2020

AP CollegeBoard

Please note: Some of the questions in this former practice exam may no longer perfectly align with the AP exam. Even though these questions do not fully represent the 2020 exam, teachers indicate that imperfectly aligned questions still provide instructional value. Teachers can consult the Question Bank to determine the degree to which these questions align to the 2020 Exam.

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From the 2019 Administration

AP® CollegeBoard

AP® Psychology

Practice Exam

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AP Psychology Exam

Regularly Scheduled Exam Date: Thursday afternoon, May 9, 2019

Late-Testing Exam Date: Wednesday morning, May 22, 2019

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

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.

What Proctors Need to Bring to This Exam

- ☐ Exam packets
- ☐ Answer sheets
- ☐ AP Student Packs
- ☐ *2018-19 AP Coordinator's Manual*
- ☐ This book—*2018-19 AP Exam Instructions*
- ☐ AP Exam Seating Chart template
- ☐ School Code and Homeschool/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"
  - "Phones of any kind are prohibited during the test administration, including breaks"

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 295–296 for a seating chart template and instructions. See the *2018-19 AP Coordinator's Manual* for exam seating requirements (pages 56–59).

If you are giving the regularly scheduled exam, say:
It is Thursday afternoon, May 9, and you will be taking the AP Psychology Exam.

If you are giving the alternate exam for late testing, say:
It is Wednesday morning, May 22, and you will be taking the AP Psychology Exam.

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:

In a moment, you will open the exam packet. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the *2018-19 Bulletin for AP Students and Parents*.

You may now remove the shrinkwrap from the outside only of your exam packet. Do not open the Section I booklet; do not remove the shrinkwrap from the Section II materials. Put the white seals and the shrinkwrapped Section II booklet aside. . . .

Carefully remove the AP Exam label found near the top left of your exam booklet cover. 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.

Listen carefully to all my instructions. I will give you time to complete each step. Please look up after completing each step. Raise your hand if you have any questions.

Give students enough time to complete each step. Don't move on until all students are ready.

Read the statements on the front cover of the Section I booklet. . . .

Sign your name and write today's date. . . .

Now print your full legal name where indicated. . . .

Turn to the back cover of your exam booklet and read it completely. . . .

Give students a few minutes to read the entire cover.

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 _____ **. Note Stop Time** _____ **.**

Check that students are marking their answers in pencil on their answer sheets and that they have not opened 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, faceup. 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, faceup. 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, including your Student Pack, 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, textbooks, or any other resources 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. You may not leave the designated break area. Remember, you may never discuss the multiple-choice exam content with anyone, and if you disclose the 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 your pen, 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. . . .

Now turn to the back cover. Using your pen, complete Items 1 through 3 under "Important Identification Information.". . .

Read Item 4. . . .

Are there any questions? . . .

If this is your last AP Exam, you may keep your Student Pack. Place it under your chair for now. Otherwise if you are taking any other AP Exams this year, leave your Student Pack on your desk and I will collect it 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 from students who are taking any other AP Exams this year.

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 your pen. If you need more paper to complete your responses, raise your hand. At the top of each extra sheet of paper you use, write only:

- **your AP number,**
- **the exam title, and**
- **the question number you are working on.**

Do not write your name. Are there any questions? . . .

You may begin.

Note Start Time _____ . **Note Stop Time** _____ .

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, faceup. . . .

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 free-response exam booklets. Complete an Incident Report after the exam and return these free-response booklets with the extra sheets attached in the Incident Report return envelope (see page 68 of the *2018-19 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 their 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.

After-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.

NOTE: If you administered exams to students with accommodations, review the *2018-19 AP Coordinator's Manual* and the *2018-19 AP SSD Guidelines* for information about completing the Nonstandard Administration Report (NAR) form, and returning these exams.

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:

- Complete an Incident Report for any students who used extra paper for the free-response section. (Incident Report forms are provided in the coordinator packets sent with the exam shipments.) **These forms must be completed with a No. 2 pencil.** It is best to complete a single Incident Report for multiple students per exam subject, per administration (regular or late testing), as long as all required information is provided. Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 68 of the *2018-19 AP Coordinator's Manual* for complete details).
- Return all exam materials to secure storage until they are shipped back to the AP Program. (See page 27 of the *2018-19 AP Coordinator's Manual* for more information about secure storage.) 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 *2018-19 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.

Name:_____

Answer Sheet for AP Psychology

Practice Exam, Section I

No.	Answer
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AP® Psychology Exam

SECTION I: Multiple Choice

2019

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

At a Glance

Total Time
1 hour and 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 4PBP4-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. A child reading a book points to a picture on the page and calls to his mother in another room and says, "Mommy, who's in this picture?" He expects that she will know what he is pointing at, even though she cannot see it. Which of the following concepts is illustrated in this example?

   (A) Animism
   (B) Assimilation
   (C) Conservation
   (D) Egocentrism
   (E) Object permanence

2. Which of the following types of intelligence is most clearly demonstrated by an individual's knowledge of facts?

   (A) Fluid
   (B) Practical
   (C) Analytical
   (D) Kinesthetic
   (E) Crystallized

3. The mutual influence of external stimuli and cognitive processes in regulating behavior is known as

   (A) congruence between self-systems
   (B) self-efficacy
   (C) reciprocal determinism
   (D) locus of control
   (E) group polarization

4. For most of his life, Mike has been overweight. Not long after going on a diet and losing over 30 pounds, Mike gained back nearly all the weight. Which of the following concepts best explains Mike's experience?

   (A) Drive-reduction theory
   (B) Anorexia nervosa
   (C) Basal metabolic rate
   (D) Set-point theory
   (E) Instincts

5. A few people witness an assault. Before the police arrive, one witness confidently tells the others that the assailant was wearing a green shirt, though in fact the shirt was blue. Later, when the police interview each witness individually, almost all of them state that they remember a green shirt. The memory error is referred to as

   (A) proactive interference
   (B) the serial position effect
   (C) the misinformation effect
   (D) the McGurk effect
   (E) the Stroop effect

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6. James makes a lot of money by lying to people in order to get them to invest in his company. James believes he is important and immune to prosecution, and he does not care about the people he takes money from. These characteristics are most associated with which of the following personality disorders?

   (A) Dependent
   (B) Narcissistic
   (C) Histrionic
   (D) Schizotypal
   (E) Obsessive-compulsive

7. Adrian loves to do dangerous activities like surfing and skydiving because of the thrill he gets. Which of the following is a theory of motivation that best explains Adrian's desire to do dangerous activities?

   (A) Drive-reduction
   (B) Incentive
   (C) Arousal
   (D) Evolutionary
   (E) Expectancy

8. Jerome does not like his English teacher, and he believes that the teacher thinks that he is not a good student. As a result, Jerome slouches at his desk and gazes out the window instead of paying attention in class. Jerome's behavior is most representative of

   (A) deindividuation
   (B) the just-world phenomenon
   (C) a self-fulfilling prophecy
   (D) cognitive dissonance
   (E) the that's-not-all phenomenon

9. Rocio is continually learning new skills and gaining insights into herself. Although she is not experiencing any distress, she chooses to see a therapist. This primary emphasis on growth is most reflective of which of the following perspectives?

   (A) Psychodynamic
   (B) Behavioral
   (C) Evolutionary
   (D) Biopsychosocial
   (E) Humanistic

10. People who play slot machines in gambling casinos usually exhibit steady, rapid rates of responding. This is because most games of chance use what schedule of reinforcement?

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

11. After a lengthy interview, Dr. Richard decides that the preferred treatment for Maurice is systematic desensitization. Which of the following is Dr. Richard's most likely diagnosis of Maurice?

    (A) Conversion disorder
    (B) Obsessive-compulsive disorder
    (C) Specific phobia
    (D) Schizophrenia
    (E) Generalized anxiety disorder

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12. When Lois looks at her wedding pictures, she has vivid memories of the early years of her marriage. The pictures serve as

(A) encoding devices
(B) iconic memories
(C) implicit memories
(D) retrieval cues
(E) semantic cues

13. Danny pushes Judy so he can steal her dessert. Which of the following best explains Danny's aggressive behavior?

(A) The frustration-aggression hypothesis
(B) Excitation of transfer
(C) Hostile aggression
(D) Instrumental aggression
(E) Social learning theory

14. A person with a severe head injury subsequently acts irresponsibly, does not seem to be able to plan effectively, and is easy to anger. Which of the following brain areas is most likely injured?

(A) Cerebellum
(B) Hypothalamus
(C) Parietal lobe
(D) Frontal lobe
(E) Corpus callosum

15. When Jaci works on a project alone, she puts in a lot of effort and meets deadlines. However, when she works on a project in a group, she rarely attends scheduled meetings and always misses the deadline when submitting the part of the project she is responsible for completing. Jaci's behavior is best explained by

(A) ethnocentrism
(B) framing
(C) groupthink
(D) group polarization
(E) social loafing

16. Makayla and Noah are listening to a song that ends with all the instruments playing the same note. Makayla can distinguish the various instruments playing the note, while Noah cannot. Which of the following best explains their perceptual differences?

(A) Makayla has synesthesia while Noah does not.
(B) Makayla has a lower absolute threshold for sound than Noah.
(C) Makayla has a higher difference threshold for sound than Noah.
(D) Makayla is better at discriminating amplitude than Noah.
(E) Makayla is better at discriminating timbre than Noah.

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17. A person uses the availability heuristic to

(A) maintain a positive self-concept during times of stress
(B) make a decision quickly by using the first information that comes to mind
(C) avoid making the fundamental attribution error
(D) prevent making a base-rate fallacy error
(E) avoid a self-fulfilling prophecy

18. A major university develops an assessment that is meant to provide data on whether potential students will be successful at the university level. If there is a relationship between the results of the assessment and student success, that will best indicate that the assessment has

(A) good operational definitions
(B) external validity
(C) predictive validity
(D) content validity
(E) standardization

Questions 19-20 refer to the following information.

Annie experiences disorganized thinking and communicates with people who do not exist.

19. Which of the following is the most likely classification of Annie's problems?

(A) Autism spectrum disorder
(B) Major depressive disorder
(C) Borderline personality disorder
(D) Conversion disorder
(E) Schizophrenia

20. Which of the following treatments is most likely to be used to treat Annie's problems?

(A) Person-centered therapy
(B) Cognitive behavioral therapy
(C) Psychoanalysis
(D) Antipsychotic medication
(E) Electroconvulsive therapy (ECT)

21. According to Diana Baumrind, which of the following is a parenting style that, among children raised in the United States, is most closely associated with the development of self-reliance and confidence?

(A) Authoritarian
(B) Authoritative
(C) Permissive
(D) Neglectful
(E) Secure

22. Alicia has a condition in which tiny crystals break loose and randomly touch and bend the hair cells in her semicircular canals. Which of the following is the most likely effect of this condition?

(A) Loss of feeling in her limbs
(B) Confusion about right and left directions
(C) Dizziness and loss of balance
(D) Inability to recognize her body parts
(E) Inability to determine the position of her joints

23. Sara had an argument with her coworker, Adam. That night, Sara had a dream that she was shopping at a mall and Adam was in every store in which she shopped. A psychoanalyst would say that Adam's being at the mall in her dream was an example of which of the following?

(A) The manifest content
(B) The latent content
(C) Memory consolidation
(D) Repression
(E) A hypnagogic hallucination

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24. Which of the following is a response acquired through classical conditioning?

(A) A woman's stomach growls when she looks at the clock and sees it is almost lunchtime.
(B) A dog salivates at the taste of food.
(C) A man pulls his hand away from a hot burner on the stove.
(D) A child cleans his room more often when he is rewarded for doing so.
(E) A driver stops speeding after receiving a ticket.

25. Dr. Zoey believes that major depressive disorder is caused by neurotransmitter abnormalities and is most effectively treated with medication. Which of the following is a treatment approach that Dr. Zoey most likely supports?

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

26. Which of the following statements correctly matches a physiological change with its corresponding stage of development?

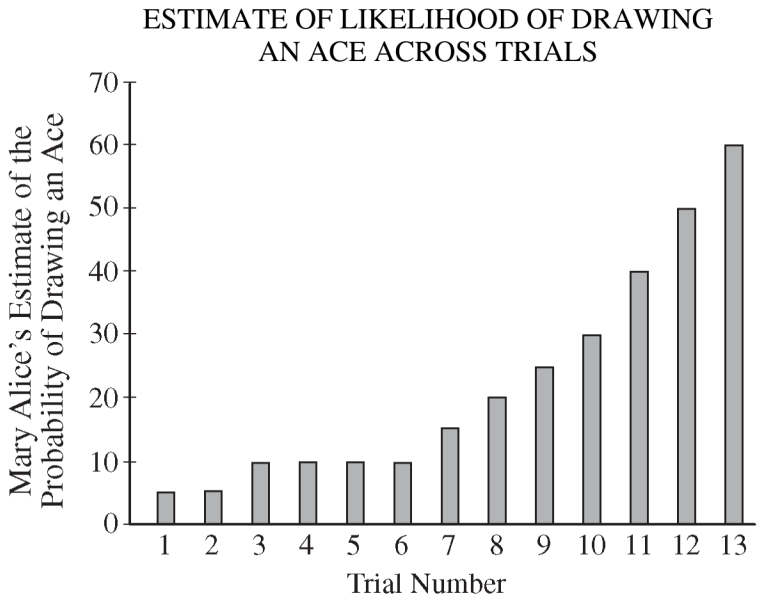
(A) Closing of the neural tube in infancy
(B) Development of secondary sex characteristics during prenatal development
(C) Decrease in neural networking during childhood
(D) Decrease in sex hormones in late adulthood
(E) Increase in hormones in middle adulthood

27. Doug is part of a large creative-design team at an advertising firm. The team comes up with many slogans for products. Some are successful; some are failures. Whenever the team comes up with a winner, Doug takes full responsibility and talks about how much of a role he played in the team's success. When slogans are not effective, he denies having a big role in the project. Doug is most clearly demonstrating

(A) low self-esteem
(B) a self-serving bias
(C) an actor-observer bias
(D) a misattribution error
(E) sublimation

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28. There are four aces in a 52-card deck of playing cards. Prior to drawing a card from the deck, Mary Alice estimates the chance that she will draw an ace and win a prize. Over a series of trials, she did not draw an ace, so she replaced the card she had drawn, shuffled the deck, and drew a card. The graph above shows her estimates of how likely it was that she would draw an ace on the next trial. The pattern of Mary Alice's thinking reflects what psychological phenomenon?

(A) Mental set
(B) Flynn effect
(C) Availability heuristic
(D) Gambler's fallacy
(E) Reasoning by analogy

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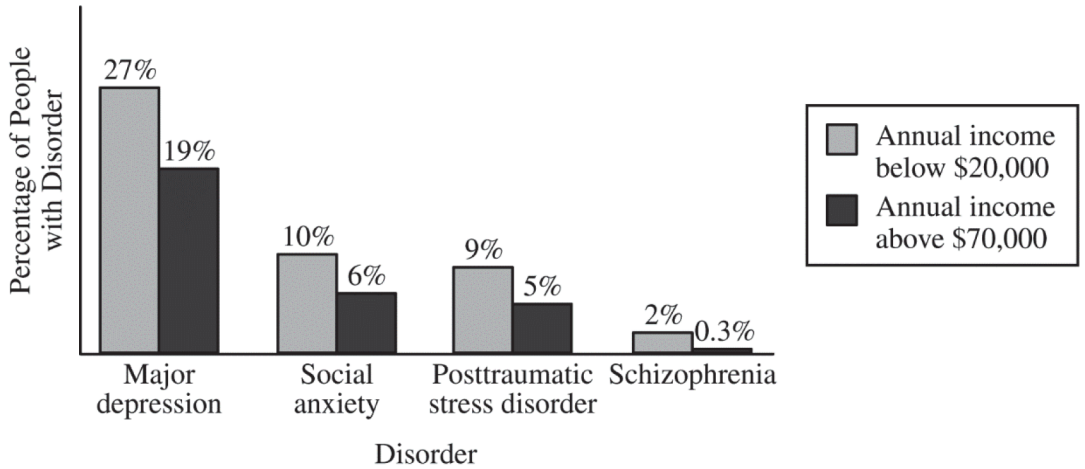
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29. Dr. Roberts conducts a study in which one group of participants counts the number of syllables in each member of a list of twenty words, and the second group creates stories from the same set of words. When later asked to write down as many of the previously seen words as possible, the second group of participants recalls more words than the first group. This study shows the importance of

(A) the pragmatics of language
(B) semantic encoding
(C) maintenance rehearsal
(D) convergent thinking
(E) shallow processing

30. The Thematic Apperception Test (TAT) is an example of which of the following types of tests?

(A) Aptitude
(B) Achievement
(C) Intelligence
(D) Projective
(E) Neuropsychological



31. The results depicted in the graph above supports which of the following perspectives on the origins of abnormal behavior?

(A) Biomedical
(B) Sociocultural
(C) Humanistic
(D) Psychoanalytic
(E) Behavioral

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32. A test author most interested in ensuring that individuals receive similar scores on a personality test every time they take it is attempting to increase which of the following?

(A) Validity
(B) Reliability
(C) Experimenter-expectancy effects
(D) Standardization
(E) Statistical significance

33. Which of the following is the best evidence that environment plays a role in intelligence?

(A) Identical twins reared together are more similar than identical twins reared apart.
(B) Identical twins reared apart are more similar than fraternal twins reared together.
(C) Fraternal twins reared together are more similar than unrelated individuals reared together.
(D) Unrelated individuals reared together are less similar than siblings reared together.
(E) Fraternal twins are less similar than identical twins.

34. Which of the following theorists suggested that intelligence can be classified into general and specific intelligence factors?

(A) Charles Spearman
(B) Lewis Terman
(C) Louis Thurstone
(D) Howard Gardner
(E) Robert Sternberg

35. Which of the following statements is true of Hermann Ebbinghaus and his research?

(A) He used imaging techniques to see if the components of short-term memory were reflected in different regions of the brain.
(B) He studied college students to see if it was easier for them to memorize items presented randomly or in categories.
(C) He memorized and later recalled hundreds of nonsense syllables to document memory decay.
(D) He studied monkeys to see how long it would take for them to habituate to a stimulus.
(E) He studied children over a ten-year period to determine how long information lasts in sensory memory.

36. Which of the following neurotransmitters has been most associated with major depressive disorder?

(A) Acetylcholine
(B) Dopamine
(C) Histamine
(D) Serotonin
(E) Gamma-aminobutyric acid (GABA)

37. Beth received a hemispherectomy to treat a seizure disorder when she was two years old. However, by the time she was five years old, her cognitive abilities were the same as those of a neurotypical five year old. Which of the following best explains her abilities?

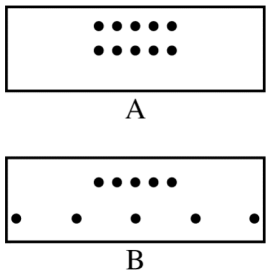
(A) Reuptake
(B) Dual processing
(C) Accommodation
(D) Myelination
(E) Neuroplasticity

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38. In a recent report, a developmental psychologist who studied peer pressure in middle schools obtained data from a large, representative sample of adolescents across the United States. This research most likely involved a

(A) survey
(B) case study
(C) laboratory experiment
(D) naturalistic observation
(E) single-subject design



39. Four-year-old Rebecca states that the two lines in set A have the same number of dots but that the second line in set B has more dots than the first line has. Rebecca's inability to report that the two rows in set B contain the same number of dots reflects a lack of

(A) animism
(B) theory of mind
(C) conservation
(D) accommodation
(E) object permanence

40. Zeke is attempting to learn more about his world. When he encounters a new object, he picks it up and puts it in his mouth. Zeke is most likely in which of Jean Piaget's stages of cognitive development?

(A) Sensorimotor
(B) Preoperational
(C) Concrete operational
(D) Formal operational
(E) Postconventional

41. Which of the following best reflects an external attribution?

(A) Dan practices his violin before his lesson.
(B) Sheila believes that people who are poor are responsible for their financial problems.
(C) George believes that working hard will lead to a promotion at work.
(D) Marcy concludes she did poorly on her exam because it was unfair.
(E) Deirdre reads mystery novels purely for enjoyment.

42. An illusory correlation is best defined as a

(A) perceived relationship where one does not exist
(B) causal relationship
(C) correlation of 0
(D) correlation of -1.0
(E) correlation of +1.0

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43. In Stanley Milgram's experiments, which of the following concepts is a possible explanation for participants' willingness to apply increasingly intense shocks to a confederate in the other room?

(A) Groupthink
(B) Social facilitation
(C) Anchoring
(D) Door-in-the-face
(E) Foot-in-the-door

44. Participants were asked to rate the importance of achieving honor-roll status. Researchers found that students from smaller families rated the importance more highly than students from larger families. The research team concluded that a student's attitude toward school achievement is the result of family size. Which of the following is the most important error made by the research team?

(A) Perceiving order in random events
(B) Generalizing from extreme examples
(C) Using self-report data
(D) Failing to randomly assign participants to conditions
(E) Assuming that correlation proves causation

45. Danielle was laid off from her job six months ago and has been unsuccessful at finding a new one. The income from her long hours of temp work barely covers her bills. She has begun to have frequent cold and flu symptoms and has become depressed. Danielle is most likely in the stage of Hans Selye's general adaptation syndrome known as

(A) alarm
(B) reaction
(C) exhaustion
(D) resistance
(E) delay

46. One day, during a therapy session, the client suddenly began acting angrily toward the therapist with no provocation. A psychodynamically oriented therapist would describe this behavior as which of the following?

(A) Projection
(B) Transference
(C) Countertransference
(D) Sublimation
(E) Reaction formation

47. Which of the following theories proposes that motivational states are controlled by external stimuli?

(A) Cognitive
(B) Homeostatic
(C) Incentive
(D) Evolutionary
(E) Psychoanalytic

48. A man sustains a head injury. After the injury, he is able to tie his shoes, but he does not recall where he lives. Which aspect of the man's memory is intact and which aspect is dysfunctional, respectively?

(A) Procedural and semantic
(B) Procedural and sensory
(C) Semantic and sensory
(D) Episodic and procedural
(E) Episodic and semantic

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49. Cognitive psychologists are most likely to use which method of treatment with their clients?

(A) Aversion therapy
(B) Drug therapy
(C) Free association
(D) Rational-emotive behavior therapy
(E) Counterconditioning

50. Which of the following is the best example of the cognitive process Jean Piaget called assimilation?

(A) When her father cuts her single slice of pizza into three pieces, Megan thinks she has more than her sister, who has a single slice.
(B) When her mother leaves the room, Lillian continues playing with toys without becoming anxious.
(C) Having learned that his family pet is a dog, William sees a neighbor's cat and says, "Dog!"
(D) David, who previously called all animals "doggies," sees a horse and says, "Horse!"
(E) After his favorite toy car is accidentally kicked under a bed where he cannot see it, two-year-old Arturo crawls under the bed to retrieve it.

51. Parkinson's disease is most closely associated with

(A) decreases in levels of dopamine
(B) reduced availability of acetylcholine
(C) destruction of the myelin sheath
(D) an increase in the number of synapses
(E) stimulation of action potentials

52. Which of the following is a parasympathetic nervous system response?

(A) Pupil dilation
(B) Inhibition of bladder contraction
(C) Increased digestion
(D) Increased adrenaline secretion
(E) Inhibition of salivation

53. Being able to perform a task so well that the performance becomes automatic is most likely a result of

(A) homeostasis
(B) instinct
(C) discriminative learning
(D) self-efficacy
(E) overlearning

54. Most intelligence tests are normed such that the mean score is 100 and the standard deviation is 15. Therefore, the discovery of the Flynn effect leads one to conclude that

(A) IQ tests should be renormed at periodic intervals
(B) the tests may not have been valid when they were initially constructed
(C) members of minority groups may not be accurately assessed by IQ tests
(D) the relatively high reliability coefficients for IQ tests may not be accurate
(E) IQ scores tend not to change over the course of a person's life

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55. Lewis Terman's studies of gifted children indicated that

(A) they often experience psychological problems as adults
(B) they frequently have difficulty interacting with peers
(C) they generally demonstrate above-average emotional stability and social satisfaction in adulthood
(D) their intelligence scores continue to increase throughout their lives
(E) they are more likely than average to have difficulties in marriage or other personal relationships as adults

56. Ahmet is allergic to dogs. While in the toy store he sees a stuffed toy dog and has an allergic reaction. Ahmet's reaction to the toy best demonstrates the process of

(A) spontaneous recovery
(B) secondary reinforcement
(C) latent learning
(D) generalization
(E) shaping

57. Jeff lives in the United States, and he recently flew to Spain. Even after sleeping for several hours on the flight, he still felt lethargic for a few days. If Jeff has not caught an illness, which of the following is the most likely explanation for his physical response?

(A) His circadian rhythm has been disrupted.
(B) His stages of sleep are out of order.
(C) His delta waves have lost significant amplitude.
(D) He has narcolepsy.
(E) He is experiencing REM rebound.

58. Dr. Jones is conducting research to determine if IQ changes with age. The research design includes three groups of participants. Group 1 consists of 10 year olds, group 2 of 15 year olds, and group 3 of 25 year olds. Dr. Jones gives an IQ test to all three groups to determine the average IQ of each group. The design of the research is

(A) longitudinal
(B) cross-sequential
(C) cross-sectional
(D) experimental
(E) observational

59. The self-actualizing tendency is most associated with which of the following personality perspectives?

(A) Psychoanalytic
(B) Social cognitive
(C) Trait
(D) Humanistic
(E) Biological

60. Which of the following is true of how the human eye detects the color red?

(A) It relies on only cones.
(B) It relies on only rods.
(C) It relies on both rods and cones.
(D) It occurs at the level of the pupil.
(E) It occurs at the level of the lens.

61. Belinda exhibits diminished pleasure in her daily activities, significant weight loss, insomnia, fatigue, and feelings of excessive guilt. Belinda's problems are most consistent with which of the following disorders?

(A) Obsessive-compulsive
(B) Bipolar
(C) Schizophrenia
(D) Major depressive
(E) Agoraphobia

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Questions 62-64 are based on the following.

Data Set A	Data Set B
3	16
4	17
6	18
12	18
16	18
17	19
19	20

62. In data set A, the mean is

(A) 3
(B) 11
(C) 12
(D) 13
(E) 18

63. In data set B, the range is

(A) −1
(B) 1
(C) 4
(D) 12
(E) 18

64. Using the data in sets A and B, which of the following statements is true?

(A) Both sets of data are bimodal.
(B) Set B has a smaller standard deviation than set A.
(C) The mean for set B is smaller than the mean for set A.
(D) Each set of data represents a normal distribution.
(E) Data set B has a skewed distribution.

65. Clinical researchers are interested in gaining insight into the causes of abnormal behavior. One way that they do this is to delve deeply into the histories of patients with a common diagnosis, interviewing family, friends, teachers, therapists, physicians, babysitters, and others who can provide rich details about the patients' lives. Then, researchers try to see if there are any common themes in the information gathered. What research method does this strategy represent?

(A) Experiment
(B) Quantitative analysis
(C) Case study
(D) Quasi-experiment
(E) Naturalistic observation

66. Stimulation of which of the following brain areas will lead a person to eat?

(A) Ventromedial hypothalamus
(B) Lateral hypothalamus
(C) Thalamus
(D) Somatosensory cortex
(E) Pons

67. Sam has shown some marked changes in the way he is able to communicate after having a stroke. He knows what he wants to say, but his speech is slow and labored. Sam's grammar is also quite poor. The part of Sam's brain that most likely sustained damage is

(A) the primary somatosensory cortex
(B) the primary motor cortex
(C) the locus coeruleus
(D) Broca's area
(E) Wernicke's area

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68. Firefighters are often required to walk through local buildings and drive trucks around the areas they serve as part of their training. The most likely purpose of this type of training is to develop

(A) a cognitive map
(B) a prototype
(C) an algorithm
(D) a mental set
(E) functional fixedness

69. In classical conditioning, repeated presentations of the conditioned stimulus without the unconditioned stimulus lead to

(A) acquisition
(B) discrimination
(C) extinction
(D) backward conditioning
(E) stimulus generalization

70. The use of tokens in token economies is an example of which of the following types of reinforcement?

(A) Primary
(B) Secondary
(C) Negative
(D) Vicarious
(E) Aversive

71. The division of the nervous system that most directly allows voluntary muscle movement is the

(A) midbrain
(B) forebrain
(C) sympathetic
(D) parasympathetic
(E) somatic

72. Which of the following approaches to psychology focuses on adaptive, creative, and fulfilling aspects of human experiences?

(A) Behavioral
(B) Positive
(C) Functional
(D) Psychodynamic
(E) Motivational

73. Connie always worries that something terrible is about to happen even when her environment is secure. She constantly fidgets and never feels relaxed. Connie is most likely to be diagnosed with

(A) specific phobia
(B) panic disorder
(C) generalized anxiety disorder
(D) posttraumatic stress disorder
(E) somatization disorder

74. John moves to a new job in a large urban area. For the first few days, John is continuously distracted by the sounds of traffic and street noise. By the end of the first week, John barely notices the sounds of the city. Which of the following has occurred?

(A) Sensitization
(B) Habituation
(C) Accommodation
(D) Signal detection
(E) Conduction deafness

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75. A childhood friend asked Jeffrey whether he remembered where they went on summer vacation when they were eight years old. Jeffrey's ability to recall correctly will rely on which of the following?

(A) Recognition memory
(B) Free association
(C) The method of loci
(D) Implicit memory
(E) Episodic memory

76. After each bar press, a laboratory rat receives electric stimulation to its brain. The rate of bar pressing increases. This is an example of

(A) positive reinforcement
(B) negative reinforcement
(C) secondary reinforcement
(D) negative punishment
(E) positive punishment

77. Alice is shopping with her daughter when she hears the word "mom." Alice answers, only to realize that the sales clerk said "ma'am" to a customer. This inaccurate perception can be attributed to

(A) perceptual expectancy
(B) the Müller-Lyer illusion
(C) Weber's law
(D) figure-ground organization
(E) sound constancy

78. Melissa reads in a parenting magazine that the average age at which children first walk on their own is twelve months old, and most children walk within the range of nine to seventeen months old. The article is discussing the concept of

(A) standardized testing
(B) developmental norms
(C) reliability
(D) validity
(E) inferential statistics

79. One-year-old Sydney cries when his father hands him to an unfamiliar babysitter and leaves the room. Sydney's reaction is a result of his acquisition of

(A) conventional reasoning
(B) self-concept
(C) gender identity
(D) object permanence
(E) conservation

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80. Survey research has shown that people with high levels of empathy (that is, an ability to imagine and feel what others are experiencing) tend to indicate lower ratings of enjoyment of violent humor than people with lower levels of empathy. Based on these results, one can conclude that

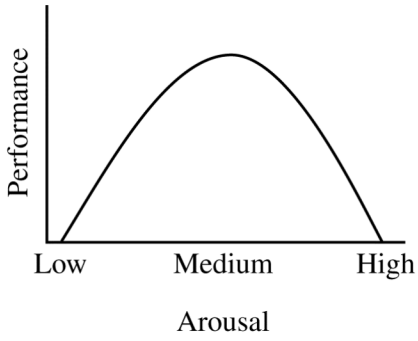
(A) empathy level causes people to like or dislike violent humor
(B) liking violent humor leads to lower levels of empathy
(C) level of empathy correlates negatively with enjoyment of violent humor
(D) level of empathy correlates positively with enjoyment of violent humor
(E) the correlation between humor and empathy is unreliable

81. In the Stanford prison simulation, participants were randomly assigned to one of two groups, guards or prisoners. After a few days, the prisoners staged a failed revolt and were consequently punished and humiliated by the guards. How did the researchers explain the abusive behavior of the guards?

(A) The guards were obeying the warden's authoritative instructions.
(B) The guards were influenced by their role and the situation.
(C) The guards had aggressive dispositions.
(D) The guards were raised and conditioned in abusive homes.
(E) The guards had higher levels of testosterone than the prisoners.

82. Steve was recently arrested for credit card fraud. He has a history of breaking the law and getting into fights with others. He frequently lies and has conned his family out of money on several occasions. When confronted about his behavior, he does not express any remorse for those he has harmed. Which of the following disorders most closely matches Steve's behaviors?

(A) Borderline personality
(B) Major depressive
(C) Antisocial personality
(D) Schizophrenia
(E) Generalized anxiety



83. The above graph is most closely associated with

(A) homeostasis
(B) general adaptation syndrome
(C) misattribution of arousal
(D) self-serving bias
(E) Yerkes-Dodson law of arousal

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84. Which of the following individuals would be most intrinsically motivated to write?

(A) Greg, who will keep his job as an editor only if he publishes a top-selling book every month
(B) Andy, who expects to be paid $20,000 for each book that he publishes
(C) Carlota, who wants to publish enough books to buy her dream home
(D) Savitri, who has several interesting stories that she wants to write
(E) Ray, who was offered $5,000,000 to write a sequel to his first book, which was a top seller

85. In a study conducted by Philip Zimbardo, female college students were asked to shock other students. Half of the female students each wore a hood and lab coat to hide their identity. The other half each wore their own clothes and a large name tag. The results indicated that the hooded students delivered twice as many shocks as the other students. The results of the study indicate that an important contributor to deindividuation is

(A) having same-sex participants
(B) groupthink
(C) social inhibition
(D) high arousal
(E) anonymity

86. Achariya is lost. She quickly scans the crowd and decides to ask an elderly woman for directions because she believes the woman will be kind. Which method of problem solving did Achariya most likely use?

(A) An algorithm
(B) The availability heuristic
(C) The representativeness heuristic
(D) Trial and error
(E) Divergent thinking

87. Which of the following phenomena can the opponent-process theory of color vision explain that the trichromatic theory cannot?

(A) The presence of the blind spot
(B) Accommodation of the lens
(C) The detection of white light
(D) Light and dark adaptation
(E) Negative afterimages

88. A researcher is studying the effect of caffeinated drinks on the activity level of ten-year-old children. Half of the children in the study drank caffeinated soda, and half drank noncaffeinated soda. Neither the research team nor the children knew which drinks had caffeine and which drinks did not. The researchers were using

(A) the placebo effect
(B) random selection
(C) a correlational study
(D) a single-blind design
(E) a double-blind design

89. According to Robert Sternberg's triarchic theory, which of the following types of intelligence would be most useful in solving a mathematics problem that requires one numerical answer?

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

90. Which of the following falls under the category of somatic symptom and related disorders?

(A) Conversion disorder
(B) Generalized anxiety disorder
(C) Dissociative identity disorder
(D) Kleptomania
(E) Schizophrenia

91. Jordan learns a trick to solve one particular type of math problem. He then uses the same trick to solve other types of math problems, even though it does not work and he keeps getting the wrong answer. Jordan's use of the trick is an example of

(A) spontaneous recovery
(B) reversibility
(C) a prototype
(D) insight
(E) a mental set

92. Which therapeutic technique has its origins in the humanistic perspective?

(A) Unconditional positive regard
(B) Free association
(C) Systematic desensitization
(D) Token economy
(E) Contingency management

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93. When Jeremy hears that his neighbor's house has been robbed, he argues that the neighbor deserved it because he leaves his expensive electronics out where people can see them. Jeremy's belief is best explained by which of the following cognitive biases?

(A) The fundamental attribution error
(B) The just-world hypothesis
(C) Out-group homogeneity bias
(D) The availability heuristic
(E) Self-handicapping

94. Ernest and Josephine Hilgard conducted experiments in which participants had one hand in painfully icy water and the other hand on a button to alert the experimenter of feelings of pain. After the participants were hypnotized to not feel pain, participants did not verbally report feeling pain even though they subconsciously pressed the button to indicate that they felt pain. How did the experimenters explain the contradiction in pain perception?

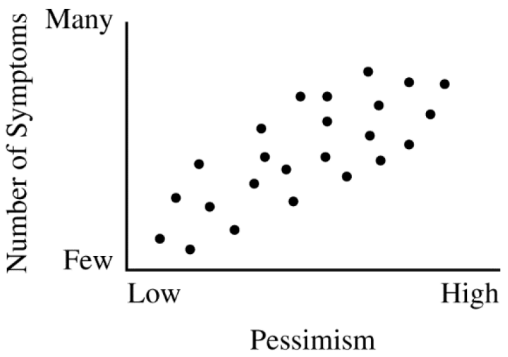
(A) The participants cannot be hypnotized.
(B) The participants are experiencing a psychotic breakdown.
(C) The participants are experiencing dissociation.
(D) The participants are repressing the pain in their unconscious.
(E) The participants are dreaming.

95. Ana is instructed by her doctor to wear a patch over one eye while an infection heals. While wearing the patch, Ana will lose her ability to use which of the following depth perception cues?

(A) Relative size
(B) Interposition
(C) Texture gradient
(D) Linear perspective
(E) Retinal disparity

96. Which theory of motivation is most likely to suggest that a younger woman would be attracted to an older man because of his greater ability to provide for her?

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



97. A professor conducts a survey examining the relationship between pessimism and mental-health problems, and the results of her study are depicted in the scatterplot above. Which of the following types of relationship between pessimism and mental-health problems do her data suggest?

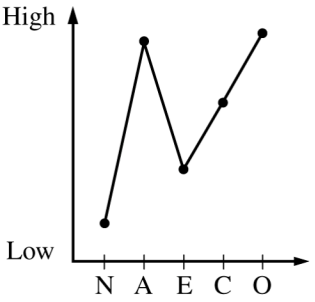
(A) A positive correlation
(B) A negative correlation
(C) Zero correlation
(D) Cause and effect
(E) An illusory correlation

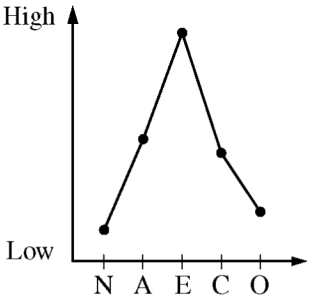
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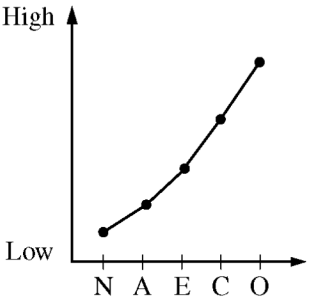
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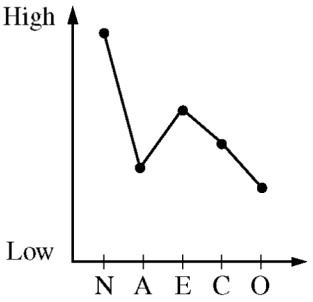
98. Raven is an artist who is relaxed, self-disciplined, and emotionally stable. She is very trusting and cooperative. She prefers staying at home to going out socially. Which of the following diagrams best represents Raven's personality according to the Big Five trait dimensions?

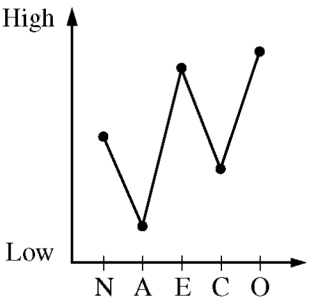
N = Neuroticism
A = Agreeableness
E = Extraversion
C = Conscientiousness
O = Openness

(A)


(B)


(C)


(D)


(E)


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99. Placing group needs above one's own needs is known as

(A) ethnocentrism
(B) prejudice
(C) collectivism
(D) ego defense
(E) cognitive dissonance

100. A medication that primarily enhances the activity of gamma-aminobutyric acid (GABA) in the brain would likely be used for the treatment of which disorder?

(A) Bipolar
(B) Generalized anxiety
(C) Antisocial personality
(D) Schizoid personality
(E) Schizophrenia

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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AP® Psychology Exam

SECTION II: Free Response

2019

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
   ☐☐☐☐☐☐
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   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 4PBP4-S

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

Question 1 begins on page 4.

Question 2 begins on page 12.

PSYCHOLOGY
SECTION II
Time—50 minutes
Percent of total score—$33\frac{1}{3}$

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

1. Researchers dropped 200 identical wallets on sidewalks near a large university. Each wallet contained the name and address of the owner and either a photograph of a baby, a photograph of a puppy, a photograph of a young family, a photograph of an older couple, or no photograph. The researchers hypothesized that the type of photograph left in the wallet would influence the rate of return. The wallets with a photograph of the baby and the wallets with a photograph of the puppy were left early in the morning, the wallets with a photograph of the young family were left in the afternoon, and the wallets with either no photograph or a photograph of an older couple were left in the evening. Eighty-four of the 200 wallets (42%) were eventually mailed back to the owner, as shown below.

Type of Photograph	Baby	Puppy	Young family	No photograph	Older couple
Return Rate	80%	65%	47%	10%	5%

   A. Identify the following aspects of the study as described above.
      - Control condition
      - Dependent variable
      - Confounding variable

   B. How might cognitive dissonance explain why people returned the wallets?

   C. How might individualistic culture explain why people did not return the wallets?

   D. How might out-group bias explain the low rate of return for the wallets with the older couple's photograph?

   E. A survey was conducted in which individuals were asked, "Would you return a lost wallet that you found?" Use social desirability bias to explain whether the percentage of individuals who answered "yes" to this survey question would be higher, the same, or lower than the overall return rate (42%) in the study above.

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ANSWER PAGE FOR QUESTION 1

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2. Purvik and Nisha spent a summer day at a popular amusement park with friends. They rode roller coasters, ate cotton candy, and played carnival games to win prizes. Explain how each of the following might have played a role in their day.

    - Amygdala
    - Approach-approach conflict
    - Arousal theory
    - Informational social influence
    - Motion parallax
    - Taste aversion
    - Vestibular sense

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ANSWER PAGE FOR QUESTION 2

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ADDITIONAL ANSWER PAGE FOR QUESTION 2

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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.**

Answer Key for AP Psychology

Practice Exam, Section I

Question 1: D
Question 2: E
Question 3: C
Question 4: D
Question 5: C
Question 6: B
Question 7: C
Question 8: C
Question 9: E
Question 10: D
Question 11: C
Question 12: D
Question 13: D
Question 14: D
Question 15: E
Question 16: E
Question 17: B
Question 18: C
Question 19: E
Question 20: D
Question 21: B
Question 22: C
Question 23: A
Question 24: A
Question 25: B
Question 26: D
Question 27: B
Question 28: D
Question 29: B
Question 30: D
Question 31: B
Question 32: B
Question 33: A
Question 34: A
Question 35: C
Question 36: D
Question 37: E
Question 38: A
Question 39: C
Question 40: A
Question 41: D
Question 42: A
Question 43: E
Question 44: E
Question 45: C
Question 46: B
Question 47: C
Question 48: A
Question 49: D
Question 50: C
Question 51: A
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Question 53: E
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Question 56: D
Question 57: A
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Question 70: B
Question 71: E
Question 72: B
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Question 99: C
Question 100: B

AP® PSYCHOLOGY
2019 SCORING GUIDELINES

Question 1

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Question 1 (continued)

Point 1: Control condition

Response must include text referring to the wallet without a photograph being the control condition.

- **Score:** "The control condition in this experiment was no photograph in the wallet."
- **Score:** "The control condition is what receives no treatment or manipulation. In the experiment, the wallet with no picture is the control because it received no treatment/picture"
- **Do NOT score** references to procedures that reflect other ways that the researcher may exert control over the procedures, including experimental control.

Point 2: Dependent variable

Response must include text about rate of return of the wallets or the quantity/percentage of returned wallets.

- **Score:** "The dependent variable is the rate of return (%) for the wallets."
- **Score:** "The dependent variable is what is measured by the researchers and thus is the percentage of photos returned by each type of photo in the wallets."
- **Do NOT score** references to how fast the wallets were returned.
- **Do NOT score** references to the independent variable.

Point 3: Confounding variable

Response must include text about the fact that the wallets with the different photographs were left at different times of day.

- **Score:** "The confounding variable is the time of day that the wallets were dropped."
- **Score:** "Confounding variable is an uncontrolled variable that would mess up the experiment. In this case, time of day the wallet was dropped off is a confounding variable because people might be more willing to take a wallet under cover of darkness."
- **Score:** "The confounding variable is time, either they dropped off the wallets in the morning, evening, or the afternoon. This is a changing variable that could possibly have played an influence in the study but is not the independent variable."
- **Do NOT score** references to time alone, unless it illustrates that time of day varied in tandem with the independent variable.

Point 4: Cognitive dissonance

Response must include text that returning the wallets is an attempt to reduce the tension or anxiety caused by conflicting personal beliefs or actions about whether or not to keep the wallet.

- **Score:** "Cognitive dissonance can explain the reasoning of people returning the wallets because of tension caused by the misalignment of actions and thinking. They think they are a good person and taking the wallet would not match the behavior of a good person, so they return the wallet to ease their tension."
- **Score:** "Cognitive dissonance is when someone has two beliefs that contradict each other. This causes discomfort, which leads to someone to either change their behavior or their reasoning. If the person who found the wallet and wanted to keep the money but felt it was morally correct to return it, they would return the wallet to make themselves feel better."
- **Do NOT score** references to emotion alone, unless it is clear that the feelings are caused by an internal conflict between beliefs and behavior.
- **Do NOT score** references to empathy as reasons for returning the wallet.

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Question 1 (continued)

Point 5: Individualistic culture

Response must include text about how individualistic culture, with its the emphasis on the self and one's own goals, would make one less likely to return the wallet.

- **Score:** "Individualistic culture contributes to the reason why some may not have returned the wallet because the idea of individualistic culture is that one's self should be put before anyone else."
- **Score:** "Individualistic cultures describe how an individual's choices should be self-serving first. Thus, some people would not return the wallet because it benefits them personally. "
- **Do NOT score** references to collectivistic culture alone.

Point 6: Out-group bias

Response must include text about the people picking up the wallets are likely to be young. Because the photo is of an older couple, it is less likely they would return the wallet for a member of a different group.

- **Score:** "Outgroup-bias is a bias against 'them,' the people who are not a part of our in-group. This explains the low rate of return for the wallets with the older couple because it is unlikely that they are members of the in-group typically found on a university campus."
- **Score:** "The people who found the wallet are most likely to be college students and probably did not feel obligated to return a wallet belonging to an older couple that is not part of their group (younger people). These younger people could not connect to the older people since they are not the same or even similar to them."
- **Do NOT score** references to prejudice or simple dislike of the group shown in the photo.
- **Do NOT score** references to in-group bias alone.

Point 7: Social Desirability Bias

Response must include text that clearly refers to survey responses being higher than the actual return rate because the respondent wants to seem positive to others.

- **Score:** "When using the social desirability bias as a factor, people will choose an option that is more in tune with societal norms. The percentage of people saying they would return the wallets will be higher than actually returned in the experiment."
- **Score:** "In this survey, more people would respond 'yes' to the wallet question because in our society the socially acceptable thing to do is to return the wallet."
- **Score:** "If the survey was conducted where keeping the wallet was valued more than returning it, the social desirability effect may encourage more people to say 'no' in order to fit in with a tough crowd that they are trying to impress."
- **Note:** Student responses could indicate the survey response rates as lower or the same as long as it is adequately justified in a way that is consistent with social desirability.
- **Do NOT score** references to the experiment using the lost wallet procedure alone.

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Question 2

Purvik and Nisha spent a summer day at a popular amusement park with friends. They rode roller coasters, ate cotton candy, and played carnival games to win prizes. Explain how each of the following might have played a role in their day.

- Amygdala
- Approach-approach conflict
- Arousal theory
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Point 1: Amygdala

Response must indicate a specific emotion related to, or synonymous with, fear or aggression.

- **Score:** "The amygdala could have played a role in their day when Nisha was afraid to go on roller coasters."
- **Score:** "Purvik and Nisha attempted to win a prize from the carnival game, but when they failed their amygdala initiated feelings of anger."
- **Do Not Score:** "Their amygdalas could have been used when they were happy to eat because the amygdala controls emotion."

Point 2: Approach-approach Conflict

Response must indicate a **conflict** between two possibilities that are both seen as positive.

- **Score:** "Purvik only has time for one more roller coaster so he must decide between riding his favorite roller coaster or the new roller coaster he was excited to ride."
- **Score:** "Purvik and Nisha must make a decision whether to eat yummy cotton candy or delicious ice cream."
- **Note:** Assume that choices are positive unless there is a clear indication that one of the options is bad/negative.

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Question 2 (continued)

Point 3: Arousal Theory

Response must indicate that Purvik or Nisha is motivated to do something in order to reach their preferred or optimal level of arousal, or their physiological state impacts performance.

Pathways to score may include any of the following:

Motivation Impacts Arousal	**Level of Arousal Impacts Performance**
People are motivated to engage in a given behavior to raise or lower their arousal levels.	Moderate level of arousal leads to the highest level of performance.
	Low levels of arousal would lead to the best performance on new or complex tasks.
	High levels of arousal would lead to better performance on easier or well-rehearsed tasks.
Score: "Purvik goes on roller coasters to get an adrenaline rush."	**Score:** "Nisha would perform better at a new carnival game if she was not was too calm but not too nervous."

Point 4: Informational Social Influence

Response must indicate a change in attitude or behavior because a person accepts someone else`s rationale/justification. Response must go beyond just fitting in or doing something because others are doing it. This is in order to differentiate from normative social influence.

- **Score:** "If someone came up to Nisha and told her a specific ride was unsafe, Nisha wouldn`t want to go on the ride because she would assume the stranger is correct about the ride."
- **Score:** "If Nisha and Purvik are trying to choose which line to join to enter a ride, they follow the season tickets holders, assuming they know the best way to navigate the park."

Point 5: Motion Parallax

Response must indicate that individuals perceive close objects moving faster or in the opposite direction, or distant objects moving slowly or in the same direction.

- **Score:** "Motion parallax would have helped them perceive depth while riding the roller coaster as distant objects would have moved by more slowly."
- **Score:** "As Purvik and Nisha are riding roller coasters, objects that are closer (the safety fence) to them will appear to move faster across their field of vision than objects that are further in the distance (cars in the parking lot)."

Point 6: Taste Aversion

Response must indicate that the person associates ingesting a certain food with feeling ill/sick, **and subsequently** they are likely to have a negative response or avoid the food in the future.

- **Score:** "If Purvik or Nisha eats something that makes them sick that day, they will avoid that thing in the future."
- **Score: "**If Purvik or Nisha eats something that has made them sick in the past, such as a hot dog, they are likely to avoid it at the amusement park."

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Question 2 (continued)

Point 7: Vestibular Sense

Response must include maintaining balance, coordination, equilibrium, or feeling dizzy and disorientated.

- **Score:** "Purvik rides a roller coaster and then feels dizzy."
- **Score:** "Typically, we use our semicircular canals for our sense of balance and orientation, when flipped upside down on a roller coaster, we rely on our vestibular sense to tell us that our feet should not be above our head."
- **Do Not Score**: "Kinesthetic sense".

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2019 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 7)	× 3.5714 =	_____ (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
110-150	5
91-109	4
77-90	3
65-76	2
0-64	1

2019 AP Psychology
Question Descriptors and Performance Data

Multiple-Choice Questions

Question	Skill	Learning Target	Topic	Key	% Correct
1	1.B	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	Cognitive Development in Childhood	D	59
2	1.A	5.L: Define intelligence and list characteristics of how psychologists measure intelligence.	Introduction to Intelligence	E	54
3	1.A	7.J: Identify the contributions of major researchers in personality theory.	Introduction to Personality	C	36
4	1.C	7.E: Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.	Specific Topics in Motivation	D	63
5	1.B	5.G: Describe strategies for memory improvement and typical memory errors.	Forgetting and Memory Distortion	C	77
6	1.B	8.I: Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	Feeding and Eating, Substance and Addictive, and Personality Disorders	B	89
7	1.C	7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each.	Theories of Motivation	C	83
8	1.B	9.C: Anticipate the impact of self-fulfilling prophecy on behavior.	Attribution Theory and Person Perception	C	69
9	1.C	1.C: Describe and compare different theoretical approaches in explaining behavior.	Introducing Psychology	E	76
10	1.B	4.I: Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.	Operant Conditioning	D	52
11	1.B	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	Psychological Perspectives and Treatment of Disorders	C	81
12	1.B	5.F: Describe strategies for retrieving memories.	Retrieving	D	70
13	1.B	9.K: Describe the variables that contribute to altruism and aggression.	Altruism and Aggression	D	39
14	1.B	2.I: Describe the nervous system and its subdivisions and functions in the brain.	The Brain	D	73
15	1.B	9.I: Predict the impact of the presence of others on individual behavior.	Group Influences on Behavior and Mental Processes	E	88
16	1.B	3.I: Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	Auditory Sensation and Perception	E	19
17	1.A	5.K: Identify problem-solving strategies as well as factors that create bias and errors in thinking.	Biases and Errors in Thinking	B	87
18	1.B	5.P: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	Psychometric Principles and Intelligence Testing	C	69
19	1.B	8.F: Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.	Neurodevelopmental and Schizophrenic Disorders	E	94
20	1.B	8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	Treatment of Disorders from the Biological Perspective	D	81
21	1.C	6.E: Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	Social Development in Childhood	B	74
22	1.B	3.K: Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.	Body Senses	C	79
23	1.B	2.S: Discuss aspects of sleep and dreaming.	Sleep and Dreaming	A	54
24	1.B	4.F: Describe basic classical conditioning phenomena.	Classical Conditioning	A	68

2019 AP Psychology
Question Descriptors and Performance Data

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25	1.C	8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	Treatment of Disorders from the Biological Perspective	B	92
26	1.A	6.L: Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	Adulthood and Aging	D	61
27	1.B	9.A: Apply attribution theory to explain motives.	Attribution Theory and Person Perception	B	85
28	2	5.K: Identify problem-solving strategies as well as factors that create bias and errors in thinking.	Biases and Errors in Thinking	D	56
29	1.B	5.D: Outline the principles that underlie construction and encoding of memories.	Encoding	B	72
30	1.A	7.P: Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.	Measuring Personality	D	49
31	2	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	Psychological Perspectives and Treatment of Disorders	B	78
32	1.A	5.P: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	Psychometric Principles and Intelligence Testing	B	73
33	1.A	5.M: Discuss how culture influences the definition of intelligence.	Introduction to Intelligence	A	75
34	1.A	5.O: Identify the contributions of key researchers in intelligence research and testing.	Introduction to Intelligence	A	39
35	1.A	5.C: Identify the contributions of key researchers in cognitive psychology.	Introduction to Memory	C	37
36	1.A	2.G: Identify basic process of transmission of a signal between neurons.	Neural Firing	D	74
37	1.B	2.M: Discuss the role of neuroplasticity in traumatic brain injury.	The Adaptable Brain	E	79
38	3	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	Research Methods in Psychology	A	78
39	1.B	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	Cognitive Development in Childhood	C	65
40	1.B	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	Cognitive Development in Childhood	A	71
41	1.C	7.L: Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.	Behaviorism and Social Cognitive Theories of Personality	D	68
42	1.A	1.I: Describe how research design drives the reasonable conclusions that can be drawn.	Defining Psychological Science - The Experimental Method	A	79
43	1.A	9.E: Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	Attitude Formation and Attitude Change	E	48
44	3	1.I: Describe how research design drives the reasonable conclusions that can be drawn.	Defining Psychological Science - The Experimental Method	E	88
45	1.C	7.H: Discuss theories of stress and the effects of stress on psychological and physical well-being.	Stress and Coping	C	83
46	1.C	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	Psychological Perspectives and Treatment of Disorders	B	43
47	1.C	7.A: Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	Theories of Motivation	C	69
48	1.B	5.B: Describe and differentiate psychological and physiological systems of memory.	Introduction to Memory	A	78
49	1.A	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	Psychological Perspectives and Treatment of Disorders	D	47
50	1.B	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	Cognitive Development in Childhood	C	64

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Question Descriptors and Performance Data

Question	Skill	Learning Target	Topic	Key	% Correct
51	1.A	2.G: Identify basic process of transmission of a signal between neurons.	Neural Firing	A	50
52	1.A	2.E: Describe the nervous system and its subdivisions and functions.	Overview of the Nervous System and the Neuron	C	48
53	1.A	5.E: Outline the principles that underlie effective storage of memories.	Storing	E	31
54	1.A	5.L: Define intelligence and list characteristics of how psychologists measure intelligence.	Introduction to Intelligence	A	43
55	1.A	5.O: Identify the contributions of key researchers in intelligence research and testing.	Introduction to Intelligence	C	31
56	1.B	4.F: Describe basic classical conditioning phenomena.	Classical Conditioning	D	83
57	1.B	2.S: Discuss aspects of sleep and dreaming.	Sleep and Dreaming	A	88
58	3	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	Research Methods in Psychology	C	68
59	1.C	7.M: Compare and contrast humanistic theories of personality with other theories of personality.	Humanistic Theories of Personality	D	73
60	1.A	3.F: Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	Visual Anatomy	A	71
61	1.B	8.G: Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.	Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders	D	96
62	2	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	Statistical Analysis in Psychology	B	84
63	2	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	Statistical Analysis in Psychology	C	90
64	2	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	Statistical Analysis in Psychology	B	72
65	3	1.F: Differentiate types of research with regard to purpose, strengths, and weaknesses.	Research Methods in Psychology	C	61
66	1.A	2.I: Describe the nervous system and its subdivisions and functions in the brain.	The Brain	B	52
67	1.B	2.J: Identify the contributions of key researchers to the study of the brain.	The Brain	D	78
68	1.B	5.D: Outline the principles that underlie construction and encoding of memories.	Encoding	A	88
69	1.A	4.F: Describe basic classical conditioning phenomena.	Classical Conditioning	C	65
70	1.A	4.H: Predict the effects of operant conditioning.	Operant Conditioning	B	59
71	1.A	2.E: Describe the nervous system and its subdivisions and functions.	Overview of the Nervous System and the Neuron	E	60
72	1.A	1.E: Distinguish the different domains of psychology.	Introducing Psychology	B	38
73	1.B	8.G: Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.	Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders	C	83
74	1.B	3.B: Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	Principles of Sensation	B	64
75	1.B	5.B: Describe and differentiate psychological and physiological systems of memory.	Introduction to Memory	E	63
76	1.B	4.H: Predict the effects of operant conditioning.	Operant Conditioning	A	69
77	1.B	3.D: Discuss how experience and culture can influence perceptual processes.	Principles of Perception	A	50

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Question Descriptors and Performance Data

Question	Skill	Learning Target	Topic	Key	% Correct
78	1.A	6.C: Discuss maturation of motor skills.	The Lifespan and Physical Development in Childhood	B	87
79	1.B	6.H: Explain the maturation of cognitive abilities (Piaget's stages, Information process).	Cognitive Development in Childhood	D	44
80	3	1.I: Describe how research design drives the reasonable conclusions that can be drawn.	Defining Psychological Science - The Experimental Method	C	77
81	1.A	9.F: Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	Conformity, Compliance, and Obedience	B	95
82	1.B	8.I: Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.	Feeding and Eating, Substance and Addictive, and Personality Disorders	C	78
83	2	7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each.	Theories of Motivation	E	82
84	1.B	7.A: Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	Theories of Motivation	D	81
85	1.A	9.F: Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	Conformity, Compliance, and Obedience	E	80
86	1.B	5.I: Identify problem-solving strategies as well as factors that influence their effectiveness.	Introduction to Thinking and Problem Solving	C	69
87	1.A	3.F: Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	Visual Anatomy	E	57
88	3	1.H: Identify independent, dependent, confounding, and control variables in experimental designs.	Defining Psychological Science - The Experimental Method	E	90
89	1.C	5.N: Compare and contrast historic and contemporary theories of intelligence.	Introduction to Intelligence	A	87
90	1.A	8.H: Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.	Trauma- and Stressor-Related, Dissociative, and Somatic Sympton and Related Disorders	A	49
91	1.B	5.K: Identify problem-solving strategies as well as factors that create bias and errors in thinking.	Biases and Errors in Thinking	E	70
92	1.A	8.L: Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	Psychological Perspectives and Treatment of Disorders	A	75
93	1.B	9.A: Apply attribution theory to explain motives.	Attribution Theory and Person Perception	B	63
94	1.A	2.O: Describe various states of consciousness and their impact on behavior.	The Adaptable Brain	C	55
95	1.B	3.F: Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	Visual Anatomy	E	56
96	1.B	7.B: Compare and contrast motivational theories, including the strengths and weaknesses of each.	Theories of Motivation	A	43
97	2	1.L: Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	Statistical Analysis in Psychology	A	92
98	2	7.O: Compare and contrast trait theories of personality with other theories of personality.	Trait Theories of Personality	A	76
99	1.A	7.N: Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	Humanistic Theories of Personality	C	68
100	1.A	8.P: Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.	Treatment of Disorders from the Biological Perspective	B	38

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Question Descriptors and Performance Data

Free-Response Questions

Question	Skill	Learning Target	Topic	Mean Score
1	3|1.B	1.H|7.B|7.N|9.I|1.F	1.3|7.1|7.8|9.4|1.2	3.45
2	1.B|1.C	2.I|7.H|7.B|9.G|3.F|4.D|3.K	2.6|7.4|7.1|9.3|3.3|4.1|3.7	2.95