

2024



AP[®] Psychology

Scoring Guidelines

Set 2

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 a point. For example, if a response applies a concept in two contradictory ways (such as identifying both the independent and dependent variables as the independent variable or describing proactive interference as interference from both older and newer information), the point is not earned.

NOTE: In certain cases, a response will not score if it includes a correct answer amongst 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.

Part A Claire’s sports team made it to the championship basketball game. To play the game, the teammates will need to work together to move a ball toward their own goal. They must then aim carefully to throw the ball into a hoop that is elevated about 10 feet off the ground. The winner is the team that gets the ball into the hoop the most times.

Explain how each of the following might help Claire be successful during the game.

Retinal disparity**1 point**

Response must indicate that the difference in visual signals from each of Claire’s eyes allows her to see depth, which helps her be successful during the game.

Acceptable explanations include:

- *Claire can see depth because she sees two slightly different images out of each eye, making her able to throw the ball accurately.*

Unacceptable explanations include:

Any reference to monocular cues or convergence

- *Claire uses linear perspective to tell how far away the goal is.*

Any reference to depth perception without references to two retinal images

- *This will help Claire with her depth perception to make more accurate free throws.*

Intrinsic motivation**1 point**

Response must indicate that Claire has some specific kind of internal motivation instead of external motivation that helps her to be successful during the basketball game.

Acceptable explanations include:

- *Claire is motivated by doing her best, so she does well in the game because of her good work ethic.*
- *Claire is motivated by her personal goal to be the best player in the game.*

Unacceptable explanations include:

The response is about extrinsic motivation.

- *Claire wants to win the approval of her parents, so she tries hard to be successful in the game.*
-

Social facilitation**1 point**

Response must indicate that Claire's success in the game is helped by the physical presence of others.

Acceptable explanations include:

- *Claire is really energized by the presence of the crowd at the game, so she does better than she typically does at practice.*
- *Claire is really energized by the presence of the crowd at the game, so she plays better than she has in the past when she practiced alone.*

Unacceptable explanations include:

Responses that refer to cooperation or collaboration.

- *Claire's teammates help each other to perform well.*

Responses that refer to social inhibition.

- *Claire does poorly because people are watching her.*
-

Kinesthetic sense**1 point**

Response must indicate that Claire's sensation of the movement of her body and/or the position of her body part(s) is related to her success in the game.

Acceptable explanations include:

- *Claire's ability to know where her hands are in relation to other parts of her body will help her be successful when she dribbles or shoots.*
- *Claire's awareness of how her hand moves as she dribbles and shoots helps her score points in the game.*

Unacceptable explanations include:

Responses that refer only to the ability to move one's body or that refer to the vestibular sense or a sense of balance.

- *Claire has a great sense of balance, so she does well in the game.*
 - *Claire's kinesthetic sense allows her to control her muscles, which will help her successfully shoot the ball.*
-

Part B Claire’s team won the championship game. Ten years later, the team got together for a reunion at the gym where the game was originally held. At the reunion they discussed the championship game.

Explain how each of the following might influence Claire’s recollection of the game.

Context-dependent memory

1 point

Response must indicate that Claire remembers more about the game because she is in the same physical location where she encoded the memory.

Acceptable explanations include:

- *Claire remembered a lot of information about the game because she was in the same gym where she made the memories.*

Unacceptable explanations include:

- *Claire remembers the context of where she played, which helped her remember.*
- *Listening to her teammates recall the game helps Claire remember more details about the game.*

Responses that refer only to mood-congruent or state-dependent memory.

- *Claire’s joy from seeing her friends reminds her of the joy of winning the game.*

Self-serving bias

1 point

Response must indicate that Claire takes credit for events with positive outcomes and/or blames others for negative events in her recollection of the game.

Acceptable explanations include:

- *As Claire remembers the game, she takes credit for the team winning.*
- *As Claire remembers the game, she blames the referees for her fouling out of the game.*

Unacceptable explanations include:

- *Claire only does things that help herself and not others.*

Retroactive interference

1 point

Response must indicate that a recent memory is preventing Claire from remembering something about the championship game.

Acceptable explanations include:

- *Claire couldn’t remember what number she had in the championship game because she was confusing it with her college number.*
- *Claire couldn’t recall the exact final score in the Championship game because she confused it with all the scores of games she had played since then.*

Unacceptable explanations include:

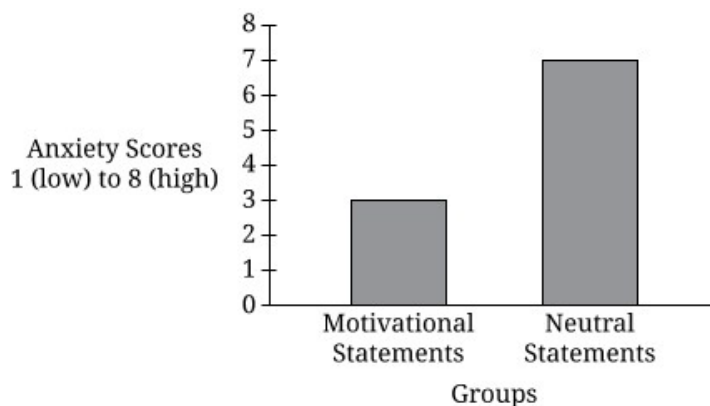
- *Claire can’t remember her current team members’ names because she can only remember the old team members’ names.*
- *Claire interferes with how people remember retroactively, meaning she gets involved after the fact.*

Total for question 1 7 points

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

- 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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- Examples provided in the Scoring Guidelines for each of the points are not to be considered exhaustive.
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NOTE: In certain cases, a response will not score if it includes a correct answer amongst 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).
- 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. Dawson is a psychologist who believes that students who read motivational statements before a test will experience lower levels of anxiety as compared with students who read neutral statements. To examine this belief, he conducted a study. In the study, he randomly assigned half of the participants to read motivational statements and the other half to read neutral statements. Immediately after reading the statements, all of the students completed a survey about their current level of anxiety (1 = low; 8 = high) and then took the test. Dr. Dawson found statistically significant results that are depicted in the graph.



State a valid operational definition of the dependent variable in this study.**1 point**

Response must indicate that anxiety is defined by their score on the scale/survey of their anxiety.

Acceptable explanations include:

- *The dependent variable can be operationally defined as the score on the anxiety scale.*
- *The dependent variable is the score on the scale/survey.*
- *The dependent variable is the anxiety score from 1 to 8 (or 1 to 10).*

Unacceptable explanations include:

Responses that do not mention the scale/survey.

- *The operational definition is the level of anxiety.*
 - *The operational definition is the anxiety score.*
-

Identify the control group in this study.**1 point**

Response must indicate that the control group is the group that reads the neutral statements.

Acceptable explanations include:

- *The control group is the group that reads neutral statements.*
- *The control group is the group that does not read positive statements.*

Unacceptable explanations include:

Responses that indicate the experimental group.

- *The control group is the group that reads the positive statements.*
 - *The control group is the group that does not read the neutral statements.*
-

Explain why the study would be considered an experiment.**1 point**

Response must indicate that the study is experimental because an independent variable is manipulated, and/or the participants were randomly assigned to the groups in the study.

Acceptable explanations include:

- *The study is experimental because the students are randomly assigned to two conditions.*
- *The study is an experiment because a variable was manipulated.*

Unacceptable explanations include:

The response indicates random selection/sampling.

- *The study is experimental because they were randomly chosen to participate.*
 - *The study is experimental because it tests a hypothesis.*
-

Explain how the results of the study do or do not support Dr. Dawson’s hypothesis.

1 point

Response must indicate that Dr. Dawson’s hypothesis is supported because either the motivational statement group had lower anxiety or the neutral statement group had higher anxiety.

Acceptable explanations include:

- *Dr. Dawson’s hypothesis is supported because the motivational group had lower anxiety.*
- *Dr. Dawson’s hypothesis is supported because the neutral statement group had higher anxiety.*

Unacceptable explanations include:

- *The results do not support Dr. Dawson’s hypothesis.*
 - *Dr. Dawson’s hypothesis is supported because the motivational group had higher anxiety.*
 - *Dr. Dawson’s hypothesis is supported because the motivational group had low anxiety.*
-

Part B The test Dr. Dawson gave was a vocabulary test. Explain how the following terms might relate to the students who performed poorly on the test in this study.

External locus of control

1 point

Response must indicate that students may perform poorly because they believe that factors outside of themselves (e.g., fate, luck, destiny, circumstances, other people) are responsible for their performance.

Acceptable explanations include:

- *Students who believe that fate determines their scores on the test won’t perform as well.*
- *Students who believe that the unfairness of their teacher determines their score won’t pass the test.*

Unacceptable explanations include:

Responses that do not include a cognitive component (e.g., perception, belief, thought) do not score.

- *Students did badly because the questions were too hard.*

Responses that refer to internal locus of control do not score.

- *Students believe they can control how they do on the test.*

Responses that refer to lack of control without mention of an outside factor do not score.

- *The students may think there is nothing they can do, so they perform worse on the test.*
 - *The students did poorly on the quiz because they believed they lacked the ability to do well.*
-

Stage one of Selye’s general adaptation syndrome**1 point**

Response must indicate that the students’ sympathetic nervous system or some specific aspect of their sympathetic nervous system is activated which interferes with taking the test.

OR

Response indicates that the students’ fight-or-flight mechanism is activated, which interferes with them taking the test.

NOTE: Students are not required to identify the name of the stage in order to earn the point.

Acceptable explanations include:

- *Students’ fight or flight response might engage if they perceive the test as being a threat, so they might score lower than if they weren’t stressed.*
- *Students’ heart rates increased, and they performed poorly.*

Unacceptable explanations include:

Responses that do not indicate poor performance on the test do not score.

Responses that refer to being “alarmed,” “stressed,” or “aroused” but do not indicate a physiological element do not score.

- *The student was too alarmed or too aroused to perform well on the test.*
- *Students with anxiety might get sick because they’ve resisted stress so much.*

Crystallized intelligence**1 point**

Response must indicate that a lack of crystallized intelligence (e.g., accumulated knowledge, facts, general information, or vocabulary) could have hindered student performance on the test.

Acceptable explanations include:

- *Students who study the wrong vocabulary perform poorly.*
- *Students who do not have prior knowledge do poorly on the test.*

Unacceptable explanations include:

Responses that refer to general intelligence or fluid intelligence do not score.

- *Students may not be able to come up with abstract answers quickly, so they score low on the test.*

Responses that refer to memories unrelated to knowledge on the test do not score.

- *The memory of a past bad experience on a test makes them perform poorly on the vocabulary test.*

Total for question 2**7 points**