

Week 20

AP Psychology

Homework bundle for this week

本周作业合集

exercises.lol

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AP Psychology

Name: _____ Score: _____

1. The fundamental attribution error is the tendency to...
 - ☐ over-explain other people's behaviour by their character
 - ☐ over-explain your own behaviour by your character
 - ☐ ignore behaviour entirely
 - ☐ attribute everything to luck
2. Cognitive dissonance most often changes...
 - ☐ the action that already happened
 - ☐ the attitude, since the action cannot be undone
 - ☐ nothing at all
 - ☐ only other people's attitudes
3. Obedience differs from conformity in that the pressure comes from...
 - ☐ a peer group's unspoken standard
 - ☐ an authority figure's direct instruction
 - ☐ one's own attitudes
 - ☐ a stereotype
4. Psychodynamic theory holds that personality is driven mainly by...
 - ☐ conscious choices
 - ☐ unconscious processes
 - ☐ observable traits
 - ☐ reinforcement schedules
5. Select **all** that are Big Five dimensions.
 - ☐ openness to experience
 - ☐ conscientiousness
 - ☐ extraversion
 - ☐ intelligence

Tick every correct option.

6. Rewarding someone for an activity they already enjoy can...
 - ☐ always increase motivation

☐ reduce their intrinsic motivation

☐ have no effect at all

☐ change their personality traits

7. Seeing outcomes as caused by your own actions is an _____ locus of control.

8. Prejudice and discrimination mean the same thing.

☐ True ☐ False

9. The finding that more witnesses makes each less likely to help is the _____ effect.

10. The humanistic tendency to grow toward one's potential is called the self-_____ tendency.

AP Psychology

1. **over-explain other people's behaviour by their character**

It applies specifically to **others'** behaviour; the self half is actor-observer bias.

2. **the attitude, since the action cannot be undone**

The action is fixed, so the **attitude** moves to remove the discomfort.

3. **an authority figure's direct instruction**

Conformity answers a **group**; obedience answers an **authority**.

4. **unconscious processes**

Unconscious processes are the core claim — which is also why the theory is hard to test.

5. **openness to experience; conscientiousness; extraversion**

Intelligence is measured separately; it is not one of the five personality dimensions.

6. **reduce their intrinsic motivation**

The reward can replace **intrinsic** motivation with an **extrinsic** one, which then stops.

7. **internal**

Internal locus attributes outcomes to your own actions; **external** to outside forces.

8. **False**

Prejudice is an attitude; **discrimination** is a behaviour. They often co-occur but are separable.

9. **bystander**

Situational and attentional variables, not character, predict whether someone helps.

10. **actualising**

Self-actualisation and **unconditional positive regard** are the humanistic pair.

4.1 Attribution Theory and Person Perception

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS attribution 归因 • dispositional 内在 • situational 情境 • fundamental attribution error 基本归因错误
• self-serving bias 自利偏差

Objective

Build the skills to answer exam questions on **attribution** 归因 and **person perception** 人际知觉.

You must be able to:

- distinguish a **dispositional** 内在 from a **situational** 情境 attribution
- describe the **fundamental attribution error** 基本归因错误
- explain the **self-serving bias** 自利偏差 and the **actor-observer** difference
- describe how **first impressions** and **stereotypes** 刻板印象 shape perception

1 Worked examples

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

■ Two kinds of attribution

A **dispositional** attribution explains behaviour by the person's character; a **situational** attribution explains it by the circumstances. Most behaviour reflects both.

■ The fundamental attribution error

When explaining **others**, we overweight disposition and underweight situation. The driver who cuts in is "aggressive"; when we do it, we were late for a reason.

■ Self-serving and actor-observer

The **self-serving bias** attributes our successes to disposition and our failures to situation. The **actor-observer** difference is the wider version: we see our own situation and only the other person's behaviour.

■ First impressions and stereotypes

Impressions form fast and then bias later interpretation, so ambiguous behaviour is read to fit the impression. A **stereotype** does the same at group level, supplying expectations before any individual evidence.

2 Practice

2.1 State the difference between a dispositional and a situational attribution. [2]

2.2 Explain the fundamental attribution error with one example. [2]

2.3 A student attributes a good grade to ability and a bad one to an unfair test.

(a) Name the bias. [1]

(b) State one function it serves. [1]

3 Exam-style questions

3.1 Explaining a stranger's rudeness by their personality rather than their circumstances illustrates [1]

- **A** the self-serving bias
- **B** the fundamental attribution error
- **C** a situational attribution
- **D** stereotype threat

3.2 We tend to explain our own behaviour situationally because [1]

- **A** we are more honest about ourselves
- **B** we can see our own situation but only others' behaviour
- **C** disposition does not apply to us
- **D** we have no self-knowledge

3.3 An interviewer forms an impression in the first minute.

(a) State one way this can bias the rest of the interview. [1]

(b) Suggest one procedural safeguard and justify it.

[2]

Solutions

2.1 dispositional explains behaviour by the person's character; situational explains it by circumstances.

2.2 overweighting disposition when explaining others' behaviour; e.g. calling a driver aggressive rather than considering they may be rushing to an emergency.

2.3 (a) the self-serving bias. (b) it protects self-esteem.

3.1 B. the situation is discounted in favour of a trait explanation.

3.2 B. our own circumstances are visible to us; others' are not.

3.3 (a) later ambiguous answers are interpreted to fit the impression. (b) use a structured interview with fixed questions and scored criteria, because it forces the same evidence to be gathered and rated for every candidate.

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

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.

2. Michael is the regional manager for a car company and needs to give a presentation to the president of the company about how different management styles might relate to the total number of sales of the company’s new electric car. He hires an industrial/organizational psychologist to study three stores, each in a different city. Each store’s manager has their own distinct management style:
- In Store A, the manager has a supportive style (open and warm).
 - In Store B, the manager has a strict style (rigid and severe).
 - In Store C, the manager, who is Michael’s good friend, has a distant style (permissive and disengaged).

The number of electric cars sold at each store over a five-month period is shown in the table.

	ELECTRIC CARS SOLD BY STORE		
Month	Store A (supportive style)	Store B (strict style)	Store C (distant style)
January	9	7	3
February	7	8	2
March	9	5	5
April	5	3	4
May	5	2	1

- Explain why this study is not a true experiment.
- Identify the implied dependent variable for the study if the study had been a true experiment.
- Calculate the mean of Store B’s sales.
- Explain why the location of the store is a confounding variable in this study.
- Explain how the halo effect could influence Michael’s interpretation of the findings.
- Explain why the hiring of an industrial/organizational psychologist was appropriate for this study.
- Explain how Michael could use positive reinforcement to help him finish his presentation by the deadline.

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.

STOP

END OF EXAM

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

Jordan recently moved to a new school for her senior year of high school, and she has been adjusting to her new environment.

Explain how each of the following relates to Jordan's adjustment to her new school.

- Spotlight effect
- Cognitive map
- Jordan's low level of the Big Five trait of extraversion

Part B

Jordan tries out for and makes the debate team. Jordan has made friends with other members of the team, and she really enjoys sitting with them at lunch every day. The coach is impressed with Jordan's debate skills, so he makes her captain of the team. When Jordan starts to help the coach plan for the next big debate, her friends stop sitting with her at lunch. She then stops helping the coach plan for the next debate but ends up winning it.

Explain how each of the following concepts relates to the scenario.

- Negative punishment
- Formal operational stage of cognitive development
- Actor-observer bias concerning Jordan's debate performance
- Jordan's high level of self-efficacy

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.

2. Mobile Gamer Central (MGC) is preparing to launch a new game app. The advertisements for this new game are brightly colored, have lively music, and feature celebrities playing the game. To generate interest in the game, MGC pays to have these advertisements pop up multiple times while people are using other apps on their phone. The marketing director is pleased with the advertising campaign and thinks the game is really fun to play.

Part A

Explain how each of the following concepts relates to the scenario.

- Peripheral route to persuasion
- False consensus effect
- Mere-exposure effect

Part B

After a few weeks with moderate success, MGC’s marketing director decides to test the most effective ways to increase sales of the game. Marketing researchers recruit 100 people to play the new game. They randomly assign half of the people to observe someone demonstrating how the game is played and assign the other half of the people to play the video game themselves. Participants rate how likely they are to buy the game on a scale of 1 (not likely) through 10 (very likely). Results are presented in the table.

Participants’ Rating	Observed Game Demonstration (<i>n</i> = 50)	Personally Played Game (<i>n</i> = 50)	<i>p</i> value
Mean	6 . 31	2 . 04	< 0 . 001
Standard Deviation	1 . 25	0 . 80	

- Identify the operational definition of the dependent variable in the study.
- Explain what the difference between the standard deviations in the study indicates.
- Explain why random assignment is necessary for determining cause and effect in the study.
- Explain what the *p* value allows MGC to conclude about the study.

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.

STOP

END OF EXAM

4.2 Attitude Formation and Attitude Change

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS peripheral 边缘 • central 中心 • cognitive dissonance 认知失调 • attitudes 态度 • foot-in-the-door 登门槛

Objective

Build the skills to answer exam questions on **attitudes** 态度 and persuasion.

You must be able to:

- explain **cognitive dissonance** 认知失调 and how it is resolved
- distinguish the **central** 中心 from the **peripheral** 边缘 route to persuasion
- describe the **foot-in-the-door** 登门槛 technique
- state when attitudes predict behaviour and when they do not

1 Worked examples

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

■ Cognitive dissonance

Holding two inconsistent cognitions, or acting against an attitude, produces discomfort. The cheapest resolution is usually to change the **attitude** to fit the behaviour that has already happened.

■ Two routes to persuasion

The **central route** persuades through the quality of the argument; it requires motivation and ability to think, and produces durable change. The **peripheral route** persuades through cues — attractiveness, length, repetition — and produces weaker, shorter-lived change.

■ Foot-in-the-door

Agreeing to a small request makes a later larger request more likely to be accepted, because the first compliance changes how people see themselves.

■ When attitudes predict behaviour

Best when the attitude is specific to the behaviour, strongly held, personally relevant, and when situational pressure is weak. General attitudes predict single actions poorly.

2 Practice

2.1 Explain what cognitive dissonance is and one way it is resolved. [2]

2.2 State the difference between the central and peripheral routes. [2]

2.3 A charity first asks people to sign a petition, then to donate.

(a) Name the technique. [1]

(b) Explain why it works. [1]

3 Exam-style questions

3.1 A person who argued publicly for a view they doubted comes to believe it more. This illustrates [1]

- **A** the peripheral route
- **B** cognitive dissonance reduction
- **C** the foot-in-the-door technique
- **D** stereotype threat

3.2 Persuasion by a celebrity endorsement rather than evidence uses the [1]

- **A** central route
- **B** peripheral route
- **C** dissonance route
- **D** door-in-the-face technique

3.3 A survey finds most people say they support recycling, but participation is low.

(a) State one reason the attitude fails to predict behaviour. [1]

(b) Explain what kind of attitude measure would predict better.

[2]

Solutions

2.1 discomfort from holding inconsistent cognitions or acting against an attitude; resolved by changing the attitude to fit the behaviour.

2.2 central: persuasion by argument quality, producing durable change; peripheral: persuasion by cues such as attractiveness or repetition, producing weaker change.

2.3 (a) foot-in-the-door. (b) the small compliance changes self-perception, making the larger request consistent with it.

3.1 B. attitude shifts to reduce the inconsistency with the public act.

3.2 B. the endorsement is a cue, not an argument.

3.3 (a) the attitude is general while the behaviour is specific, and situational barriers intervene. (b) a measure of the attitude toward the specific act, e.g. “I will sort my waste this week”, since specificity and personal relevance improve prediction.

2. Mobile Gamer Central (MGC) is preparing to launch a new game app. The advertisements for this new game are brightly colored, have lively music, and feature celebrities playing the game. To generate interest in the game, MGC pays to have these advertisements pop up multiple times while people are using other apps on their phone. The marketing director is pleased with the advertising campaign and thinks the game is really fun to play.

Part A

Explain how each of the following concepts relates to the scenario.

- Peripheral route to persuasion
- False consensus effect
- Mere-exposure effect

Part B

After a few weeks with moderate success, MGC’s marketing director decides to test the most effective ways to increase sales of the game. Marketing researchers recruit 100 people to play the new game. They randomly assign half of the people to observe someone demonstrating how the game is played and assign the other half of the people to play the video game themselves. Participants rate how likely they are to buy the game on a scale of 1 (not likely) through 10 (very likely). Results are presented in the table.

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STOP

END OF EXAM

4.3 Psychology of Social Situations

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS social facilitation 社会助长 • informational 信息性 • normative 规范性 • obedience 服从
• social loafing 社会惰化

Objective

Build the skills to answer exam questions on **conformity** 从众, **obedience** 服从 and group effects.

You must be able to:

- distinguish **normative** 规范性 from **informational** 信息性 social influence
- state the factors that raise or lower **obedience**
- describe **social facilitation** 社会助长 and **social loafing** 社会惰化
- explain **groupthink** 群体思维, **group polarisation** 群体极化 and the **bystander effect** 旁观者效应

1 Worked examples

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

■ Two reasons to conform

Normative influence: going along to be accepted, even when you privately disagree.

Informational influence: going along because you believe the group knows better.

■ What changes obedience

Obedience rises with a legitimate and physically present authority, and with distance from the victim; it falls sharply when the authority is remote, when a peer refuses, or when the victim is close and visible.

■ Facilitation and loafing

The presence of others **improves** performance on easy, well-learned tasks and **im-pairs** it on hard ones. In a group where individual effort is not identifiable, people contribute less — **social loafing**.

■ Three group effects

Groupthink: a cohesive group suppresses dissent to preserve agreement. **Group polarisation:** discussion moves a group toward a more extreme version of its initial leaning. **Bystander effect:** the more witnesses present, the less likely any one intervenes, because responsibility is diffused.

2 Practice

2.1 State the difference between normative and informational influence. [2]

2.2 State two conditions that reduce obedience. [2]

2.3 A student performs a well-practised piece better in front of an audience but a new one worse.

(a) Name the effect. [1]

(b) State the factor that decides the direction. [1]

3 Exam-style questions

3.1 Failing to help because many others are present illustrates [1]

- A groupthink
- B the bystander effect
- C social facilitation
- D normative influence

3.2 A committee that suppresses doubts to preserve agreement shows [1]

- A group polarisation
- B groupthink

- **C** social loafing
 - **D** informational influence
-

3.3 A group project is graded only as a whole.

(a) Name the likely effect on individual effort. [1]

(b) Suggest one change to the assessment and justify it. [2]

Solutions

2.1 normative: conforming to be accepted despite private disagreement; informational: conforming because the group is believed to be right.

2.2 any two of: the authority is remote rather than present; a peer refuses; the victim is close and visible; the authority lacks legitimacy.

2.3 (a) social facilitation. (b) task difficulty: easy or well-learned tasks improve, hard or new ones are impaired.

3.1 B. responsibility is diffused among the witnesses.

3.2 B. cohesion and the desire for agreement suppress dissent.

3.3 (a) social loafing. (b) assess individual contributions as well as the group product, because effort falls when individual contribution is not identifiable.

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

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

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1. Part A

Jordan recently moved to a new school for her senior year of high school, and she has been adjusting to her new environment.

Explain how each of the following relates to Jordan's adjustment to her new school.

- Spotlight effect
- Cognitive map
- Jordan's low level of the Big Five trait of extraversion

Part B

Jordan tries out for and makes the debate team. Jordan has made friends with other members of the team, and she really enjoys sitting with them at lunch every day. The coach is impressed with Jordan's debate skills, so he makes her captain of the team. When Jordan starts to help the coach plan for the next big debate, her friends stop sitting with her at lunch. She then stops helping the coach plan for the next debate but ends up winning it.

Explain how each of the following concepts relates to the scenario.

- Negative punishment
- Formal operational stage of cognitive development
- Actor-observer bias concerning Jordan's debate performance
- Jordan's high level of self-efficacy

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.

4.4 Psychodynamic and Humanistic Theories of Personality

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS psychodynamic 精神动力 • unconditional positive regard 无条件积极关注 • humanistic 人本主义
• projection 投射 • repression 压抑

Objective

Build the skills to answer exam questions on **psychodynamic** 精神动力 and **humanistic** 人本主义 theories.

You must be able to:

- outline the psychodynamic account of **unconscious** 无意识 influence
- name two **defence mechanisms** 防御机制 and describe each
- describe **unconditional positive regard** 无条件积极关注 and **self-actualisation** 自我实现
- state the main criticism made of each approach

1 Worked examples

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

■ The psychodynamic claim

Behaviour is shaped by motives outside awareness, formed largely in childhood, and expressed indirectly. The clinical value of the approach lies in that claim; its scientific difficulty lies in testing it.

■ Two defence mechanisms

Repression: keeping threatening material out of awareness. **Projection:** attributing one's own unacceptable impulse to another person. Both reduce anxiety without addressing its source.

■ The humanistic claim

People have an inherent tendency toward growth. **Unconditional positive regard** — acceptance not conditional on behaviour — allows a person to face experience honestly and move toward **self-actualisation**, the realisation of one's potential.

■ The criticisms

Psychodynamic theory is criticised for concepts that are hard to falsify and evidence drawn largely from case studies. Humanistic theory is criticised for vague central terms and optimism about human nature that is difficult to test.

2 Practice

2.1 State the central psychodynamic claim about the causes of behaviour. [2]

2.2 Name and describe one defence mechanism. [2]

2.3 A counsellor accepts a client without approving or disapproving of their choices.

(a) Name the concept. [1]

(b) State its purpose. [1]

3 Exam-style questions

3.1 Accusing others of the hostility one feels oneself is [1]

- A repression
- B projection
- C self-actualisation
- D regard

3.2 The main scientific criticism of psychodynamic theory is that its concepts are [1]

- A too simple
- B difficult to falsify
- C based on experiments
- D purely biological

3.3 A researcher wants to test whether unconditional positive regard improves outcomes.

(a) State one difficulty in measuring the variable. [1]

(b) Explain how the difficulty could be reduced. [2]

Solutions

2.1 behaviour is shaped by motives outside awareness, formed largely in childhood and expressed indirectly.

2.2 repression: keeping threatening material out of awareness to reduce anxiety without addressing its cause. (Accept projection, similarly described.)

2.3 (a) unconditional positive regard. (b) it allows the client to face experience honestly without fearing rejection.

3.1 B. one's own impulse is attributed to another.

3.2 B. concepts framed so that any outcome confirms them cannot be tested.

3.3 (a) it is an internal attitude, so it can only be inferred from behaviour. (b) define observable indicators and have independent raters score recorded sessions, which makes the measure explicit and checkable for agreement.

4.5 Social-Cognitive and Trait Theories of Personality

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS trait 特质 • locus of control 控制点 • self-efficacy 自我效能 • conscientiousness 尽责性
• external 外控

Objective

Build the skills to answer exam questions on **trait** 特质 and **social-cognitive** 社会认知 theories.

You must be able to:

- name the dimensions of the **five-factor** 五因素 model
- explain **reciprocal determinism** 交互决定论
- describe **self-efficacy** 自我效能 and **locus of control** 控制点
- state how personality is assessed and one limitation of each method

1 Worked examples

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

■ Five factors

Openness, conscientiousness, extraversion, agreeableness and neuroticism. These emerged from analysing how trait words cluster, and they predict outcomes modestly but reliably across cultures.

■ Reciprocal determinism

Person, behaviour and environment each influence the other two. A sociable person seeks social settings, which reinforce sociability. Personality is not only inside the person.

■ Self-efficacy and locus of control

Self-efficacy is belief in one's capability at a specific task; it predicts persistence. **Locus of control** is the general belief that outcomes follow from one's own actions (internal) or from luck and powerful others (external).

■ Assessment and its limits

Self-report inventories are efficient but vulnerable to social desirability. **Projective tests** are open-ended but score inconsistently. **Behavioural observation** avoids self-report bias but is costly and samples limited situations.

2 Practice

2.1 Name three of the five factors. [3]

2.2 Explain reciprocal determinism with one example. [2]

2.3 A student believes exam results depend mainly on luck.

(a) Name the construct. [1]

(b) State one likely behavioural consequence. [1]

3 Exam-style questions

3.1 Belief in one's capability at a specific task is [1]

- **A** locus of control
 - **B** self-efficacy
 - **C** neuroticism
 - **D** reciprocal determinism
-

3.2 The main limitation of self-report inventories is [1]

- **A** they take too long
 - **B** social desirability responding
 - **C** they cannot be scored
 - **D** they require observation
-

3.3 An employer uses a personality inventory for selection.

(a) State one reason candidates' answers may not be accurate. [1]

(b) Explain one way to reduce the problem. [2]

Solutions

2.1 any three of: openness, conscientiousness, extraversion, agreeableness, neuroticism.

2.2 person, behaviour and environment each influence the other two; e.g. a sociable person chooses social settings, which further reinforce sociability.

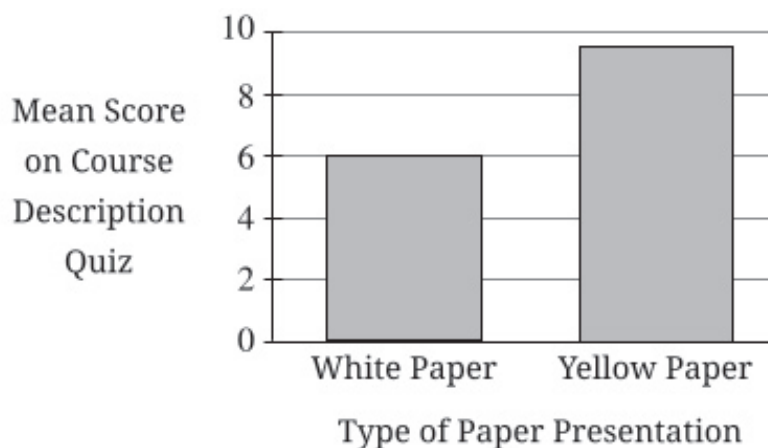
2.3 (a) an external locus of control. (b) reduced effort, since effort is not believed to affect the outcome.

3.1 B. self-efficacy is task-specific capability belief.

3.2 B. respondents may answer as they wish to be seen.

3.3 (a) candidates want the job, so they answer to appear desirable. (b) include validity or consistency scales and combine the inventory with structured behavioural evidence, so a distorted response pattern can be detected and does not stand alone.

2. Professor Gonzalez hypothesizes that students will remember more information from his detailed course description if it is printed on yellow paper than if it is printed on standard white paper. To test this hypothesis, he put the names of all his students into a bowl, then drew out names to assign them to two different groups. He gave one group of the students in his class a course description printed on white paper, and gave the other group of students a course description printed on yellow paper. Students were instructed to thoroughly read the description outside of class in preparation for their next class. In the next class, he gave all students a ten-question quiz asking them about the information found on the course description. Professor Gonzalez then compared the number of correct answers for each group of students. The statistically significant results are depicted in the graph.



Part A

- State the operational definition of the dependent variable.
- Identify the experimental group.
- In addition to the manipulation of an independent variable, identify the procedure Professor Gonzalez used to make this study a true experiment.
- Explain how the data as presented in the graph do or do not support Professor Gonzalez's hypothesis.

Part B

Explain how each of the following might relate to a student's performance on any quiz.

- Context-dependent memory
- Yerkes-Dodson law
- Low level of the Big Five trait of conscientiousness

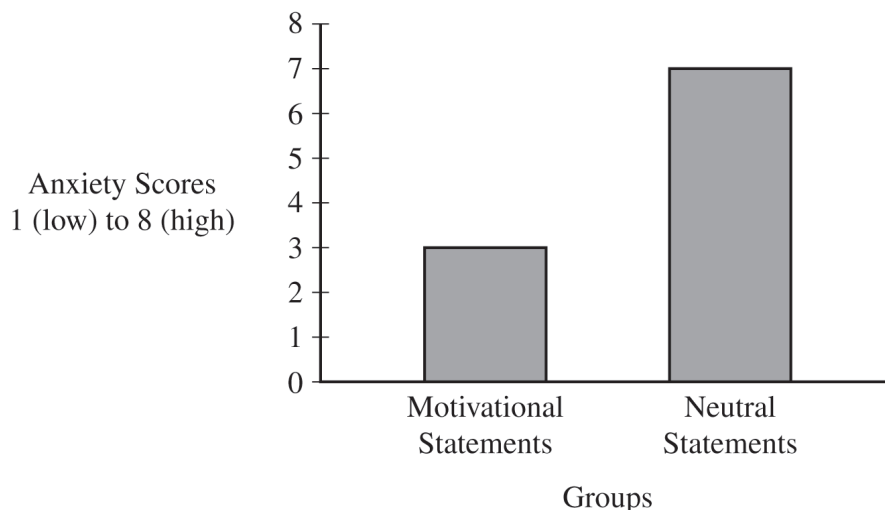
Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

STOP

END OF EXAM



2. Dr. Dawson is a psychologist who believes that students who read motivational statements before a test will experience lower levels of anxiety as compared with students who read neutral statements. To examine this belief, he conducted a study. In the study, he randomly assigned half of the participants to read motivational statements and the other half to read neutral statements. Immediately after reading the statements, all of the students completed a survey about their current level of anxiety (1 = low; 8 = high) and then took the test. Dr. Dawson found statistically significant results that are depicted in the graph.



Part A

- State a valid operational definition of the dependent variable in this study.
- Identify the control group in this study.
- Explain why the study would be considered an experiment.
- Explain how the results of the study do or do not support Dr. Dawson's hypothesis.

Part B

The test Dr. Dawson gave was a vocabulary test. Explain how the following terms might relate to the students who performed poorly on the test in this study.

- External locus of control
- Stage one of Selye's general adaptation syndrome
- Crystallized intelligence

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.

STOP

END OF EXAM

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

Jordan recently moved to a new school for her senior year of high school, and she has been adjusting to her new environment.

Explain how each of the following relates to Jordan's adjustment to her new school.

- Spotlight effect
- Cognitive map
- Jordan's low level of the Big Five trait of extraversion

Part B

Jordan tries out for and makes the debate team. Jordan has made friends with other members of the team, and she really enjoys sitting with them at lunch every day. The coach is impressed with Jordan's debate skills, so he makes her captain of the team. When Jordan starts to help the coach plan for the next big debate, her friends stop sitting with her at lunch. She then stops helping the coach plan for the next debate but ends up winning it.

Explain how each of the following concepts relates to the scenario.

- Negative punishment
- Formal operational stage of cognitive development
- Actor-observer bias concerning Jordan's debate performance
- Jordan's high level of self-efficacy

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.

4.6 Motivation

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS intrinsic 内在 • motivation 动机 • intrinsic motivation 内在动机 • arousal 唤醒 • extrinsic 外在

Objective

Build the skills to answer exam questions on **motivation** 动机.

You must be able to:

- contrast **drive-reduction** 驱力降低 with **arousal** 唤醒 theory
- state what the **Yerkes-Dodson** relationship predicts
- distinguish **intrinsic** 内在 from **extrinsic** 外在 motivation
- describe a **hierarchy of needs** 需要层次 and one criticism of it

1 Worked examples

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

■ Two accounts

Drive-reduction: a physiological need creates a drive, and behaviour reduces it, restoring balance. This handles hunger and thirst but not curiosity or risk-seeking, where behaviour **raises** arousal.

■ Yerkes-Dodson

Performance is best at a **moderate** level of arousal, and the optimum is lower for difficult tasks than for easy ones. Both too little and too much arousal impair performance.

■ Intrinsic and extrinsic

Intrinsic motivation comes from the activity itself; **extrinsic** from an external reward or consequence. Rewarding an already intrinsically motivating activity can reduce interest once the reward stops — the **overjustification** effect.

■ A hierarchy of needs

Needs are arranged from physiological and safety, through belonging and esteem, to self-actualisation, with lower needs said to take precedence. The criticism is that the ordering is not fixed: people pursue meaning and belonging under severe deprivation.

2 Practice

2.1 State one behaviour drive-reduction theory explains well and one it explains poorly. [2]

2.2 State what the Yerkes-Dodson relationship predicts about difficult tasks. [2]

2.3 A child who enjoyed drawing is paid for each picture and later stops drawing for pleasure.

(a) Name the effect. [1]

(b) State the practical warning it gives. [1]

3 Exam-style questions

3.1 Performance on a very difficult task is best when arousal is [1]

- **A** as high as possible
- **B** relatively low
- **C** absent
- **D** irrelevant

3.2 Reading for pleasure with no external reward is [1]

- **A** extrinsic motivation
- **B** intrinsic motivation
- **C** drive reduction
- **D** overjustification

3.3 A workplace introduces bonuses for a task employees already found satisfying.

(a) State one risk. [1]

(b) Explain how the scheme could be designed to avoid it.

[2]

Solutions

2.1 explains well: hunger or thirst, where behaviour reduces a physiological need; explains poorly: curiosity or risk-seeking, where behaviour raises arousal.

2.2 performance is best at moderate arousal, and the optimum is lower for difficult tasks than for easy ones.

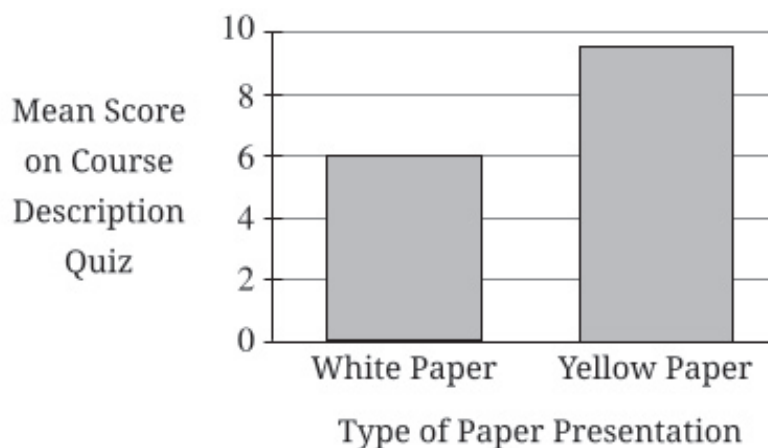
2.3 (a) the overjustification effect. (b) rewarding an already intrinsically motivating activity can reduce interest once the reward stops.

3.1 B. the optimum level of arousal falls as difficulty rises.

3.2 B. the activity itself supplies the motivation.

3.3 (a) the bonus may replace intrinsic satisfaction and reduce effort when it ends. (b) tie recognition to competence and progress rather than to each unit of output, since feedback about mastery supports intrinsic motivation instead of substituting for it.

2. Professor Gonzalez hypothesizes that students will remember more information from his detailed course description if it is printed on yellow paper than if it is printed on standard white paper. To test this hypothesis, he put the names of all his students into a bowl, then drew out names to assign them to two different groups. He gave one group of the students in his class a course description printed on white paper, and gave the other group of students a course description printed on yellow paper. Students were instructed to thoroughly read the description outside of class in preparation for their next class. In the next class, he gave all students a ten-question quiz asking them about the information found on the course description. Professor Gonzalez then compared the number of correct answers for each group of students. The statistically significant results are depicted in the graph.



Part A

- State the operational definition of the dependent variable.
- Identify the experimental group.
- In addition to the manipulation of an independent variable, identify the procedure Professor Gonzalez used to make this study a true experiment.
- Explain how the data as presented in the graph do or do not support Professor Gonzalez's hypothesis.

Part B

Explain how each of the following might relate to a student's performance on any quiz.

- Context-dependent memory
- Yerkes-Dodson law
- Low level of the Big Five trait of conscientiousness

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.

STOP

END OF EXAM

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. 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

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

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.

4.7 Emotion

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS emotion 情绪 • two-factor 双因素 • display rules 表达规则 • facial expression 面部表情
• cognitive label 认知标签

Objective

Build the skills to answer exam questions on **emotion** 情绪.

You must be able to:

- contrast the main theories of the order of emotional events
- explain the **two-factor** 双因素 account of arousal plus label
- state what research shows about **facial expression** 面部表情 across cultures
- describe how **display rules** 表达规则 vary

1 Worked examples

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

■ The ordering question

Theories differ over the order of stimulus, bodily arousal, and conscious feeling. One holds that arousal comes first and the feeling is our reading of it; another that arousal and feeling occur simultaneously; a third that a **cognitive appraisal** determines which emotion an arousal becomes.

■ Two-factor

Emotion requires **physiological arousal** plus a **cognitive label** drawn from the situation. The same racing heart is read as fear, excitement or attraction depending on the context supplied.

■ Facial expression

A set of basic expressions is recognised at above-chance rates across widely separated cultures, indicating a biological component to expression and recognition.

■ Display rules

Cultures differ in **when** an emotion may be shown, to whom, and how intensely. Universality of the expression is compatible with wide variation in its display.

2 Practice

2.1 State what the two-factor account requires for an emotion to occur. [2]

2.2 State what cross-cultural recognition of facial expressions indicates. [2]

2.3 A person feels their heart racing before a speech and calls it excitement rather than fear.

(a) Name the account this illustrates. [1]

(b) State what has changed and what has not. [1]

3 Exam-style questions

3.1 Cultural differences in when an emotion may be shown are called [1]

- **A** display rules
- **B** appraisals
- **C** two-factor labels
- **D** basic emotions

3.2 Above-chance recognition of expressions across isolated cultures suggests [1]

- **A** expressions are entirely learned
- **B** a biological component to expression and recognition
- **C** display rules do not exist
- **D** emotion has no arousal component

3.3 Two people show the same physiological arousal but report different emotions.

(a) State what account explains this. [1]

(b) Explain what determines the difference.

[2]

Solutions

2.1 physiological arousal plus a cognitive label drawn from the situation.

2.2 a set of basic expressions is recognised across widely separated cultures, indicating a biological component rather than purely learned signals.

2.3 (a) the two-factor account. (b) the label has changed; the arousal has not.

3.1 A. display rules govern when and how an emotion may be shown.

3.2 B. shared recognition across isolated groups points to a biological basis.

3.3 (a) the two-factor account. (b) the label applied to the arousal, which is drawn from the situation and the person's interpretation of it.

Using the source provided, respond to all parts of the question.

1. Your response to the question should be provided in six parts: A, B, C, D, E, and F. Write the response to each part of the question in complete sentences. Use appropriate psychological terminology in your response.
- A. Identify the research method used in the study.
 - B. State the operational definition of person-oriented dog behaviors.
 - C. Describe what the mean of the person-oriented behaviors indicates for the laughing trials as compared to the talking trials.
 - D. Identify at least one ethical guideline applied by the researchers.
 - E. Explain the extent to which the research findings may or may not be generalizable using specific and relevant evidence from the study.
 - F. Explain how at least one of the research findings supports or refutes the idea that dogs' expressions of the person-oriented behaviors demonstrate stimulus discrimination in operant conditioning.

Introduction

Dogs often comfort their owners by making visual and/or physical contact when the owners cry or by providing help to their owners when they are sick. The study examined whether a dog's reactions to a person's emotions differ based on the dog's prior experience with the person (owner versus stranger).

Participants

Researchers recruited community members with nonaggressive dogs via email. Of those recruited, 16 dog and owner pairs participated in this study. The owners ranged in age from 25 to 60 years (mean age = 47.06 years; standard deviation = 11.89 years), and the dogs ranged in age from 2 years to 13 years (mean age = 6.87 years; standard deviation = 3.35 years). The length of time the owners had their dogs before the study began ranged from 2 months to 13 years (mean = 5.70 years; standard deviation = 3.69 years). The study included the following dog breeds, with the number of each in parentheses: Lab mix (3), black Lab (1), terrier mix (2), corgi or corgi mix (3), French bulldog (1), Jack Russell terrier (1), miniature pinscher (1), miniature schnauzer (1), Shih Tzu (2), and wirehaired pointing griffon (1).

Method

Each dog owner received and signed a consent form. Researchers tested each dog at their owner's house, and the dogs received dog biscuits as compensation for participation in the study.

All dog and owner pairs participated in all four trials of the study. This is called a "within-subjects" design, which means that researchers observe each participant in every condition of the study so that a participant can be directly compared to themselves across conditions. The "within-subjects" design serves the same purpose as random assignment.

A researcher who was unfamiliar with the dogs before the study played the role of the stranger. Upon entering each participant’s home, this “stranger-researcher” ignored the dogs by not interacting with them in any way. The stranger-researcher asked the owner to follow the same set of instructions during each trial:

“When you are asked to cry, please pretend to cry to the best of your ability for 20 seconds. The researcher will tell you when to begin and when to stop. When you are asked to laugh, please pretend to laugh to the best of your ability for 20 seconds. When you are acting, please use approximately the same volume. Also, please do not refer to your dog by name, look directly at them, or initiate or reciprocate physical contact during the study.”

The owners and the stranger-researcher stayed seated and moved their bodies naturally while they acted out the different emotional states, but they stayed seated. Each dog participated in four separate 20-second-long trials in which (1) the owner cried, (2) the stranger-researcher cried, (3) the owner laughed, and (4) the stranger-researcher laughed.

The order of these trials was counterbalanced across dogs, meaning that each dog completed the four trials in a randomized order. Before the trials began (baseline), in between each trial, and at the end of the fourth trial, the stranger-researcher and the owner had a light-hearted conversation for 2 minutes to reset the emotional experience for the dogs and the owners.

Results and Discussion

Researchers focused on two different kinds of dog behaviors. Person-oriented dog behaviors included looking at a person (either the owner or the stranger-researcher), making contact with a person (touching the person in some way), approaching a person, and vocalizing at a person (barking, whining, etc.). Non-person-oriented dog behaviors included passive behavior (e.g., lying down or sitting), walking, solitary play, and general vocalizing (not directed at a person). The total number of person-oriented behaviors from the dogs for each trial behavior the owners and researcher-strangers acted out is presented in the table.

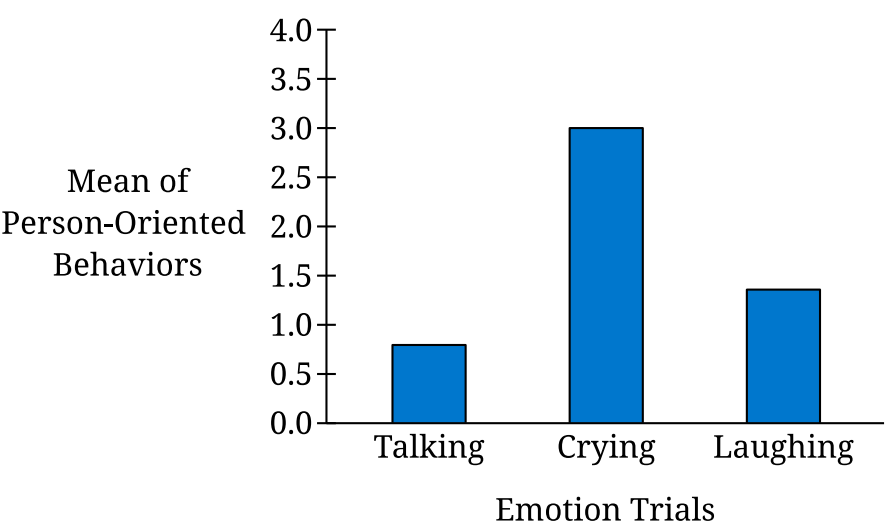
Total Number of Person-Oriented Dog Behaviors for Each Trial

Behavior	Dogs Looking	Dogs Making Contact	Dogs Approaching	Dogs Vocalizing	Total Person-Oriented Behaviors
Baseline	5	3	2	2	12
Owner crying	20	15	6	1	42
Owner laughing	11	2	2	0	15
Stranger crying	24	11	8	3	46

Behavior	Dogs Looking	Dogs Making Contact	Dogs Approaching	Dogs Vocalizing	Total Person-Oriented Behaviors
Stranger laughing	11	7	2	0	20
Totals	71	38	20	6	135

The graph displays the means for the number of person-oriented behaviors for the three types of emotions. The results are statistically significant ($p < 0.0011^1$):

Mean of Person-Oriented Behaviors for Emotion Trials



The results show that the crying trial elicited significantly more person-oriented behaviors than the laughing and talking trials. The mean of person-oriented behaviors when the owner and stranger-researcher were crying significantly differed from the means for laughing and talking, but the means for laughing and talking did not significantly differ from each other. Importantly, dogs primarily engaged with the individual who was crying, regardless of whether they were the owner or the stranger-researcher. In the owner-crying trial, dogs demonstrated person-oriented behaviors 75% of the time, and in the stranger-researcher-crying trial, dogs demonstrated the person-oriented behaviors 73% of the time.

Meyers-Manor, J. E., & Botten, M. L. (2020). A shoulder to cry on: Heart rate variability and empathetic behavioral responses to crying and laughing in dogs. *Canadian Journal of Experimental Psychology / Revue canadienne de psychologie expérimentale*, 74(3), 235–243.

1: p values indicate statistical significance. A p value of less than 0.05 is generally considered significant and increases the likelihood that the difference in means is due to the procedures of the study.

The question has three parts: Part A, Part B, and Part C. Use the three sources provided to answer each part of the question.

For Part B and Part C, you must cite the source that you used to answer the question. You can do this in two different ways:

- Parenthetical Citation:
For example: "...(Source 1)."
- Embedded Citation:
For example: "According to Source 1..."

Write the response to each part of the question in complete sentences. Use appropriate psychological terminology.

2. Using the sources provided, develop and justify an argument about a specific social condition that leads people to be more likely to help another person in an emergency.
- A. Propose a specific and defensible claim based in psychological science that responds to the question.
- B.
- i. Support your claim using at least one piece of specific and relevant evidence from one of the sources.
 - ii. Explain how the evidence from Part B (i) supports your claim using a psychological perspective, theory, concept, or research finding learned in AP Psychology.
- C.
- i. Support your claim using an additional piece of specific and relevant evidence from a different source than the one that was used in Part B (i).
 - ii. Explain how the evidence from Part C (i) supports your claim using a different psychological perspective, theory, concept, or research finding learned in AP Psychology than the one that was used in Part B (ii).

Source 1

Introduction

In this study, researchers investigated environmental factors that may influence whether a person will help in an emergency.

Participants

Students in introductory psychology courses at a university in New York took part in the experiment as part of a class requirement. Fifty-nine of the participants were women and 13 of the participants were men. Researchers did not report race/ethnicity data for participants in the study.¹

Method

When each participant arrived at the laboratory, they were taken to a separate room with a microphone that would allow them to communicate with others. Each participant was alone in their room. Researchers explained to the participants that they would take part in a discussion about problems associated with college life and that the discussion would be held over an intercom system and not face-to-face to preserve the anonymity of the students.

Only one participant's microphone would be on at any given time, and a mechanical switching device would regulate the discussion sequence. During the discussion, one of the other students (who was a confederate of the researchers) pretended to experience a medical emergency in which they at first made a few relatively calm comments and then grew increasingly louder and more incoherent as they spoke. During the medical emergency, participants' microphones were off, so they could hear the confederate but could not speak to other group members to find out what, if anything, they were doing about the emergency.

The independent variable in the study was the number of people the participant thought was included in the discussion group. Researchers told each participant how many other people would be in the discussion, creating three different conditions: a two-person group (participant and victim), a three-person group (participant, victim, and one other), and a six-person group (participant, victim, and four others).

The dependent variable in the study was the speed with which the participants left their room and reported the emergency to the experimenter. If six minutes elapsed without the participant leaving their room, the experiment was terminated. As soon as the participant reported the emergency, or after six minutes had elapsed, the researcher disclosed the true nature of the experiment and debriefed the participant, making sure to address any emotional trauma the experience might have triggered.

Results and Discussion

The number of onlookers that the participant perceived to be present had a major effect on the likelihood that they would report the emergency. Eighty-five percent of the participants who thought they were alone reported the emergency by the time the confederate stopped their scripted performance. Sixty-two percent of the participants who thought one other was present responded by the end of the emergency. Thirty-one percent of those who thought four others were present responded by the end of the emergency. The results are reported in the table.

Effects of Group Size on the Likelihood and Speed of Response

Condition	% Responding by the end of the Emergency	Time in Seconds
2 (Participant and Victim)	85	52
3 (Participant, Victim, and 1 Other)	62	93
6 (Participant, Victim, and 4 Others)	31	166

Darley, J.M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4), 377-383.

1: Language referencing racial, ethnic, or gender identities may be outdated or fail to reflect the complexities of identity that participants represent.

Source 2

Introduction

In this study, researchers determined how often at least one person intervened in real-life conflicts captured by public surveillance cameras.

Participants

Researchers reviewed 1,225 clips of incidents captured on public surveillance cameras in urban settings in three nations: the Netherlands, the United Kingdom, and South Africa. All public surveillance cameras were located within the entertainment and central business districts of the cities and filmed storefronts, parks, plazas, pedestrian walkways, and public transportation stations. Clips were chosen for the study if they met the following criteria:

- Taken in an urban setting
- Contained a conflict between at least two individuals and did not show another type of incident (e.g., traffic accident, crime being committed)
- Did not include the presence of police or paramedics
- Had a high enough technical quality to allow for effective coding of different behaviors and had no breaks in the interactions recorded.

Researchers examined 219 aggressive public incidents captured by surveillance cameras.

Video access was provided to researchers under the condition that data would be stored securely, shared only for legitimate research purposes (and not with the wider public), and that the identity of the individuals visible in the footage would be protected.

Method

Four trained research assistants rated the 219 video clips. The behaviors observed in the videos were categorized by the type of intervention. “Intervention” was defined as an action by another person toward the perpetrator or victim that would potentially reduce the conflict. This included behaviors such as calming body language, blocking contact between conflict parties, consoling the victim of the aggression, holding an aggressor away from the conflict, or providing help to a victim. For each of the 219 videos, research assistants recorded the total number of interventions.

Results and Discussion

Researchers found that at least one person intervened in 90.9% of the situations, with an average of 3.76 interveners per video (standard deviation = 3.01). Researchers did not find a significant difference in the likelihood that someone would intervene when comparing the different national contexts. Researchers found that a higher number of people present at an incident was positively associated with the likelihood of intervention, and that each additional person present increased the odds that an intervention occurred.

Philpot, R., Liebst, L. S., Levine, M., Bernasco, W., & Lindegaard, M. R. (2019). Would I be helped? Cross-national CCTV footage shows that intervention is the norm in public conflicts. *American Psychologist*, 75(1), 66-75.

Source 3

Introduction

In this meta-analysis, researchers evaluated the conditions under which people are more likely to help others.

Participants

The researchers analyzed a total of 53 articles that examined more than 7,700 participants.

Method

The researchers conducted a meta-analysis of studies on the same topic. The research focused on several variables for situations in which someone needs help:

- Emergency versus non-emergency situations: Emergency situations are viewed as more dangerous than non-emergencies.
- The presence of a perpetrator: The presence of a perpetrator is also viewed as being more dangerous.
- Familiarity among people witnessing a situation: Researchers examined if knowing the others witnessing a situation would affect helping behavior.
- Number of other people present during a situation: Researchers examined whether the addition of one, two, three, four, or five or more other people present would affect the likelihood of helping.

Results and Discussion

The results of this meta-analysis suggest that helping is more likely in the following types of situations:

- Emergencies: People who perceived a situation in which a person needed help as an emergency (more dangerous) were more likely to help than when the situation was perceived as a non-emergency.
- When a perpetrator is present: People witnessing a situation in which the perpetrator was present were more likely to help than when no perpetrator was present. This finding is consistent with finding that people are more willing to help if a situation is perceived as dangerous.
- When people witnessing a situation know each other and are not complete strangers: If the people witnessing the event knew one another, whether as friends or acquaintances, they were more likely to help.
- When fewer people witnessing a situation are present: At least one additional person present in a situation leads to a higher likelihood of helping. Groups with three, four, or five or more members were least likely to help in a situation.

Fischer, P., Krueger, J.I., Greitemeyer, T., Vogrincic, C., Kastenmüller, A., Frey, D., Heen, M., Wicher, M., and Kainbacher, M. (2011). The bystander-effect: A meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin*, 137(4), 517-537.

STOP

END OF EXAM

