

**AP Psychology
Exam 2020**

New Date:

MAY 19th 2PM

What: Two FRQs (No Multiple Choice)

Where: Your house

How: Handwritten or Typed and uploaded

Which: Units 1-11 of our book

FRQ Details

Exam timing	Students will have 25 minutes to read and respond to Question 1, and then 5 minutes to upload their response. After uploading the response to Question 1, students will have 15 minutes to respond to Question 2, with 5 additional minutes to upload their response to Question 2. Once their response to Question 1 has been submitted, they cannot go back to it.	
Questions	Question 1 (25 mins.)	Question 2 (15 mins.)
% of exam weight (rounded)	55%	45%
Question name	Concept Application	Research Methods
Question description	Question 1 assesses students' ability to explain behavior and apply theories and perspectives in authentic contexts.	Question 2 assesses students' ability to analyze psychological research studies, including analyzing and interpreting quantitative data.
Corresponding free-response question (FRQ) type in the course and exam description binder	2020 Question 1 will be similar in structure to a traditional Concept Application question, and will have 8 tasks.	2020 Question 2 will be similar in structure to a traditional Research Methods question, and will have 6 tasks.

What to expect:

(Thanks to Rob McEntarffer for sharing notes from 4/15 webinar w/ CB)

Prior to the exam....

- By April 24th, you must contact College Board if you have a technology problems, no printer, no wifi etc. <http://cb.org/tech>
- The week of April 27th, we will become familiar with the online classroom task interface
- Prior to the exam day, there will be a simulation you can use to practice uploading documents
- 48 hours before the test, each student will get a ticket, unique for you, by email and there will also be a copy in your College Board account. You will use this ticket to join the exam about **15 minutes in advance**. You will answer some questions and confirm your identity. (Students will be “entered” into the exam in waves over a five minute period and the timer begins when you begin so don’t get worried if you aren’t able to access the exam at 2:00 on the dot)
- There will be a worksheet for you to fill out and bring with you the day of the exam

During the exam....

- None of the FRQs will require you to draw a chart or graph
- Keep the browser open-it will have a countdown clock
- Recommended that you have one window to type your response and another window open with the prompt and countdown clock. You can then copy and paste directly from Google or Word into the online test system
- Prepare like we’ve always prepared
- FRQ begins after 30 minutes whether you submitted FRQ1 or not.

Details about the FRQs and submission

College Board expects that there will be students who don't finish either question within the time frame because of the time crunch. This is partially due to trying to diminish opportunity to cheat and the ability to look everything up. At 25 minutes in (Question 1), the screen timer will turn red and tell you to upload/submit. **YOU MUST SUBMIT** at this time! Even though there is a 5 minute upload period, don't try to steal a minute or two extra of typing because if a student's answers aren't submitted by the end of the 5 minutes upload time, it won't be scored and will not qualify for a makeup exam as other technical issues will warrant.

Don't waste your time fully defining each bullet point (also called a "task") **BUT** you'll have to make sure your application is **extremely clear** and **not applicable to another term**. You cannot be **VAGUE** at all.

Cheating

College Board has reported that they already found a student creating a plan to cheat on the AP Physics exam. He was stunned they found and contacted him. They also contacted the college he plans to attend in the fall. They have many layers in place to catch cheaters. Teachers will also get a copy of your responses to screen for any suspicious activity. Bottom line-**Study as much as you should and do your best.** There's not enough time or justification to cheat.

Seven Units on 2020 exam

(credit to Karl Honma for his original FRQ Practice Slideshow)

- **Unit I: Scientific Foundations of Psychology**
- **Unit II: Biological Basis of Behavior**
- **Unit III: Sensation and Perception**
- **Unit IV: Learning**
- **Unit V: Cognitive Psychology**
- **Unit VI: Developmental Psychology**
- **Unit VII: Motivation, Emotion, and Personality**

How our
book
aligns
with
those
units:

CF Unit	AP® Psychology CF Unit	Myers Psychology for AP* 1 st Ed.
1	Scientific Foundations of Psychology	Unit I: Psychology's History and Approaches Unit II: Research Methods: Thinking Critically With Psychological Science
2	Biological Bases of Behavior	Unit III: Biological Bases of Behavior Unit V: States of Consciousness
3	Sensation and Perception	Unit IV: Sensation and Perception
4	Learning	Unit VI: Learning
5	Cognitive Psychology	Unit VII: Cognition Unit XI: Testing and Individual Differences
6	Developmental Psychology	Unit IX: Developmental Psychology
7	Motivation, Emotion, and Personality	Unit VIII: Motivation, Emotion, and Stress Unit X: Personality

FRQ #1: Concept Application

[Quizlet link](#) with all relevant terms for this course

Skill Category 1: Define, explain, and apply concepts, behavior, theories, and perspectives

Psychological theories and perspectives are ways of thinking about psychological concepts, principles, and processes. They are often developed from scientific research to help explain behavior and mental processes. Studying these theories and perspectives in the context of research and their related concepts, principles, and processes can help students distinguish between the various theories and perspectives. These theories and perspectives should be revisited throughout the course at appropriate times. Teachers can include examples that are accessible and interesting to students.

Explanation involves more than simply identifying or describing a psychological principle, process, concept, theory, or perspective; it requires discussion of how and/or why the concept, theory, or perspective applies to the situation or context. Students should practice explaining how a concept, theory, or perspective applies in a variety of contexts using their knowledge to accurately explain the application.

1.A: Define and/or apply concepts.

- Describe characteristics, attributes, traits, and elements in defining terms and concepts.
- Classify concepts.
- Describe structures and functions.
- Describe patterns and trends.
- Identify steps/stages in a process.
- Describe steps/stages in a process.
- Explain the relationship between or among the steps/stages in a process.
- Explain the relevance or significance of processes and/or interactions.
- Describe causes and/or effects.
- Explain causes and/or effects.
- Explain the relationship between concepts.
- Explain the reasons for the relationship between concepts.

FRQ #1 continued: Concept Application

Skill Category 1: Define, explain, and apply concepts, behavior, theories, and perspectives

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1.B: Explain behavior in authentic context.

- Describe a behavior.
- Explain why a behavior is occurring in a particular context.

1.C: Apply theories and perspectives in authentic contexts.

- Explain behavior from a biological (or an evolutionary) perspective.
- Explain behavior from a cognitive perspective.
- Explain behavior from a developmental perspective.
- Explain behavior from a social and personality perspective.
- Explain behavior from a clinical perspective.

FRQ #2

Research Design

Skill Category 2: Analyze and interpret quantitative data

Data is important because of the information it conveys about psychological concepts, theories, and perspectives. To understand the information conveyed, students should practice describing the data and then identifying and describing the patterns and trends in the data. These patterns and trends can make the data meaningful for the researcher and lead to the discovery and/or development of concepts, theories, and perspectives.

Researchers use data to understand behavior and mental processes. Students should practice making connections between given data and different psychological principles, processes, concepts, theories, and perspectives. Connecting the collection

and construction of data to the analysis of data helps students understand the implications of the data and its relationship to psychological concepts, theories, and perspectives.

The appropriate statistic is determined by a number of factors, including the question being researched, the research method and design being used, and the information the researcher is seeking. Students should practice identifying the most appropriate descriptive statistic (e.g., mean, median, mode) for a given data set based on the research question, method, and design. They should also practice calculating each of the required descriptive statistics.

Skill Category 2: *Data Analysis*

Key Tasks

- Analyze the results of a research study.
- Connect the results of a research study to a psychological principle, process, concept, theory, or perspective.
- Use statistics to analyze data.

Sample Activity

Give students a data table or graph from a research study of interest to them in the context of the current unit. First, ask them to identify specific data points and then have them describe the data presented in a graph, chart, or table. They should then be able to describe patterns and trends in the data. Using the data set, have them calculate the mean and identify the median and the mode. Students should then be able to describe a psychological principle, process, concept, theory, or perspective illustrated by the data.

FRQ #2: Research Methods

Skill Category 3: Analyze psychological research studies

In addition to the research question asked, the research method, design, and/or measure determines what conclusions can be drawn from data. Students should practice identifying the types of conclusions (e.g., correlation, causation) that can be drawn from each type of research method, design, and measure. They should also practice identifying possible research methods, designs, and measures based on conclusions.

Research design flaws can impact the data collected and the conclusions a researcher can draw. In order to identify a research design flaw, students should know

the different research methods and designs and the types of conclusions that can be drawn from each. They should then compare the conclusions of a given researcher with their method and design to determine if there are flaws and, if so, what they are.

Once students identify a research design flaw, they should be able to explain why it is a flaw in order to explain how it can be corrected. To do this, they will rely on their knowledge about methods and designs and the conclusions one can draw from them.

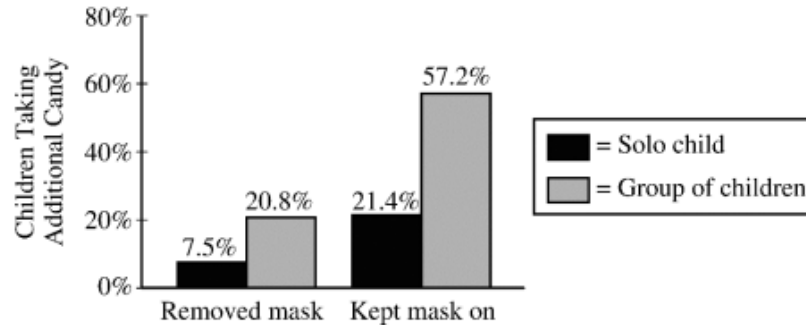
Skill Category 3: *Scientific Investigation*

Key Tasks

- Identify the research method or design used.
- Describe ethical and/or research design flaws.
- Describe the appropriate use of a research method or design.
- Explain how ethical and/or research design flaws can be corrected.
- Explain why a research method or design is appropriate.
- Describe implications or limitations of the research.
- Explain why conclusions are or are not appropriate based on the method and/or design.

Traditional Research Methods Question: 2019

A psychologist conducted a study at her home during an annual activity of children wearing masks and going door-to-door receiving candy. Some of the children arrived alone, while others arrived in a group. Over the course of the night, the psychologist asked half of the children to remove their masks when they arrived at her door. The remaining half kept their masks on. The psychologist told every child to take only one piece of candy. She then went inside the house, leaving the bowl of candy outside. This gave children the opportunity to take additional candy. The psychologist measured the percentage of children who took additional candy. The psychologist's hypotheses were that children would take more candy when they were alone and that children would take more candy when they were masked. The results are shown in the graph below; assume all differences are significant.

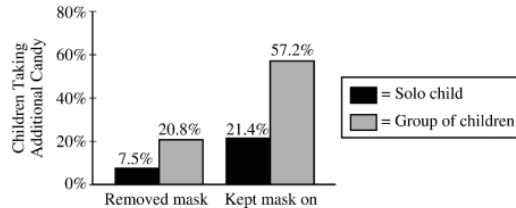


- Identify the operational definition of the dependent variable in this study.
- Explain how the data support or do not support each of the psychologist's hypotheses.
- Explain why the psychologist cannot generalize her findings to all children.
- Explain why the study is not a naturalistic observation.
- Explain how each of the following might have played a role in the children's behavior.
 - Modeling
 - Deindividuation
 - Lawrence Kohlberg's preconventional stage

Traditional Research Methods Question-2019

Rubric for first 4 “tasks”

A psychologist conducted a study at her home during an annual activity of children wearing masks and going door-to-door receiving candy. Some of the children arrived alone, while others arrived in a group. Over the course of the night, the psychologist asked half of the children to remove their masks when they arrived at her door. The remaining half kept their masks on. The psychologist told every child to take only one piece of candy. She then went inside the house, leaving the bowl of candy outside. This gave children the opportunity to take additional candy. The psychologist measured the percentage of children who took additional candy. The psychologist's hypotheses were that children would take more candy when they were alone and that children would take more candy when they were masked. The results are shown in the graph below; assume all differences are significant.



- Identify the operational definition of the dependent variable in this study.
- Explain how the data support or do not support each of the psychologist's hypotheses.
- Explain why the psychologist cannot generalize her findings to all children.
- Explain why the study is not a naturalistic observation.

Point 1 (A): Operational definition of dependent variable

Responses must indicate that the operational definition of the dependent variable is the percentage/number of children who took additional/extra pieces of candy.

- Score: “Whether the child/children took additional candy.”
- Do NOT score operational definitions of the independent variable (mask/no mask, solo/group).
- Do NOT score references to “some candy,” which does not specify additional/extra pieces.

Point 2 (B): Data support

Responses must indicate that the data do not support the hypothesis that children would take more candy when alone (hypothesis 1) AND that the data support the hypothesis that children would take more candy when masked (hypothesis 2).

Point 3 (C): Generalizability

Responses must indicate that the psychologist cannot generalize because of sampling bias, OR there was no random sampling/selection procedure, OR the psychologist only used children in her neighborhood.

- Score examples to illustrate that the sample was not representative of the population of children.
- Do NOT score random assignment alone.
- Do NOT score insufficient sample size alone.

Point 4 (D): Naturalistic observation

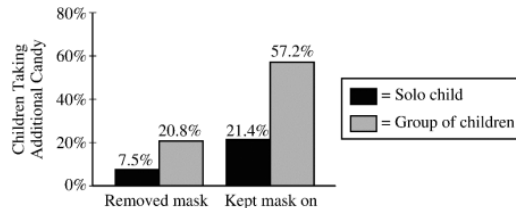
Responses must indicate that the study is not naturalistic observation because the researcher is interacting with subjects OR is manipulating a variable.

- Score any relevant example of the researcher interacting with the children.
- Score experiment or experimentation as an indication of manipulating a variable.

Traditional Research Methods Question cont-2019

Rubric for last 3 “tasks”

A psychologist conducted a study at her home during an annual activity of children wearing masks and going door-to-door receiving candy. Some of the children arrived alone, while others arrived in a group. Over the course of the night, the psychologist asked half of the children to remove their masks when they arrived at her door. The remaining half kept their masks on. The psychologist told every child to take only one piece of candy. She then went inside the house, leaving the bowl of candy outside. This gave children the opportunity to take additional candy. The psychologist measured the percentage of children who took additional candy. The psychologist's hypotheses were that children would take more candy when they were alone and that children would take more candy when they were masked. The results are shown in the graph below; assume all differences are significant.



- Identify the operational definition of the dependent variable in this study.
- Explain how the data support or do not support each of the psychologist's hypotheses.
- Explain why the psychologist cannot generalize her findings to all children.
- Explain why the study is not a naturalistic observation.
- Explain how each of the following might have played a role in the children's behavior.
 - Modeling
 - Deindividuation
 - Lawrence Kohlberg's preconventional stage

Point 5 (E): Modeling

Responses must indicate that in reference to taking candy, children imitated what they saw others do.

- Score references to modeling that occurs outside of the situation and that influences taking candy (e.g., parents modeled stealing in the past, leading to children taking more candy).
- Do NOT score references to children's obedience.

Point 6: Deindividuation

Responses must indicate that because deindividuated children felt anonymous, they were more likely to take extra candy.

- Score responses that indicate taking extra candy results from a feeling of anonymity, a loss in sense of self/identity, or a loss in self-awareness or individuality.
- Do NOT score descriptions of diffusion of responsibility ("feel less responsible").

Point 7: Lawrence Kohlberg's preconventional stage

Responses must indicate that taking candy is linked to the children's narrow self-interest in gaining a tangible reward or avoiding punishment.

- Do NOT score references to conventional (compliance or obedience) or post-conventional (abstract) stages.

Review links

[Updates for AP Students Affected by Coronavirus \(COVID-19\)](#)

[AP Psychology Exam Free-Response Question and Scoring Information Archive](#)

[AP Psychology Review Videos from College Board](#)

[Study 427 Terms | The Essential 427:... Flashcards](#) (Credit to Virginia Welle)

[List](#) of Essential Vocab Terms by Unit (Credit to Joelle McCrary)

[Crash Course Psychology](#) Playlist