Unit 3 Cheat Sheet: Development and Learning

AP® Psychology · Unit 3 Review · Blank practice version

The big idea: Unit 3 is about two kinds of change, one for each half of the unit. What are they?

How to use it: Fill in every box from memory before you look anything up. Then check your answers against the full cheat sheet and star anything you missed. Those are your review targets.

KEY TERMS

Methods, growth, and gender (Topics 3.1 to 3.3)

Nature and nurture	
Stability vs. change	
Continuity vs. discontinuity	
Teratogens	
Rooting reflex	
Critical period and imprinting	
Sex vs. gender	

Thinking and language (Topics 3.4 and 3.5)

Sensorimotor (birth to about 2)	
Preoperational (about 2 to 7)	
Concrete operational (about 7 to 11)	
Formal operational (about 12 and up)	
Conservation	
Zone of proximal development	
Crystallized vs. fluid intelligence	
Phoneme vs. morpheme	
Language stages	
Overgeneralization	

Parenting and attachment (Topic 3.6)

Authoritarian vs. authoritative	
Permissive parenting	
Secure attachment	
Insecure attachment	

Social contexts and life stages (Topic 3.6)

Ecological systems theory	
Erikson's psychosocial stages	
Social clock	

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Adverse childhood experiences (ACEs)	

Classical conditioning (Topic 3.7)

UCS and UCR	
CS and CR	
Acquisition	
Generalization vs. discrimination	
Higher-order conditioning	
Biological preparedness	
Habituation	

Operant and social learning (Topics 3.8 and 3.9)

Law of effect	
Reinforcers: primary vs. secondary	
Shaping	
Instinctive drift	
Learned helplessness	
Continuous vs. partial reinforcement	
Fixed vs. variable ratio	
Fixed vs. variable interval	
Observational learning	
Vicarious conditioning	

REINFORCEMENT AND PUNISHMENT (TOPIC 3.8): POSITIVE MEANS ADDED, NEGATIVE MEANS REMOVED

CONSEQUENCE	WHAT HAPPENS	EXAMPLE
Positive reinforcement		
Negative reinforcement		
Positive punishment		
Negative punishment		

DON'T CONFUSE THESE

Classical vs. operant conditioning	
Negative reinforcement vs. punishment	
Extinction vs. spontaneous recovery	
Cross-sectional vs. longitudinal	
Assimilation vs. accommodation	
Imaginary audience vs. personal fable	
Foreclosure vs. moratorium	
Latent vs. insight learning	

STUDIES TO KNOW COLD

Gibson and Walk's visual cliff	
Harlow's infant monkeys	
The "Little Albert" study	
Bandura's Bobo doll studies	
Tolman's maze rats	

FRQ: HOW UNIT 3 SHOWS UP

PROMPT SAYS	WHAT TO DO
Identify or state	

PROMPT SAYS	WHAT TO DO
Describe	
Explain	
Propose	
Support or refute	
Use evidence	

Likely Unit 3 FRQ angles

- Identify the method, like correlational; state an operational definition.
- Describe what a statistic shows, like average maze errors.
- Identify an ethical guideline used, like parental permission.
- Explain how far the findings generalize, given who took part.
- Explain how a result supports or refutes the hypothesis.
- Propose a claim; support it with two sources, a different concept each (EBQ).

> **FRQ rules:** Apply each concept to the study or source; a definition alone earns nothing. Cite EBQ sources by number (Source 1, 2, or 3). Write in complete sentences.

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