

Week 1

# AP Psychology

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Homework bundle for this week

本周作业合集

exercises.lol

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AP Psychology

Name: \_\_\_\_\_ Score: \_\_\_\_\_

1. The CED's position on heredity and environment is that they...

- ☐ compete, and the stronger one wins
- ☐ interact, and neither works alone
- ☐ act on different traits entirely
- ☐ cannot be studied scientifically

2. The central nervous system consists of...

- ☐ the brain and the spinal cord
- ☐ the brain only
- ☐ all nerves outside the brain
- ☐ the sympathetic and parasympathetic branches

3. The all-or-nothing principle means that a neuron...

- ☐ fires harder for a stronger stimulus
- ☐ fires completely or not at all
- ☐ fires only in the brain
- ☐ never fires twice

4. Breathing and heart rate are controlled mainly by the...

- ☐ cerebellum
- ☐ brain stem, including the medulla
- ☐ cerebral cortex
- ☐ corpus callosum

5. The roughly 24-hour sleep/wake cycle is called a \_\_\_\_\_ rhythm.

\_\_\_\_\_

6. Converting a physical stimulus into a neural signal is called \_\_\_\_\_.

\_\_\_\_\_

7. If identical twins raised apart are still similar on a trait, that points to heredity.

- ☐ True
- ☐ False

8. The parasympathetic branch prepares the body for fight or flight.

☐ True      ☐ False

9. The gap between two neurons, crossed chemically, is the \_\_\_\_\_.

\_\_\_\_\_

10. Split-brain surgery was developed as a treatment for severe epilepsy.

☐ True      ☐ False

## AP Psychology

### 1. **interact, and neither works alone**

Heredity and environment **interact**; the gene sets a range and conditions pick a point inside it.

### 2. **the brain and the spinal cord**

The CNS is the **brain** plus the **spinal cord**; everything else is peripheral.

### 3. **fires completely or not at all**

Strength is coded by the **rate** of firing and the **number** of neurons, not the force of one firing.

### 4. **brain stem, including the medulla**

The **brain stem**, including the **medulla**, controls basic functioning.

### 5. **circadian**

The **circadian rhythm** runs about 24 hours and is disrupted by jet lag and shift work.

### 6. **transduction**

**Transduction** is the conversion step; below **threshold** no signal is produced at all.

### 7. **True**

Same genes, different environments — so the remaining similarity is evidence for heredity.

### 8. **False**

That is the **sympathetic** branch. The parasympathetic branch calms the body afterwards.

### 9. **synapse**

Neurons do not touch; neurotransmitters carry the signal across the **synapse**.

### 10. **True**

Severing the **corpus callosum** treated epilepsy; the research findings came afterwards.

# 1.1 Interaction of Heredity and Environment

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 10 marks

**KEY WORDS** environment 环境 • heritability 遗传率 • twin 双生子 • nature-nurture 先天与后天  
• adoption 收养

## Objective

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Build the skills to answer exam questions on **heredity** 遗传 and **environment** 环境.

**You must be able to:**

- state what the **nature-nurture** 先天与后天 question actually asks
- explain what **twin** 双生子 and **adoption** 收养 studies are designed to separate
- define **heritability** 遗传率 and say what it does **not** mean
- describe how the **evolutionary** 进化 perspective explains a behaviour

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ What nature-nurture asks

It does not ask whether heredity or environment causes a trait. Both always contribute. It asks how much of the **variation between people** in a population comes from each source, and how the two **interact**.

### ■ Why twin and adoption studies exist

**Identical twins** share nearly all their genes; **fraternal twins** share about half. Twins raised apart share genes but not environment; adopted children share environment but not genes with their adoptive family. Comparing these groups separates the two influences that ordinary families confound.

### ■ Heritability, precisely

Heritability is the proportion of the **variation in a trait within a population** attributable to genetic differences. It is a statement about a population, not an individual, and it can change if the environment changes. A heritability of 0.5 does not mean half of one person's trait is genetic.

## 2 Practice

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**2.1** State the question the nature-nurture debate actually asks. [2]

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**2.2** Explain why identical twins raised apart are useful to researchers. [2]

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**2.3** A researcher reports that height has a heritability of 0.8 in a population.

(a) State what this figure describes. [1]

(b) State one thing it does **not** mean. [1]

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## 3 Exam-style questions

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**3.1** Fraternal twins share on average what proportion of their genes? [1]

- **A** all of them
- **B** about three-quarters
- **C** about half
- **D** none

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**3.2** A trait's heritability estimate rises after a population's schooling becomes uniform. The best explanation is [1]

- **A** the genes changed
- **B** environmental variation fell, so remaining variation is more genetic
- **C** heritability is fixed and the study is wrong
- **D** the trait became learned

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**3.3** An evolutionary psychologist studies why humans prefer sweet and fatty foods.

(a) State the kind of explanation this perspective gives. [1]

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(b) State one limitation of that kind of explanation.

[1]

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## Solutions

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**2.1** how much of the variation between people comes from genes and how much from environment; and how the two interact, since both always contribute.

**2.2** they share (nearly) all their genes but not their environments; so a similarity between them points to a genetic influence rather than a shared upbringing.

**2.3** (a) the proportion of variation in height **within that population** attributable to genetic differences. (b) it does not mean 80% of any one person's height is caused by genes.

**3.1 C.** fraternal twins are ordinary siblings who share a birth, so about half.

**3.2 B.** heritability is a ratio; reducing environmental variation raises the genetic share without any genetic change.

**3.3** (a) it explains the preference as an adaptation that raised survival or reproduction in ancestral environments. (b) such explanations are hard to test directly, since the ancestral environment cannot be observed.

# 1.2 Overview of the Nervous System

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** nervous system 神经系统 • sympathetic 交感 • somatic 躯体 • autonomic 自主 • parasympathetic 副交感

## Objective

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Build the skills to answer exam questions on the **nervous system** 神经系统 and the **endocrine system** 内分泌系统.

You must be able to:

- divide the nervous system into **central** 中枢 and **peripheral** 外周 parts
- distinguish the **somatic** 躯体 from the **autonomic** 自主 nervous system
- contrast **sympathetic** 交感 and **parasympathetic** 副交感 activation
- explain how the **endocrine system** differs from neural signalling

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ The two main divisions

The **central nervous system** is the brain and spinal cord. The **peripheral nervous system** is everything else — the nerves carrying signals to and from the body.

### ■ Somatic and autonomic

The **somatic** division carries sensory information in and controls voluntary skeletal muscle. The **autonomic** division controls involuntary processes: heart rate, digestion, breathing rate.

### ■ Sympathetic against parasympathetic

The **sympathetic** branch mobilises the body — heart rate up, pupils dilated, digestion suppressed. The **parasympathetic** branch restores it — heart rate down, digestion resumed. They oppose each other, and a healthy body moves between them.

### ■ Hormones against neurotransmitters

Neural signals are fast and targeted: milliseconds, along a specific pathway. **Hormones** travel in the bloodstream, reach every tissue, act more slowly, and last longer.

## 2 Practice

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**2.1** Name the two structures that make up the central nervous system. [2]

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**2.2** State one function of the somatic nervous system and one of the autonomic. [2]

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**2.3** A student is startled by a loud noise.

(a) State which autonomic branch is activated. [1]

(b) State two bodily changes that branch produces. [2]

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## 3 Exam-style questions

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**3.1** Slowing of the heart after a stressful event is produced mainly by the [1]

- **A** sympathetic nervous system
- **B** parasympathetic nervous system
- **C** somatic nervous system
- **D** central nervous system

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**3.2** Compared with neural signalling, endocrine signalling is [1]

- **A** faster and more targeted
- **B** slower and more widespread
- **C** identical in speed
- **D** confined to the brain

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**3.3** A person's hand jerks back from a hot surface before they feel pain.

(a) State which division carries the motor command to the muscle. [1]

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(b) Explain why the movement can occur before the brain registers pain. [2]

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## Solutions

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**2.1** the brain; the spinal cord.

**2.2** somatic: carries sensory information and controls voluntary skeletal muscle; autonomic: controls involuntary processes such as heart rate or digestion.

**2.3** (a) the sympathetic branch. (b) any two of: heart rate rises; pupils dilate; digestion is suppressed; breathing quickens.

**3.1 B.** the parasympathetic branch restores the body after arousal.

**3.2 B.** hormones travel in the bloodstream to every tissue and act over a longer period.

**3.3** (a) the somatic nervous system. (b) a reflex arc is completed in the spinal cord, so the motor command is issued before the signal reaches the brain for conscious processing.

# 1.3 The Neuron and Neural Firing

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 11 marks

**KEY WORDS** neuron 神经元 • neurotransmitter 神经递质 • axon 轴突 • all-or-none 全或无 • dendrites 树突

## Objective

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Build the skills to answer exam questions on the **neuron** 神经元 and **neural firing** 神经放电.

**You must be able to:**

- label the parts of a neuron and state what each does
- explain the **all-or-none** 全或无 principle
- describe what happens at the **synapse** 突触
- match a **neurotransmitter** 神经递质 to a function it influences

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ The parts of a neuron

**Dendrites** receive signals. The **cell body** integrates them. The **axon** carries the signal away, wrapped in a **myelin sheath** that speeds transmission. **Terminal buttons** release neurotransmitters.

### ■ All-or-none

A neuron either fires at full strength or does not fire. Increasing the stimulus does not make one action potential larger; it makes the neuron fire **more often**. Intensity is coded by rate, not by size.

### ■ At the synapse

An action potential reaches the terminal, neurotransmitter is released into the **synaptic gap**, it binds to receptors on the next neuron, and is then reabsorbed (**reuptake**) or broken down. The next neuron becomes more or less likely to fire.

### ■ Excitatory and inhibitory

An **excitatory** signal pushes the receiving neuron toward firing; an **inhibitory** signal pushes it away. A neuron fires when excitatory input exceeds inhibitory input by enough to reach **threshold**.

## 2 Practice

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**2.1** State the function of dendrites and of the axon. [2]

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**2.2** Explain the all-or-none principle. [2]

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**2.3** A drug blocks the reuptake of a neurotransmitter.

(a) State what happens to the amount of that neurotransmitter in the synaptic gap. [1]

(b) State the likely effect on the receiving neuron. [1]

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## 3 Exam-style questions

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**3.1** A more intense stimulus is signalled to the brain mainly by [1]

- **A** larger action potentials
- **B** a faster rate of firing
- **C** slower firing
- **D** thicker myelin

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**3.2** The myelin sheath principally [1]

- **A** releases neurotransmitters
- **B** speeds conduction along the axon
- **C** receives incoming signals
- **D** stores memories

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**3.3** A neuron receives both excitatory and inhibitory input.

(a) State the condition under which it fires. [1]

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(b) Explain why inhibitory signals are as important as excitatory ones. [2]

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## Solutions

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**2.1** dendrites receive incoming signals from other neurons; the axon carries the outgoing signal away from the cell body.

**2.2** a neuron fires at full strength or not at all; a stronger stimulus produces more frequent firing, not a larger action potential.

**2.3** (a) it stays in the gap longer / accumulates. (b) the receiving neuron is stimulated for longer, so its firing is more affected.

**3.1 B.** intensity is coded by rate because each action potential is the same size.

**3.2 B.** myelin insulates the axon and speeds conduction.

**3.3** (a) when excitatory input exceeds inhibitory input by enough to reach threshold. (b) without inhibition every input would push toward firing, so the nervous system could not select between signals or stop a response.

# 1.4 The Brain

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 11 marks**

**KEY WORDS** plasticity 可塑性 • hemispheric specialisation 半球特化 • amygdala 杏仁核 • cerebellum 小脑  
• eeg 脑电图

## Objective

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Build the skills to answer exam questions on **brain structures** 脑结构 and their functions.

**You must be able to:**

- match a brain region to a function it supports
- explain what **plasticity** 可塑性 means and when it is greatest
- describe what **hemispheric specialisation** 半球特化 does and does not imply
- state what each main imaging or recording method measures

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ Regions and functions

The **brainstem** controls basic survival functions such as breathing. The **cerebellum** coordinates balance and practised movement. The **limbic system** — including the **amygdala** and **hippocampus** — supports emotion and memory formation. The **cerebral cortex** supports higher processing, divided into four lobes.

### ■ Plasticity

The brain reorganises in response to experience and injury. Plasticity is greatest in childhood but continues throughout life, which is why some function can be recovered after damage.

### ■ Hemispheric specialisation

The left hemisphere is typically more involved in language, the right in spatial processing. This is a difference of **degree**, not a division into two separate people: the hemispheres are connected and work together in almost every task.

### ■ What each method measures

**EEG** records electrical activity with excellent timing but poor location. **fMRI** infers activity from blood flow, with good location but slower timing. A **lesion** study infers function from what is lost after damage.

## 2 Practice

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**2.1** State one function of the cerebellum and one of the amygdala. [2]

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**2.2** Explain what is meant by plasticity. [2]

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**2.3** A patient recovers some speech after damage to a language area.

(a) State the property of the brain that makes this possible. [1]

(b) State one reason recovery is usually more complete in a child. [1]

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## 3 Exam-style questions

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**3.1** A researcher needs millisecond timing of a brain response. The best method is [1]

- A fMRI
  - B EEG
  - C a lesion study
  - D a case study
- 

**3.2** The claim that people are “left-brained” or “right-brained” is best described as [1]

- A well supported by hemispheric specialisation
  - B an oversimplification of a difference of degree
  - C true only for language
  - D a finding from fMRI
-

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**3.3** A patient with hippocampal damage can hold a conversation but cannot recall it an hour later.

(a) State the memory function the hippocampus supports. [1]

(b) Explain what this case shows about how memory is organised. [2]

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## Solutions

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**2.1** cerebellum: coordinates balance and practised movement; amygdala: supports emotional processing, especially fear.

**2.2** the brain's capacity to reorganise its structure and connections in response to experience or injury; greatest in childhood but continuing across life.

**2.3** (a) plasticity. (b) a child's brain reorganises more readily, so other regions can take over the function.

**3.1 B.** EEG records electrical activity directly, with excellent temporal resolution.

**3.2 B.** specialisation is a difference of degree between connected hemispheres.

**3.3** (a) forming new long-term memories. (b) memory is not a single system: the ability to form new memories can be lost while immediate conversation and older memories remain intact.

**PSYCHOLOGY****SECTION II****Time—50 minutes****2 Questions**

**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. You may plan your answers in this orange booklet, but no credit will be given for anything written in this booklet. **You will only earn credit for what you write in the separate Free Response booklet.**

1. Gavin's parents took him to his favorite science museum, and he explored all of the exhibits. One of the interactive exhibits featured glass marbles. He grabbed a large marble and tried to bounce it on the ground. At one point during the visit, he became separated from his parents, and it took a few minutes for them to find him. Later that night, he drew a colorful picture of the exhibits at the museum. The next day, Gavin brought his picture with him to preschool. While his grandmother drove, Gavin talked to her about the picture.

**Part A**

- Explain how Jean Piaget's concept of assimilation could relate to Gavin's experience with the glass marble.
- Explain how egocentrism could relate to how Gavin interacted with his grandmother in the car.
- Explain how avoidant attachment could relate to Gavin when he was separated from his parents.

**Part B**

Explain how each of the following terms could relate to Gavin in this scenario.

- Serial position effect
- Motor cortex
- Cognitive map
- Cones in the retina

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

# 1.5 Sleep

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 11 marks**

**KEY WORDS** rem 快速眼动 • sleep 睡眠 • circadian rhythm 昼夜节律 • rem sleep 快速眼动睡眠  
• narcolepsy 发作性睡病

## Objective

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Build the skills to answer exam questions on **sleep** 睡眠 and **circadian rhythms** 昼夜节律.

**You must be able to:**

- describe the **sleep cycle** 睡眠周期 and what changes across the night
- state what happens in **REM** 快速眼动 sleep and why it matters
- explain what a **circadian rhythm** is and what disrupts it
- match a **sleep disorder** 睡眠障碍 to its defining feature

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ The cycle

Sleep moves through stages of progressively deeper non-REM sleep and then into REM, repeating roughly every 90 minutes. Across the night, deep non-REM shortens and REM periods lengthen.

### ■ REM sleep

In REM, brain activity resembles waking, the eyes move rapidly, most vivid dreaming occurs, and the skeletal muscles are effectively paralysed. REM appears to support memory consolidation and emotional processing.

### ■ Circadian rhythm

A roughly 24-hour biological cycle governing sleep, alertness and body temperature, entrained mainly by **light**. Shift work, jet travel and late-night screens push it out of alignment with the clock.

### ■ Two disorders

**Insomnia** is persistent difficulty falling or staying asleep. **Narcolepsy** is sudden uncontrollable sleep onset, often with immediate REM.

## 2 Practice

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**2.1** State two things that happen to the body during REM sleep. [2]

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**2.2** Explain what a circadian rhythm is and name the main cue that sets it. [2]

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**2.3** A student sleeps five hours a night for a week before an exam.

- (a) State one likely effect on memory. [1]
- (b) Explain why cutting sleep short removes proportionally more REM than deep sleep. [2]

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## 3 Exam-style questions

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**3.1** Muscle paralysis during dreaming is characteristic of [1]

- **A** stage 1 non-REM
- **B** deep non-REM
- **C** REM sleep
- **D** wakefulness

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**3.2** A worker on permanent night shifts sleeps badly on days off. The best explanation is [1]

- **A** insomnia caused by anxiety
- **B** a circadian rhythm entrained to an unusual light schedule
- **C** narcolepsy
- **D** too much REM sleep

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**3.3** A person falls asleep suddenly during a conversation.

- (a) Name the disorder this suggests. [1]

---

(b) State one way it differs from ordinary tiredness.

[1]

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## Solutions

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**2.1** any two of: brain activity resembles waking; the eyes move rapidly; vivid dreaming occurs; skeletal muscles are effectively paralysed.

**2.2** a roughly 24-hour biological cycle governing sleep, alertness and body temperature; set mainly by light.

**2.3** (a) poorer consolidation, so weaker recall of what was studied. (b) REM periods lengthen across the night, so the hours cut from the end of sleep contain proportionally more REM.

**3.1 C.** muscle atonia during vivid dreaming is a defining feature of REM.

**3.2 B.** the rhythm has adapted to the night schedule and is misaligned on days off.

**3.3** (a) narcolepsy. (b) onset is sudden and uncontrollable, often entering REM immediately, rather than gradual drowsiness.

# 1.6 Sensation

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 10 marks**

**KEY WORDS** retina 视网膜 • cones 视锥细胞 • absolute threshold 绝对阈限 • difference threshold 差别阈限  
• transduction 转导

## Objective

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Build the skills to answer exam questions on **sensation** 感觉 and **transduction** 转导.

**You must be able to:**

- define **transduction** and give an example in one sense
- distinguish **absolute threshold** 绝对阈限 from **difference threshold** 差别阈限
- state what **sensory adaptation** 感觉适应 is and why it is useful
- describe how the eye and ear convert energy into neural signals

## 1 Worked examples

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Study these first. Each one shows the method for a task used later.

### ■ Transduction

Sense organs convert physical energy into neural signals. Light becomes a signal in the **retina**; sound becomes one in the **cochlea**; pressure becomes one in receptors in the skin.

### ■ Two thresholds

**Absolute threshold** is the smallest stimulus detectable 50% of the time. **Difference threshold** (just-noticeable difference) is the smallest change detectable 50% of the time, and it grows in proportion to the starting intensity.

### ■ Sensory adaptation

Constant, unchanging stimulation produces a declining response — you stop noticing a smell or the weight of clothing. This frees attention for **change**, which is what usually matters.

### ■ Eye and ear

In the eye, light passes the lens and strikes **rods** (dim light, no colour) and **cones** (colour, detail) in the retina. In the ear, sound vibrates the eardrum, is amplified by three small bones, and moves fluid in the cochlea, bending hair cells.

## 2 Practice

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**2.1** Define transduction and give one example. [2]

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**2.2** State the difference between an absolute threshold and a difference threshold. [2]

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**2.3** A person stops noticing the hum of a fan after a few minutes.

(a) Name the process responsible. [1]

(b) State one advantage of this process. [1]

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## 3 Exam-style questions

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**3.1** Rods differ from cones mainly in that rods [1]

- **A** detect colour and fine detail
- **B** work better in dim light without colour
- **C** are located in the cochlea
- **D** transmit sound

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**3.2** Adding one candle to a room with two candles is noticeable; adding one to a room with fifty is not. This illustrates [1]

- **A** absolute threshold
- **B** a difference threshold that grows with intensity
- **C** sensory adaptation
- **D** transduction

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**3.3** A hearing test finds the quietest tone a person can detect half the time.

(a) Name the measure being taken. [1]

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(b) State one reason results vary between people.

[1]

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## Solutions

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**2.1** the conversion of physical energy into neural signals; e.g. light converted to a signal in the retina, or sound in the cochlea.

**2.2** absolute threshold: the smallest stimulus detected 50% of the time; difference threshold: the smallest detectable change in a stimulus, which grows with starting intensity.

**2.3** (a) sensory adaptation. (b) it frees attention for changes in the environment, which are usually more informative.

**3.1 B.** rods support vision in dim light but do not code colour.

**3.2 B.** the just-noticeable difference is proportional to the original intensity.

**3.3** (a) the absolute threshold for that tone. (b) any one of: age-related hearing loss; prior noise exposure; attention or motivation during the test.

**PSYCHOLOGY****SECTION II****Time—50 minutes****2 Questions**

**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. You may plan your answers in this orange booklet, but no credit will be given for anything written in this booklet. **You will only earn credit for what you write in the separate Free Response booklet.**

1. Gavin's parents took him to his favorite science museum, and he explored all of the exhibits. One of the interactive exhibits featured glass marbles. He grabbed a large marble and tried to bounce it on the ground. At one point during the visit, he became separated from his parents, and it took a few minutes for them to find him. Later that night, he drew a colorful picture of the exhibits at the museum. The next day, Gavin brought his picture with him to preschool. While his grandmother drove, Gavin talked to her about the picture.

**Part A**

- Explain how Jean Piaget's concept of assimilation could relate to Gavin's experience with the glass marble.
- Explain how egocentrism could relate to how Gavin interacted with his grandmother in the car.
- Explain how avoidant attachment could relate to Gavin when he was separated from his parents.

**Part B**

Explain how each of the following terms could relate to Gavin in this scenario.

- Serial position effect
- Motor cortex
- Cognitive map
- Cones in the retina

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**PSYCHOLOGY****SECTION II****Time—50 minutes****2 Questions**

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1. Claire's sports team made it to the championship basketball game. To play the game, the teammates will need to work together to move a ball toward their own goal. They must then aim carefully to throw the ball into a hoop that is elevated about 10 feet off the ground. The winner is the team that gets the ball into the hoop the most times.

**Part A**

Explain how each of the following might help Claire be successful during the game.

- Retinal disparity
- Intrinsic motivation
- Social facilitation
- Kinesthetic sense

**Part B**

Claire's team won the championship game. Ten years later, the team got together for a reunion at the gym where the game was originally held. At the reunion, they discussed the championship game.

Explain how each of the following might influence Claire's recollection of the game.

- Context-dependent memory
- Self-serving bias
- Retroactive interference

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

**PSYCHOLOGY****SECTION II****Time—50 minutes****2 Questions**

**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. You may plan your answers in this orange booklet, but no credit will be given for anything written in this booklet. **You will only earn credit for what you write in the separate Free Response booklet.**

**1. Part A**

Steve is in the kitchen happily making breakfast for his four children, who are all playing together in the living room. After hearing a loud crash, Steve becomes quite upset and rushes into the living room, where he sees a lamp shattered on the floor. The children are watching television, and no one is trying to clean up the lamp.

Explain how each of the following relates to the scenario.

- Soundwave amplitude
- Procedural memory
- Diffusion of responsibility
- Dispositional attribution
- Ghrelin

**Part B**

Instead of asking the children what happened, Steve immediately turns off the television and sends them all outside to rake the large amount of leaves in the backyard. Steve stays irritable for the rest of the day.

Explain how each of the following relates to the scenario.

- Authoritarian parenting style
- Steve's high level of the Big Five trait of neuroticism

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**