From the 2017 Administration

AP CollegeBoard

Psychology

Practice Exam

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Note: This publication shows the page numbers that appeared in the ***2016–17 AP Exam Instructions*** book and in the actual exam. This publication was not repaginated to begin with page 1.

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Exam Instructions

The following contains instructions taken from the *2016–17 AP Exam Instructions* book.

AP® Psychology Exam

Regularly Scheduled Exam Date: Monday afternoon, May 1, 2017
Late-Testing Exam Date: Friday morning, May 19, 2017

Section I	Section II
Total Time: 1 hour 10 minutes **Number of Questions:** 100* **Percent of Total Score:** 66.6% **Writing Instrument:** Pencil required **The number of questions may vary slightly depending on the form of the exam.*	**Total Time:** 50 minutes **Number of Questions:** 2 essays **Percent of Total Score:** 33.3% **Writing Instrument:** Pen with black or dark blue ink

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2016-17 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students' electronic devices (if needed)
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - "Exam in Progress"
  - "Cell phones are prohibited in the testing room"

Before Distributing Exams: Check that the title on all exam covers is **Psychology**. If there are any exam booklets with a different title, contact the AP coordinator immediately.

SECTION I: Multiple Choice

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

Make sure you begin the exam at the designated time. Remember, you must complete a seating chart for this exam. See pages 325–326 for a seating chart template and instructions. See the *2016-17 AP Coordinator's Manual* for exam seating requirements (pages 51–54).

If you are giving the regularly scheduled exam, say:

It is Monday afternoon, May 1, and you will be taking the AP Psychology Exam.

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

It is Friday morning, May 19, and you will be taking the AP Psychology Exam.

In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the *2016-17 Bulletin for AP Students and Parents*.

Look at your exam packet and confirm that the exam title is "AP Psychology." Raise your hand if your exam packet contains any title other than "AP Psychology" and I will help you.

Once you confirm that all students have the correct exams, say:

You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .

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

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

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

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

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

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

Are there any questions? . . .

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

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

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

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

There are 10 minutes remaining.

After 10 minutes, say:

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

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

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

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

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

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

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

SECTION II: Free Response

After the break, say:

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

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

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

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

Read the last statement. . . .

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

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

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

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

Read Item 4. . . .

Are there any questions? . . .

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

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

Collect the Student Packs. Then say:

Are there any questions? . . .

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

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

You may begin.

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

There are 10 minutes remaining.

After 10 minutes, say:

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

If any students used extra paper for a question in the free-response section, have those students staple the extra sheet(s) to the first page corresponding to that question in their exam booklets. Complete an Incident Report. A single Incident Report may be completed for multiple students per exam subject per administration (regular or late testing) as long as all of the required information is provided. Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 62 of the *2016-17 AP Coordinator's Manual* for complete details). Then say:

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

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

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

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

If you are giving the regularly scheduled exam, say:

You may not discuss or share the free-response exam content with anyone unless it is released on the College Board website in about two days. Your AP Exam score results will be available online in July.

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

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

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

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

Then say:

You are now dismissed.

Post-Exam Tasks

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

The exam proctor should complete the following tasks if asked to do so by the AP coordinator. Otherwise, the AP coordinator must complete these tasks.

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

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2016-17 AP Coordinator's Manual.*
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Student Answer Sheet for the Multiple-Choice Section

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

AP Answer Sheet 2017

AP Number Label
(from Student Pack)

123456789

AP Exam Label
(from Section I Booklet)

CollegeBoard

COMPLETE THIS AREA AT EVERY EXAM. USE NO. 2 PENCIL ONLY

To maintain the security of the exam and the validity of my AP score, I will allow no one else to see the multiple-choice exam content. I will seal the multiple-choice booklet when asked to do so, and I will not discuss the exam content with anyone at any time after completing the section. I am aware of and agree to the AP Program's policies and procedures as outlined in the *2016-17 Bulletin for AP Students and Parents*, including using testing accommodations (e.g., extended time, computer, etc.) only if I have been preapproved by College Board Services for Students with Disabilities.

A. SIGNATURE — Sign your legal name as it will appear on your college applications. | Date

B. LEGAL NAME — Omit apostrophes, Jr., II.

Legal Last Name — First 15 Letters | Legal First Name — First 12 Letters | MI

C. YOUR AP NUMBER

D. EXAM DATE — Month | Day

E. EXAM START TIME — AM | PM

F. MULTIPLE-CHOICE BOOKLET SERIAL NUMBER — S

G. ONLINE PROVIDER CODE

H. AP EXAM I AM TAKING USING THIS ANSWER SHEET — Exam Name: | Form: | Form Code:

792107

SCHOOL USE ONLY

Section Number: 1 2 3 4 5 6 7 8 9

Fee Reduction Granted: 1 Option 1 2 Option 2

COMPLETE THIS AREA ONLY ONCE.

I. AREA CODE AND PHONE NUMBER

INTERNATIONAL PHONE

J. SCHOOL YOU ATTEND

SCHOOL CODE | School Name | City | State | Country

K. DATE OF BIRTH

Month: Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec | Day | Year

L. SOCIAL SECURITY NUMBER (Optional)

M. COLLEGE TO RECEIVE YOUR AP SCORE REPORT

COLLEGE CODE — Using the college code listed in the AP Student Pack, indicate the **ONE** college that you want to receive your AP score report.

College Name | City | State | Country

N. CURRENT GRADE LEVEL

- Not yet in 9th grade
- 9th
- 10th
- 11th
- 12th
- No longer in high school

O. STUDENT SEARCH SERVICE®

Colleges and scholarship programs may request your information to inform you of educational opportunities and financial aid.

Would you like us to supply your information?

- Yes
- No

If you don't answer and previously chose to participate in this service, we will continue providing your information.

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Q4298/1-4

COMPLETE THIS AREA AT EACH EXAM (IF APPLICABLE).

P. SURVEY QUESTIONS — Answer the survey questions in the AP Student Pack. Do not put responses to exam questions in this section.

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ	9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ Ⓗ Ⓘ

Q. LANGUAGE — Do not complete this section unless instructed to do so.

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

1. Have you lived or studied for one month or more in a country where the language of the exam you are now taking is spoken?

◯ Yes ◯ No

2. Do you regularly speak or hear the language at home?

◯ Yes ◯ No

QUESTIONS 1–75

Indicate your answers to the exam questions in this section (pages 2 and 3). Mark only one response per question for Questions 1 through 120. If a question has only four answer options, do not mark option E. Answers written in the multiple-choice booklet will not be scored.

COMPLETE MARK ● EXAMPLES OF INCOMPLETE MARKS



You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	26 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	51 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	27 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	52 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	28 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	53 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	29 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	54 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	30 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	55 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
6 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	31 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	56 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
7 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	32 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	57 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
8 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	33 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	58 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
9 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	34 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	59 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
10 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	35 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	60 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
11 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	36 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	61 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
12 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	37 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	62 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	38 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	63 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	39 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	64 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
15 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	40 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	65 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
16 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	41 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	66 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
17 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	42 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	67 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
18 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	43 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	68 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
19 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	44 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	69 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
20 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	45 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	70 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
21 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	46 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	71 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
22 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	47 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	72 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
23 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	48 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	73 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
24 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	49 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	74 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
25 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	50 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	75 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

ETS USE ONLY

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

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

DO NOT WRITE IN THIS AREA

QUESTIONS 76–120

Be sure each mark is dark and completely fills the circle. If a question has only four answer options, do not mark option E.

76	A B C D E	91	A B C D E	106	A B C D E
77	A B C D E	92	A B C D E	107	A B C D E
78	A B C D E	93	A B C D E	108	A B C D E
79	A B C D E	94	A B C D E	109	A B C D E
80	A B C D E	95	A B C D E	110	A B C D E
81	A B C D E	96	A B C D E	111	A B C D E
82	A B C D E	97	A B C D E	112	A B C D E
83	A B C D E	98	A B C D E	113	A B C D E
84	A B C D E	99	A B C D E	114	A B C D E
85	A B C D E	100	A B C D E	115	A B C D E
86	A B C D E	101	A B C D E	116	A B C D E
87	A B C D E	102	A B C D E	117	A B C D E
88	A B C D E	103	A B C D E	118	A B C D E
89	A B C D E	104	A B C D E	119	A B C D E
90	A B C D E	105	A B C D E	120	A B C D E

QUESTIONS 121–126

For Students Taking AP Biology

Write your answer in the boxes at the top of the griddable area and fill in the corresponding circles.
Mark only one circle in any column. You will receive credit only if the circles are filled in correctly.

121 122 123 124 125 126

QUESTIONS 131–142

For Students Taking AP Computer Science Principles, AP Physics 1, or AP Physics 2

Mark two responses per question. You will receive credit only if both correct responses are selected.

131	A B C D	135	A B C D	139	A B C D
132	A B C D	136	A B C D	140	A B C D
133	A B C D	137	A B C D	141	A B C D
134	A B C D	138	A B C D	142	A B C D

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DO NOT WRITE IN THIS AREA

COMPLETE THIS AREA ONLY ONCE.

R. YOUR MAILING ADDRESS

Use the address abbreviations from your AP Student Pack. Fill in only one circle per column. Indicate a space in your address by leaving a blank box; do not grid that column.

STREET ADDRESS (include street number, street name, apartment number, etc.)

CITY

ZIP OR POSTAL CODE

COUNTRY CODE

STATE

AK	HI	MI	NY	VT
AL	IA	MN	OH	WA
AR	ID	MO	OK	WI
AZ	IL	MS	OR	WV
CA	IN	MT	PA	WY
CO	KS	NC	RI	Puerto Rico
CT	KY	ND	SC	
DC	LA	NE	SD	AA
DE	MA	NH	TN	AE
FL	MD	NJ	TX	AP
GA	ME	NM	UT	Other
		NV	VA	

V. SEX

- Female
- Male

W. WHICH LANGUAGE DO YOU KNOW BEST?

- English
- English and another language about the same
- Another language

X. RACIAL/ETHNIC GROUP

Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races.

(You may mark all that apply.)

a. Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Cuban
- Yes, Mexican
- Yes, Puerto Rican
- Yes, another Hispanic, Latino, or Spanish origin

b. What is your race?

- American Indian or Alaska Native
- Asian (including Indian subcontinent and Philippines origin)
- Black or African American (including Africa and Afro-Caribbean origin)
- Native Hawaiian or other Pacific Islander
- White (including Middle Eastern origin)

Y. PARENTAL EDUCATION LEVEL

In the first column, indicate the highest level of education of one parent/guardian, and indicate whether this is your mother/female guardian or father/male guardian. Then, if applicable, indicate the highest level of education of your other parent/guardian in the second column, and indicate whether this is your mother/female guardian or father/male guardian.

Mother or female guardian	Mother or female guardian
Father or male guardian	Father or male guardian
Grade school	Grade school
Some high school	Some high school
High school diploma or equivalent	High school diploma or equivalent
Vocational or trade school	Vocational or trade school
Some college	Some college
Associate or two-year degree	Associate or two-year degree
Bachelor's or four-year degree	Bachelor's or four-year degree
Some graduate or professional school	Some graduate or professional school
Graduate or professional degree	Graduate or professional degree

S. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY

If your address does not fit in the spaces provided in Item R, fill in as many circles as you can, then fill in the circle in Item S and print the remainder of your address in the spaces provided.

Address | City | State or Province | Country | ZIP or Postal Code

T. STUDENT IDENTIFIER (Student ID Number)

U. EMAIL ADDRESS

By providing your email address, you are granting the College Board permission to use your email address in accordance with the policies in the *2016-17 Bulletin for AP Students and Parents*.

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2017 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP® Psychology Exam

SECTION I: Multiple Choice

2017

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

At a Glance

Total Time
1 hour, 10 minutes
Number of Questions
100
Percent of Total Score
66.6%
Writing Instrument
Pencil required

Instructions

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

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

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

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

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

Form I
Form Code 4NBP4-S

85

PSYCHOLOGY
SECTION I
Time—1 hour and 10 minutes
100 Questions

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

1. Felicia is experiencing depression. During treatment, her psychologist works to develop a therapeutic relationship with Felicia so that Felicia can explore her potential as a person. What type of treatment protocol is the psychologist using?

   (A) Humanistic
   (B) Psychodynamic
   (C) Behavioral
   (D) Cognitive
   (E) Biological

2. Chuck asked Jane out on a date and he offered her two possible options—to see a movie or to go ice skating. Jane felt a bit stressed about making the decision because she liked both activities. Which of the following conflicts was Jane experiencing?

   (A) Avoidance-avoidance
   (B) Approach-avoidance
   (C) Approach-approach
   (D) Unconscious
   (E) Interpersonal

3. Which of the following are NOT part of a neuron?

   (A) Synapses
   (B) Dendrites
   (C) Somas
   (D) Axons
   (E) Axon terminals

4. Which of the following procedures is intended to control for preexisting differences between the groups of participants in an experiment?

   (A) A double-blind design
   (B) Random sampling
   (C) Random assignment
   (D) Employing a confederate
   (E) Running one participant at a time

5. A certain drug reduces the activity of the central nervous system, including the hippocampus and cerebellum. It affects several neurotransmitters, most notably gamma-aminobutyric acid (GABA). Which of the following is most like the drug in question?

   (A) Methamphetamine
   (B) Cocaine
   (C) Caffeine
   (D) Alcohol
   (E) MDMA (Ecstasy)

6. Little Andrea has just learned that robins are birds. She now sees a sparrow, points to it, and calls out "Bird!" According to Jean Piaget, Andrea is showing the cognitive process of

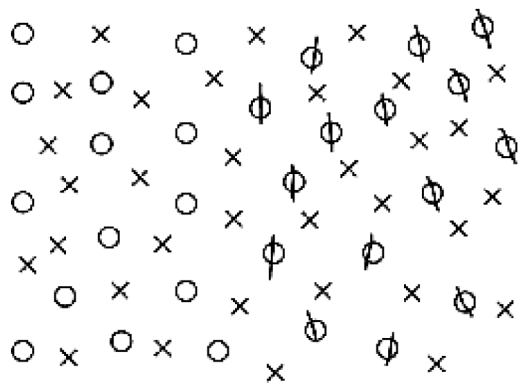
   (A) assimilation
   (B) accommodation
   (C) equilibration
   (D) habituation
   (E) object permanence

7. The psychological experience of pitch is related to a sound wave's

   (A) frequency
   (B) amplitude
   (C) complexity
   (D) timbre
   (E) power

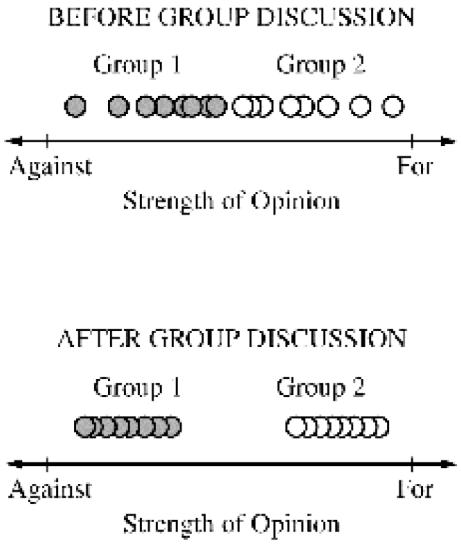
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8. In the figure above, a patient has been asked to draw a slash through each circle. The pattern of responses suggests that the patient has most likely experienced damage in which of the following areas?

   (A) Left occipital lobe
   (B) Medulla
   (C) Cerebellum
   (D) Endocrine system
   (E) Right hemisphere



9. Which of the following psychological concepts is best illustrated in the chart above?

   (A) Social loafing
   (B) In-group bias
   (C) Groupthink
   (D) Social facilitation
   (E) Group polarization

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10. A person accidentally touches a hand to a hot stove and quickly pulls the hand away, even before sensory information about the hot stove reaches the brain. The person's reaction is most directly enabled by

(A) the hypothalamus
(B) the cerebellum
(C) a spinal reflex
(D) the hippocampus
(E) the sensory cortex

Questions 11-12 refer to the following.

3 4 5 5 7 7 7 8 8 10

Ten participants in a treatment group were asked to rate their feelings of self worth on a scale of one to ten, with a value of ten indicating a very positive feeling of self-worth. The data for the participants are above.

11. What is the mode for these data?

(A) 4
(B) 5
(C) 6
(D) 7
(E) 8

12. What is the mean for these data?

(A) 6
(B) 6.4
(C) 7
(D) 7.33
(E) 7.5

13. Which of the following psychologists would have been likely to say, "I do not care about the unconscious or hidden motives—I want to study behavior directly"?

(A) Carl Rogers
(B) Sigmund Freud
(C) Wilhelm Wundt
(D) William James
(E) John Watson

14. Andy and Noel have been happily married for 25 years. They have a warm and trusting affection for each other. Which social psychology concept applies to their relationship?

(A) Companionate love
(B) Passionate love
(C) Mere-exposure effect
(D) Matching hypothesis
(E) Cognitive dissonance

15. People who live in environments with buildings with square corners and right angles are more susceptible to the Müller-Lyer illusion than are people who live in environments without such angles and corners. The difference in perception between the two groups of people reveals that

(A) a decrease in change blindness results from exposure to a carpentered world
(B) a decrease in depth perception in illusions results from regular exposure to linear perspective
(C) people in highly technological societies are generally less prone to visual illusions than are more primitive societies
(D) people develop perceptual hypotheses based on experiences in their lives
(E) people who are used to buildings with square corners are more likely to be affected by binocular depth cues

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16. Based only on the variable described for each of the following pairs of individuals, which individuals are most likely to show different facial expressions when experiencing the same emotion?

(A) Two individuals who are from different nations
(B) Two individuals who are from different cultures that have different display rules for the emotion
(C) An individual who is blind and an individual who can see
(D) An individual who is deaf and an individual who can hear
(E) An individual conforming to the James-Lange theory and an individual conforming to the Schachter two-factor theory

17. Research in the field of positive psychology is most supportive of which of the following conclusions?

(A) An external locus of control results in higher levels of optimism.
(B) An internal locus of control lowers immune system functioning.
(C) Locus of control is not an important factor in health and well-being.
(D) Perception of control is determined by situational factors.
(E) Perception of control is related to a sense of well-being.

18. The limbic system is most closely associated with

(A) logic and reasoning
(B) decision making
(C) auditory comprehension
(D) emotions
(E) sensory sensitivity

19. A psychologist develops a new assessment instrument for depression. She gives it to a sample of clients and then, some time later, gives it to the same sample again. What aspect of the assessment is she evaluating?

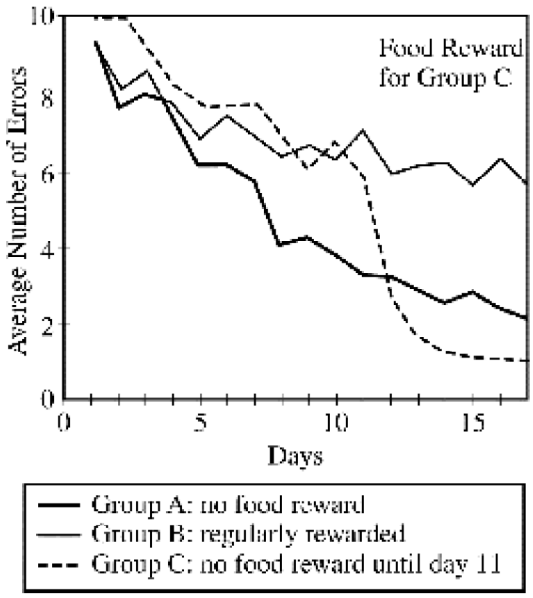
(A) Reliability
(B) Validity
(C) Standardization
(D) Sensitivity
(E) Clinical significance

20. Which of the following is considered a positive symptom of schizophrenia?

(A) Flat affect
(B) Difficulty reading others' emotions
(C) Increased family interaction
(D) Difficulty with attention
(E) Delusions

21. Which phenomenon was demonstrated when participants in Stanley Milgram's experiment chose to administer the highest possible level of voltage charge to the learners?

(A) Conformity
(B) Obedience
(C) Deindividuation
(D) Group cohesion
(E) Lowballing



22. The graph above depicts the results of an experiment in which rats learned to navigate a maze in one of three conditions. According to the results, the food reward given to group C revealed

(A) higher-order conditioning
(B) cognitive mapping
(C) secondary reinforcement
(D) observational learning
(E) assimilation

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23. A therapist uses systematic desensitization to treat a client with a phobia. Which of the following treatment approaches can best explain the fundamental components underlying this technique?

(A) Behavioral
(B) Humanistic
(C) Cognitive
(D) Neurobiological
(E) Psychoanalytic

24. A research group involved with advertising is conducting a study to investigate whether shoppers are more likely to engage in impulse buying at the checkout than at any other place in the store. For the results of the study to be generalizable, the researchers should

(A) use a representative sample
(B) use a small convenience sample
(C) depend on self-report surveys
(D) create a double-blind procedure
(E) conduct an experiment

25. The pituitary gland is controlled by the

(A) hippocampus
(B) medulla
(C) amygdala
(D) occipital lobe
(E) hypothalamus

26. Which of the following conditions most often results from having an extra copy of chromosome 21 ?

(A) Tourette's disorder
(B) Autism spectrum disorder
(C) Parkinson's disease
(D) Down syndrome
(E) Phenylketonuria (PKU)

27. The therapeutic technique that stresses that the patient should determine the course of therapy is known as

(A) flooding
(B) rational-emotive behavior therapy
(C) logotherapy
(D) family therapy
(E) person-centered therapy

28. Which of the following terms is used to describe an infant's individual style of interacting with the world?

(A) Resilience
(B) Temperament
(C) Intuitive thought
(D) Symbolic thought
(E) Object permanence

29. According to Sigmund Freud's theory of personality, which of the following statements is most representative of the id?

(A) "Practice random kindness."
(B) "More, more, more!"
(C) "Do unto others as you would have them do unto you."
(D) "Look before you leap."
(E) "Balance is best."

30. Katie is trying to explain to her parents why they should allow her to attend State University. She presents them with information on tuition, graduation and retention rates, financial aid, and enrollment. Katie is using

(A) the central route to persuasion
(B) groupthink
(C) the door-in-the-face technique
(D) the self-serving bias
(E) an algorithm

31. Barney is a somewhat distractible second-grade student who finds schoolwork a bit boring. After a couple of minutes of working silently, Barney often starts to misbehave until his teacher, Ms. Skinner, calls his name and scolds him. However, he enjoys this attention from her and continues to misbehave. With respect to Barney's misbehavior, Ms. Skinner's attention serves as

(A) punishment
(B) positive reinforcement
(C) negative reinforcement
(D) differential reinforcement
(E) primary reinforcement

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32. Infants are repeatedly shown an object dropping onto a platform. Eventually, the infants spend less time looking at the object, and their heart rates and respirations decrease. This is an example of

(A) sensory adaptation
(B) habituation
(C) dishabituation
(D) generalization
(E) transference

33. Which of the following statements is most consistent with Benjamin Whorf's concept of linguistic determinism?

(A) The languages of nearly all cultures contain the same basic sounds and root meanings.
(B) Language shapes the way an individual thinks and interprets experiences.
(C) The human nervous system is predisposed to the acquisition and use of language.
(D) If an individual is not exposed to language during a critical period, language acquisition will be impaired.
(E) The development of cognitive schemas precedes language development.

34. When Cory is given a logic problem to solve, he systematically tries every possible solution until he finds the correct answer. Cory's strategy is to use

(A) an algorithm
(B) a heuristic
(C) a mnemonic
(D) cognitive restructuring
(E) insight

35. Jonathan practiced for a speech competition with other students and the coach. Although his performance during practice was usually average, Jonathan won a gold medal for his performance to a large crowd of attendees at the competition. Which of the following social psychology principles accounts for Jonathan's exceptional performance?

(A) Conformity
(B) Obedience
(C) Social facilitation
(D) Social impairment
(E) Social loafing

36. Shaniqua is a fourth grader who loves to read whenever she has free time. To encourage Shaniqua to continue to read, her parents would best be advised to

(A) give her $1 for every book she finishes
(B) give her $20 for every book she finishes
(C) do nothing additional
(D) ask her teachers to give her a gold star at school for each book she reads
(E) restrict her choice of books to classic literature

37. Konrad Lorenz found that shortly after a gosling is born, it tends to follow the first large moving object it sees. That is an example of

(A) imprinting
(B) object permanence
(C) observational learning
(D) accommodation
(E) a secure attachment

38. Rosemary wants to make the track team because she enjoys running. Her reason for wanting to make the track team is an example of

(A) extrinsic motivation
(B) intrinsic motivation
(C) achievement motivation
(D) a need for affiliation
(E) a need for belongingness

39. Which of the following brain structures is most associated with the emotion of fear?

(A) Cerebral cortex
(B) Amygdala
(C) Cerebellum
(D) Medulla
(E) Reticular formation

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40. Which of the following is the most effective treatment for individuals with schizophrenia?

(A) Psychoanalysis
(B) Antipsychotic medications
(C) Antidepressant medications
(D) Insight therapy
(E) Rational emotive behavior therapy

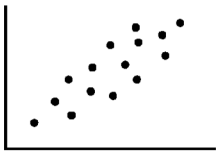
41. The researchers who conducted the Stanford prison simulation believed that the participants designated as guards acted harshly toward those designated as prisoners because the

(A) guards were all male
(B) guards responded to situational factors
(C) guards had negative personality factors
(D) prisoners had negative personality factors
(E) prisoners were young

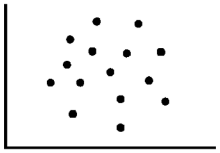
42. Which of the following brain structures has the strongest influence on hunger and satiety?

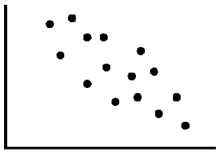
(A) Hippocampus
(B) Medulla
(C) Occipital cortex
(D) Corpus callosum
(E) Hypothalamus

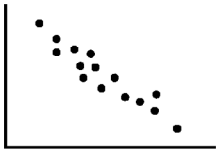
43. Which of the following scatterplots shows the strongest relation?

(A)


(B)


(C)


(D)


(E)


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44. According to research on motivation, employers are most likely to ensure high performance and job satisfaction from their workers if the employers

(A) double the workers' wages
(B) pay per hour rather than per quantity produced
(C) throw a party at the end of each week
(D) redesign jobs to increase workers' responsibility and flexibility
(E) monitor workers and punish the ones who are lazy

45. George was involved in an accident and experienced head trauma. Although his eyes were functioning normally, he was unable to see. Which area of the brain was most likely affected by the accident?

(A) The parietal lobe
(B) The occipital lobe
(C) The hippocampus
(D) Wernicke's area
(E) Broca's area

46. Homeostasis is most closely associated with which motivation theory?

(A) Instinct theory
(B) Incentive theory
(C) Hierarchy of needs
(D) Arousal theory
(E) Drive-reduction theory

47. Matthew learned to play the violin at a very early age. He is able to play several songs from memory, but he does not remember learning to play them. Matthew's ability to play the violin depends on which of the following types of memory?

(A) Episodic
(B) Short-term
(C) Sensory
(D) Semantic
(E) Procedural

48. Chris believed he did well on his exam because he was lucky. Which psychological concept applies to Chris's explanation?

(A) Positive psychology
(B) Humanistic psychology
(C) Internal locus of control
(D) External locus of control
(E) Self-serving bias

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49. Carlos sees the figure above as six unified columns, not four unified rows. Which of the following Gestalt principles is operating most strongly?

(A) Proximity
(B) Similarity
(C) Closure
(D) Good continuation
(E) Common fate

50. Genie was a girl who endured abusive and neglectful conditions and was deprived of language exposure until she was rescued at age 13. Despite remediation, Genie was unable to learn to speak fluently. Historically, this case study was used to demonstrate the effects of

(A) temperament
(B) critical periods
(C) linguistic determinism
(D) self-fulfilling prophecies
(E) cognitive dissonance

51. When Julie's boyfriend bought her a nice present, she thought, "He buys me presents because he's such a nice person." This kind of explanation is referred to as

(A) an attribution
(B) a belief in a just world
(C) mutual independence
(D) a stereotype
(E) social facilitation

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52. Mary rarely expresses her opinions, needs, or desires. Whenever anyone asks for her opinion, she simply defers to the wishes of others. Which of the following personality disorders is most representative of Mary's behavior?

(A) Obsessive-compulsive
(B) Paranoid
(C) Antisocial
(D) Dependent
(E) Narcissistic

53. The notion that human behavior is greatly influenced by unconscious thoughts and desires is most consistent with which of the following psychological approaches?

(A) Cognitive
(B) Biological
(C) Behavioral
(D) Sociocultural
(E) Psychodynamic

54. Joel's pupils become dilated, his digestion is reduced, and his skin becomes cold. Which system is controlling his bodily changes?

(A) Parasympathetic
(B) Central
(C) Sympathetic
(D) Somatic
(E) Endocrine

55. Kristin sees a forty-year-old man fall to the ground. According to studies on prosocial behavior, which of the following situations would decrease the likelihood of her helping him?

(A) Kristin feels distress with not helping.
(B) Kristin's empathy is high.
(C) The man is Kristin's cousin.
(D) The man clearly states that he needs help.
(E) The man fell at a crowded farmers market.

56. While reviewing scores from a chapter test, a teacher discovered that the mean score was higher than the median. Which of the following statements is most likely correct?

(A) The range of the set of scores is the difference between the mean and the median.
(B) The standard deviation is equal to the mean.
(C) The distribution of scores for the test is normal.
(D) The distribution of scores for the test is positively skewed.
(E) The distribution of scores is multimodal.

57. Colleen likes to have others do things for her and is quick to criticize other people for being dependent and lazy. This demonstrates which defense mechanism?

(A) Displacement
(B) Regression
(C) Projection
(D) Rationalization
(E) Sublimation

58. The scapegoat theory suggests that

(A) group viewpoints become more extreme when they are discussed
(B) the world is just and people get what they deserve
(C) prejudice provides an outlet to blame others for one's problems
(D) the presence of others can enhance or detract from one's ability to perform a task
(E) a person in a crowd often has diminished self-restraint and self-awareness

59. Which of the following have been shown to have a positive correlation?

(A) Age and REM sleep
(B) Stress and health
(C) Mothers' smoking and their babies' birth weight
(D) Self-esteem and depression
(E) Perceived lack of control and learned helplessness

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60. Many people who have been diagnosed with major depressive disorder find their symptoms are reduced when they take a medication that alters their serotonin or norepinephrine levels. Their outcome supports which of the following approaches to depression?

(A) Cognitive
(B) Psychodynamic
(C) Sociocultural
(D) Biological
(E) Behavioral

61. The "Little Albert" study demonstrated that

(A) humans can learn through observation
(B) biological constraints affect learning in humans
(C) fear can be conditioned in humans
(D) punishment can effectively decrease behavior in humans
(E) learning in humans is fundamentally different from learning in other species

62. According to Erik Erikson, individuals in early adulthood often seek a life partner with whom they will share their most closely held secrets and hopes. Erikson called this psychosocial stage of development

(A) generativity versus stagnation
(B) intimacy versus isolation
(C) industry versus inferiority
(D) identity versus role confusion
(E) initiative versus guilt

63. Five-year-old Mary watches while her teacher pours equal amounts of water into two similar glasses. The liquid from one of the glasses is then poured into a tall, thin container, and Mary is asked which contains more—the original glass or the tall, thin container. She says the tall, thin container contains more liquid. According to Jean Piaget, this example illustrates a lack of

(A) egocentrism
(B) conservation
(C) object permanence
(D) preconventional thought
(E) basic trust

64. Which of the following is true regarding visual information processing?

(A) Feature detectors in the retina process information before rods and cones.
(B) Rods and cones receive neural signals from ganglion cells.
(C) Bipolar cells relay information to ganglion cells that form the optic nerve.
(D) Feature detectors process information before bipolar cells.
(E) Rods transduce wavelength and cones transduce light intensity.

65. The original dopamine hypothesis refers to the view that schizophrenia is at least partially caused by

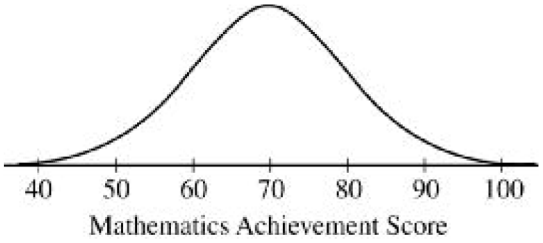
(A) too much dopamine in the brain
(B) too much dopamine in the spinal cord
(C) too little dopamine in the brain
(D) too little dopamine in the spinal cord
(E) too little dopamine in the peripheral nervous system

66. Sally says that her dream about going to a circus is just her brain attempting to make sense of random stimulation from the brain stem. Sally's explanation is consistent with which of the following theories of dreaming?

(A) Housekeeping
(B) Feedback deprivation
(C) Wish fulfillment
(D) Cognitive problem-solving
(E) Activation-synthesis

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67. Mathematics achievement scores from a group of tenth graders are shown above. The distribution is normal with a standard deviation of 10. Approximately what percentage of students scored between 50 and 80?

(A) 50%
(B) 68%
(C) 75%
(D) 82%
(E) 96%

68. Which of the multiple intelligences posited by Howard Gardner is most closely related to the concept of emotional intelligence?

(A) Kinesthetic
(B) Intrapersonal
(C) Naturalist
(D) Spatial
(E) Linguistic

69. Which of the following is always true of standardized tests?

(A) They are supposed to be administered and scored in a consistent manner.
(B) They are supposed to be administered individually.
(C) They are verified experimentally.
(D) They are scored electronically.
(E) They are projective.

70. For every twenty cell phones that Tom sells, he will get a $50 bonus. The bonuses are an example of which of the following types of reinforcement schedules?

(A) Fixed ratio
(B) Fixed interval
(C) Variable ratio
(D) Variable interval
(E) Continuous

71. The validity of hypnosis as a treatment for psychiatric disorders is most directly threatened by

(A) the disagreement between psychologists and psychiatrists about which disorders it should be used for
(B) the perception that it is rooted in biological science rather than in psychological science
(C) the difficulty of obtaining a license to practice
(D) the lack of empirical support for its efficacy
(E) the generally negative bias regarding its use

72. After sustaining a traumatic injury, Russ is having difficulty comprehending the meaning of words. Which of the following parts of his brain has most likely been damaged?

(A) The motor cortex
(B) Wernicke's area
(C) Suprachiasmatic nucleus
(D) The somatosensory cortex
(E) The reticular formation

73. When a child behaves well for an entire day, the child earns a star. After acquiring fifteen stars, the child is allowed to pick a prize from a toy chest. The star is best described as

(A) an unconditioned stimulus
(B) an unconditioned response
(C) a conditioned response
(D) a primary reinforcer
(E) a secondary reinforcer

74. Frank witnessed a burglary, and he felt very upset. Shortly after the event, Frank lost his ability to see. Doctors were unable to find a biological reason for his blindness. Which of the following is Frank most likely experiencing?

(A) Panic disorder
(B) Bipolar disorder
(C) Conversion disorder
(D) Tardive dyskinesia
(E) Schizophrenia

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75. Which of the following is a strength of naturalistic observation?

(A) It makes data collection easy, which saves time and money.
(B) It allows researchers to draw conclusions about cause and effect.
(C) It produces data that are easily quantified for statistical analysis.
(D) It allows researchers to easily control many variables at once.
(E) It minimizes artificiality, which can be a problem in laboratory studies.

76. Tyler ate a cheeseburger from a fast food restaurant for dinner, and he was awake all night feeling sick. Now, just thinking about eating any fast food makes him feel nauseous, and he is certain that he will never want to eat it again. Tyler's aversion to fast food can best be explained by

(A) shaping
(B) extinction
(C) spontaneous recovery
(D) stimulus generalization
(E) latent learning

77. Which of the following statements describes the Flynn effect?

(A) Intelligence quotient (IQ) scores in the United States were higher in 2003 than in 1993.
(B) IQ scores in the United States were lower in 1999 than in 1989.
(C) Children who attend Head Start programs show short-term gains in IQ scores.
(D) There is no statistically significant relationship between IQ scores and creativity.
(E) People may earn higher scores when they are told the test is a personality assessment rather than an intelligence test.

78. While at a crowded gathering, Zach realized that his attention was being drawn away from his conversation every time a person nearby said the word "exactly." Zach's response is an example of

(A) the Gestalt principle of closure
(B) the cocktail party effect
(C) sensory adaptation
(D) bottom-up processing
(E) the just-noticeable difference

79. According to research by Fergus I. M. Craik and Endel Tulving on levels of processing, which of the following would most improve the ability to recall the word "umbrella"?

(A) Counting the number of syllables in the word "umbrella"
(B) Deciding whether an umbrella would be useful to pack for a trip
(C) Mentally spelling the word "umbrella"
(D) Writing the word "umbrella"
(E) Deciding whether the word "umbrella" rhymes with the word "banana"

80. While shopping in the grocery store, Shelby stopped and was blocking the aisle. Another shopper asked Shelby to step aside so that she could move down the aisle. Shelby moved out of the way to let the shopper pass. Which of the following phenomena accurately describes Shelby's action?

(A) Informed consent
(B) Compliance
(C) Social facilitation
(D) Social impairment
(E) Social loafing

81. The Big Five personality factors are based in which psychological perspective?

(A) Behaviorism
(B) Cognitive psychology
(C) Neuropsychology
(D) Trait psychology
(E) Biopsychology

82. During English class, Caleb is worried about an unfinished history project he needs to turn in later in the day. While the English teacher and other students discuss a short story the class just read, Caleb's attention is focused on how to finish the history project. The next day he is unable to recall the short story details presented in English class. The recall problem is most likely due to

(A) retroactive interference
(B) proactive interference
(C) source amnesia
(D) encoding failure
(E) retrieval failure

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GO ON TO THE NEXT PAGE.

83. In Ivan Pavlov's classical conditioning paradigm, the dog salivated in response to the food at the outset of the experiment because the food was

(A) a conditioned stimulus
(B) a conditioned response
(C) an unconditioned stimulus
(D) an unconditioned response
(E) a secondary reinforcer

84. What type of theorist is most likely to assess people's personalities by having them draw pictures, in the hope that the drawings will reveal underlying personality characteristics?

(A) Psychoanalytic
(B) Behavioral
(C) Humanistic
(D) Cognitive
(E) Social cognitive

85. Which of the following types of therapy focuses on changing a behavior by changing maladaptive thinking?

(A) Biological
(B) Behavioral
(C) Psychodynamic
(D) Humanistic
(E) Cognitive

86. Raj, a four-year-old child, learned to open the door to a classroom by pulling on the handle. Now whenever he approaches any door he pulls on the handle and is confused when that does not work. This is best explained by Raj's having developed which of the following for door opening?

(A) Accommodation
(B) Object permanence
(C) Conservation
(D) A mental set
(E) Divergent thinking

87. After spending hours in her kitchen preparing dinner, Rebecca no longer notices the strong smell of garlic until her guests arrive and mention the smell. Her failure to notice the smell of garlic illustrates

(A) anosmia
(B) synesthesia
(C) sensory adaptation
(D) subliminal perception
(E) the just-noticeable difference

88. A healthy, seventy-year-old editor of a print magazine is likely to experience the greatest decline in which of the following cognitive tasks?

(A) Remembering who was the president of the United States in 1960
(B) Quickly learning the process of editing and publishing an Internet-based magazine
(C) Recalling the name and author of a favorite book
(D) Remembering the names of grandchildren
(E) Explaining the process of magazine publishing before computers and the Internet

89. The theorist who conducted pioneering research on latent learning and cognitive maps was

(A) Albert Bandura
(B) Martin Seligman
(C) Edward Tolman
(D) B. F. Skinner
(E) Ivan Pavlov

90. A test that measures a student's potential ability is

(A) an achievement test
(B) an aptitude test
(C) an intelligence test
(D) a personality inventory
(E) an interest inventory

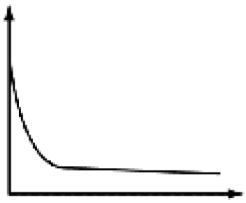
91. Which of the following psychological disorders is correctly paired with the appropriate classification?

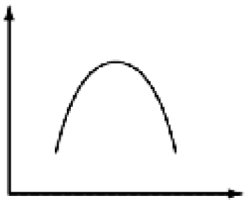
(A) specific phobia . . schizophrenia spectrum and other psychotic disorders
(B) major depressive . . personality disorders
(C) obsessive-compulsive . . depressive disorders
(D) conversion . . personality disorders
(E) posttraumatic stress . . trauma- and stressor-related disorders

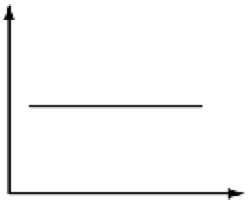
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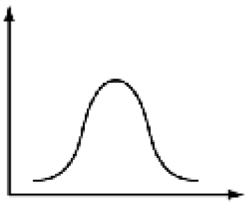
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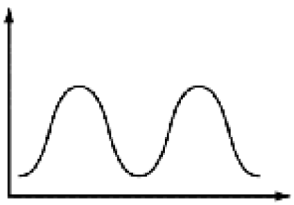
92. Hermann Ebbinghaus tested his memory using combinations of three-letter nonsense syllables. Which of the following graphs best represents his findings about the relationship between forgetting and time?

(A)


(B)


(C)


(D)


(E)


93. Which of the following statements about the perception of taste is true?

(A) Infants are not able to perceive taste differences until they are at least twelve months old.
(B) Older adults frequently experience decreases in the sense of smell that make it more difficult to perceive the flavor of food.
(C) The basilar membrane is responsible for sending messages about tastes from the tongue to the brain.
(D) The five primary taste qualities are spicy, sour, salty, bitter, and sweet.
(E) Taste receptors are located exclusively on the tip of the tongue.

94. Hillary glances at a graph and then turns her head away less than a second later. When she tries to immediately remember what she saw, which of the following types of memory does Hillary use?

(A) Iconic
(B) Procedural
(C) Declarative
(D) Implicit
(E) Echoic

95. Mikayla, a high school student strongly opposed to video game use, is researching the topic for a speech she will deliver to her English class. Rather than searching for "the effects of video games," Mikayla searches for "the dangers of video games" and finds hundreds of Web sites with information she can use to argue her position. Her behavior is an example of

(A) using a syllogism
(B) confirmation bias
(C) insight
(D) self-serving bias
(E) functional fixedness

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Questions 96-97 are based on the following.

A psychologist designed a study to test the effects of cell phone use on driving safety. Participants were randomly assigned either to drive an automobile simulator while talking to a friend on a cell phone or to drive a simulator without talking on a phone.

96. Which type of research does the scenario describe?

(A) Participant observation
(B) Naturalistic observation
(C) Correlational
(D) Case study
(E) Experimental

97. In the study, cell phone use can be described as

(A) a dependent variable
(B) an independent variable
(C) a confounding variable
(D) a random variable
(E) an operational definition

98. People respond more favorably when they are faced with a 95 percent success rate than with a 5 percent failure rate because of

(A) framing
(B) intuition
(C) overconfidence
(D) belief perseverance
(E) the representativeness heuristic

99. Suzie screamed at her little brother, and her mother yelled, "We do not yell in this house!" Suzie continues to yell at her brother despite her mother reprimanding her. Suzie's behavior is best explained by

(A) observational learning
(B) stimulus generalization
(C) latent learning
(D) negative reinforcement
(E) intermittent reinforcement

100. Robert has a persistent fear of having a heart attack in public that has resulted in his not wanting to leave his house. Therefore, he severely limits the time he spends out in public. Robert's condition is most similar to which of the following disorders?

(A) Social anxiety
(B) Obsessive-compulsive
(C) Generalized anxiety
(D) Agoraphobia
(E) Separation anxiety

END OF SECTION I

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

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

MAKE SURE YOU HAVE DONE THE FOLLOWING.

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

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Section II: Free-Response Questions

This is the free-response section of the 2017 AP exam.
It includes cover material and other administrative instructions
to help familiarize students with the mechanics of the exam.
(Note that future exams may differ in look from the following content.)

AP® Psychology Exam

SECTION II: Free Response

2017

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

At a Glance

Total Time
50 minutes
Number of Questions
2
Percent of Total Score
33.3%
Writing Instrument
Pen with black or dark blue ink
Weight
The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name ☐☐
   First letter of your first name ☐
2. Date of birth
   ☐☐ Month ☐☐ Day ☐☐☐☐ Year
3. Six-digit school code
   ☐☐☐☐☐☐
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
   No, I do not grant the College Board these rights. ☐

Instructions

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

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

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

Form I
Form Code 4NBP4-S

85

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

Question 1 begins on page 4.

Question 2 begins on page 12.

PSYCHOLOGY
SECTION II
Time—50 minutes

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

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

1. Rachel is an excellent high school student who earns high grades in challenging classes. She has recently been hired as a part-time lab assistant at a medical clinic. She is concerned that the job will affect her school performance.

   Part A

   Provide a specific example that clearly illustrates how each of the following would inhibit Rachel's success at her new job.

   - Stereotype threat
   - Adrenal glands
   - Lack of REM sleep

   Part B

   Provide a specific example that clearly illustrates how each of the following would enhance her performance as a student with a challenging academic schedule.

   - Distributed practice
   - Reciprocal determinism
   - Self-efficacy

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

NOTES WRITTEN ON THIS PAGE WILL NOT BE SCORED.

WRITE ALL YOUR RESPONSES ON THE LINED PAGES.

Unauthorized copying or reuse of any part of this page is illegal.

ANSWER PAGE FOR QUESTION 1

GO ON TO THE NEXT PAGE.

<u>Question 1</u> is reprinted for your convenience.

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

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   Part B

   Provide a specific example that clearly illustrates how each of the following would enhance her performance as a student with a challenging academic schedule.

   - Distributed practice
   - Reciprocal determinism
   - Self-efficacy

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

GO ON TO THE NEXT PAGE.

2. Thirty-year-old Kent found a bag containing several thousand dollars in the park. He is discussing with his family whether to give the money to the appropriate authorities or to keep the money.

   Explain how each of the following psychological concepts could influence Kent's decision-making process.

   - Prefrontal cortex
   - Postconventional moral reasoning
   - Antisocial personality disorder
   - Evolutionary psychology
   - Cognitive dissonance
   - Incentive theory
   - Groupthink

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

NOTES WRITTEN ON THIS PAGE WILL NOT BE SCORED.

WRITE ALL YOUR RESPONSES ON THE LINED PAGES.

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ANSWER PAGE FOR QUESTION 2

GO ON TO THE NEXT PAGE.

Question 2 is reprinted for your convenience.

2. Thirty-year-old Kent found a bag containing several thousand dollars in the park. He is discussing with his family whether to give the money to the appropriate authorities or to keep the money.

   Explain how each of the following psychological concepts could influence Kent's decision-making process.

   - Prefrontal cortex
   - Postconventional moral reasoning
   - Antisocial personality disorder
   - Evolutionary psychology
   - Cognitive dissonance
   - Incentive theory
   - Groupthink

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ADDITIONAL ANSWER PAGE FOR QUESTION 2

GO ON TO THE NEXT PAGE.

<u>Question 2</u> is reprinted for your convenience.

2. Thirty-year-old Kent found a bag containing several thousand dollars in the park. He is discussing with his family whether to give the money to the appropriate authorities or to keep the money.

   Explain how each of the following psychological concepts could influence Kent's decision-making process.

   - Prefrontal cortex
   - Postconventional moral reasoning
   - Antisocial personality disorder
   - Evolutionary psychology
   - Cognitive dissonance
   - Incentive theory
   - Groupthink

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ADDITIONAL ANSWER PAGE FOR QUESTION 2

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<u>Question 2</u> is reprinted for your convenience.

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   - Antisocial personality disorder
   - Evolutionary psychology
   - Cognitive dissonance
   - Incentive theory
   - Groupthink

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ADDITIONAL ANSWER PAGE FOR QUESTION 2

GO ON TO THE NEXT PAGE.

STOP

END OF EXAM

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

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

Multiple-Choice Answer Key

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

Answer Key for AP Psychology Practice Exam, Section I

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

Free-Response Scoring Guidelines

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

AP® PSYCHOLOGY
2017 SCORING GUIDELINES

Question 1

Rachel is an excellent high school student who earns high grades in challenging classes. She has recently been hired as a part-time lab assistant at a medical clinic. She is concerned that the job will affect her school performance.

Part A
Provide a specific example that clearly illustrates how each of the following would inhibit Rachel's success at her new job.

- Stereotype threat
- Adrenal glands
- Lack of REM sleep

Part B
Provide a specific example that clearly illustrates how each of the following would enhance her performance as a student with a challenging academic schedule.

- Distributed practice
- Reciprocal determinism
- Self-efficacy

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the meaning of the response to come through. Spelling and grammatical mistakes do not reduce the score of a response, but spelling must be close enough that the reader is convinced of the word.
2. Do not score any notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone will not score, but they may be used to enhance the application.
4. Within a point, a student will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point. A correct application with incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. Responses that simply parrot or repeat the terms from the question will not score.
7. A response can score point only if it clearly conveys what part of the question is being answered. It is possible to infer what part of the question is being answered if it is consistent with the order of the question.

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Question 1 (continued)

Part A: Responses must refer to inhibiting job performance, not school performance for points 1, 2, and 3.

Point 1
Stereotype Threat:

Responses should explain that Rachel's job performance may be inhibited if she is confronted with or aware of stereotypical beliefs that the new job is difficult for a specified population/category to which Rachel belongs (gender, age, or ethnicity).

Examples:

- If Rachel is told that high school students aren't mature enough to work in a medical setting, she may question her own ability and begin to make mistakes in the lab.
- Because Rachel knows that more men work in the medical field, she may think that she may not be as good as male lab assistants and decide to quit her job.

Do not score: Examples of discrimination or stereotypes.

Point 2
Adrenal Glands:

Responses should explain that adrenal gland activity could inhibit Rachel's performance. If she becomes too aroused, or is not aroused enough, her performance will be impaired (nervousness, anxiety, stress).

Note: Students do not have to specify a hormone.

- Rachel's anxiety about her job causes her adrenal glands to release hormones, which will lead to a heightened state of arousal making it harder for her to concentrate on her job.
- If Rachel's adrenal glands are not secreting enough noradrenaline, she may lack the alertness she needs to perform her job properly.
- Rachel's adrenal glands increase how stressed she feels, which makes it hard for her to focus at work.

Point 3
Lack of REM Sleep:

Responses should explain that Rachel's REM stage of sleep is key for forming and consolidating new memories. Without REM sleep, she will have trouble processing and recalling information important to her job performance.

Note: The impairment should not be due to sleep deprivation alone.

Examples:

- Without REM sleep, Rachel will have difficulty processing what she learned earlier that day and makes mistakes at work.
- When asked to perform a procedure, Rachel's lack of REM sleep will interfere and cause her to be unable to remember how to do it.

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2017 SCORING GUIDELINES

Question 1 (continued)

Part B: Responses must reflect enhanced performance at school, job or in another setting.

Point 4
Distributed Practice:

Responses must indicate studying that is spaced out or spread out over multiple time periods for enhanced school or job performance.

Score: "spacing effect," "not cramming"

Examples:

- Rachel studied the material a little bit each day during the semester.
- Rachel studies in intervals, which helps her remember the material better.

Do NOT Score:

- Rachel studied the material over a long period of time.
- References to grouping or chunking without an indication of spaced practice over time.
- "Spaced out" or "spread out" her studying, without indicating multiple time periods.

Point 5
Reciprocal Determinism:

Responses must include **ALL three** elements, indicating enhanced school or job performance:

1) Personal Factors (self-cognitions, feelings, biological predispositions)
2) Behaviors
3) Environmental setting

Examples

- Because Rachel is conscientious, she organizes her study time efficiently, which allows her to work longer hours at the clinic, so she learns procedures more quickly at work.
- Rachel is an extravert, which makes it easy for her to approach others, so she often seeks out teachers for help at school. This improves her understanding of the material.

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Question 1 (continued)

Point 6
Self-Efficacy:

Responses must reflect a belief (knowledge, expectancy) in one's ability to perform a behavior or task, which would help her succeed at school or job.

- Rachel knows that she will be able to balance school and work, which leads to greater success.
- Rachel believes that she can learn anything so she masters tasks quickly in the lab.

Do NOT score: self-confidence, efficiency, self-esteem, or internal locus of control without reference to a belief.

Example:

- Rachel was confident she knew the material for the test, which led her to spend more time in the clinic.
- Rachel is efficient and manages her time well.

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Question 2

Thirty-year-old Kent found a bag containing several thousand dollars in a park. He is discussing with his family whether to give the money to the appropriate authorities or to keep the money.

Explain how each of the following psychological concepts could influence Kent's decision-making process.

- Prefrontal cortex
- Postconventional moral reasoning
- Antisocial personality disorder
- Evolutionary psychology
- Cognitive dissonance
- Incentive theory
- Groupthink

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the meaning of the response to come through. Spelling and grammatical mistakes do not reduce the score of a response, but spelling must be close enough that the reader is convinced of the word.
2. Do not score any notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone will not score, but they may be used to enhance the application.
4. Within a point, a response will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point. A correct application with incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. Responses that simply parrot or repeat the terms from the question will not score.
7. A response can score point only if it clearly conveys what part of the question is being answered. It is possible to infer what part of the question is being answered if it is consistent with the order of the question.
8. To score, each concept must be discussed in the context of Kent's deciding to either keep or return the money.

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2017 SCORING GUIDELINES

Question 2 (continued)

Point 1
Prefrontal cortex:

Responses should describe at least one example of a prefrontal cortex function (e.g., planning, reasoning, decision making, judgement, attention, empathy) and tie it to Kent's situation.
SCORE
Example:
- "By deciding to keep the money, Kent is using his prefrontal cortex, which is used for decision making."

DO NOT SCORE
Example:
- "Prefrontal cortex is the ability to make good decisions."

NOTE: If decision making is used, the function and application should be distinct. Responses in which some non-brain area is responsible for the decision making process do NOT score.

Point 2
Postconventional moral reasoning:

Responses should explain that this stage reflects universal or abstract ethical principles, such as the greater good or justice, as opposed to simply following rules/laws or avoiding punishment/gaining rewards.
SCORE
Example:
- "He is able to think about this ethical dilemma abstractly and keeps the money."

DO NOT SCORE
Example:
- "At Kent's age, he should be deciding whether giving back the money is the right or wrong thing to do."

Point 3
Antisocial personality disorder:

Responses should explain that someone with this disorder has increased impulsivity and hedonism, or lacks guilt, empathy, or regard for the rights of others. The response must describe how the presence or absence of ASPD would affect how Kent makes the decision.
SCORE
Example:
- "Keith, Kent's brother, has ASPD and lacks empathy and convinces him not to return the money."

DO NOT SCORE
Example:
- "Because Kent is shy, he will not tell the police that he found the money."

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2017 SCORING GUIDELINES

Question 2 (continued)

Point 4
Evolutionary psychology:

Responses should include an explanation of engaging in behaviors either that 1) were evolutionarily selected for in previous generations or 2) contribute to survival of the species, including passing on his genes or increasing odds of his offsprings' survival.
SCORE
Examples:
- "If Kent's family is poor, Kent would keep the money to help make sure that his family is going to survive."
- "Evolutionary psychology says that we as humans inherit traits. Kent gives back the money because his ancestors were moral and he has that gene."

DO NOT SCORE:
Examples:
- "Evolutionary psychology's aspect of survival of the fittest leads Kent to keep the money to buy food."
- "Evolutionary psychology says that humans change over time. If Kent is more selfish, he might keep the money."

NOTE: Responses that include reciprocal helping do score.

Point 5
Cognitive dissonance:

Responses should explain both the discrepancy between thoughts and/or behaviors, as well as the anxiety, discomfort, or uneasiness that comes from that discrepancy.
SCORE
Example:
- "Kent felt stress because he knew he should give back the money but he also knows that he could really use the money to pay for college."

DO NOT SCORE
Examples:
- "Kent knows it is wrong to keep the money but he really wants to keep it anyway."
- "Kent's family tells him to give back the money but he wants to keep it. He knows his family will be disappointed that he kept it."

Point 6
Incentive theory:

Responses should explain that extrinsic/external rewards have a direct impact on people's behavior. This incentive can be tied to either keeping or giving back the money. The extrinsic reward must be something other than the found money itself.
SCORE
Example:
- "Suzy tells Kent that if he keeps the money, she will go on a date with him. This causes Kent to keep the money."
- "Because the authorities haven't offered a finder's fee for the money, he does not return it."

DO NOT SCORE
Example:
- "Due to the incentive theory, Kent keeps the money as a reward."

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2017 SCORING GUIDELINES

Question 2 (continued)

Point 7
Groupthink:

Responses should explain that Kent's decision making is impaired or affected because the group/family discussion is driven by maintaining consensus or group harmony rather than critical or rational thinking. Responses that describe Kent attempting to avoid the effects of groupthink also score.

SCORE

Examples:

- "Kent wants to make a good decision but everyone seems to just agree with each other rather than thinking logically."
- "Kent told the members of the family to give their honest opinions even if they end up getting mad because he wants to make the best decision."

DO NOT SCORE

Examples:

- "Kent's family all agree that he should keep the money so he does."
- "All of Kent's family members give their advice on the situation and from that, he gave back the money."

NOTE: Responses that reference conformity alone do NOT score.

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Scoring Worksheet

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

2017 AP Psychology Scoring Worksheet

Section I: Multiple Choice

_____	× 1.0000 =	_____
Number Correct (out of 100)		Weighted Section I Score (Do not round)

Section II: Free Response

Question 1	_____ (out of 6)	× 4.1666 =	_____ (Do not round)	
Question 2	_____ (out of 7)	× 3.5714 =	_____ (Do not round)	

Sum = _____
Weighted Section II Score (Do not round)

Composite Score

_____	+ _____	= _____
Weighted Section I Score	Weighted Section II Score	Composite Score (Round to nearest whole number)

AP Score Conversion Chart
Psychology

Composite Score Range	AP Score
103-150	5
84-102	4
70-83	3
59-69	2
0-58	1

Question Descriptors and Performance Data

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

2017 AP Psychology

Question Descriptors and Performance Data

Multiple-Choice Questions

Question	Topic	Key	% Correct
1	Treatment of Psychological Disorders	A	84
2	Motivation and Emotion	C	69
3	Biological Bases of Behavior	A	39
4	Methods	C	52
5	States of Consciousness	D	69
6	Developmental Psychology	A	61
7	Sensation and Perception	A	77
8	Biological Bases of Behavior	E	61
9	Social Psychology	E	61
10	Biological Bases of Behavior	C	50
11	Methods	D	98
12	Methods	B	86
13	History and Approaches	E	50
14	Social Psychology	A	72
15	Sensation and Perception	D	27
16	Motivation and Emotion	B	72
17	Personality	E	55
18	Biological Bases of Behavior	D	45
19	Testing and Individual Differences	A	71
20	Abnormal Psychology	E	60
21	Social Psychology	B	79
22	Learning	B	23
23	Treatment of Psychological Disorders	A	45
24	Methods	A	49
25	Biological Bases of Behavior	E	62
26	Biological Bases of Behavior	D	87
27	Treatment of Psychological Disorders	E	81
28	Developmental Psychology	B	46
29	Personality	B	74
30	Social Psychology	A	75
31	Learning	B	78
32	Developmental Psychology	B	46
33	Cognition	B	46
34	Cognition	A	75
35	Social Psychology	C	87
36	Motivation and Emotion	C	57
37	Developmental Psychology	A	72
38	Motivation and Emotion	B	91

2017 AP Psychology

Question Descriptors and Performance Data

Question	Topic	Key	% Correct
39	Biological Bases of Behavior	B	79
40	Treatment of Psychological Disorders	B	79
41	Social Psychology	B	84
42	Motivation and Emotion	E	76
43	Methods	E	86
44	Motivation and Emotion	D	53
45	Biological Bases of Behavior	B	90
46	Motivation and Emotion	E	50
47	Cognition	E	57
48	Personality	D	63
49	Sensation and Perception	B	70
50	Developmental Psychology	B	77
51	Social Psychology	A	71
52	Abnormal Psychology	D	56
53	History and Approaches	E	72
54	Biological Bases of Behavior	C	53
55	Social Psychology	E	94
56	Methods	D	74
57	Personality	C	62
58	Social Psychology	C	82
59	Methods	E	64
60	Abnormal Psychology	D	80
61	Learning	C	78
62	Developmental Psychology	B	93
63	Developmental Psychology	B	64
64	Sensation and Perception	C	42
65	Abnormal Psychology	A	75
66	States of Consciousness	E	42
67	Testing and Individual Differences	D	48
68	Testing and Individual Differences	B	79
69	Testing and Individual Differences	A	76
70	Learning	A	72
71	States of Consciousness	D	64
72	Biological Bases of Behavior	B	88
73	Learning	E	49
74	Abnormal Psychology	C	55
75	Methods	E	73
76	Learning	D	79
77	Testing and Individual Differences	A	51
78	Sensation and Perception	B	75

2017 AP Psychology

Question Descriptors and Performance Data

Question	Topic	Key	% Correct
79	Cognition	B	32
80	Social Psychology	B	84
81	Personality	D	55
82	Cognition	D	52
83	Learning	C	63
84	Personality	A	74
85	Treatment of Psychological Disorders	E	68
86	Cognition	D	58
87	Sensation and Perception	C	95
88	Developmental Psychology	B	77
89	History and Approaches	C	28
90	Testing and Individual Differences	B	81
91	Abnormal Psychology	E	77
92	Cognition	A	70
93	Sensation and Perception	B	40
94	Cognition	A	53
95	Cognition	B	67
96	Methods	E	69
97	Methods	B	80
98	Cognition	A	56
99	Learning	A	67
100	Abnormal Psychology	D	54

AP Psychology

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