

Week 26

AP Psychology

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 5 quiz	2
Exercise sheet 5.1	5
Past-paper questions 5.1	9
Exercise sheet 5.2	11
Exercise sheet 5.3	15
Exercise sheet 5.4	19
Exercise sheet 5.5	23

AP Psychology

Name: _____ Score: _____

1. Problem-focused coping is the better fit when the stressor is...
 - ☐ uncontrollable
 - ☐ controllable
 - ☐ always
 - ☐ never
2. The CED's finding about gratitude is that...
 - ☐ feeling it is enough
 - ☐ expressing it increases subjective well-being
 - ☐ it has no measurable effect
 - ☐ it replaces the need for coping
3. Select **all** the factors the CED uses to identify a psychological disorder.
 - ☐ dysfunction
 - ☐ distress
 - ☐ deviation from the social norm
 - ☐ unusual intelligence

Tick every correct option.

4. The defining feature of bipolar disorders is...
 - ☐ persistent low mood only
 - ☐ periods of mania and periods of depression
 - ☐ intrusive thoughts
 - ☐ exposure to a traumatic event
5. Research supports the use of hypnosis to retrieve accurate memories.
 - ☐ True ☐ False
6. Stress experienced as motivating rather than debilitating is called _____.

7. Posttraumatic growth means that trauma is beneficial.
 - ☐ True ☐ False

8. Deviating from a social norm is by itself enough to identify a disorder.

☐ True ☐ False

9. Select **all** the areas that characterise schizophrenic spectrum disorders.

☐ delusions

☐ hallucinations

☐ disorganised speech

☐ mania

Tick every correct option.

10. Meta-analytic studies of psychotherapy conclude that it is...

☐ ineffective

☐ generally effective

☐ effective only with medication

☐ impossible to evaluate

AP Psychology

1. **controllable**

A stressor you can change calls for solving it; one you cannot calls for managing the reaction.

2. **expressing it increases subjective well-being**

The finding is about **expressing** gratitude, and the outcome is measurable.

3. **dysfunction; distress; deviation from the social norm**

All three are applied together; no single one is sufficient on its own.

4. **periods of mania and periods of depression**

Mania is what distinguishes bipolar from a depressive disorder.

5. **False**

It is effective for **pain and anxiety**; the CED says research does **not** support memory retrieval.

6. **eustress**

Eustress motivates; **distress** debilitates. The same event can be either.

7. **False**

It means growth is one **possible** outcome among several — not that trauma is good.

8. **False**

Norms differ and change; the CED gives three factors so that no single one decides.

9. **delusions; hallucinations; disorganised speech**

Mania belongs to **bipolar** disorders, not the schizophrenic spectrum.

10. **generally effective**

Combining many studies is what makes the general conclusion possible.

5.1 Introduction to Health Psychology

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS general adaptation syndrome 一般适应综合征 • stress 压力 • stressor 应激源 • stress response 应激反应
• alarm 警觉期

Objective

Build the skills to answer exam questions on **stress** 压力 and health.

You must be able to:

- distinguish a **stressor** 应激源 from the **stress response** 应激反应
- describe the phases of the **general adaptation syndrome** 一般适应综合征
- contrast **problem-focused** 问题聚焦 and **emotion-focused** 情绪聚焦 coping
- state how **social support** 社会支持 and **perceived control** 控制感 affect health

1 Worked examples

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

■ Stressor and response

A **stressor** is the event; the **stress response** is the body's reaction to it. The same event is not equally stressful to everyone, because appraisal intervenes between the two.

■ General adaptation syndrome

Alarm: arousal mobilises resources. **Resistance:** arousal is sustained. **Exhaustion:** resources deplete and vulnerability to illness rises. The health cost comes from prolonged resistance, not from brief alarm.

■ Two coping strategies

Problem-focused coping changes the stressor, and works best where the situation is controllable. **Emotion-focused** coping manages the reaction, and is more appropriate where it is not.

■ Support and control

Strong social support and a sense of control over events are both associated with better health outcomes. Both reduce the appraisal of threat, which is where the physiological response begins.

2 Practice

2.1 State the difference between a stressor and the stress response. [2]

2.2 Name the three phases of the general adaptation syndrome. [3]

2.3 A person cannot change a situation but reframes how they think about it.

(a) Name the coping strategy. [1]

(b) State when it is the better choice. [1]

3 Exam-style questions

3.1 The health damage from chronic stress arises mainly in [1]

- **A** the alarm phase
- **B** prolonged resistance and exhaustion
- **C** a single stressful event
- **D** emotion-focused coping

3.2 Problem-focused coping is most effective when the stressor is [1]

- **A** uncontrollable
- **B** controllable
- **C** imaginary
- **D** brief

3.3 Two employees face the same workload; one reports far more stress.

(a) State what explains the difference. [1]

(b) Explain one workplace change that could reduce it. [2]

Solutions

2.1 the stressor is the event; the stress response is the body's reaction to it, mediated by appraisal.

2.2 alarm; resistance; exhaustion.

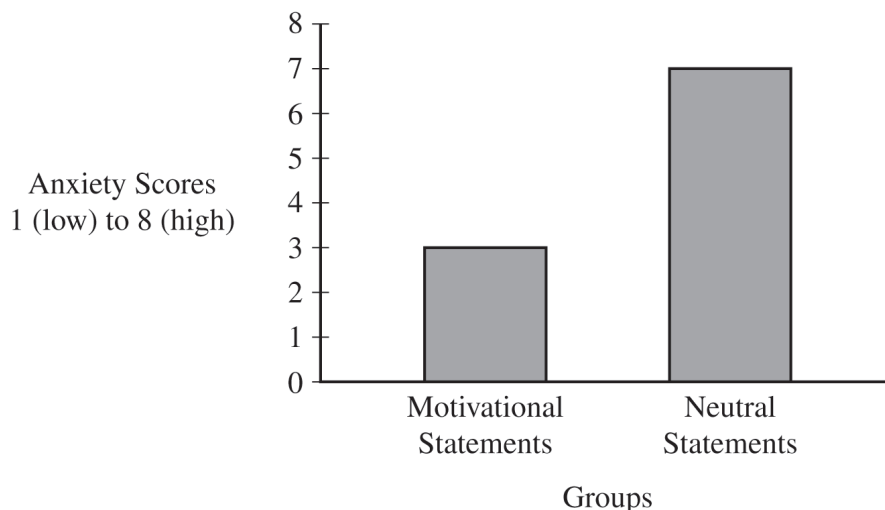
2.3 (a) emotion-focused coping. (b) when the situation cannot be changed.

3.1 B. prolonged arousal and resource depletion produce the health cost.

3.2 B. changing the stressor requires that it be changeable.

3.3 (a) differences in appraisal, social support or perceived control. (b) give employees more control over how and when work is done, since perceived control lowers threat appraisal and therefore the physiological response.

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

5.2 Positive Psychology

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS well-being 幸福感 • hedonic adaptation 享乐适应 • subjective well-being 主观幸福感
• positive psychology 积极心理学

Objective

Build the skills to answer exam questions on **positive psychology** 积极心理学.

You must be able to:

- state what positive psychology studies and why it emerged
- describe **subjective well-being** 主观幸福感 and how it is measured
- explain **hedonic adaptation** 享乐适应 and the **relative** nature of comparison
- name factors reliably associated with well-being

1 Worked examples

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

■ What it studies

Positive psychology studies the conditions of flourishing — well-being, strengths, meaning — rather than only disorder. It arose because psychology's evidence base had been built largely on what goes wrong.

■ Subjective well-being

Usually measured as **life satisfaction** plus the balance of positive to negative affect, by self-report. The measure is subjective by design, which is both its point and its main methodological weakness.

■ Hedonic adaptation and comparison

People adapt to improved circumstances, so a gain raises well-being temporarily and then fades. Judgments are also **relative**: satisfaction depends on comparison with others and with one's own past.

■ What is associated with well-being

Close relationships, meaningful activity, health, and a degree of autonomy show reliable associations. Income is associated with well-being strongly at low levels and much more weakly once basic needs are met.

2 Practice

2.1 State what subjective well-being measures. [2]

2.2 Explain hedonic adaptation and one consequence for policy or personal planning. [2]

2.3 A person's satisfaction falls after their neighbours' incomes rise, though their own is unchanged.

(a) Name the property of judgment involved. [1]

(b) State what this shows about well-being measures. [1]

3 Exam-style questions

3.1 The relationship between income and well-being is [1]

- **A** strong at all levels
- **B** strong at low income and much weaker once needs are met
- **C** absent
- **D** negative

3.2 The main methodological weakness of subjective well-being measures is that they are [1]

- **A** too long
- **B** self-reported
- **C** physiological
- **D** unreliable across time

3.3 A government proposes to raise national well-being by increasing average income.

(a) State one limitation of the proposal. [1]

(b) Suggest one alternative target and justify it.

[2]

Solutions

2.1 life satisfaction plus the balance of positive to negative affect, by self-report.

2.2 people adapt to improved circumstances so gains fade; so a one-off improvement raises well-being only temporarily.

2.3 (a) relative comparison. (b) reported well-being depends on the comparison group, not only on absolute conditions.

3.1 B. the association is strong at low income and weakens once basic needs are met.

3.2 B. the measure depends on what people report about themselves.

3.3 (a) hedonic adaptation and relative comparison mean average income gains may not raise well-being much. (b) target social connection or autonomy at work, because these show reliable associations with well-being and are less subject to adaptation than income.

5.3 Explaining and Classifying Psychological Disorders

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS biopsychosocial 生物心理社会 • labelling 标签 • stigma 污名 • biopsychosocial model 生物心理社会模型
• biological 生物学

Objective

Build the skills to answer exam questions on how disorders are **defined** and **classified** 分类.

You must be able to:

- state the criteria commonly used to identify a disorder
- explain the **biopsychosocial** 生物心理社会 model
- describe the purpose and limits of a **classification system** 分类系统
- discuss the effects of **stigma** 污名 and **labelling** 标签

1 Worked examples

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

■ What counts as a disorder

Behaviour is usually considered disordered when it involves significant **distress** or **impairment of functioning**, and departs from what is typical or expected in the person's culture. No single criterion is sufficient alone.

■ The biopsychosocial model

Disorders are explained by biological, psychological and social factors acting together. The model is now standard because single-factor accounts predict poorly.

■ Classification and its limits

A shared system allows clinicians to communicate, researchers to compare samples, and treatments to be matched to conditions. Its limits are that categories are imposed on continuous variation, comorbidity is common, and criteria change between editions.

■ Stigma and labelling

A diagnosis can open access to treatment and to explanation. It can also become an identity others apply to everything the person does, and evidence of that effect is one reason clinicians are careful about how diagnoses are communicated.

2 Practice

2.1 State two criteria used in deciding whether behaviour is disordered. [2]

2.2 Explain what the biopsychosocial model claims. [2]

2.3 A clinician is reluctant to give a diagnosis to an adolescent.

(a) State one benefit of a diagnosis. [1]

(b) State one risk. [1]

3 Exam-style questions

3.1 A limitation of categorical classification is that [1]

- **A** it prevents communication
 - **B** it imposes categories on continuous variation
 - **C** it cannot be used in research
 - **D** criteria never change
-

3.2 Judging behaviour against what is expected in a person's culture matters because [1]

- **A** all cultures are identical
 - **B** the same behaviour may be typical in one setting and not another
 - **C** culture is irrelevant to diagnosis
 - **D** distress is unnecessary
-

3.3 A person's colleagues reinterpret their ordinary behaviour after learning a diagnosis.

(a) Name the effect. [1]

(b) Explain one way clinicians reduce it. [2]

Solutions

2.1 any two of: significant distress; impairment of functioning; departure from what is typical or expected in the person's culture.

2.2 disorders arise from biological, psychological and social factors acting together, because single-factor accounts predict poorly.

2.3 (a) it gives access to treatment and an explanation. (b) it may become a label others apply to everything the person does.

3.1 B. real variation is continuous while categories are discrete.

3.2 B. what is typical depends on the setting, so context is part of the judgment.

3.3 (a) labelling / stigma. (b) communicate the diagnosis as a description of current difficulties rather than an identity, and share it only with the person's consent and where it serves their care.

5.4 Selection of Categories of Psychological Disorders

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS bipolar 双相 • depressive 抑郁 • schizophrenia 精神分裂症 • anxiety 焦虑 • delusions 妄想

Objective

Build the skills to answer exam questions on the main **categories of disorder** 障碍类别.

You must be able to:

- state the defining feature of an **anxiety** 焦虑 disorder
- state the defining features of **depressive** 抑郁 and **bipolar** 双相 disorders
- describe the main features of **schizophrenia** 精神分裂症
- distinguish a category from a normal reaction to circumstances

1 Worked examples

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

■ Anxiety disorders

Persistent, excessive fear or worry that is out of proportion to the actual threat and impairs functioning. The distinguishing feature is not the presence of fear but its persistence and disproportion.

■ Depressive and bipolar

A **depressive** disorder involves persistent low mood or loss of interest with associated changes in sleep, appetite, energy and concentration. **Bipolar** disorder additionally involves periods of markedly elevated, expansive or irritable mood with increased activity.

■ Schizophrenia

Features include disturbances of thought and perception — delusions and hallucinations — disorganised speech, and reductions in motivation and emotional expression. It is a disorder of thought and perception, not of having “two personalities”.

■ Category against reaction

Grief after a bereavement, or fear before a genuinely dangerous event, is not by itself a disorder. Duration, disproportion and impairment are what distinguish a disorder from an expected reaction.

2 Practice

2.1 State the defining feature of an anxiety disorder. [2]

2.2 State one feature that distinguishes bipolar from depressive disorder. [2]

2.3 A person experiences low mood for two weeks after a bereavement.

(a) State why this alone is not a diagnosis. [1]

(b) State one feature that would raise concern. [1]

3 Exam-style questions

3.1 Delusions and hallucinations are most characteristic of [1]

- **A** an anxiety disorder
 - **B** a depressive disorder
 - **C** schizophrenia
 - **D** bipolar disorder without psychosis
-

3.2 The claim that schizophrenia means having “two personalities” is [1]

- **A** accurate
 - **B** a common misunderstanding
 - **C** part of the diagnostic criteria
 - **D** true only in children
-

3.3 A student feels intense fear before every presentation and avoids courses that require them.

(a) State the two features that suggest a disorder rather than ordinary nerves. [2]

(b) State one reason a diagnosis should not be made from this description alone. [1]

Solutions

2.1 persistent, excessive fear or worry that is out of proportion to the actual threat and impairs functioning.

2.2 bipolar disorder additionally involves periods of markedly elevated, expansive or irritable mood with increased activity.

2.3 (a) grief after bereavement is an expected reaction, not by itself a disorder. (b) any one of: persistence well beyond the expected period; severe impairment of functioning; symptoms disproportionate to the loss.

3.1 C. disturbances of thought and perception define schizophrenia.

3.2 B. it is a widespread misunderstanding of the condition.

3.3 (a) disproportion to the actual threat; impairment, since it changes course choices. (b) a diagnosis requires a full clinical assessment, including duration and other explanations.

5.5 Treatment of Psychological Disorders

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS treatment 治疗 • behavioural 行为 • cognitive 认知 • drug 药物 • randomised controlled trial 随机对照试验

Objective

Build the skills to answer exam questions on **treatment** 治疗.

You must be able to:

- describe **cognitive** 认知 and **behavioural** 行为 therapies and what each targets
- state how **drug** 药物 treatments work in outline
- explain what a **randomised controlled trial** 随机对照试验 establishes
- state the role of the **therapeutic relationship** 治疗关系

1 Worked examples

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

■ Cognitive and behavioural therapy

Cognitive therapy targets patterns of thought that maintain distress; **behavioural** therapy targets the behaviours themselves, often through exposure or reinforcement. Combined approaches use both, and are supported by substantial trial evidence for several conditions.

■ Drug treatments

Medications act on neurotransmitter systems to reduce symptoms. They can be effective, particularly in combination with therapy, and carry side effects and a relapse risk on discontinuation that must be part of any evaluation.

■ What a trial establishes

Randomly assigning patients to treatment and control removes selection differences, so any outcome difference can be attributed to the treatment. Without randomisation, better outcomes may reflect who chose the treatment rather than the treatment itself.

■ The relationship

Across approaches, the quality of the alliance between therapist and client predicts outcome. This is not an alternative to specific techniques but a condition under which they work.

2 Practice

2.1 State what cognitive therapy targets and what behavioural therapy targets. [2]

2.2 Explain why randomisation is essential to a treatment trial. [2]

2.3 A drug reduces symptoms but they return when it is stopped.

(a) State what this indicates about the treatment. [1]

(b) State one implication for how it should be used. [1]

3 Exam-style questions

3.1 Treating a phobia by graded exposure is primarily [1]

- **A** a cognitive technique
 - **B** a behavioural technique
 - **C** a drug treatment
 - **D** a diagnostic procedure
-

3.2 Without randomisation, a better outcome in a treated group may reflect [1]

- **A** the treatment only
 - **B** differences in who chose the treatment
 - **C** nothing at all
 - **D** the sample size only
-

3.3 A clinic reports that clients who complete its programme do better than those who drop out.

(a) State why this does not show the programme works. [1]

(b) Explain what design would answer the question. [2]

Solutions

2.1 cognitive therapy targets patterns of thought that maintain distress; behavioural therapy targets the behaviours themselves.

2.2 random assignment removes systematic differences between groups, so any outcome difference can be attributed to the treatment rather than to who received it.

2.3 (a) it manages symptoms rather than removing the underlying condition. (b) discontinuation should be planned and often combined with therapy to reduce relapse.

3.1 B. exposure changes the behaviour and the conditioned response directly.

3.2 B. self-selection means the groups differed before treatment.

3.3 (a) completers differ systematically from those who drop out, so the comparison is confounded. (b) a randomised controlled trial analysing all those assigned to each group regardless of completion.