CollegeBoard

AP® Psychology Practice Exam

From the 2015 Administration

NOTE: This version was administered in 2014 to a small and randomly selected group of students in U.S. schools for equating purposes. Given the 2014 administration, several multiple-choice questions on that exam were not aligned with DSM-5, as this alignment took effect for the 2015 exams. In order not to disadvantage students who took the international version of the exam in 2015, those six questions were removed from scoring and from this exam.

This Practice Exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location. **Exams may not be posted on school or personal websites, nor electronically redistributed for any reason.** Further distribution of these materials outside of the secure College Board site disadvantages teachers who rely on uncirculated questions for classroom testing. Any additional distribution is in violation of the College Board's copyright policies and may result in the termination of Practice Exam access for your school as well as the removal of access to other online services such as the AP Teacher Community and Online Score Reports.

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Note: This publication shows the page numbers that appeared in the *2014–15 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 *2014–15 AP Exam Instructions* book.

AP® Psychology Exam

Regularly Scheduled Exam Date: Monday afternoon, May 4, 2015

Late-Testing Exam Date: Friday morning, May 22, 2015

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

Section I	Section II
Total Time: 1 hour 10 minutes	**Total Time:** 50 minutes
Number of Questions: 100*	**Number of Questions:** 2 essays
Percent of Total Score: 66.6%	**Percent of Total Score:** 33.3%
Writing Instrument: Pencil required	**Writing Instrument:** Pen with black or dark blue ink

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

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2014-15 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template(s)
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students' electronic devices (if needed)
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - "Exam in Progress"
  - "Cell phones are prohibited in the testing room"

SECTION I: Multiple Choice

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

Make sure you begin the exam at the designated time. Remember: You must complete a seating chart for this exam. See pages 279–280 for a seating chart template and instructions. See the *2014-15 AP Coordinator's Manual* for exam seating requirements (pages 48–50, 88).

If you are giving the regularly scheduled exam, say:

It is Monday afternoon, May 4, 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 22, 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 *2014-15 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .

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

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam will 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 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 these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. . . .

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

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

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

There are 10 minutes remaining.

After 10 minutes, say:

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

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

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

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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, or textbooks during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you may never discuss the multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .

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

SECTION II: Free Response

After the break, say:

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

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

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

Now place an AP number label 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. . . .

Turn to the back cover and 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? . . .

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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. . . .

While Student Packs are being collected, 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 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 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 number of the question 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 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 and include any exam booklets with extra sheets of paper in an Incident Report return envelope (see page 57 of the *AP Coordinator's Manual* for 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.

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

If you are giving the regularly scheduled exam, say:

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

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

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

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

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

Then say:

You are now dismissed.

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

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2014-15 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

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

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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 2015

AP Number Label
(from Student Pack)

B123456789T

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 questions. I will seal the multiple-choice booklet when asked to do so, and I will not discuss these questions 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 *2014-15 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

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

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

779934

SCHOOL USE ONLY

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

Fee Reduction Granted: 1 Option 1 2 Option 2

104246-00657 • UNLWEB315

Q3914/1-4

COMPLETE THIS AREA AT EACH EXAM (IF APPLICABLE).

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

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

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

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 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.

Q. 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		

R. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY If your address does not fit in the spaces provided in Item Q, fill in as many circles as you can, then fill in the circle in Item R and print the remainder of your address in the spaces provided.

Address	City	State or Province	Country	ZIP or Postal Code

T. EMAIL ADDRESS By providing your email address, you are granting the College Board permission to use your email in accordance with the policies in the *2014-15 Bulletin for AP Students and Parents*.

S. STUDENT IDENTIFIER (Student ID Number)

U. 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.

V. SEX

- ◯ Female
- ◯ Male

W. WHICH LANGUAGE DO YOU KNOW BEST?

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

X. ETHNICITY/RACE

- ◯ American Indian or Alaska Native
- ◯ Asian, Asian American or Pacific Islander
- ◯ Black or African American
- ◯ Mexican or Mexican American
- ◯ Puerto Rican
- ◯ Other Hispanic, Latino or Latin American
- ◯ White
- ◯ Other

Y. PARENTAL EDUCATION LEVEL

In the first column, indicate the highest level of education of your parent/guardian. If you have two parents/guardians, indicate the level of education for your other parent/guardian in the second column. In the appropriate column for each parent/guardian, indicate whether this is your mother or female guardian or your father or male guardian.

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

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2015 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.)

PLACE SEAL HERE

AP® Psychology Exam

SECTION I: Multiple Choice

2015

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

At a Glance

Total Time
1 hour, 10 minutes
Number of Questions
94
Percent of Total Score
66.6%
Writing Instrument
Pencil required

Instructions

Section I of this exam contains 94 multiple-choice questions. Fill in only the circles for numbers 1 through 94 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.

PLACE SEAL HERE

Form I
Form Code K-4KBP6

85

PLACE SEAL HERE
DO NOT seal answer sheet inside

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

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

1. Which developmental milestone must be reached before an infant experiences separation anxiety?

   (A) Imprinting
   (B) Theory of mind
   (C) Conservation
   (D) Egocentrism
   (E) Object permanence

2. Darien's father dictated who Darien's friends should be and what classes he should take, and he set an extremely early curfew. If Darien went against his father's wishes, the repercussions were harsh and swift. What type of parenting did Darien experience?

   (A) Permissive
   (B) Rejecting-neglecting
   (C) Authoritative
   (D) Authoritarian
   (E) Self-regulation

3. In Philip Zimbardo's Stanford prison experiment, young men were assigned roles as either guards or prisoners. The results showed that

   (A) leadership styles can differentially influence behavior
   (B) groupthink can be dangerous
   (C) groups that are hostile toward each other may be united by a common goal
   (D) situations can exert powerful effects on morality and identity
   (E) socialization can have an impact on bystander apathy

4. Which of the following explanations most clearly demonstrates an internal attribution for the reason a student fell asleep in class?

   (A) The student does not care about the class.
   (B) The class is boring.
   (C) The class was scheduled too early in the morning.
   (D) The warm temperature of the room put the student to sleep.
   (E) The student's roommates are too noisy at night.

5. A researcher interested in finding a simple way to estimate intelligence decides to evaluate skull circumference as a possible indicator of intelligence. He finds that the size of an adult's skull remains the same from one measurement to the next, but he finds that skull circumference is not a very good predictor of intelligence. In this example, skull circumference as a measure of intelligence is

   (A) reliable and valid
   (B) reliable but not valid
   (C) valid but not reliable
   (D) neither reliable nor valid
   (E) highly correlated with intelligence test scores

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GO ON TO THE NEXT PAGE.

6. Standard deviation is a measure of how much

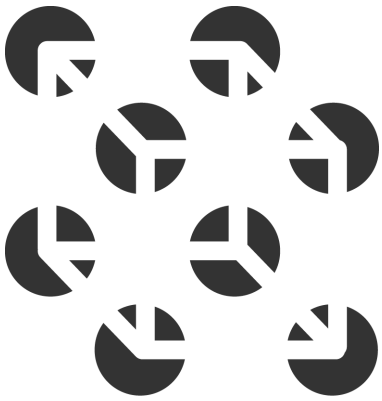
   (A) a normal person's behavior changes in a given time
   (B) two sets of scores vary together
   (C) difference there is between the highest and the lowest score in a sample
   (D) scores in a group differ from the mean of that group
   (E) scores from a sample differ from that of the population

7. Cognitive psychologists are most likely to study

   (A) the acquisition of knowledge, planning, and problem solving
   (B) how infants move from basic trust to autonomy
   (C) the conflicts of the conscious and the unconscious
   (D) the relationship of cephalocaudal and proximodistal development
   (E) how attribution processes vary across cultures

8. A person with damage to Broca's area would most likely demonstrate which of the following symptoms?

   (A) Forgetfulness
   (B) Hearing difficulties
   (C) Difficulty controlling balance and coordination
   (D) Difficulty controlling emotions
   (E) Difficulty with speech production



9. The ability to see a cube in the diagram above is best explained by which of the following?

   (A) The resting potential of neurons in the optic nerve
   (B) Gestalt principles of closure and continuity
   (C) The inverted and reversed image that a visual stimulus produces on the retina
   (D) The opponent process theory of vision
   (E) The trichromatic theory of vision

10. Jim decides to seek treatment for his alcoholism that involves taking a medication that causes nausea when paired with alcohol. What type of treatment has Jim chosen?

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

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11. The ratio of mental age to chronological age for a child of average intelligence is

(A) 1:1
(B) 1:15
(C) 1:25
(D) 1:50
(E) 1:100

12. People were asked to sign a petition in support of a political candidate. Later, those who signed the petition were asked to donate money to the candidate, and many of them did. This phenomenon is best characterized as

(A) social facilitation
(B) the self-serving bias
(C) the foot-in-the-door technique
(D) the door-in-the-face technique
(E) the lowball technique

13. Which of the following factors is an important predictor of attraction?

I. Proximity
II. Mere exposure
III. Physical attractiveness

(A) I only
(B) II only
(C) I and II only
(D) I and III only
(E) I, II, and III

14. On his first day of work at the bakery, Brad was nearly overwhelmed by the sweet odor of the baked goods. However, by lunchtime, he did not even notice the smell. This is an example of

(A) retroactive inhibition
(B) sensory adaptation
(C) perceptual constancy
(D) object permanence
(E) absolute threshold

15. Research on the development of personality traits across the life span has revealed that

(A) an individual's personality traits become more variable as the individual ages
(B) the greatest changes in personality traits occur between the ages of about thirty and fifty
(C) the oral, anal, and genital stages in Freudian personality theory seem to be valid, but the later stages are not
(D) an individual's personality traits tend to be relatively stable during middle adulthood
(E) one's personality traits change often because of environmental factors

16. A tumor that destroys the ventromedial hypothalamus is likely to produce which of the following?

(A) Total lack of interest in food
(B) Changes in the taste of food, but no change in the amount eaten
(C) Changes in stomach volume and less-frequent eating
(D) Frequent eating and obesity
(E) Reduced production of fat

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Questions 17-18 refer to the following.

A psychological researcher designs a study to determine whether positive feedback affects self-esteem. The researcher requires each participant to toss twenty coins into a coffee can that is three feet away. Half of the participants are told that their performance is superior, and the other half are told that their performance is well below average. Although some of the participants want to quit tossing coins after a few attempts, they are told that once they begin the study they have to complete it. After the coin toss, participants take a test measuring self-esteem. Following the test, all participants are debriefed and told that information about their performance was false. Results of the study indicate that participants who are told their performance is well below average report lower levels of self-esteem than do those who are told their performance is superior.

17. Which of the following elements constitutes the independent variable in the study?

    (A) The number of successful coin tosses
    (B) The number of coins the participants tossed
    (C) The measure of self-esteem
    (D) The feedback about relative performance in coin tossing
    (E) The number of participants

18. Which of the following violations of ethical guidelines occurs in the study?

    (A) Inappropriate use of deception
    (B) Violation of the right to withdraw
    (C) Violation of privacy
    (D) Violation of confidentiality
    (E) Exposure to harmful procedures

19. In classical conditioning, stimulus generalization occurs when an organism responds

    (A) to stimuli that are similar to the conditioned stimulus
    (B) to stimuli that are similar to the unconditioned stimulus
    (C) to the conditioned stimulus the same way as to the unconditioned stimulus
    (D) with different types of responses to neutral stimuli
    (E) with different types of responses to the unconditioned stimulus

20. According to Wilhelm Wundt, the focus of scientific psychology should be the study of

    (A) observable behavior
    (B) conscious experience
    (C) unconscious motivation
    (D) physiology and behavior
    (E) evolved psychological mechanisms

21. Tina's mother often entertains Tina by bouncing a bunny puppet back and forth along the side of Tina's crib. Initially, Tina pays close attention to the puppet but after a while, she begins to ignore it and continues doing what she was doing before the puppet appeared. Which of the following psychological concepts best explains Tina's change in behavior?

    (A) Attachment
    (B) Discrimination
    (C) Maturation
    (D) Accommodation
    (E) Habituation

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22. Kathy is learning how to cook. She follows every direction on each recipe step by step to make sure her food tastes good. Which of the following describes the problem-solving approach that Kathy is using?

(A) Algorithm
(B) Representativeness heuristic
(C) Divergent thinking
(D) Cognitive map
(E) Prototype

23. When a projective technique is used, a person could be asked to

(A) select statements that she believes best describe her personality
(B) select statements that she believes identify her likes and dislikes
(C) look at some pictures and tell a story about each of them
(D) respond to grade-level questions about math, English, social studies, and science
(E) respond to questions designed to assess her artistic potential

24. Consistent with the concept of neural plasticity, neurons in mammals have been found to change the way they function as a result of repeated stimulation by doing which of the following?

(A) Closing the synaptic gap
(B) Growing new dendritic spines
(C) Increasing the speed of depolarization along the axon
(D) Reducing the intensity of action potentials
(E) Blocking reuptake of neurotransmitter molecules

25. Fluoxetine (Prozac®) has been shown to reduce depression primarily by

(A) blocking receptor sites and decreasing the levels of dopamine and norepinephrine in the brain
(B) blocking activity of monoamine oxidase in the brain
(C) blocking receptor sites and decreasing the level of serotonin in the synapses
(D) blocking reuptake and increasing the level of serotonin in the synapses
(E) mimicking neurotransmitters in receptor sites and increasing the level of acetylcholine in the brain

26. Which of the following treatments assumes a biological cause for a disorder?

(A) Systematic desensitization
(B) Rational-emotive behavioral therapy
(C) Client-centered therapy
(D) Electroconvulsive therapy
(E) Free association

27. Because the most popular students in the high school tend to wear a particular brand of athletic shoe, a new student buys a pair of shoes of the same brand. Such behavior demonstrates which of the following social psychological concepts?

(A) Obedience
(B) Conformity
(C) Cognitive dissonance
(D) Groupthink
(E) Compliance

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28. An individual bystander is most likely to help an injured person under which of the following circumstances?

(A) When the bystander is the only other person present
(B) When the injury is severe
(C) When it is unclear if the injured person needs help
(D) When the other people present are not helping the injured person
(E) When a large number of people are present

29. Which of the following is the correct path a neural impulse will follow through the different layers of the retina?

(A) Ganglion cells, bipolar cells, rods and cones, optic nerve
(B) Bipolar cells, ganglion cells, rods and cones, optic nerve
(C) Optic nerve, ganglion cells, bipolar cells, rods and cones
(D) Rods and cones, ganglion cells, bipolar cells, optic nerve
(E) Rods and cones, bipolar cells, ganglion cells, optic nerve

30. A polygraph machine is often called a "lie detector," although it does not detect lies. Instead, it responds to changes in

(A) cognitive states
(B) autonomic arousal
(C) parasympathetic functioning
(D) motivational level
(E) neurotransmitter level

31. In Mary Ainsworth's Strange Situation experiment, infants who were classified as securely attached were more likely to

(A) have a tantrum when the mother left the room
(B) express happiness when the mother returned to the room
(C) prevent the mother from leaving the room
(D) try to play with the stranger when the mother left the room
(E) not notice when the mother returned to the room

32. Paul and Sally, who met and married in their mid-20s, have been married for 25 years. Their youngest child recently graduated from high school and has left for college. Which of the following is most likely true of this couple?

(A) They are both experiencing a hormone surge.
(B) Sally's hormones are declining, and Paul's are surging.
(C) Their marital relationship will not change.
(D) Their marital relationship will decline.
(E) Their marital relationship will improve.

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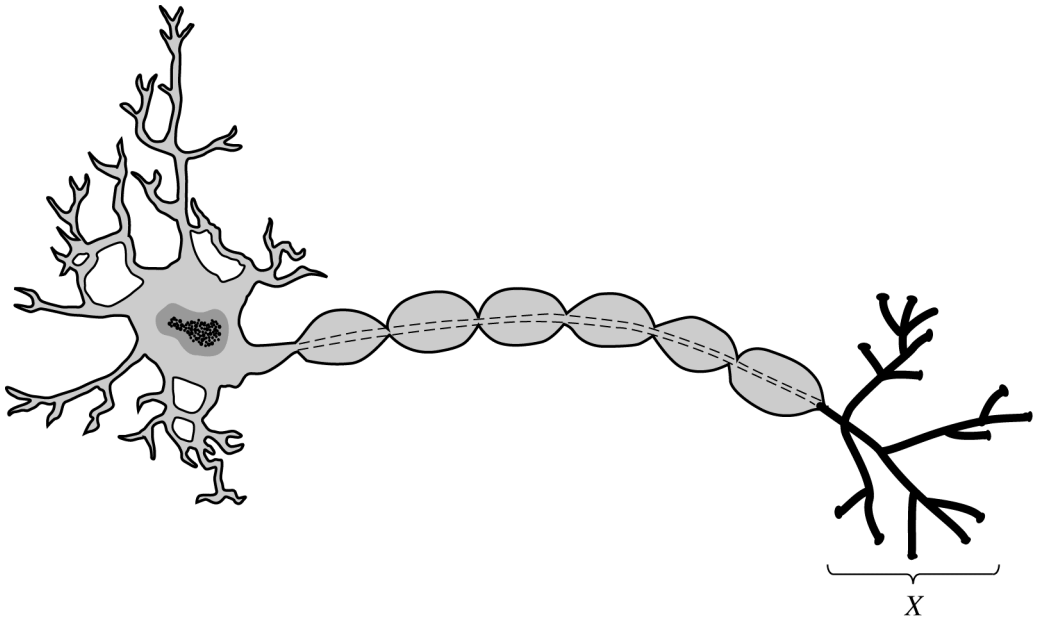

33. The area labeled *X* in the drawing above denotes which of the following structures?

(A) Dendrites
(B) Nodes of Ranvier
(C) Axon terminals
(D) Mitochondria
(E) Glial cells

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34. An individual was admitted to the hospital after experiencing a mild tingling on the right side of the face and a sudden inability to speak. Using magnetic resonance imaging (MRI), a doctor would likely find

(A) an abnormality in the brain tissue of the left hemisphere
(B) an increase in brain activity in the left frontal lobe
(C) an increase in blood flow to the right hemisphere
(D) an abnormal growth in the right frontal lobe
(E) a pattern of red and yellow highlighting activity in Broca's area

35. Amanda experienced discomfort in class. She put on a sweater when she realized her discomfort was caused by the cold. Her behavior was motivated by

(A) androgens
(B) body mass index
(C) display rules
(D) a drive
(E) cognitive dissonance

36. Raul wants to teach his daughter Sonia to tie her shoes. First he praises her when she manipulates her shoelaces in any way. Then he praises her when she makes a simple knot. Once she does that consistently, he praises her only when she makes the knot and a loop. He continues the pattern until she can do all the steps required to tie her shoes. Raul's actions are an example of which of the following techniques?

(A) Modeling
(B) Shaping
(C) Rehearsal
(D) Classical conditioning
(E) Negative reinforcement

37. Which of the following is NOT a method for reducing the dissonance a person might experience after refusing to contribute money for a gift to a coworker?

(A) Saying a phrase such as "I am so rude" over and over
(B) Volunteering to buy a gift for another coworker for a different occasion
(C) Repeating the thought that the coworker makes a good salary and does not need a gift
(D) Focusing on the thought that the coworker most likely would not contribute money for a gift for another person
(E) Making a donation to a charity in the coworker's name

38. Which of the following theories most accurately explains pitch perception?

I. Opponent process
II. Frequency
III. Place

(A) I only
(B) II only
(C) I and II only
(D) II and III only
(E) I, II, and III

39. On an intelligence test, the number of questions an individual answers correctly is meaningless without which of the following?

(A) Factor analysis
(B) Standardization
(C) *g* factor
(D) Aptitude index
(E) Face validity

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40. As a result of being hypnotized, an individual may not feel the hypnotist touching her arm because of

(A) synesthesia
(B) psychosis
(C) paralysis
(D) suggestibility
(E) locus of control

41. Specific phobia differs from generalized anxiety disorder in which of the following ways?

(A) Specific phobia is linked to a particular stimulus, whereas generalized anxiety disorder is not.
(B) Generalized anxiety disorder is linked to a particular stimulus, whereas specific phobia is not.
(C) Specific phobia is not very upsetting for the sufferer, whereas generalized anxiety disorder is.
(D) Generalized anxiety disorder is not very upsetting for the sufferer, whereas specific phobia is.
(E) Generalized anxiety disorder is classified as one of the anxiety disorders, whereas specific phobia is not.

42. Significant damage to which of the following parts of the brain will most likely cause a person to fall into a deep coma from which the person will be unable to awaken?

(A) Hypothalamus
(B) Frontal lobe
(C) Reticular formation
(D) Amygdala
(E) Thalamus

43. A dog bit Sam when he was a small child and now Sam believes all dogs bite. Which of the following is a type of reasoning that Sam is using to come to this conclusion?

(A) Deductive
(B) Inductive
(C) Iconic
(D) Echoic
(E) Explicit

44. Which of the following is more associated with environmental effects than with genetic influence?

(A) Fetal alcohol syndrome
(B) Prenatal maturation
(C) Temperament
(D) Rooting reflex
(E) Sequence of motor development

45. In the early years of psychology, a research participant might have been asked to observe carefully and systematically his conscious experiences. What method would the participant be using?

(A) Functionalism
(B) Introspection
(C) Biofeedback
(D) Dream analysis
(E) Behaviorism

46. A cancer patient becomes nauseated following chemotherapy treatments. After a few treatments, the patient begins having a sick feeling whenever entering the treatment room. The treatment room has become

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

47. Which of the following studies in the field of social psychology met with the greatest criticism about the ethical issues involved?

(A) Stanley Milgram's studies on obedience
(B) Irving Janis' studies on groupthink
(C) Solomon Asch's studies on conformity
(D) Muzafer Sherif's Robbers Cave study
(E) Robert Zajonc's studies on the mere-exposure effect

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48. Melvin, a server at a restaurant, is in the middle of a lunch rush. He is completing orders, serving customers, and seating new guests. He has adapted to this level of stress and is coping. Which of the following terms identifies a stage in Hans Selye's general adaptation syndrome that Melvin is currently experiencing?

(A) Resistance
(B) Exhaustion
(C) Withdrawal
(D) Alarm
(E) Pressure

49. Which of the following is true of a child with high self-efficacy regarding her ability to play soccer?

(A) She believes she has played poorly if she does not score a goal.
(B) She feels confident that she can play well enough to score a goal.
(C) She wants to score more goals than any other girl on her team.
(D) She plays soccer well only as long as she is interested in soccer.
(E) She has high self-efficacy for social and academic skills as well.

50. When viewed from the window of a moving train, nearby objects seem to pass by more quickly than do more distant objects. This cue for depth perception is called

(A) stroboscopic motion
(B) motion parallax
(C) motion constancy
(D) linear perspective
(E) the Müller-Lyer illusion

51. Morgan made the fundamental attribution error in explaining her students' poor performance on their geography examination when she said which of the following?

(A) "I thought it was too cold in the room on test day. Maybe that's why the students did poorly."
(B) "The students just do not care enough about their grades."
(C) "The class meets at such an early time. Perhaps that's why the class performed poorly."
(D) "I will have to present the material to them another way and retest."
(E) "Maybe I am just not a good teacher."

52. Which of the following is the best example of fluid intelligence?

(A) Reciting the names of all the continents in the world without looking at a map
(B) Identifying the author of a very famous novel
(C) Using cubes to figure out the solution to a previously unseen puzzle
(D) Giving an adequate definition of a difficult word
(E) Recognizing a piece of classical music

53. Which of the following treatments would be most effective for someone who experiences a rapid heartbeat, light-headedness, and nausea when speaking in public?

(A) Medication to reduce dopamine levels
(B) Interpretation of transference behaviors
(C) Systematic desensitization
(D) Reflective listening
(E) Aversive conditioning

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54. The idea that the explanation for prejudice lies in children's modeling of their parents' prejudicial beliefs, emotions, and behaviors is most closely aligned with the theories of which of the following?

(A) Lev Vygotsky
(B) John B. Watson
(C) Jean Piaget
(D) B. F. Skinner
(E) Albert Bandura

55. To study differences in the cognitive processing of younger and older adults, Genevieve assessed a group of 30 year olds and a group of 60 year olds using the same cognitive task. She found no significant difference in cognitive processing between the two groups. Which of the following is a true statement that best explains her findings?

(A) Researchers have not documented changes in cognitive ability over the human life span.
(B) Genevieve's participants were most likely women, who do not decline cognitively as they age.
(C) Genevieve's task involved semantic memory, which does not typically show decline among people of the ages she tested.
(D) Most decline in cognitive ability is associated with dementia, which would not yet have occurred in the participants at age 60.
(E) Genevieve's older participants were most likely taking memory medications that prolong the ability to be proficient in cognitive tasks.

56. After an electrode implanted in a cat's brain stimulates the cat's amygdala, the cat will most likely do which of the following?

(A) Demonstrate maternal instincts
(B) Begin to eat uncontrollably
(C) Begin to purr and seek physical contact
(D) Immediately slip into REM sleep
(E) Immediately withdraw in fear

57. Which of the following examples best illustrates the defense mechanism of regression?

(A) After failing an exam, a college student has a temper tantrum and tears up his books and notes.
(B) Anxious about an upcoming election for class president, a high school student stops campaigning, saying that anything she does will not matter anyway.
(C) After his girlfriend leaves him, a graduate student accuses his best friend of disloyalty.
(D) A military combat veteran avoids movies and television shows with violent content.
(E) A person who frequently uses drugs joins an antidrug group.

58. Scott lost his vision at a young age. When he was much older, he received a corneal transplant that allowed him to see again. After so many years of not being able to see, he had a very difficult time interpreting visual information such as faces and expressions. His visual problems most likely came from processing difficulties in the

(A) lens
(B) optic chiasm
(C) visual cortex
(D) fovea
(E) cornea

59. Which of the following is a common symptom of the manic phase of bipolar disorder?

(A) Auditory hallucinations
(B) A feeling of intense sadness
(C) Rapid speech
(D) The presence of two distinct personalities
(E) Narcolepsy

60. What hormone seems to be most closely linked with aggressive behavior?

(A) Estrogen
(B) Testosterone
(C) Melatonin
(D) Insulin
(E) Leptin

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61. Mary is introduced to three new people at a party. Later, however, she cannot remember the names of any of her new acquaintances, even though she remembers what she ate, her old friends who were there, and the address of the host. What may account for Mary's inability to remember these individuals' names?

(A) She processed them into long-term memory, and they are no longer accessible from short-term memory.
(B) There were many activities at the party. She probably exceeded the capacity of her long-term memory.
(C) She overlearned the names through excessive rehearsal.
(D) She never encoded the names into long-term memory.
(E) She experienced a failure of her echoic memory.

62. Serena is in a hotel room with a cake that needs slicing, but she does not have a knife. She goes to the bathroom and comes back with a long strand of dental floss, which she uses to cut the cake. Serena has overcome which barrier to problem solving?

(A) Availability heuristic
(B) Divergent thinking
(C) Confirmation bias
(D) Functional fixedness
(E) Fixation

63. Which of the following is an example of a cognitive distortion according to Aaron Beck's cognitive therapy model of treatment?

(A) "If I don't get all As in college, then my degree will be worth nothing."
(B) "My mother had a difficult childhood and has difficulty showing affection."
(C) "There is a girl in my class who does not talk to anyone because she is shy."
(D) "If I don't go to the mall today, then I might miss the end-of-season sales."
(E) "My brother does not like to hang out with me because I am so much younger than he."

64. The Flynn effect is best illustrated by which of the following statements?

(A) A child must clean his room before his parents allow him to watch television.
(B) Intelligence scores increase from generation to generation.
(C) An individual feels overweight but eats large portions of high-calorie food anyway.
(D) An individual agrees to a small request and complies later with a larger request.
(E) Crystallized intelligence increases with age.

65. Cocaine blocks the reuptake of which neurotransmitter?

(A) Epinephrine
(B) Endorphins
(C) Gamma-aminobutyric acid (GABA)
(D) Substance P
(E) Dopamine

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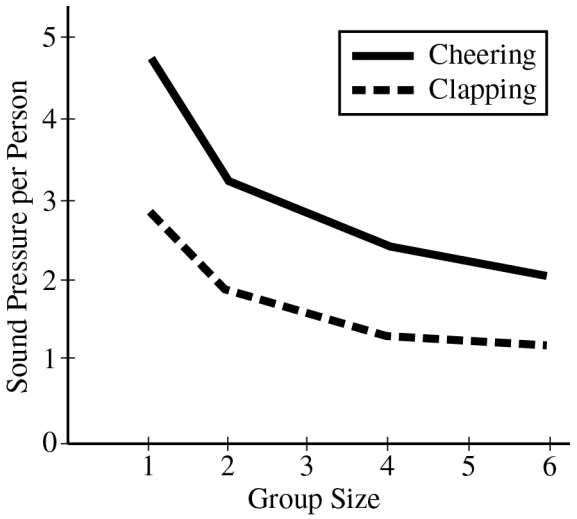

66. The data above represent research findings by Bibb Latané and colleagues. What psychological principle is best represented in the graph?

(A) Group polarization
(B) Groupthink
(C) Fundamental attribution error
(D) Social loafing
(E) Conformity

67. The notion of self-actualization is most closely associated with which of the following approaches to explaining personality?

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

68. When people consume large amounts of alcohol, they are often unable to recall what they did and said while they were drinking. This occurs because alcohol interferes with the brain's ability to form new memories in the

(A) reticular formation
(B) occipital lobe
(C) parietal lobe
(D) thalamus
(E) hippocampus

69. Research shows that women who are referred by a physician to participate in a study of eating disorders have more severe problems than women who volunteer on their own to participate in the study. If research on eating disorders regularly involves only women referred by physicians, the results of the studies might be limited because of the presence of

(A) sampling bias
(B) placebo effects
(C) social desirability
(D) dependent variables
(E) nonrandom assignment

70. If mice lack an enzyme essential to the process of long-term potentiation, which of the following will be the most likely consequence?

(A) They will be unable to learn a maze.
(B) They will learn a maze as well as mice who have the enzyme.
(C) They will learn a maze only through observational learning.
(D) They will learn a maze only through classical conditioning.
(E) They will learn a maze only through positive reinforcement.

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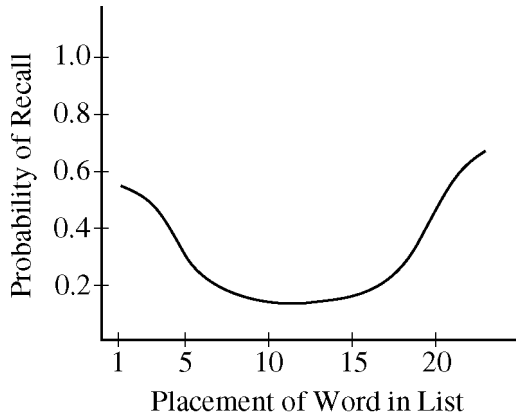

71. The chart above illustrates which of the following psychological concepts?

(A) Next-in-line effect
(B) Spacing effect
(C) Misinformation effect
(D) Serial position effect
(E) Short-term memory decay

72. Thomas is thirty years old and is very shy. He becomes anxious in social situations, so he avoids them. Thomas does not have close friends and rarely leaves his apartment. However, he writes a very successful and popular Internet blog, is usually content and calm while working at home, and has a positive relationship with his family. Psychologists would be hesitant to label Thomas as psychologically disordered because his behavior

(A) is a conscious choice, rational, and predictable
(B) was learned through principles of operant conditioning
(C) was learned through principles of classical conditioning
(D) does not appear to be deviant from the norm
(E) does not appear to cause distress or impair his day-to-day functioning

73. Ben was enjoying a walk in the woods on a beautiful Saturday afternoon. As he went around a curve, he noticed a bear walking toward him. Immediately his pupils dilated, he began to perspire, and his heart accelerated. These changes are most closely related to the function of the

(A) angular gyrus
(B) hippocampus
(C) parasympathetic nervous system
(D) sympathetic nervous system
(E) ventricular system

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Questions 74-75 refer to the following.

Rachel plays on the high school basketball team. Her scores for the season are presented in the table below.

Scores
4
6
6
9
10
12
15
19

74. Which of the following is the range of Rachel's scores?

(A) 6
(B) 8
(C) 9
(D) 15
(E) 23

75. Which of the following is the median of Rachel's scores?

(A) 6
(B) 9
(C) 9.5
(D) 10
(E) 10.5

76. Which of the following psychological theories would explain posttraumatic stress disorder as being the result of irrational beliefs and ideas?

(A) Psychoanalytic
(B) Gestalt
(C) Evolutionary
(D) Cognitive
(E) Humanistic

77. Client-centered therapists try to appreciate how the world appears from the client's point of view. This is an example of which of the following concepts?

(A) Reflection
(B) Congruence
(C) Self-concept
(D) Empathy
(E) Unconditional positive regard

78. Ashley began her banking career as a teller, but she was quickly promoted to increasingly more responsible managerial positions. Despite the fact that she has very limited experience to justify her promotions, she believes that she has been successful because she is very talented. Which of the following explanations is Ashley using to justify her success?

(A) Self-serving bias
(B) Hindsight bias
(C) Defensive attribution
(D) External attribution
(E) Social schema

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79. One-year-old Marcus turns away in disgust if a bitter substance is placed on his tongue. The reason for such a reaction is most likely

(A) an inborn distaste for bitter that protects us from potential poisons in the environment
(B) an inherited familial characteristic
(C) an example of imitation of behavior modeled by other family members
(D) a classically conditioned taste aversion response
(E) a common but temporary aversion to bitter tastes produced by cold viruses

80. Tina is reading an important letter when she accidentally splashes water on the paper. The water has smudged a few words, but she is still able to understand what the letter says. This can be explained by

(A) top-down processing
(B) bottom-up processing
(C) parallel processing
(D) retinal disparity
(E) color constancy

81. Henry took an intelligence test and scored lower than he thought he should. He kept retaking the test, but he kept getting about the same score each time. This series of events indicates that the test was

(A) reliable
(B) valid
(C) standardized
(D) normed
(E) predictive

82. If an individual has lost the ability to feel pain in the left arm, there is most likely damage to what area of the brain?

(A) Left occipital lobe
(B) Left parietal lobe
(C) Right frontal lobe
(D) Right parietal lobe
(E) Right occipital lobe

83. During a quiz, a student is asked, "Which is more common in the English language, the letter "k" as the first letter in a word or the letter "k" as the third letter in a word?" Which of the following would be the student's likely response if he relied on the availability heuristic to answer the question?

(A) He would say that "k" is more likely as the first letter of words because those are the first words that come to his mind.
(B) He would arrive at his answer by referring to earlier questions on the quiz.
(C) He would answer that "k" is more likely as the third letter of words because he would focus more on the second part of the question that was asked.
(D) He would systematically find and record all words beginning with "k" and all words with "k" as the third letter.
(E) He would attempt to figure the statistical likelihood of each option.

84. Research has shown that a major reason for poor performance while multitasking is that while multitasking, people

(A) switch their attention rapidly from task to task, so they miss critical information associated with a task that is not receiving their attention
(B) confuse information in long-term memory associated with the various tasks they are trying to perform
(C) have a heightened awareness of each task they are trying to perform, so it is difficult for them to ignore one task temporarily in order to complete another task
(D) process information associated with the various tasks at a deep level, so they encode too much information to recall easily and therefore their performance deteriorates
(E) encode information efficiently, but they have a difficult time retrieving it for use on a given task

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GO ON TO THE NEXT PAGE.

85. Which of the following is an example of an individual who demonstrates an internal locus of control?

(A) A woman believes that the reason she is often late to work is because of the traffic in her neighborhood.
(B) A student volunteers at a food shelter because her school club requires community service of its members.
(C) A man thinks that his displays of aggression are due to the extra caffeine he has been consuming lately.
(D) A student decides to run for student government because he feels he can make some positive changes in the school.
(E) A teacher decides that students are noisy in her afternoon classes because of the energy they get after eating lunch.

86. Research studies indicate that people who are intrinsically motivated as compared to people who are extrinsically motivated tend to

(A) work harder and enjoy their work more
(B) work less and enjoy their work less
(C) more eagerly look forward to rewards like paychecks
(D) be less creative and less effective
(E) respond to a challenge by working less

87. The results of a correlational study involving student volunteers in a psychology laboratory might not apply to the general population because

(A) laboratory environments are generally too artificial to generate accurate results
(B) the sample is not randomly chosen and therefore may not be a representative sample
(C) only experimental studies apply to the general population
(D) in a correlational study, no variables are actually manipulated
(E) correlational studies do not involve naturalistic observation

88. In the first part of an experiment, one group of rats received reinforcement after correctly navigating a maze. A second group received no reinforcement after wandering around the maze. In the next part, both groups received reinforcement after navigating the maze. Despite not receiving reinforcement at the beginning of the experiment, the second group performed as well as the first. The learning that occurred in the second group in the absence of reinforcement is called

(A) latent learning
(B) extinction
(C) partial reinforcement
(D) observational learning
(E) classical conditioning

89. An evolutionary psychologist would explain that humans desire social interaction, social acceptance, and social affiliation due to a need for

(A) achievement
(B) individualism
(C) behavioral change
(D) survival
(E) self-actualization

90. Yun was learning English as an adult. She found that she had trouble with some of the sounds in English because those sounds were not part of her native Chinese. The difficulty she was having involved

(A) pragmatics
(B) phonemes
(C) morphemes
(D) syntax
(E) semantics

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91. Children who are consistently praised for receiving high grades in school will likely continue to work for high grades. Using an operant conditioning explanation of this phenomenon, which of the following is true?

(A) The praise functions as a positive reinforcer.
(B) The praise functions as a generalized stimulus.
(C) The grades function as the stimulus that elicits a response.
(D) The grades function as a discriminant stimulus.
(E) The school functions as a negative reinforcer.

92. Jeff always tells his children not to use bad language when something does not go the way they want. Unfortunately, Jeff uses bad language occasionally and his children have observed him do so. Now Jeff's children use bad language. This can be explained by

(A) learned helplessness
(B) social learning theory
(C) representativeness
(D) classical conditioning
(E) self-efficacy

93. Researchers have found a negative correlation between income and dental problems. What conclusion can correctly be drawn from this statement?

(A) Having a higher income causes fewer dental problems.
(B) As income increases, the likelihood of requiring dental care increases.
(C) As income increases, dental procedures become more affordable.
(D) A rise in the incidence of dental problems causes income to be lower.
(E) As income increases, the likelihood of dental problems decreases.

94. A psychologist who classifies an individual's personality according to the person's manifestations of traits such as neuroticism, openness, and extraversion probably believes in which model of personality?

(A) Behavioral
(B) Psychosexual
(C) Psychosocial
(D) Five-factor
(E) Congruence

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 2015 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

2015

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 4KBP6-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. Spencer is five years old and loves taking guitar lessons. Spencer's father is proud of him and plans to encourage his efforts by giving him money for every new song he learns to play, even if he plays out of tune.

   A. Explain how each of the following would enhance or detract from Spencer's experience as he learns to play the guitar.

   - Cerebellum
   - Difference threshold
   - Overjustification effect
   - Explicit memory
   - Variable ratio schedule of reinforcement

   B. When Spencer is eighteen years old and considering a career as a musician, how might each of the following contribute to Spencer's decision either to immediately pursue a musical career or to seek admission to music school?

   - Belief perseverance
   - Permissive parenting style
   - Practical intelligence

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ANSWER PAGE FOR QUESTION 1

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

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2. Researchers are interested in investigating Jean Piaget's theory of cognitive development. They want to measure the reasoning ability of five-year-old preoperational children, ten-year-old concrete operational children, and fifteen-year-old formal operational adolescents. The researchers have not yet decided on the design for the study.

   - Describe how the researchers would make this a cross-sectional rather than a longitudinal study.
   - Discuss one major advantage of using a longitudinal design to explore the development of reasoning ability.
   - Explain how a precise operational definition of reasoning ability is important to the study.
   - Explain one way the researchers could maximize the generalizability of their findings.
   - Describe a cognitive limitation, common in five year olds but not in ten year olds, that accounts for the lack of conservation in five year olds, according to Piaget.
   - After conducting the study, the researchers are surprised to find no difference between the five year olds and the ten year olds in performance on a volume conservation task. Based on common critiques of Piaget's theory, why did this occur?
   - Using an example, explain the difference in reasoning ability between the fifteen year olds and the ten year olds, according to Piaget's theory.

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GO ON TO THE NEXT PAGE.

ANSWER PAGE FOR QUESTION 2

GO ON TO THE NEXT PAGE.

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

Free-Response Scoring Guidelines

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

AP® PSYCHOLOGY
2015 SCORING GUIDELINES

Question 1

General Considerations

1. If points are not presented in order, students must clearly indicate to which part of the question they are responding.
2. All responses must be written in complete sentences.
3. A correct definition alone cannot score; students must establish a connection to the prompt for each point.
4. A definition may contribute to the answer but the student must also provide an application of the definition.
5. Since definitions do not score, if a student provides an incorrect definition but a correct application the point should score.
6. Students will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point.
7. Rubric examples provided for each point are not to be considered exhaustive.
8. Students cannot use a term alone to express the meaning or application of the terms.
9. Circular definitions will not be accepted; this is considered parroting the question and does not add any meaning to the question.

Point 1: Cerebellum

A student's response must link fine motor coordination, balance, voluntary movement, integrating sensory information, implicit memory or procedural memory to playing the guitar.

Examples:

- As Spencer continues to practice, he will be able to play the guitar without having to pay conscious attention to where he places his fingers.
- Damage to the cerebellum disrupts one's fine motor coordination, balance or procedural memory causing deficits to playing the guitar.
- Because Spencer often stands as he plays the guitar, his cerebellum will help him maintain his balance as he performs.

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2015 SCORING GUIDELINES

Question 1 (continued)

Point 2: Difference Threshold

A student's response must explain that Spencer must be able to discriminate between the sounds of different chords, musical notes, or instruments OR between different volume levels/decibels.

Examples:

- If Spencer has a low difference threshold he will be better able to distinguish between a B-flat and a B, making it easier for him to learn how to play.
- The more people who are playing guitar in Spencer's band, the more change that will be necessary to detect a change in the musical notes. Spencer can easily detect those changes, so he will have an easier time learning to play.
- In order to learn how to play, Spencer needs to play at a higher volume than his instructor does in order to distinguish the difference between notes.

DO NOT SCORE absolute thresholds in which a student moves from silence to hearing some sound.

Point 3: Overjustification Effect

A student's response must have ALL of the following:

A. The task (playing the guitar) must initially be intrinsically motivating; and,
B. The task must be rewarded or excessively rewarded; and,
C. The reward or excessive reward must lead the individual to complete the task for the reward, rather than for the interest/love of the task alone.

Note: A response that uses the reduction of Spencer's interest or "desire to perform" will score because it alludes to his intrinsic motivation for the task.

Examples:

- Because Spencer is getting money from his father for something that he already loves, his intrinsic motivation to play the guitar declines.
- His instructor no longer rewards him for every little achievement so that Spencer doesn't lose his love of playing.
- If Spencer starts playing "gigs" and is paid well for playing he may begin to see this as a job and no longer do it for the love of playing music.

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Question 1 (continued)

Point 4: Explicit Memory

A student's response must explain how effortful, conscious recall of an episodic or semantic memory relates to playing the guitar, e.g., particular notes, songs, musical content; OR indicate that the effortful/conscious processing of acquiring or retrieving allows him to improve his performance

Examples:

- Since Spencer is new to playing the guitar, he has to concentrate to remember the notes of the song he is playing.
- Because Spencer has purposely tried to memorize the notes to the songs he has been playing, he can tell them to his guitar teacher as he plays them.
- Spencer remembers when his instructor yelled at him about how not holding the guitar correctly will prevent his being able to play properly.

DO NOT SCORE uses explicit memory to songs he played in the past.

Point 5: Variable-Ratio Schedule of Reinforcement

A student's response must indicate ALL of the following:

- Correctly describe being reinforced after an unpredictable number of responses
- Actions
- The response either stays the same or increases.

Examples:

- If Spencer's father instead only gives him money after an unpredictable number of practices, then it will help to ensure Spencer continues to practice.
- Spencer continues practicing because occasionally when he hits the "A" note perfectly, he feels proud.

DO NOT SCORE any examples that refer specifically to time or a continuous schedule of reinforcement.

In Part B, students must demonstrate how the concept is related to Spencer's decision to either pursue a music career or seek admission to music school.

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Question 1 (continued)

Point 6: Belief Perseverance

A student's response must indicate ALL of the following:

A. The individual holds a belief/conviction; and,
B. the individual is faced with contradictory evidence; and
C. the individual maintains the original belief.

Examples:

- Even though Spencer's guitar teacher told him that he is not a very good musician, he continues to believe that he can succeed in the music industry and continues to pursue a career in music.
- Spencer believes that he is not a good musician. He has made straight "A's" in his music classes and won numerous competitions, but chooses to not apply to music school because he still believes he is not any good.

Point 7: Permissive Parenting Style

A student's response must indicate the lack of control or demand by the parent(s), either exemplifying the indulgent or rejecting/neglectful style.

Examples:

- Since Spencer's father never gave him guidance regarding decision-making, he won't know how to make a decision of whether to go to music school.
- Spencer's mother gave into his every desire; because of that, he cannot make decisions on his own and will attend a local college rather than live on his own and pursue a musical career immediately.
- Because Spencer's parents have not been actively involved in his life; he has had to make tough decisions for himself and now decides to move away from home to pursue a career in music.

DO NOT SCORE responses related to Authoritarian or Authoritative parenting

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Question 1 (continued)

Point 8: Practical Intelligence

A student's responses must explain one of the following: real world, common sense or street smarts AND explain how it helps Spencer make a decision without there necessarily being a single correct answer.

Examples:

- Spencer knows that education is an important part of honing your skills and establishing credibility, so he chooses to apply to music school.
- Spencer knows he cannot make enough money as a musician to support a family, so he chooses to get a good paying job instead of pursuing a career in music.

DO NOT SCORE responses related to analytical or creative intelligence

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2015 SCORING GUIDELINES

Question 2

General Considerations

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2. All responses must be written in complete sentences.
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4. A definition may contribute to the answer but the student must also provide an application of the definition.
5. Since definitions do not score, if a student provides an incorrect definition but a correct application the point should score.
6. Students will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point.
7. Rubric examples provided for each point are not to be considered exhaustive.
8. Students cannot use the term alone to express the meaning or application of the term.
9. Circular definitions will not be accepted; this is considered parroting the question and does not add any meaning to the question.

Points 1-4 are methodologically-focused questions. To score, a response must use the methodological concept within the framework of the study, even if only implied, presented in the question.

Point 1: Cross-sectional

Student must understand what a cross-sectional design means (i.e., comparing people of different ages simultaneously)

Example:

- The researchers measure the abilities of three groups of children: 5-year-olds, lO-year-olds, and 15-year-olds, simultaneously, rather than using the same group of children at different ages.

Point 2: Longitudinal Advantage

Student must include an advantage not found in cross-sectional designs.

Examples:

- Results will not be subject to cohort effects.
- Can see the behavioral changes in one person over time.
- Can use a smaller sample size in longitudinal than cross-sectional design.
- In-depth analysis

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2015 SCORING GUIDELINES

Question 2 (continued)

Point 3: Operational Definition

Student must refer to measurable behavioral outcome.

Examples:

- It allows for replication of the study.
- It minimizes different interpretations of "reasoning ability."
- Use the same assessment tool for all participants to have a valid way to compare the three age groups.
- It avoids introducing confounding variables.

Point 4: Generalizability

Student must refer to external validity concerns.

Examples:

- The researcher should randomly select a sample.
- The study should involve proportionately balanced representations (racial, ethnic, gender, and socioeconomic status) based on the study's population.
- The sample should have a sufficient number of participants.
- The researchers should use a more natural or ecological setting rather than a laboratory setting.

Points 5-7 need to be specific to Piaget's theory.

Point 5: Conservation

Student must refer to a cognitive limitation that is specific to conservation and not just a general Piagetian term such as egocentrism or object permanence.

Examples:

- Centration
- Egocentric thinking
- Reversibility
- Static thinking
- One-dimensional thinking
- Focus on appearance
- 10-year-olds can think in 2 dimensions simultaneously (can compare short and fat versus tall and thin).

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Question 2 (continued)

Point 6: Critique

Student's example must include a criticism of Piagetian theory.

Examples:

- Piaget has been criticized for underestimating the abilities of younger children, so it is possible that the 5-year-olds had the same ability to decentrate and conserve as the 10-year-olds.
- There is much more age variability in acquiring cognitive abilities than Piaget had theorized. Therefore, 5-year-olds might overlap more with 10-year-olds than Piaget had believed.
- Piaget does not include sociocultural factors involved in learning.

Point 7: Reasoning ability

Student's example must be based on Piagetian theory.

Examples:

- The 15-year-olds can think abstractly. They can use abstract reasoning to solve a problem. For example, they might be able to figure out possible solutions to a math problem without trying them out with actual objects.
- The 15-year-olds can reason inferentially, such as solving the problem, "If Andi arrived later than Sue, and Heather arrived later than Andi, who arrived the latest?"
- The l5-year-olds can use hypothetical-deductive reasoning. If they need to solve a problem, such as how to drop an egg without breaking it, they can come up with a theory of things that protect the egg from breaking and then think then out or try them to solve the problem.

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Scoring Worksheet

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

2015 AP Psychology Scoring Worksheet

Section I: Multiple Choice

_____ × 1.0638 = _____

Number Correct (out of 94) | Weighted Section I Score (Do not round)

Section II: Free Response

Question 1 _____ (out of 8) × 3.1250 = _____ (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
108-150	5
89-107	4
74-88	3
61-73	2
0-60	1

AP Psychology

The College Board

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