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AP<sup>®</sup>

 CollegeBoard

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# AP<sup>®</sup> Psychology

## Scoring Guidelines

### Set 1

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**Question 1: Concept Application****7 points****General Considerations**

1. Answers must be cogent enough for the meaning to come through. Spelling and grammatical mistakes do not reduce a score, but spelling must be close enough so that the reader is convinced of the word.
2. A response can earn points only if the student clearly conveys what part of the question is being answered. It is possible to infer the part of the question being answered if it is consistent with the order of the question.
3. The response must apply the concept to the prompt. A definition alone will not earn the point, but a clear definition can support the application.
4. Examples provided in the Scoring Guidelines for each of the points are not to be considered exhaustive.
5. Within a point, a response will not be penalized for incorrect information unless it *directly contradicts* correct information that would have otherwise earned the point. For example, if a response applies a concept in two contradictory ways (such as identifying both the measured variables as the independent variable or describing proactive interference as interference from both older and newer information), the point is not earned. Additionally, a response will not score if it includes a correct answer among multiple incorrect answers related to the same general concept/theory (e.g., a response that describes the Big Five trait of conscientiousness as being diligent, trusting, highly emotional, outgoing, and intellectually curious).
6. Within a bulleted question part, if the response addresses details from a scenario other than the one in the prompt, the point is not earned.

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**Part A** Rayce is exploring the idea of using online videos to sell his line of custom-made skateboards. While his friend is making a video of him performing tricks at a local skate park, a large crowd forms to watch. Each time Rayce successfully completes a trick, the crowd loudly applauds and yells, showing their approval.

Explain how each of the following relates to Rayce's skateboarding while the crowd is watching him.

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**Vestibular sense****1 point**

The response must indicate that this sense influences Rayce’s skateboarding by providing a sense of balance (e.g., equilibrium, information about position of the head in relation to gravity).

**OR**

The response must indicate that disruption of this sense leads to dizziness.

**Acceptable explanations include:**

- *Rayce’s vestibular sense allows him to maintain balance as he’s performing tricks.*
- *Rayce becomes dizzy doing the stunts because his vestibular sense is out of whack.*

**Unacceptable explanations include:**

Responses that refer to kinesthesia, the cerebellum, or the inner ear without reference to balance.

- *Rayce’s inner ear helps him do well as he skateboards.*
- 

**Social facilitation****1 point**

The response must indicate that Rayce will perform his tricks better if there is an audience present.

**OR**

The response must indicate Rayce will perform less well at a certain trick if he is not very good at that trick if an audience is present.

**Acceptable explanations include:**

- *After the crowd gathers, his jumps are higher, and his turns are tighter because of the crowd’s presence.*
- *Because he is doing a fairly new trick the presence of a crowd impedes his performance.*

**Unacceptable explanations include:**

- *Rayce is very social, so he enjoys performing in front of the crowd.*
-

**Incentive theory****1 point**

The response must indicate that Rayce is motivated to perform because he is receiving some external reward (e.g., money, praise, applause, cheering, approval).

**Acceptable explanations include:**

- *Rayce rides his skateboard for the crowd because he wants the applause from the crowd.*

**Unacceptable explanations include:**

Responses that refer to intrinsic motivation.

- *Rayce likes skateboarding because he finds it fun.*

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**Part B** Later, Rayce puts the video of himself online, complete with bright graphics and fast-tempo music. He quickly gains new customers for his business by allowing people to try his skateboard free for an hour.

Explain how each of the following relates to the effectiveness of this sales campaign.

**Divergent thinking****1 point**

The response must indicate Rayce uses or considers many possible approaches to the campaign.

**OR**

The response must refer to divergent thinking as “thinking outside the box,” innovation, or creativity.

**Acceptable explanations include:**

- *Rayce used multiple approaches to his campaign with both a video and trying the skateboard free for an hour.*
- *Rayce came up with innovative ideas like the bright graphics.*
- *Rayce thinks creatively about how he can sell more skateboards.*

**Unacceptable explanations include:**

Responses that do not indicate that Rayce’s ideas are creative, innovative, or outside of the box or don’t explicitly state that he thought of different or multiple approaches.

- *Rayce used bright graphics and cool music.*

Responses that refer to convergent thinking.

- *Rayce comes up with the one best way to sell a skateboard.*

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**Peripheral route to persuasion****1 point**

The response must indicate the campaign used attention-grabbing elements.

**Acceptable explanations include:**

- *Rayce uses graphics and music in his video to persuade people to buy his skateboards.*
- *Customers are persuaded to buy the boards by the cool soundtrack in the video.*

**Unacceptable explanations include:**

Responses that refer to central route to persuasion or specific information (e.g., facts, statistics, logic, details) about the skateboard.

- *Rayce informs people about a study that was conducted that showed that his skateboards allow skaters to jump three inches (on average) higher than they normally do when performing an Ollie.*

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**Reciprocity norm****1 point**

The response must indicate that because potential customers are getting something from Rayce (e.g., one-hour free trial, a sticker, cool hat), they feel obliged to return the favor by making a purchase or promoting the product.

**Acceptable explanations include:**

- *Because Rayce allowed them to try the skateboard for free, customers returned the favor by buying a skateboard.*

**Unacceptable explanations include:**

Responses that do not clearly refer to how the customer reciprocated.

- *Rayce was nice and gave customers one free hour with the skateboard, so they reciprocated.*

Responses that refer to motivation or modeling.

- *People saw Rayce do cool tricks in the video and wanted to do cool tricks like him.*
-

**Mere-exposure effect****1 point**

The response must indicate repeated experience to any element of the ad campaign leads to increased liking or purchasing.

**Acceptable explanations include:**

Response can indicate more exposure by referring to the number of exposures to skateboards or ads.

- *The more often that people see the video the more likely they are to buy the skateboards.*

**Unacceptable explanations include:**

Responses that do not indicate a repeated number of exposures.

- *Customers used the skateboard for an hour, so they liked it more.*

Responses that refer to liking something right away.

- *As soon as customers are exposed to the skateboard, they love it and think it is so cool.*

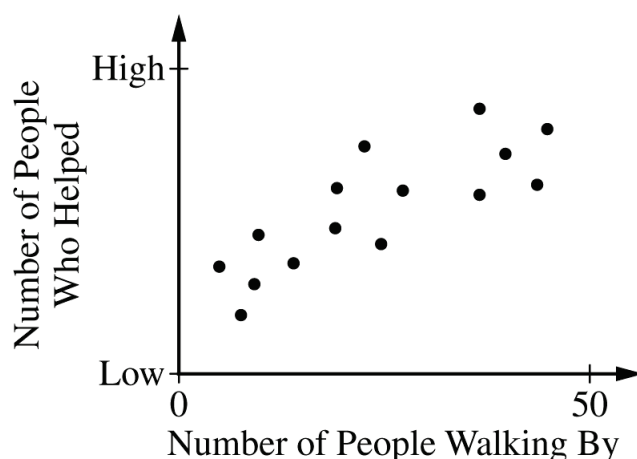
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**Total for question 1 7 points**

**Question 2: Research Design****7 points****General Considerations**

1. Answers must be cogent enough for the meaning to come through. Spelling and grammatical mistakes do not reduce a score, but spelling must be close enough so that the reader is convinced of the word.
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6. Within a bulleted question part, if the response addresses details from a scenario other than the one in the prompt, the point is not earned.

- Part A** Dr. Germanotta hypothesized that the more witnesses there are to a crime, the less likely any one witness will help. She collected data on the number of people who helped someone in distress and the number of people walking by at that particular time. Dr. Germanotta found the following statistically significant results.



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**Explain how the data presented in the graph above support or do not support Dr. Germanotta’s hypothesis.**

**1 point**

The response must indicate that the data do not support Dr. Germanotta’s hypothesis, because the relationship is a positive, rather than a negative one.

**Acceptable explanations include:**

Responses that refer to a correct description of the correlation without specifically saying “positive” score.

- *The graph did not support the doctor’s hypothesis because as one variable increases, the other increases as well, and she predicted the opposite.*

**Unacceptable explanations include:**

Responses that say “do not support” without an explanation of the correlation.

- *Dr. Germanotta’s hypothesis was wrong.*
- 

**Identify the statistical measure that Dr. Germanotta would use to assess the strength of the relationship between variables.**

**1 point**

The response must indicate that the appropriate statistical measure is a correlation coefficient (e.g.,  $r$ , coefficient of determination, standardized beta weight, etc.).

**Acceptable explanations include:**

- *In order to measure the strength of the relationship between variables, she should use Pearson’s  $r$ .*

**Unacceptable explanations include:**

Responses that refer to “correlation” alone.

Responses that refer to incorrect statistical tests such as  $t$  test, ANOVA, or chi-square.

- *Dr. Germanotta should perform a correlation.*
  - *Dr. Germanotta should perform a chi-square test for significance.*
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**Explain how the third variable problem could influence the results.**

**1 point**

The response must indicate that there may be some other variable not in the study that may have affected the two variables being studied.

**OR**

The response must indicate that the presence/influence of some other variable not in the study would prevent Dr. Germanotta from drawing a cause-and-effect conclusion.

**Acceptable explanations include:**

- *There could have been a lot of people walking by for a particular reason, such as a protest. The protestors might be more concerned with the welfare of others than a person normally would be.*
- *Dr. Germanotta cannot say that the number of people caused helping because there may have been people there because of a protest.*

**Unacceptable explanations include:**

Responses that do not explain the impact on both variables or the ability to draw causal conclusions.

- *Time of day could affect the results.*
- *Type of crime could influence the results as participants may be more likely to help following a minor crime.*

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**Part B** Dr. Germanotta decides to conduct an experiment to test whether the number of people present during a staged emergency situation will influence helping behavior.

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**Identify the independent variable in this study.**

**1 point**

The response must indicate the independent variable is the number of people present.

**Acceptable explanations include:**

- *The independent variable in Dr. Germanotta's experiment would be the number of people in the area.*

**Unacceptable explanations include:**

- *The independent variable would be the amount of helping behaviors.*
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**Part C** Explain how each of the following is related to helping behaviors.

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**Internal locus of control**

**1 point**

The response must indicate that if a person believes that their efforts will be helpful, they will be more likely to help.

**OR**

The response must indicate that if they believe their efforts will not be helpful, they will be less likely to help.

**Acceptable explanations include:**

- *People are more inclined to help others if they believe that it is within their power to actually make a real difference.*
- *People are less likely to help if they think that their helping won't matter.*

**Unacceptable explanations include:**

Responses that refer to intrinsic motivation.

- *Some people like to help others because it makes them feel good.*
- 

**Modeling**

**1 point**

The response must indicate that a person observes some behavior related to helping or not helping, and then performs the same behavior.

**Acceptable explanations include:**

- *We learn a lot of helping behaviors growing up through observation. For example, a little kid might see their parents hold a door open for someone, so the next time they go to the store the kid holds the door open for the person behind them.*

**Unacceptable explanations include:**

Responses that refer only to a potential future action.

- *One person sees another helping others, so they want to mimic that helpful behavior.*
  - *People learn helping behaviors through modeling.*
-

**Approach-avoidance conflict**

**1 point**

The response must indicate a decision-making process in which there is BOTH an attractive and an unattractive aspect of helping.

**Acceptable explanations include:**

- *Sarah really wants to help out at the animal shelter because she loves dogs, but she is hesitant because she thinks cleaning the cages would be gross.*

**Unacceptable explanations include:**

Responses that refer to other types of motivational conflicts.

- *Sally can't decide if she wants to volunteer at the animal shelter or the nursing home. She loves animals but also really enjoys spending time with older people.*

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**Total for question 2 7 points**