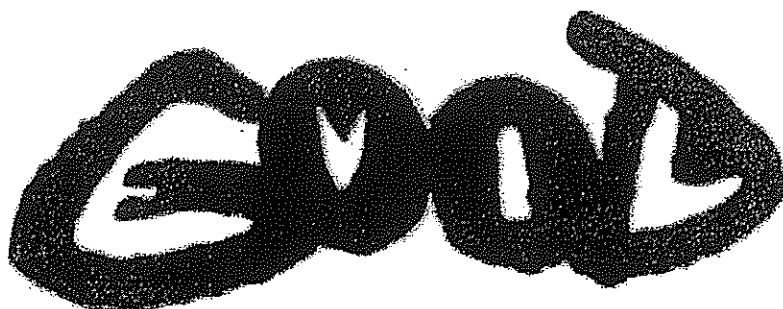


V. Writing Tips for the FRQ's

1. Don's Tips
2. Tips for Free Response Questions (Stacey's Elaboration)
3. Pattern Analysis of the 36 Past FRQ's
4. All FRQ's for the Past Eighteen Years





TIPS FOR AP FRQs = 2 free responses to 2 problems! not 2 essays!

- WRITE CONCISELY = Score all the points you can! Write quick style!
This is not an essay. No intro, no concluding paragraph are needed.
 - ★ Divide your 50 minutes of time equally between the two FRQ's.
Biggest rookie error is spending too much time on FRQ1 & rushing FRQ2.
Don't overwrite. No blah, blah. No long winded explanations of research.
Use no bullets. no phrases. Only whole sentences count!
Label sketches or graphs you draw or they don't count.
Never cross out. You might be right. Just keep writing.
- ANSWER COMPLETELY = To score all the points you can, think!
Read both questions CAREFULLY on the green prompt.
Think about the problem each presents.
Circle the demands or tasks the question asks you to do.
Underline the terms you are asked to apply to the problem.
✓ Check off the terms after you have defined and applied them.
- SEPARATE DEFINITION FROM APPLICATION = To score BOTH points!
T = Take the term or concept underline it when you write to it.
D = Define the term first off without re-using the term (circular definition)
For example, "Cognition is using the cognitive processes."
A = Apply the term to the problem as demanded by the greenie.
✓ Check off on the greenie prompt that you applied it.
- BE SPECIFIC = Describe behavior in observable terms. It scores!
For example, "trying harder" doesn't score, too vague :(
but "studying two extra hours" does. It's specific!
- USE TEXTBOOK PSYCH TERMINOLOGY: Show you know sci psych.
"He rewarded the kid" doesn't score but "he positively reinforced his behavior by giving him candy for each time he answered correctly."
BEWARE means BE AWARE of terms that can be confused.
Use your mnemonics for commonly confused terms.

Free Response Questions: 2 Questions in 50 minutes.

1. First, read both questions.

- Circle the demand or tasks and underline terms to be defined.
- Figure out where you could get the most points (can look on the back of the pink booklet, you write on, as it usually gives the points break down).
- Think about the question, summarize it and break down the questions in your own words (quickly).
- Make some quick notes next to terms (quick plan).

2. Write to the points and answer completely!!

- Be concise, PRECISE, and be quick about it. Do not cross out, may be right. Won't hurt you!
- No introduction or conclusion is necessary. Go for the first point straight off.
- Write in paragraphs. Phrases, Bullets, Colons, Outlines or Drawings do not count. You Need sentences!
- No deduction for spelling or grammar errors or even wrong information as long it does not contradict other info you have provided.
- Be specific: **Example:** If you put "*try harder*" = doesn't score = too vague, but "*studying two extra hours*" = does score.

Example: "*He rewarded the kid*" = no score, too vague. "*He positively reinforced his behavior by giving him candy for each time he answered correctly*" = scores.

- The readers are scoring on a rubric so write to the points. They want you to be right and are on your side so give them something (AP teachers are the readers).
- Make it sound right even if you are guessing
- If you have no clue about a term break it down and give it a try (will not hurt you, may even help!)
- Check off each point on the greenie as you address it so you don't forget one!

3. TDA:

- T = Term** Use proper psych terms and show you know. **Underline terms** in your writing!
- D = Define** your terms. Really show you know or (give examples with your ideas, include research finding if you can call upon them)
- A = Apply** all the above to the problem/ case study/question presented in the FRQ Question.

4. Basic Strategies:

- Follow the format of the question. Correct information that is **out of context** usually does not score. Apply it to the question.
- AP readers are looking for **buzzwords** and **key concepts** on their rubric.
- They are experts so don't try and rephrase or restate
Don't Do Example: Cognitive Psychology is about cognition, thinking...
Conformity is when people conform to a standard way of behavior
- You can be funny or entertaining but you won't get any points (may end up on the bloopers page).
- Address the points in order unless....you do not know some of them. Then do the ones you know best first.
- Be aware of commonly confused terms see purple sheet!!!
- Bring a watch and keep track of your time. Mark the start and end time on your paper.

Major Hot Tip: Budget your time equally between the two questions. (unless know nothing about a question; this won't happen though!!)

- Spend the first 5 minutes thinking and planning and 20 minutes to write per question.
- Plan on 20 + minutes per FRQ and do not spend most of your time on one question.
- **Don't worry if you don't know some portion of the question, you want to accumulate as many points as you can. You get a total score from all parts of the test. Stay Positive!!**
- Get a good night's sleep before the test. Eat good food. Chee Breathing!!
- Eat breakfast and lunch: Protein base with sugar chaser. (good food)
- Wear comfortable clothes
- Bring a watch and a few pencils and pens.
- **Have a positive mantra and explanatory style (remember Martin Seligman & Positive Psychology!**

PATTERN ANALYSIS OF 36 PAST AP FREE RESPONSE QUESTIONS OVER PAST 18 YEARS

1992 (3 content areas)

Q.1 = c. 8 Learning...10 pts.

Q.2 = c.15 Clinical psych plus perspectives...12

1993 (4 areas)

Q.1 = c. 1 Sci. research design plus c. 9 Memory...9 pts.

Q.2 = c.15 Clinical psych plus c. 8 Learning...10 pts.

1994 (4 areas)

Q.1.= c. 1 Sci. research design...12 pts.

Q.2 = c. 8 Learning plus c. 9 Memory plus c. 18 Social psych...11 pts.

1995 (3 areas)

Q.1 = c. 1 Sci. research design plus c. 18 Social psych...12 pts.

Q.2 = c. 18 Social psych...10 pts.

1996 (6 areas)

Q.1 = c. 17 Health plus c. 2 Bio psych plus c.14 Personality and perspectives...10 pts.

Q.2 = c. 1 Research design plus c. 13 Motivation...10 pts.

1997 (3 areas)

Q.1 = c. 8 Learning...10 pts.

Q.2 = c.14 Personality plus perspectives...10 pts.

1998 (5 areas)

Q.1 = c. 1 Research design and c. 18-19 Social psych...12 pts.

Q.2 = Perspectives plus c. 9 Memory and c. 15 Clinical psych...9 pts.

1999 (6 areas)

Q.1 = c. 2 Bio psych plus c.8 Learning theory plus c. 17 Health psych...8 pts.

Q.2 = c.1 Research design plus c. 9 Memory plus c. 10-11 Intelligence/thinking...10 pts.

2000 (3 areas)

Q.1 = c. 12 Motivation; c. 8 Learning theory...8 pts.

Q.2 = c. 1 Research design...11 pts.

2001 (6 areas)

Q.1 = Intro. perspectives plus c. 15&16 Clinical psych...8 pts.

Q.2 = c. 5/6 Sensation&Perception; c. 7 Consciousness; c. 10 Thinking; c. 9 Memory...6 pts.

2002 (8 areas)

Q.1 = c. 12 Motivation; c. 2 Neuro. 2X; c. 5 Sensation; c. 7 Consciousness...10 pts.

Q.2.= c. 3 Development; c. 8 Learning; c. 9-10-11 Language&Cognition/Memory...10 pts.

2003 (6 areas)

Q.1 = Research, statistics, intelligence and testing...10 pts.

Q.2 = Social, learning, consciousness...10 pts.

2004 (9 areas)

Q.1 = Research and stats...8 pts.

Q.2 = Developmental, cognition, social, emotion, learning, neuro, sensation...8 pt.s.

2005 (9 areas)

Q.1 = Sensation/perception, cognition, social, development, research, personality/clinical...8 pts.

Q.2 = Clinical, language, consciousness...9 pts.

2006 (6 areas)

Q.1 = Research methods...9 pts.

Q.2 = Motivation, cognition, clinical, biological, social...8 pts.

2007 (7 areas)

Q.1 = Social, cognitive, emotion, child development, learning, consciousness...8 pts.

Q.2 = Disorders, neurobiology, research...8 pts.

2008 (5 content areas)

Q.1 = Development and learning...8pts.

Q.2 = Research , motivation, social...7pts.

2009 (7 areas)

Q.1 = Motivation, learning, memory, bio, cognition, personality...7 pts.

Q.2 = Cognition, bio, learning, research, memory...7 pts.

2010 (8 content areas)

Q.1 = Memory, problem solving, research, learning, bio...7 pts.

Q.2 = Sensation&Perception, social, bio, memory...7 pts.

Don Leach

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5
1992

The College Board
Advanced Placement Examination
PSYCHOLOGY

Section II

Time—45 minutes

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

Directions: You have 45 minutes to answer BOTH of the following questions. It is not enough to answer a question by merely listing facts. You should present cogent arguments based on your critical analysis of the question posed.

1. Classical conditioning and operant conditioning are different learning methods.

Their differences lie in

- A. the extent to which reinforcement depends on the behavior of the learner;
- B. the type of behavior to which each method applies.

Their similarities are that they both produce the following basic phenomena.

- A. Acquisition
- B. Extinction
- C. Spontaneous recovery
- D. Generalization
- E. Discrimination

Describe these differences and similarities, giving examples to illustrate your answer.

2. Briefly discuss the cause(s) and treatment(s) of depression from the perspective of each of the following psychological approaches.

- A. Psychodynamic/psychoanalytical
- B. Biological/medical
- C. Cognitive

END OF EXAMINATION

1993

The College Board
Advanced Placement Examination

PSYCHOLOGY

SECTION II

Time—45 minutes

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

Directions: You have 45 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 question posed.

1. Design and describe an experiment to measure the relationship between rehearsal/repetition of a list of words and later recall of that same list of words. In your answer you should formulate a hypothesis and include a description of each of the following.

- A. Population
- B. Subject selection
- C. Independent variable
- D. Dependent variable
- E. Experimental group
- F. Control group
- G. Potential confounding variable
- H. A method of reducing experimenter bias

2. 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.

- A. Anxiety hierarchy
- B. Relaxation
- C. Generalization
- D. Extinction

END OF EXAMINATION

1994

1. Design an experiment to determine whether a new drug that is supposed to reduce hyperactivity in children actually does. Your essay should include an identification and description of all of the components of your experimental design, including sampling, independent and dependent variables, controls, and the method that you would employ to evaluate the outcome.
2. One of the most useful generalizations in psychology is that "behavior is adaptive." Explain this generalization and then identify each of the following and describe how each could be adaptive.
 - A. Repression
 - B. Conformity
 - C. Imprinting
 - D. Displaced aggression
 - E. Loss of information from short-term memory

1995

1. Compare and contrast the experimental method and the survey method in terms of their suitability for investigating the hypothesis that frustration leads to aggressive behavior.

In comparing and contrasting the two methods, be sure to identify and discuss each of the following.

- A. Independent variable
 - B. Dependent variable
 - C. Control
 - D. Experimenter and response bias
 - E. Ethical issues
2. Define each of the following concepts and explain how each contributes to the phenomenon of prejudice.
 - A. Stereotyping
 - B. Self-fulfilling prophecy
 - C. Fundamental attribution error
 - D. Projection
 - E. Schema

1996

1. Discuss how social and biological factors have an impact on each of the following in the individual.
 - A. Body weight
 - B. Perception
 - C. Alcoholism
 - D. Extraversion
 - E. Schizophrenia

- 96 8.
2. Professor Jackson believes that frustration increases the need for achievement. She decides to test her hypothesis with her introductory psychology class of about 100 students. The first 50 students who arrive for class one day are taken to a separate room and given a series of easy puzzles to complete. Professor Jackson then asks each student about his or her professional goals. She rates the statement of each on a 7-point scale for strength of achievement motivation.

When they arrive, the remaining students are taken to another room and given a series of difficult puzzles by Professor Jackson's teaching assistant, Jim. Jim also asks each student about his or her professional goals and, like Professor Jackson, then rates the statement of each on a 7-point scale.

The group given the difficult puzzles has, on the average, higher achievement motivation scores than the group given the easy puzzles. Professor Jackson concludes that her hypothesis is supported.

Show how each of the following aspects of Professor Jackson's experimental design is flawed. Indicate how you would correct each problem.

- A. Sampling
- B. Assignment of participants
- C. Dependent variable
- D. Control for experimenter bias
- E. Control of confounding variables (You need cite only one.)

1997

1. Many people are concerned about the effects of the use of physical punishment to modify the undesirable behavior of children.

- A. Basing your answer on psychological knowledge, apply each of the following in an argument against the use of physical punishment.

Modeling
Classical conditioning of fear
Displacement

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

Positive reinforcement
Extinction

2. Although personality is generally consistent throughout the life span, some people exhibit major personality changes.

- A. How do each of the following help to explain BOTH continuity and change in personality?

Biological factors
Learning factors
Situational factors
Cognitive factors

- B. How would any TWO of the above interact to produce change in the trait of shyness?

1998

1. Read the following abstract of a student research project on bystander intervention 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 assigned to the Alone condition and the next five were assigned to the With Others condition. The Alone condition was run in the morning and the With Others condition in the afternoon.

In the Alone condition, each of the five participants was asked to wait alone in a room. While the participant waited, a female voice in the next room screamed out, asking for help. In the With Others condition, each one of the five participants was asked to wait in a room with several confederates of the researcher. During this waiting period, a male voice in the next room screamed out, asking for help.

In each condition, the percentage of participants who responded to the cry for help was recorded.

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

1998

2. A. Describe fully the distinctive emphasis of the cognitive approach to human behavior and mental processes. In your essay, be sure to specify how the cognitive approach differs from the following psychological approaches.

Psychodynamic/psychoanalytic
Behavioral
Biological

- B. Give an example of the contribution of cognitive theory to the understanding of each of the following.

Memory
Depression

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

1. Describe the role of each of the following mechanisms in determining an individual's eating habits and body weight.

Biological Mechanisms

Body or brain chemistry

Brain structure

Genetics

Learning Mechanisms

Reinforcement

Modeling

Cultural factors

1. Select *one* biological and *one* learning mechanism and discuss the implications of each for weight management.

2. 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

2000 AP Psychology Question #1

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

2000 A. P. Psychology Exam: Free Response Question 2

A 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.

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

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.

2001

1. a. Discuss the cause of anxiety from *each* of the following perspectives.

- Behavioral
- Psychoanalytic/psychodynamic
- Biological
- Cognitive

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

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

1. 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

2. 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

1. 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 information 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.
-
2. A. 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.

2004 AP[®] PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

1. 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.

2. 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

END OF EXAMINATION

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2005 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

1. 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

2. Psychologists conduct research to investigate controversial issues. Consider the following:

- The value of diagnostic labeling
- Children's acquisition of language
- Explanations of hypnosis

- A. Describe the opposing points of view on each of the psychological issues listed above. Your description must provide one argument on each side of the controversy.
- B. For each issue, choose one point of view to support. Using evidence from psychological research, justify why you think this point of view is correct.
- 15

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PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

1. 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.

-
2. 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

2007 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

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

HELP

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

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

HINDER

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

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2007 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

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

STOP

END OF EXAM

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2008 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

1. 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

2008 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

200.

Abstract

2. 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

STOP

END OF EXAM

2009 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY

SECTION II

Time—50 minutes

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

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

1. 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

2. 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

2010 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS

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. 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
2. At a schoolwide 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

STOP

END OF EXAM