



# SOUTH FORSYTH HIGH SCHOOL

## AP Psychology Exam Review

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## **WHAT SHOULD I STUDY / REVIEW?**

*Generally, there are at least three things to consider when determining which content you'll want to focus on to prepare for the AP Psychology Exam.*

### **1) Which content did I have the greatest difficulty learning in the course?**

*Using Campus Portal, identify on which chapter/unit tests you scored lowest this year. You may want to consider giving extra attention to the content from the three or four chapters/units on which you scored lowest. If those test scores demonstrate you had not learned that content very well in time for those tests, perhaps that information deserves the most focus.*

### **2) Which content is the oldest?**

*We know that the more time passes after learning, the greater chance there is for storage decay. Perhaps, you should give special attention to the units from the beginning of the year, first semester, etc.*

### **3) Which content is the most important / most likely to be on the AP Exam according to the College Board?**

*Use the information in this booklet regarding the weight of the different units and focus on the units that are the most important. The four units that each will comprise 8-10% of the multiple choice questions are: Research Methods, Biological Bases of Behavior, Cognition, and Social Psychology. Other units will comprise 7-9%, 6-8%, 5-7%, or 2-4%.*

*Additionally, since many of the psychological perspectives and individuals are found in multiple College Board units, focusing on the information in this booklet regarding the perspectives and people is a good use of your review/study time.*



## AP Psychology Exam

### Test Information & Structure Review

## Multiple Choice Section

- Know the structure of the test
- 100 questions
- A-E
- Column format
- Questions taken from every unit on a percentage basis

PSYCHOLOGY  
SECTION I  
Time—1 hour and 10 minutes  
100 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best to answer the question or complete the statement in the corresponding box on the answer sheet.

1. When asked which of two countries has a larger population, participants are likely to engage in *confirmation bias*. Which of the following best explains this finding?

(A) A source-end analysis  
(B) The representativeness heuristic  
(C) The availability heuristic  
(D) Regression  
(E) Inductive reasoning

2. An individual with damage to Wernicke's area is most likely to have difficulty

(A) identifying an object held in the hand but not say  
(B) understanding the sense of a person's facial expression  
(C) comprehending the sense of a person's facial expression  
(D) comprehending a spoken question or statement  
(E) distinguishing between red and green

3. The psychoanalytic concept of repression suggests a difficulty in the functioning of which aspect of memory?

(A) Encoding  
(B) Short-term memory  
(C) Perceptual memory  
(D) Explicit memory  
(E) Retrieval

4. Which psychologist argued that when individuals or groups face toward the same goal, the need for motivation?

(A) Albert Bandura  
(B) B.F. Skinner  
(C) Sigmund Freud  
(D) Erik Erikson  
(E) Konrad Lorenz

5. Edward L. Thorndike argued that responses that lead to satisfying outcomes are more likely to be repeated, and that responses followed by unpleasant outcomes are less likely to be repeated. This behavior is on the basis of

(A) reinforcement  
(B) generalization  
(C) punishment  
(D) affect  
(E) stimulus

6. When trying to solve a problem, Ben uses a logical, step-by-step formula called

(A) a heuristic  
(B) induction  
(C) insight  
(D) prototyping  
(E) an algorithm

## AP Psychology Exam Structure

Research Methods	8-10%
Biological Bases of Behavior	8-10%
Cognition	8-10%
Social Psychology	8-10%
Abnormal Psychology	7-9%
Developmental Psychology	7-9%
Learning	7-9%
Motivation and Emotion	6-8%
Sensation and Perception	6-8%
Personality	5-7%
Testing and Individual Differences	5-7%
Treatment of Psychological Disorders	5-7%
History and Approaches	2-4%
States of Consciousness	2-4%

## Free Response Section

- 2 questions
- No choice
- Multiple parts

2009 AP<sup>®</sup> PSYCHOLOGY FREE-RESPONSE QUESTIONS

PSYCHOLOGY  
SECTION II  
Time—50 Minutes  
Percent of total grade—33 $\frac{1}{3}$

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 coherent argument based on your critical analysis of the questions posed, using appropriate psychological terminology.

1. Dimitri and Linda are trying to learn a new routine to compete successfully in a dance competition. Give an example of how each of the following could affect their performance. Explain without application do not score.

- Excitatory motivation
- Punishment
- Proactive interference
- Endorphins
- Yerkes-Dodson
- Divergent thinking
- Interoception

## General Tips for Test Taking

- Make good use of your time and be aware of time constraints.
  - Multiple Choice - 70 minutes (100 questions)
  - Free Response - 50 minutes (2 questions)
- Bring a watch to the test.



## Directions on exam...

- “Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.”

**General Tips for Test Taking**


- Read the directions carefully
  - “Mark the one best answer”
  - “Mark all correct answers”

AP Psychology Exam says:

- “Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.”



**General Tips for Test Taking**

- Know how the test is graded
  - Multiple Choice
    - 2/3 of overall grade
    - 100 Points
  - Free Response
    - 1/3 of overall grade
    - 50 Points
  - 150 Total Points



**General Tips for Test Taking**

- ANSWER ALL QUESTIONS; *THERE IS NO LONGER A PENALTY FOR GUESSING!*


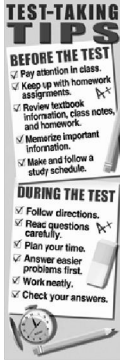



**General Tips for Test Taking**

- Don't waste time with extremely difficult questions.
- If you have no idea at all, just guess (there is no penalty for doing so) and go on.
- If you need to devote a good deal of time to the question, skip it and mark it so you can return to it later (if time permits).


**General Tips for Test Taking**

- Are charts, graphs, drawings, etc. on the test?
- Are there names on the test?

**General Tips for Test Taking**

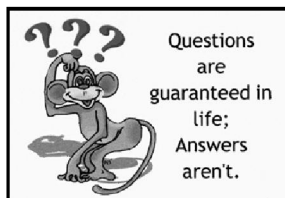
- Adopt the appropriate level of sophistication for the test.
  - Don't “read into” questions too much. Sometimes students make things more complex that they were intended to be. Often, simple-looking questions are just what they appear to be.
- AP Psychology test appears to go from easiest questions to the hardest questions.





## General Tips for Test Taking

- You cannot ask questions while the AP exam is being administered.



## General Tips for Test Taking

- If possible, review your answers
- If you complete all of the questions and still have some time remaining, review the test.
  - If you were unsure of some answers, go back and reconsider them.
  - Make sure that you have recorded your answers correctly.

## Tips for Multiple Choice Questions

### *Anticipate the Answer*

As you read the stem of each multiple choice question, anticipate the answer, before looking at the options. If the answer you anticipated is among the options, it is likely the correct one.

## Tips for Multiple Choice Questions

### *Completely read each question and every answer.*

Always read each question completely. Continue reading even if you find your anticipated answer among the options. There may be a more complete option farther down the list.

## Tips for Multiple Choice Questions

### *Re-phrase complicated questions*

If the question is too complex try to re-phrase it into a form you can understand.

“In their deliberations and discussions regarding the process of developmental maturation, the advocates of the importance of nurture in the nature/nurture controversy emphasize which of the following concepts?”

Which of the following do those who believe in nurture believe?

## Tips for Multiple Choice Questions

### *Stick to the subject matter.*

Watch for answers that have nothing to do with the subject matter of the course or have nothing to do with the subject matter of the particular unit the question is testing.

## Tips for Multiple Choice Questions

### *Watch for help.*

Look for answers or help within other questions of the test.



## Tips for Multiple Choice Questions

### *Use "all of the above" to your advantage.*

- On items that have "all of the above" as an option, if you know that just two of the options are correct, you should choose "all of the above."
- If you are confident that one of the options is incorrect, you should eliminate this option and "all of the above" and choose from the remaining options.
- AP Psychology exam has NOT historically had "all of the above" or "none of the above" questions.

## Tips for Multiple Choice Questions

### *Use qualifiers and "100%" words.*

- Qualifiers: often, sometimes, perhaps, may, generally, some, seldom, usually, ordinarily, etc.
  - Options that use qualifiers tend to be correct.
- 100% words: never, none, no, every, always, all, only, entirely, necessarily, completely, totally, etc.
  - Options that represent broad, sweeping generalizations tend to be incorrect.

## Tips for Multiple Choice Questions

### *Eliminate implausible answers.*

Learn how to quickly eliminate options that are highly implausible. Many questions have only two plausible options, accompanied by "throwaway" options for filler. You should work at spotting these implausible options so that you can quickly discard them and narrow your task.

## Free Response Section

### Scoring

- **1/3 of the overall score**
- **Each essay 1/6 of the overall score**
- **Each essay will have a specific number of points (6-12).**
- **Points are then mathematically changed to equal 25 for a perfect essay.**

## Free Response Section

### *Style of the Questions*

- One essay *tends* to be unit based.
- One essay *tends* to go across units.
- Questions tend to be relatively specific.
- Application questions with listing of terms.

## Free Response Section

### Scoring

- Points are given for correct responses.
- Points are not removed unless you contradict yourself.
- Points are not removed for Handwriting/Spelling/Grammar.

## Free Response Section

### Helpful Hints – Before Writing

- Read both essays.
- Think through your answer before you start writing.
- Try to determine the point values for the question.
- Write an outline/notes on the essay question sheet.
- If you are not sure, take a logical guess.

## Free Response Section

### Helpful Hints – Writing the Essays

#### Format of the Answer

- Write your answers in essay form.
- DO NOT outline; can write bullets, etc.
- Follow the format of the question.
- Use paragraphs to separate the different sections.
- Underline key points and concepts.
- Define and give examples.

## Free Response Section

### Helpful Hints – Writing the Essays

- Do not worry if you cannot answer all of the question.
- Try to avoid compound or complex sentences. Style does not get you points.
- Avoid circular definitions.
- Be complete but to the point.
- DO NOT restate the question.

## Free Response Section

### Helpful Hints – Writing the Essays


- Introductions and conclusions are NOT needed.
- Answer the question; don't try to be cute.
- Define any concepts in the question.

# Major Perspectives of Psychology

- ## Perspectives
- Psychoanalytic
  - Behaviorism
  - Humanism
  - Cognitive
  - Evolutionary
  - Biological/Biomedical


## Psychodynamic

- The psychodynamic perspective originated with the work of Sigmund Freud. This perspective emphasizes the role of the unconscious mind, early childhood experiences, and interpersonal relationships to explain human behavior and to treat people suffering from mental illnesses.

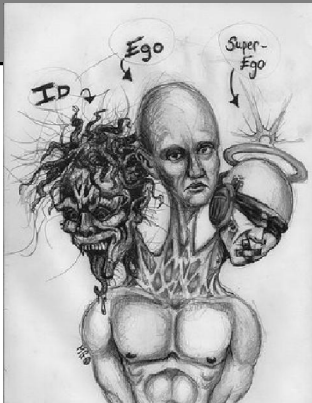


ToysSetter.com  
RetroToys.com

**Tell me about your mother.**



- Our personality is a conflict between our unconscious Id and our superego (our moral sense) and our ego (our sense of reality).

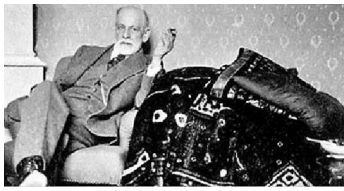


## Defense Mechanisms

Mechanism	Definition	Example
Denial	Not acknowledging that there is a problem.	A man has gotten a diagnosis from his doctor that he is HIV positive but is adamant that a mistake has been made and that his doctor is lousy.
Repression	Suppressing a memory until it disappears into the subconscious.	A woman doesn't recall being raped.
Projection	Putting your own beliefs or behavior onto someone else.	Talking about how stupid a video game system is with someone else, believing that they must feel the same even though they have never said so.
Regression	Acting in a way that is not typical for your age.	A child who knows how to walk starts to crawl around because their baby brother is getting so much attention for crawling.
Displacement	Showing emotion toward someone or something completely unrelated to that which caused the emotion.	An alcoholic gets in a car accident when driving drunk and then blames it on his wife who is at home.
Rationalization	Making up explanations for something that has happened.	A rapist thinks that since the girl he is raping looked at him seductively one time it must be okay to rape her.

## Psychoanalysis

- Psychoanalysis is the form of treating psychological disorders invented by Freud.
- It is famous for the couch.



**A. Psychoanalytic Methods of Therapy**

- **Free Association** – patient reports anything that comes to his/her mind.
- The psychoanalyst listens for links & themes that might tie the patient's present to their past



**B. Dream Analysis**

- Dreams have two types of content:
  - **Manifest content**- actual events in dream.
  - **Latent content** – hidden message in dream.
- Freud thought that each dream represents a form of wish fulfillment. The wish may be disguised, but it is always there.

**C. Transference**

- Feelings of love or other emotions (hatred) are expressed toward the therapist.
- These feelings are actually unconsciously felt toward others; the patient is projecting these feelings onto the therapist.
- This provides clues about the client's feelings about these other people.

**D. Hypnosis**

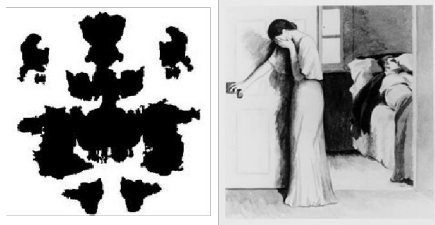
- Hypnosis is a psychoanalytic therapeutic technique.
- Supposedly reaches into the unconscious

**Psychoanalysis Summary**

- All methods deal with accessing the unconscious mind
- Psychoanalysis is therapist-centered, meaning the therapist has all the answers, not the patient.

**Personality Assessment**

- Psychoanalysts use projective tests like the Rorschach Ink Blot test or the TAT test.



## Assessing Achievement Motivation

- The TAT (Thematic Apperception Test)

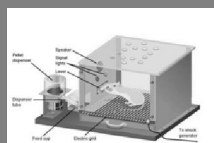


## Criticisms of Freud's theory:

- 1. Freud had no scientific data to support his theories.
- 2. Freud's theories (unconscious, libido, etc.) cannot be observed.
- 3. Theory explains behavior (post-hoc) after the fact.
- 4. Observations not representative of general population (very sexist and not multicultural).

## Pros of Freud's theory

- 1. Argued that childhood experiences are important in personality development.
- 2. Information outside of awareness does influence us.
- 3. Defense mechanisms — good descriptions of some of our behaviors.



## Behaviorism



## Behaviorism

- By the 1950s, Psychoanalysis seemed very unscientific. Behaviorists will bring science back into psychology.
- Behaviorism is NOT interested in the unconscious mind since it cannot be observed in a laboratory.

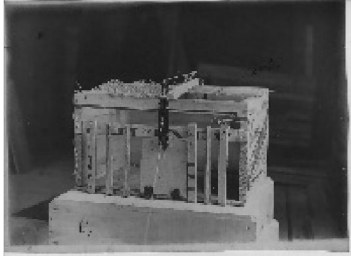


## Very telling quote!!

- *Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select -- doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.*  
--John Watson, **Behaviorism**, 1930

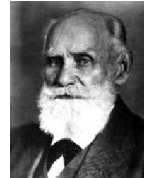
## Thorndike - "Law of Effect"

-- an act that is rewarded is likely to be repeated

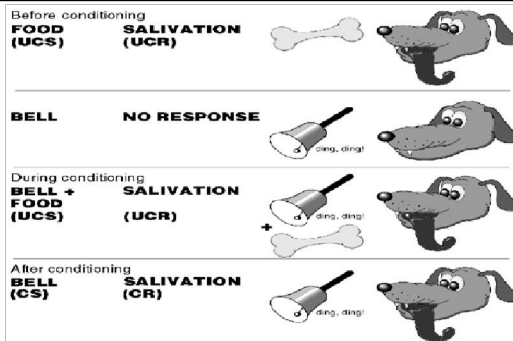


## Ivan Pavlov

- He was not a psychologist but a Russian physiologist. He discovered classical conditioning. Classical conditioning is associative learning. He trained a dog to drool to a bell.



## Dog associates food with bell.



## B.F. Skinner

- the most famous of the Behaviorists.
- famous for operant conditioning (aka shaping)
  - learning through reinforcements (both positive and negative!) and punishments.



## Behaviorism

- Albert Bandura did a famous experiment (Bobo Doll) that said our behavior can simply be acquired by observing behavior and modeling (copy) it (observational learning).



## Behaviorism

- The behavioral perspective can explain why people get addicted to gambling (positive reinforcement)
- Why students skip class (rewards of the adrenaline rush?)
- Why that girl won't call you anymore (How was she reinforced for calling you?)

## Behavioral Therapy

- Focuses on maladaptive behaviors ('mal' means bad) and changing them; not concerned with the "why" of behavior.
- **Token economy** uses positive reinforcement to get large groups of students or mental ward patients or employees to do something like clean up or attend group therapy (ex: pizza party if you all pass your test)

## Behavioral Therapy

- **Systematic Desensitization** – treatment of phobias and anxiety; gradually expose person to the thing they're afraid of while having them associate it with something calming or relaxing

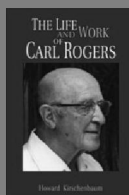


## Behavioral therapy

- **Aversive Conditioning** – teaching a person to associate an undesired behavior with an unpleasant stimulus (i.e. - When mixed with alcohol, a drug makes one sick. Motivated alcoholics will take this drug and begin to associate the sickness with alcohol, sometimes coming to discontinue drinking).

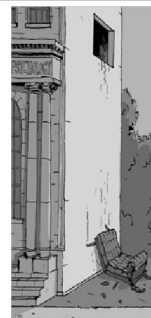
## Behaviorism Summary

- Behaviorism says we do what we do because of classical conditioning, operant conditioning or simply by learning the behavior from watching / copying it.
- In its extreme, behaviorist think we are simply rats in a cage, pressing levers. WE HAVE NO FREE WILL!



## Humanism

## Humanism



- Humanism came about in the 1960s in reaction to psychoanalysis and behaviorism. Humanistic psychology was instead focused on each individual's potential and stressed the importance of growth and self-actualization. The fundamental belief of humanistic psychology was that people are innately good.
- We are not rats in a cage! We are not id-driven animals! We are humans with free will.



## Humanism

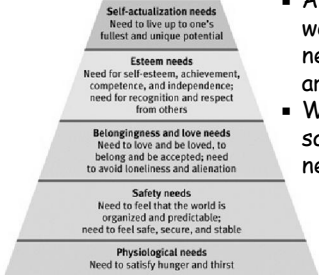
- Abraham Maslow said we have a *hierarchy of needs*



Maslow's Hierarchy of Needs



## Maslow's Hierarchy of Needs



- Abraham Maslow said we are motivated by needs, and all needs are not created equal.
- We are driven to satisfy the lower level needs first.

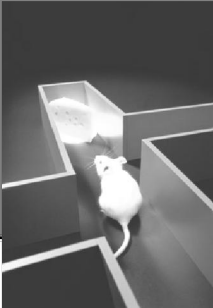
## Humanism

- Carl Rogers revolutionized talk therapy. His therapy is *client-centered*, where the client has all the answers instead of the therapist. Therapists treat the client with *unconditional positive regard* (no judgments).
- Group therapy comes from Humanism.

## Humanism Summary

- Humanists are really touchy-feely, but without them we are just rats in a cage.
- Rogers and Maslow put the "human" element back into psychology and therapy.
- Their philosophy: We are all humans striving to maximize our potential. A therapist's job is to remove obstacles to self-actualization.

## Cognitive Psychology



## Cognitive Perspective

- What does the word cognitive mean? How about cognition?
  - It is the study of how people perceive, remember, think, speak, and solve problems.
- Cognitive therapy is about changing the maladaptive thoughts of a person.

## Cognitive Psychologists

- Jean Piaget - discovered that children's cognitive development occurs in distinct stages
- Noam Chomsky - we learn language not from rewards and punishments (behaviorism) but we are born with a language acquisition device
- Albert Ellis - Rational Emotive Therapy (change maladaptive thoughts)

## Cognitive Psychologists

### *Piaget's Stages of Cognitive Development*

Stage	Description	Age Range
Sensorimotor	An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought. The infant constructs an understanding of the world by coordinating sensory experiences with physical actions.	Birth to 2 years
Preoperational	The child begins to represent the world with words and images; these words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.	2 to 7 years
Concrete operational	The child can now reason logically about concrete events and classify objects into different sets.	7 to 11 years
Formal operational	The adolescent reasons in more abstract and logical ways. Thought is more idealistic.	11 to 15 years

## Cognitive Perspective on Depression

- We are depressed because we are irrational.
  - Our expectations are too high and misplaced.
  - We want everyone to love us and accept us.
  - We want every thing to go our way.
  - We stay angry about stuff that happened a looong time ago.
- WE MUST CHANGE THE WAY WE **THINK** TO BE HAPPY AND SUCCESSFUL.

## Cognitive Therapy

- Cognitive therapy is about changing the maladaptive (bad) thoughts. Albert Ellis, Aaron Beck and William Glasser are famous for reality therapy.
- They challenged patients to ask, "Are my thoughts realistic or rational?"
- Cognitive therapy also "educates" the client; teaches him/her proper behaviors/thoughts

## Evolutionary Psychology

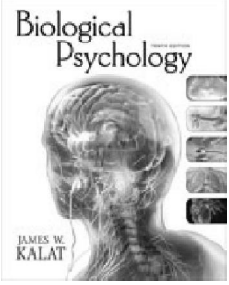
- examines psychological traits — such as memory, perception, or language — from a modern evolutionary perspective. It seeks to identify which human psychological traits are evolved adaptations, that is, the functional products of natural selection or sexual selection

## Evolutionary Psychology

- Why do women spend so much money on a weekly basis but men will surprise their wives with a brand new car (without asking her)?
- Evolutionary psychologists try to explain this behavior with comparisons to hunter-gather cultures.
- Why do women have more bug phobias?


### Biological Perspective

- This perspective is among the most respected right now.
- They focus on our brain, nervous system, neurotransmitters and hormones to explain our behaviors.



### Biological Perspective

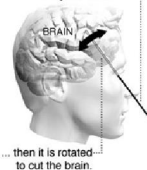
- "I don't know why you are depressed or anxious. But here is some medicine!"
- Love is simply oxytocin in your brain.



### Surgeries

**Lobotomy anatomy**  
In a lobotomy, nerve fibers in the brain are cut, often leaving a patient apathetic and childlike.

**Transorbital lobotomy**  
Stylus is pushed through the eye socket ...

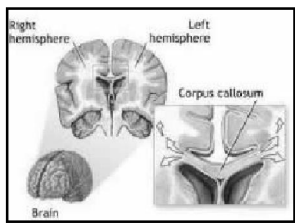


... then it is rotated to cut the brain.

- The **lobotomy** damages your frontal lobe to relieve you of manic behavior.

### Surgery

- Cut the corpus callosum to relieve patients of seizures.



### Electroconvulsive Therapy (ECT)




### Common Medicines

- Prozac (antidepressant) – blocks reuptake of serotonin (SSRI).
- Xanax – (anti-anxiety med) - side effect of drowsiness
- Thorazine – replaced the lobotomy; (antipsychotic)



## ***TOP PSYCHOLOGISTS TO KNOW FOR THE AP EXAM***

- S. Asch
- A. Bandura
- A. Ellis
- E. Erikson
- S. Freud
- H. Harlow
- W. James
- L. Kohlberg
- A. Maslow
- S. Milgram
- I. Pavlov
- J. Piaget
- C. Rogers
- B.F. Skinner
- J. Watson
- W. Wundt
- P. Zimbardo



# **LIST OF CONCEPTS, PEOPLE, WEIGHT OF UNITS & CORRELATION W/ MYERS PSYCHOLOGY TEXTBOOK**

The following list of vocabulary words and important people does not reflect everything that you need to know for the exam. It does, however, provide a list of words and people explicitly mentioned in the College Board's standards for the course.

<b>Unit 1 – History and Approaches (2-4%; Prologue)</b>			
<b>Vocabulary</b>		<b>People</b>	
Structuralism Functionalism Behaviorism Gestalt Psychoanalytic	Psychodynamic Humanism Evolutionary Biological Cognitive	Mary Whiton Calkins Charles Darwin Dorothea Dix Sigmund Freud G. Stanley Hall William James Ivan Pavlov	Jean Piaget Carl Rogers B. F. Skinner Margaret Floy Washburn John B. Watson Wilhelm Wundt
<b>Unit 2 – Research Methods (8-10%; Chapter 1)</b>			
<b>Vocabulary</b>			
Scientific Experiment Correlational Research Naturalistic Observation Case Study	Independent Variable Dependent Variable Confounding Variable Participant	Random Assignment Random Selection Descriptive Statistics Inferential Statistics	Measures of Central Tendency Standard Deviation Ethical Guidelines APA
<b>Unit 3 – Biological Bases of Behavior (8-10%; Chapter 2)</b>			
<b>Vocabulary</b>		<b>People</b>	
Neuron Neurotransmitter Reuptake Endocrine System CNS PNS	Lobes of the Brain Cortices of the Brain Brain Lateralization Hemispheric Specialization Split Brain Research Brain Imaging	Paul Broca Charles Darwin Michael Gazzaniga Roger Sperry Carl Wernicke	
<b>Unit 4 – Sensation and Perception (6-8%; Chapter 6)</b>			
<b>Vocabulary</b>		<b>People</b>	
Sensory Transduction Absolute Threshold Difference Threshold Signal Detection Sensory Adaptation Hearing Vision Touch Taste	Smell Vestibular Sense Kinesthetic Sense Gestalt Perceptual Set Context Effects Top-down Processing Bottom-up Processing Parapsychology	Gustav Fechner David Hubel Ernst Weber Torsten Wiesel	
<b>Unit 5 – States of Consciousness (2-4%; Chapter 3)</b>			
<b>Vocabulary</b>		<b>People</b>	
Consciousness Stages of Sleep Sleep Cycle Sleep Disorders Hypnosis Suggestibility	Dissociation Depressants Stimulants Addiction Tolerance Withdrawal	William James Sigmund Freud Ernest Hilgard	

**Unit 6 – Learning (7-9%; Chapter 7)**

<b>Vocabulary</b>		<b>People</b>
Classical Conditioning	Schedules of Reinforcement	Albert Bandura John Garcia Ivan Pavlov Robert Rescorla B. F. Skinner Edward Thorndike Edward Tolman John B. Watson
Operant Conditioning	Biological Constraints	
Observational Learning	Predispositions	
Contingencies	Insight Learning	
Acquisition	Latent Learning	
Extinction	Social Learning	
Spontaneous Recovery	Emotional Learning	
Generalization	Taste Aversion	
Discrimination	Superstitious Behavior	
Higher-Order Learning	Learned Helplessness	
Positive Reinforcement	Behavior Modification	
Negative Reinforcement	Self-control	
Punishment	Biofeedback	

**Unit 7 – Cognition (8-10%; Chapters 8 & 9)**

<b>Vocabulary</b>		<b>People</b>
Cognition	Long-term Memory	Noam Chomsky Hermann Ebbinghaus Wolfgang Köhler Elizabeth Loftus George A. Miller
Effortful Processing	Procedural Memory	
Automatic Processing	Encoding	
Deep Processing	Storage	
Shallow Processing	Retrieval	
Forced Attention	Heuristic	
Divided Attention	Algorithm	
Short-term Memory		

**Unit 8 – Motivation and Emotion (6-8%; Chapters 11 & 12)**

<b>Vocabulary</b>		<b>People</b>
Instincts	Arousal Theory	William James Alfred Kinsey Abraham Maslow Stanley Schachter Hans Selye
Incentives	General Adaptation Theory	
Intrinsic Motivation	Stress	
Extrinsic Motivation	James–Lange Theory	
Needs	Cannon–Bard Theory,	
Drives	Schachter Two-factor Theory	
Homeostasis		
Drive Reduction Theory		

**Unit 9 – Developmental Psychology (7-9%; Chapters 4 & 5)**

<b>Vocabulary</b>		<b>People</b>
Nature	Attachment	Mary Ainsworth Albert Bandura Diana Baumrind Erik Erikson Sigmund Freud Carol Gilligan Harry Harlow Lawrence Kohlberg Konrad Lorenz Jean Piaget Lev Vygotsky
Nurture	Cognitive Development	
Conception	Moral Development	
Gestation	Social Development	
Fetal Development	Socialization	
Maturation	Sex/Gender	
Temperament		



**Unit 10 – Personality (5-7%; Chapter 13)**

Vocabulary		People
Psychoanalytic Humanist Cognitive Trait Social Learning Behavioral	MMPI TAT Self-concept Collectivism Individualism	Alfred Adler Albert Bandura Paul Costa and Robert McCrae Sigmund Freud Carl Jung Abraham Maslow Carl Rogers

**Unit 11 – Testing and Individual Differences (5-7%; Chapter 10)**

Vocabulary		People
Intelligence Reliability Validity	Normal Curve Gifted Cognitively Disabled	Alfred Binet Francis Galton Howard Gardner Charles Spearman Robert Sternberg Louis Terman David Wechsler

**Unit 12 – Abnormal Behavior (7-9%; Chapter 14)**

Vocabulary			
DSM APA Anxiety Disorders	Somatoform Disorders Mood Disorders Schizophrenia	Organic Disturbance Personality Disorders	Dissociate Disorders Insanity

**Unit 13 – Treatment of Psychological Disorders (5-7%; Chapter 15)**

Vocabulary		People
Psychotherapy Behavioral Cognitive	Humanistic Individual Therapy Group Therapy	Aaron Beck Albert Ellis Sigmund Freud Mary Cover Jones Carl Rogers David Rosenhan B. F. Skinner Joseph Wolpe

**Unit 14 – Social Psychology (8-10%; Chapter 16)**

Vocabulary		People
Fundamental Attribution Error Self-serving Bias Deindividuation Group Polarization Groupthink Obedience Conformity Central Route Bystander Effect	Social Facilitation In-Group/Out-Group Prejudice Ethnocentrism Self-fulfilling Prophecy Altruism Aggression Attraction Cognitive Dissonance	Solomon Asch Leon Festinger Stanley Milgram Philip Zimbardo



## ***LIST OF ONLINE RESOURCES FOR THE AP EXAM***

- **Barron's Free Online Practice / Diagnostic Test**

<http://www.barronsbooks.com/AP/psych/>

- **Learnerator (Multiple Choice Questions)**

<http://www.learnerator.com/ap-psychology>

- **Crash Course Videos – AP Psychology** – YouTube Videos

<https://www.youtube.com/playlist?list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6>

- **The AP Psychology Commune** – a variety of resources (practice questions, PowerPoints, videos, etc.)

<http://www.appsychology.com/>

- **The College Board** – previous years' FRQs & general information about the AP Exam

<https://apstudent.collegeboard.org/apcourse/ap-psychology/exam-practice>