speech, the cheerleaders perform a routine, and the band plays the school song while the students sing in unison. Explain the behavior and perceptions of the participants in the pep rally using the concepts below. Be sure to apply the concepts to the scenario in your explanation.

Cocktail party effect

Conformity

Deindividuation

Figure ground

Occipital lobe

Procedural memory

Sympathetic nervous system

AP Exam 2009-

James is in a driver’s education course preparing to take his driving test. The course includes both book work and driving on the road to prepare students for a written test and a road test.

A. Describe how each of the following might influence his ability to drive a car during the road test. Definitions without application do not score.

Cognitive map

Cerebellum

Observational learning

Human factors

B. Describe how each of the following are related to the results of the written test. Definitions without application do not score.

Reticular formation

Predictive validity

Semantic memory

**Quarter 3: (3)**

AP Exam 2011-

Savannah is a junior in high school and is preparing for an exam in her beginning Japanese course. The exam will consist of both written and spoken portions. Although it is her first course in Japanese, Savannah is confident that she will do very well on the exam.

A. Describe how each of the following relates to Savannah’s successful learning and performance.

Broca’s area

Use of phonemes

Modeling

Chunking

B. Describe how each of the following may hinder Savannah as she prepares for and takes the exam.

Encoding failure

Age and language acquisition

C. After the exam, Savannah tells her family and friends that she believes that she spoke fluently and did extremely well on the exam. Describe how each of the following concepts may have influenced her opinion.

Self-efficacy

Confirmation bias

AP Exam 1999-

Select one biological and one learning mechanism and discuss the implications of each for weight management. In a study, researchers use a photograph taken in a public park to examine how people perceive, learn, and remember information. In the photograph, a woman is standing near a man who is seated on a park bench. The woman appears to be shouting at the man. Participants in the study are exposed to the photograph for ten seconds and then are shown, each for ten seconds, several other photographs of people interacting. When all the photographs have been shown, the participants are asked about what they saw in the "public park" photograph. A significant number of participants describe the man as being the aggressor in an apparent disagreement with the woman. Describe how each of the following concepts helps explain the perception of these participants. Be sure to begin by defining each concept in psychological terms.

Schema

Retroactive interference

Representativeness heuristic

Confirmation bias

Framing

AP Exam 2006-

Zoey wants to buy a new car but is having difficulty deciding what kind of car to buy. She is feeling anxious and wants to make a decision soon. Zoey visits several local car dealers and asks for the advice of some of her friends. Explain how each of the following could influence her decision. Be sure to discuss each concept in the context of Zoey’s decision.

Approach-avoidance conflict

Central route to persuasion

Heuristics

Individualism

Rationalization

Self-efficacy

The autonomic nervous system

The foot-in-the-door phenomenon

**Exam Prep: (4)**

AP Exam 2014

Abram recently graduated from high school and began his first year at a four-year university. Explain with an example how experiencing each of the following in the past may affect Abram’s ability to succeed in college.

Authoritarian parenting style

Identity versus role confusion

Unconditional positive regard

Abram’s first year was very difficult, and he found that he was not as successful as he would have liked. Explain with an example how each of the following may help Abram be more successful in the future.

Divergent thinking

Elaborative rehearsal

Intrinsic motivation

Self-efficacy

AP Exam 2012

A. Annabelle is planning to apply to college but has not yet decided where she will apply. Describe how the following psychological concepts and terms relate to her choice.

Availability heuristic

Compliance

Prefrontal cortex

Prospective memory

B. Explain how the following psychological concepts could relate to how well Annabelle adapts when she begins her college career.

Agoraphobia

Crystallized intelligence

Ethnocentrism

AP Exam 2012

For each of the following pairs of terms, explain how the placement or location of the first influences the process

indicated by the second.

Rods, peripheral vision

A list of unrelated words, word recall

Serotonin, reduction of depression

Retinal disparity, depth perception

Motor cortex, body movement

Presence of others, performance

Proximity, perception

AP Exam 2000

Your high school is proposing moving to a system in which grades are no longer given or used to evaluate student progress. Define each of the following concepts and state how each might either positively or negatively change student behavior under such a system.

Extrinsic motivation

Arousal theory (Yerkes-Dodson Law)

Learned helplessness

Self-fulfilling prophecy