BENCHMARK AP PREP

AP PSYCHOLOGY (NEW 5-UNIT CED)
Unit 3: Development & Learning

Student Print Workbook & 40-Item Practice Exam Simulator

- Topic 3.1: Themes & Methods in Developmental Psychology
- Topic 3.2: Physical Development Across the Lifespan
- Topic 3.3: Gender & Sexual Orientation
- Topics 3.4 - 3.9: Lifespan & Conditioning Practice Exams
- Full Answer Key & Distractor Scoring Rationales

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HOW TO USE THIS WORKBOOK

1. Complete the Guided Topic Workbooks for Topics 3.1, 3.2, and 3.3.
2. Sit for Practice Exam 1 (Q1-Q20) and Practice Exam 2 (Q21-Q40) under timed conditions.
3. Audit every response using the Scoring Key & Rationales.

TABLE OF CONTENTS

Section 1: Guided Topic Workbooks (Topics 3.1 - 3.3)
Section 2: Timed AP Psychology Unit 3 Practice Exams (Questions 1 - 40)
Section 3: Complete Scoring Key & Per-Question Rationales

Publication, Standards & Archival Provenance

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Aligned Public Curriculum Standards

- AP Psychology (New 5-Unit CED) CED Topic 3.1
- College Board AP Psychology (New 5-Unit CED) Exam Skill Practice
- Multi-Representation Quantitative & Analytical Reasoning

Student Learning Objectives

- Analyze and apply core relationships in Themes and Methods in Developmental Psychology: Cross-Sectional vs. Longitudinal Research across analytical, tabular, and graphical representations.
- Construct full-credit AP Free-Response justifications linking concrete evidence to discipline-specific principles.
- Evaluate exam-style stimulus multiple-choice questions while avoiding high-frequency AP exam misconceptions.

Psychometric Quality Verification: All 8 multiple-choice assessment items in this volume passed an automated 4-model independent blind-solver consensus check (8/8 items at 100% key agreement) and stem/hint answer-leak audit.

MODULE 3: CAUSE, MECHANISM & CONSEQUENCE GRAPHIC ORGANIZER

Historians distinguish a broad background *cause* from the specific *mechanism* that produced a measurable change. Complete both columns for all four drivers.

Driver / Catalyst	Mechanism (How It Operated)	Measurable Historical Effect
Cross-Sectional Design		
Longitudinal Design		
Attrition		
Operational Definition		

Rank the Causes: Which single driver above had the greatest long-term impact, and why?

MODULE 8: STIMULUS MULTIPLE-CHOICE EXAM (SET 2 OF 5)

Stimulus Set 1 (Q1-Q3: Tabular/Quantitative Data, Q4-Q6: Analytical/Scenario Stimulus, Q7-Q8: Comparative Misconception Check): Scenario: Designing a Developmental Study

AP Psychology Exam Scenario

A researcher wants to study how vocabulary size changes from childhood to late adulthood. She considers two designs: (1) recruiting participants aged 8, 18, 28, 38, 48, and 58 and testing them once, or (2) recruiting a group of 8-year-olds and testing them every ten years for fifty years.

Q4. Which design best controls for cohort effects and why?

(A) Testing different age groups once controls for cohort effects by using a large sample.

(B) Following the same individuals over time controls for cohort effects by holding generation constant.

(C) Testing only adults eliminates cohort effects by excluding children from the sample.

(D) Randomly assigning ages to participants removes cohort effects in both designs.

> **Strategy Check:** Think about which design keeps generational background consistent across all measurements.

Exam Traps: Aging and Neural Change

Core Concept Briefing:

Aging involves gradual physical decline, but not all abilities decrease at the same rate. Neural pruning increases brain efficiency during adolescence. Life expectancy is influenced by genetics, health, and environment. Avoid confusing normal aging with pathological decline.

Guided Check 1: The process of eliminating unused neural connections is called _____.

Guided Check 2: The average number of years a person is expected to live is called _____.

Guided Check 3: Not all cognitive abilities decline at the same rate during _____.

Video Visual & Lecture Notes (Key Dates, Examples, and Diagrams):

One-Sentence Section Takeaway:

APPENDIX B: ITEM-BY-ITEM RATIONALES (Q5-Q8)

Q5 Correct Answer: (A) • Earlier puberty onset, measured by lower age values, is associated with greater degree of neural pruning.

A negative correlation means as one variable decreases, the other increases. Lower age of onset (earlier puberty) corresponds to higher degree of pruning (greater pruning). This is the mathematical definition of negative correlation.

- **(B):** This option incorrectly reverses the negative correlation direction, suggesting earlier puberty (lower age) links to lower pruning, which would require a positive correlation.
- **(C):** This option describes a positive correlation where both variables move in the same direction, directly contradicting the stated negative correlation in the stimulus.
- **(D):** This option contradicts the stimulus by claiming no relationship exists, when the stimulus explicitly reports a substantial negative correlation coefficient of r = -0.68.

Q6 Correct Answer: (A) • It reduces confounding influences, isolating the effect of teratogen exposure on developmental outcomes more clearly.

Controlling for confounding influences like maternal age and birth weight allows researchers to isolate the independent effect of teratogen exposure, improving internal validity.

- **(B):** Controlling for confounding influences does not change the number of participants; sample size is determined by recruitment, not statistical controls.
- **(C):** Statistical controls do not eliminate individual variation; infants will still reach milestones at different ages due to natural variability.
- **(D):** Random assignment is a separate methodological procedure from controlling for confounds; controlling does not involve assignment of exposure.

Q7 Correct Answer: (A) • Some cognitive abilities decline with age, but others remain stable or improve.

Research shows that while some abilities decline, others such as vocabulary or wisdom can remain stable or improve.

- **(B):** Not all abilities decline equally or rapidly after a certain age.
- **(C):** Aging does not cause only improvements; some decline is typical.
- **(D):** Nutrition can help, but cannot entirely prevent cognitive decline.

Q8 Correct Answer: (A) • Genetic, nutritional, and environmental factors all influence the timing of puberty.

Research shows that genetics, nutrition, and environment all play roles in when puberty begins.

- **(B):** There is significant variation in puberty onset age across individuals and cultures.
- **(C):** Genetics are important, but not the only factor affecting puberty timing.
- **(D):** Environmental factors, such as nutrition and stress, do affect puberty onset.