***Tips for the Free Response Questions***

* Remember that **the two essays each carry the same scoring weight**. Even if one looks bigger or appears to have more points to earn in it, don't be deceived.
* **Do the question you know best first**. It'll be very frustrating if you take an inordinate amount of time struggling with FRQ #1 only to find you have limited time to answer the second question that you know very well. Take the same approach *within* each question - answer the parts you know well first, then give your best attempt at whatever remains.
* **Define and apply**. The directions will often state “definitions alone will not score.” That does not mean a definition can’t help you score. Use definitions and then apply the concept to the prompt.
* In defining the term, **do not use the term to define the term**. Come up with another synonym to convey your understanding of the concept.
* **Know what the question is specifically asking** and systematically address all of it. That seems obvious, but a large percentage of test takers simply don't do it.
* Your job is to tell the readers what you know. It can be helpful to pretend that they don't know anything - **they're smart but don't know psychology, and you're explaining it to them**, using appropriate psychological terminology.
* Make sure you **STATE each concept** as you discuss it in your writing. Also, you may want to help your reader out by underlining each term.
* Always **tie your answer directly back to the prompt**. If a prompt describes an experiment, everything you write should be in the context of that experiment.

***Tips for Helping Your Reader?***

* **Underline the concept** so that your reader can easily see which term you are discussing.
* Always write in **paragraphs**. The person reading your FRQ will likely read hundreds of FRQ’s and if you write a three page single paragraph that makes it quite difficult to read.
* Address the terms in the order that they are presented. If you don’t know a term leave a few lines for it and then you can come back to it and try to address it later.
* For ease of reading it will help your reader if you skip a line in between paragraphs.

***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 question posed, using appropriate psychological terminology.*

**2010 Question 2**

At a school wide pep rally preceding a big game at Williams James High School, each grade has a designated t-shirt color and seating area in the bleachers. Student leaders organize classes so that their colored shirts combine to form the school flag. The coach gives an exciting speech, the cheerleaders perform a routine, and the band plays the school song while the students sing in unison. Explain the behavior and perceptions of the participants in the pep rally using the concepts below. Be sure to apply the concepts to the scenario in your explanation.

• Cocktail party effect

• Conformity

• Deindividuation

• Figure ground

• Occipital lobe

• Procedural memory

• Sympathetic nervous system

**2004 Question 2**

Time is an important variable in many psychological concepts. Describe a specific example that clearly demonstrates an understanding of each of the following concepts and how it relates to or is affected by time. Use a different example for each concept

* Critical period
* Fluid intelligence
* Group polarization
* James-Lange theory of emotion
* Presentation of the conditioned stimulus (CS) and unconditioned stimulus (UCS) in classical conditioning
* Refractory period in neural firing
* Sound localization
* Spontaneous recovery