
Errata sheet for AP Psychology

This document lists corrections and/or refinements made to the AP Psychology Course and Exam Description since it was published in May of 2019.

Corrections as of September, 2019

The items listed below have been corrected in the online version of the CED. Teachers can print out the individual pages in order to update their printed CED binders.

- The full title of Topic 1.3 is “Defining Psychological Science: The Experimental Method.” This appears in the Unit at Glance for Unit 1 (p. 30) and topic page 1.3 (p.36)
- In Topic 5.3 (p. 85) the coding for the Learning Target has been corrected. It is now coded as Learning Target 5.E
- In the sample exam items on p. 171, question 11 and question 12 were edited for clarity and precision. Please note, both the answer choices and each correct answer in the answer key are accurate and remain unchanged.

UNIT
1

Scientific Foundations of Psychology

UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~13–14 CLASS PERIODS
1.1 Introducing Psychology	1.C Apply theories and perspectives in authentic contexts.	
1.2 Research Methods in Psychology	3 Analyze psychological research studies.	
1.3 Defining Psychological Science: The Experimental Method	3 Analyze psychological research studies.	
1.4 Selecting a Research Method	3 Analyze psychological research studies.	
1.5 Statistical Analysis in Psychology	2 Analyze and interpret quantitative data.	
1.6 Ethical Guidelines in Psychology	1.A Define and/or apply concepts.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.		

SUGGESTED SKILL

 Scientific Investigation

3

Analyze psychological research studies.



AVAILABLE RESOURCE

- Classroom Resource > [Teaching Statistics and Research Methodology](#)

TOPIC 1.3

Defining Psychological Science: The Experimental Method

LEARNING TARGET

1.H

Identify independent, dependent, confounding, and control variables in experimental designs.

1.I

Describe how research design drives the reasonable conclusions that can be drawn.

1.J

Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.

EXAMPLES

1.1.1

Experiments are useful for determining cause and effect.

1.1.2

The use of experimental controls reduces alternative explanations.

1.1.3

Random assignment is needed to demonstrate cause and effect.

1.1.4

Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.

TOPIC 5.3

Storing

SUGGESTED SKILL

 *Concept Understanding*

1.B

Explain behavior in authentic context.

LEARNING TARGET

5.E

Outline the principles that underlie effective storage of memories.



Topic Planning Notes

Use the space below to plan your approach to the topic.

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8. Which of the following explains transduction?
- (A) The process by which sensory stimuli are converted into neural signals
 - (B) The degree of stimulation needed for a signal to be detected 50 percent of the time
 - (C) The difference in signal strength needed for that difference to be detected
 - (D) The process by which a person's eyes adapt to the dark
 - (E) The process by which a false negative is identified
9. Which of the following is the best example of the opponent process theory?
- (A) Fred stares at a green book for a minute, and then when he looks at a white page, he sees the color red.
 - (B) The more time Stanley spends in the dark, the better he can see in the dark.
 - (C) Esther can see all the colors of the leaves during the autumn.
 - (D) When it gets brighter outside, Tyrone's pupils dilate.
 - (E) Frances's irises are a different color than Wendy's irises.
10. Which of the following is the best example of a learning predisposition?
- (A) Pigeons can be trained to play tic-tac-toe.
 - (B) Cats become quicker at escaping out of boxes with practice.
 - (C) A chimpanzee suddenly realizes it can use a stick to retrieve an out-of-reach banana.
 - (D) Rewarding a person for a behavior leads to an increase in that behavior.
 - (E) It is easier to condition a person to be fearful of rats than of cars.
11. As Susie left for work, she said "goodbye" to her husband and slammed the door. The loud sound of the door made her husband flinch. After many mornings of hearing "goodbye" followed by a door slam, her husband flinches when he hears her say, "goodbye." In this scenario, hearing the word "goodbye" is the
- (A) unconditioned stimulus
 - (B) conditioned stimulus
 - (C) conditioned response
 - (D) unconditioned response
 - (E) positive reinforcer
12. Seven-year-old Raj never wants to clean his room, but his parents know how much he loves watching television. They tell him if he cleans his room, he'll get to watch his favorite television shows. According to operant conditioning theory, Raj is most likely to
- (A) refuse to clean his room
 - (B) watch television without cleaning his room
 - (C) scream at his parents
 - (D) clean his room
 - (E) lose interest in watching television