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# AP<sup>®</sup> Research Academic Paper

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Sample J**

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

**Academic Paper****5 Points**

<b>Score of 1</b> <b>Report on Existing Knowledge</b>	<b>Score of 2</b> <b>Report on Existing Knowledge with Simplistic Use of a Research Method</b>	<b>Score of 3</b> <b>Ineffectual Argument for a New Understanding</b>	<b>Score of 4</b> <b>Well-Supported, Articulate Argument Conveying a New Understanding</b>	<b>Score of 5</b> <b>Rich Analysis of a New Understanding Addressing a Gap in the Research Base</b>
<ul style="list-style-type: none"> <li>• Presents an overly broad topic of inquiry.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a search and report process.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites AND/OR attributes sources (in bibliography/ works cited and/or intext), with multiple errors and/or an inconsistent use of a discipline specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.</li> <li>• Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works.</li> <li>• Describes a nonreplicable research method OR provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.</li> <li>• Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.</li> <li>• Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.</li> <li>• Cites AND/OR attributes sources (in bibliography/ works cited and/or intext), with multiple errors and/or an inconsistent use of a discipline specific style.</li> </ul>	<ul style="list-style-type: none"> <li>• Carries the focus or scope of a topic of inquiry through the method AND overall line of reasoning, even though the focus or scope might still be narrowing.</li> <li>• Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear</li> <li>• Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.</li> <li>• Conveys a new understanding or conclusion, with an underdeveloped line of reasoning OR insufficient evidence.</li> <li>• Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites AND attributes sources, using a discipline-specific style (in both bibliography/works cited AND intext), with few errors or inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry</li> <li>• Supports a new understanding or conclusion through a logically organized line of reasoning AND sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.</li> <li>• Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.</li> <li>• Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND intext), with few to no errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.</li> <li>• Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives AND logically explains how the topic of inquiry addresses a gap.</li> <li>• Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.</li> <li>• Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.</li> <li>• Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.</li> <li>• Cites AND attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited AND intext), with few to no errors.</li> </ul>

How Does Eczema Impact the Mental Well-being of Teenagers in [REDACTED] Ages 14-18?

April 1, 2024

Word Count:751

## Abstract

With the rapid rate of those who suffer from eczema continuing to increase it has sparked light on a research topic usually gone unheard of. My research discusses the hardships faced by these patients daily including increased risk of anxiety or depression, the development of body dysmorphia, and limitations on activities and certain clothing or products. My research paper dives into the effects atopic dermatitis has on teens from fourteen to eighteen in [REDACTED] Texas. To answer this question I conducted surveys from those suffering from eczema along with interviews held one-on-one to gain knowledge from those who battled or continue to battle eczema and its effects, and met with a local dermatologist to gain a better understanding of how eczema is started and dealt with professionally. Once my data was collected I concluded that atopic dermatitis affects the patient's physical appearance which connects to the decline of a patient's confidence or increase of insecurities. With further analysis teens closer to seventeen or eighteen rather than the fourteen through sixteen age range tend to develop negative body images caused by constant teasing or reminders of this chronic disease. Which eventually causes many to spiral into an all-time low state of mind. With the use of my research, dermatologists gain a better understanding as well as a better insight into a more personal account of patients who continue to suffer. This allows those suffering to gain knowledge from personal experiences from those who share their own unique experiences on their battles with atopic dermatitis.

## Introduction

There have been various amounts of research that has been conducted to try and negate the affects of eczema such as therapy and different medical treatments. The purpose of the research is to find a solution to make life for those suffering from eczema more enjoyable and liveable.

## Literature Review

In this literature review, three main topics are highlighted with the treatment of atopic dermatitis which include the use of psychological support, medicines, and educating those suffering from eczema to alleviate the toll it takes on them mentally and physically. Atopic dermatitis also known as eczema is a chronic disease that causes itchiness and inflammation. Although it tends to start while many are children it can continue into adulthood. Alenazi writes “The onset of AD most commonly occurs between 3 and 6 months of age, with approximately 60% of children with AD presenting symptoms in the first 12 months.” While it continues to affect millions daily making everyday life a struggle whether it comes to certain clothing, confidence, and the motivation to keep going. If we can implement an approach by providing psychological support, informing those affected by eczema, and encouraging safe therapeutic practices then we'd be able to negate the mental effects which would improve the quality of life as a whole. Understanding these affects are very important. Making sure those suffering with atopic dermatitis are being treated with the correct care both phsyically and mentaly can help future generations who may suffer from atopic dermatitis.

## Main Points

The use of treatments in regards to eczema commonly used are topical creams, moisturizers, and prescribed medication. These treatments repair the skin and aim to reduce symptoms. Alenazi writes “Currently no complete cure is available for AD, and the only way to manage the disease is through palliative treatments.” Using treatments also allows a layer of protection from possible infections and allows for the affected skin to remain hydrated rather than dry which would cause the feeling of itchiness. While treatments are only temporary they allow the affected patient to feel a sense of relief while reducing inflammation causing the feeling of itchiness to be suppressed.

A treatment that goes unnoticed is the use of informing the affected on the knowledge of eczema whether it be on the correct use of treatments or the knowledge of what causes flare-ups. Educating patients allows them to prepare in advance for certain outings whether it's by dressing appropriately, avoiding areas where it is very sunny or dry, and places with pollen. Patients are informed and prepared this will prevent flare-ups allowing for the eczema to slowly start to heal without the worry of the patient scratching and restarting the cycle of itchiness and inflammation.

As mentioned previously, eczema results in a change of physical appearance causing the affected area or areas to dry up, leading to inflammation and feeling of itchiness. While their physical being is altered many overlook the mental effects atopic dermatitis causes to patients which include the lowering of one self esteem as well as the decline of one's mental health. Psychological support provides that helping hand or listening ear which allows patients to destress and communicate on their current well-being. With that being said the use of psychological treatment is an extremely important factor when it comes to dealing with the effects of eczema. By providing a healthy and positive environment in which those suffering feel

comfortable once again in their own skin, Psychological support negates outsiders' perspectives and interpretations of what “eczema” truly is.

It remains evident at the conclusion of my research that with the use of therapeutic, psychological, and informational treatment the mental and physical effects of atopic dermatitis are allowed to be coped with which allows those who once suffered or those suffering now a sense of relief knowing that there are now ways to prevent and temporarily silence the presence of eczema.

## Methodology

The method of collecting data and information for this experiment for my research is to analyze a select group of people who suffer from eczema and see how they are affected by it mentally on a day to day basis. Using a qualitative approach along with a correlational analysis research method will allow me to observe the data i have gathered while comparing it to previous research in order to determine any new findings or if my research was relative to those before. This approach allows me to also see just how much those locally and around me suffer everyday from eczema.

## Academic Paper

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

**NEW for 2025:** The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

### Sample: J

#### Score: 1

This paper earns a score of 1. The research focus is on p. 1: “The purpose of the research is to find a solution to make life for those suffering from eczema more enjoyable and liveable.” The literature review on pp. 3-5 cites only one source which demonstrates a single perspective. The paper ends on p. 5 after the one paragraph method section. The method is stated on p. 5: “is to analyze a select group of people who suffer from eczema and see how they are affected by it mentally on a day to day basis. Using a qualitative approach along with a correlational analysis research method will allow me to observe the data i have gathered while comparing it to previous research in order to determine any new findings or if my research was relative to those before.” There are no reported results past the method as the paper ends. There is no references page.

The paper provides a conclusion at the end of the literature review: “It remains evident at the conclusion of my research that with the use of therapeutic, psychological, and informational treatment the mental and physical effects of atopic dermatitis are allowed to be coped with which allows those who once suffered or those suffering now a sense of relief knowing that there are now ways to prevent and temporarily silence the presence of eczema.” However, the conclusion is not derived from student generated data from the correlational analysis research method. Though the abstract on p. 2 references results from a survey method, the abstract is not included in the scoring of the paper.

This paper does not earn a score of 0 because the paper has a researchable topic, the impact of eczema and mental well-being, and attempts a report on existing knowledge. The topic of eczema is carried throughout the introduction, literature review, and purported methodology.

The paper does not earn a score of 2 because there is no evidence that the method of “qualitative” and “correlational” analysis (p. 5) was used by the student. There is no student generated data.