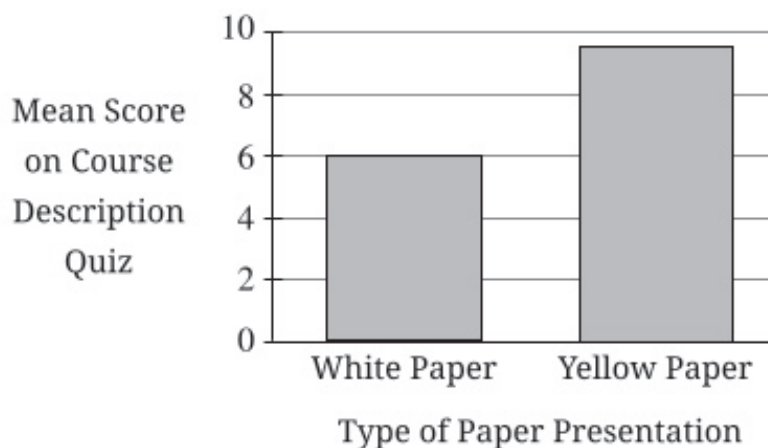


2. Professor Gonzalez hypothesizes that students will remember more information from his detailed course description if it is printed on yellow paper than if it is printed on standard white paper. To test this hypothesis, he put the names of all his students into a bowl, then drew out names to assign 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.

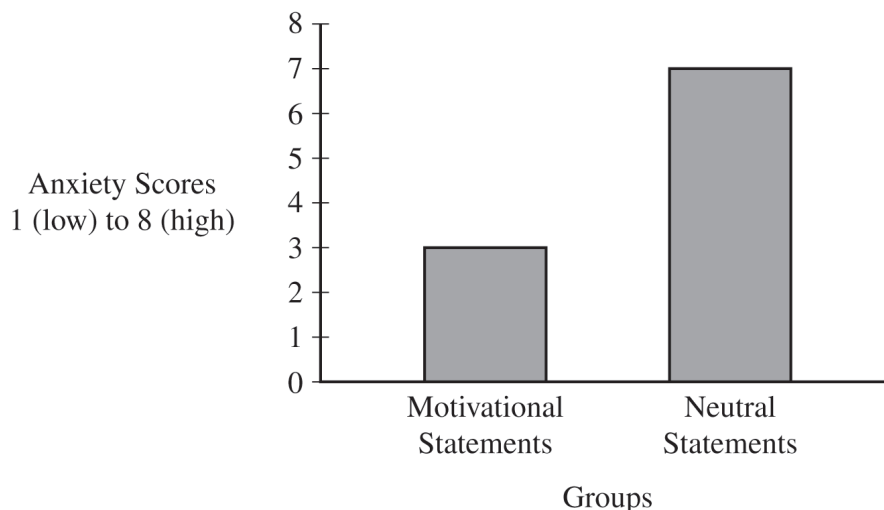
- Context-dependent memory
- Yerkes-Dodson law
- Low level of the Big Five trait of conscientiousness

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.