

WHAT YOU SHOULD KNOW

THE AP PSYCHOLOGY FRQS

THE BASICS

- ▶ 2 Questions in 50 Minutes (70 Mins. for 100 Multiple Choice)
- ▶ 1/3 of AP Score (50 of 150; 25 per FRQ - In a FRQ with 5 topics, each is worth 5 points; In a FRQ with 8 topics, each is worth 3.125 points, etc...)

WHY YOU SHOULD NOT PANIC

- ▶ Almost everyone will have the same questions and most AP classes use the same text
- ▶ Spelling and grammar will not cost you
- ▶ You needn't get everything right to pass and incorrect information along with correct can still score
- ▶ Historically, these are tough for EVERYONE
- ▶ You will be prepared, even more than you realize

WHAT YOU CAN DO TO PREPARE

- ▶ Familiarize yourself with the biggies
- ▶ Reread old notes
- ▶ Think about how questions are worded
- ▶ Sleep well

WHAT TO DO

- ▶ Write in complete sentences (an outline will not score)
- ▶ Focus on the verbs (identify, describe, explain, etc...)
- ▶ Make certain that you write the term in your response and underline it as well. Rewrite the question in your answer (establishes context) and define terms to the best of your ability (shows understanding).
- ▶ Answer in the order asked (you will not be docked if you don't, but it makes it much easier on the reader - make the reader happy!)
- ▶ Use a new "paragraph" for each topic (easy to read/find topic)
- ▶ Write in the best handwriting you can

WHAT NOT TO DO

- ▶ This is NOT an essay
- ▶ Do NOT write an introduction
- ▶ Do NOT write a conclusion (these will waste time and are not necessary)
- ▶ Do not contradict yourself (shotgunning)
- ▶ Do not leave it to the reader to infer an answer, make it as clear as you can

EXAMPLE: DEPTH

1. a. Discuss the cause of anxiety from *each* of the following perspectives.
 - Behavioral
 - Psychoanalytic/psychodynamic
 - Biological
 - Cognitive
- b. Discuss a specific treatment technique for reducing anxiety used by professionals representing *each* of the four perspectives.

EXAMPLE: DEFINE AND PROVIDE EXAMPLE

2. A. Define the following psychological concepts.

- Cognitive dissonance
- Conformity
- Incentive motivation
- Negative reinforcement
- Physiological addiction

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

EXAMPLE: DEBATE AND TAKE SIDES

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

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

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

EXAMPLE: HELP AND HINDER

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

HELP

- The mere exposure effect
 - Mnemonic device
 - Schachter two-factor theory
 - Locus of control
- B. Demonstrate how each of the following could HINDER Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

HINDER

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

EXAMPLE: CONNECT THE DOTS

1. For each of the pairs below, use an example to show how the first term in each pair affects or is related to the second. Definitions alone without examples will not score.
 - Serial-position effect . . recall
 - Functional fixedness . . problem solving
 - Operational definition . . replication
 - Double-blind research . . bias
 - Operant conditioning . . superstition
 - Reinforcement . . overjustification effect
 - Myelin sheath . . neural impulse