

AP[®] PSYCHOLOGY

2014 SCORING GUIDELINES

Question 2

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored the point.
3. A student can score points only if the student clearly conveys which part of the question is being answered. However, it is also possible to infer what part of the question is being answered if the response is consistent with the order of the question.
4. Definitions alone are not sufficient to score points.
5. Rubric examples provided for each point are not exhaustive.
6. To earn a point, the student must describe each concept in a way that indicates understanding (e.g., "authoritarian parents are rigid and controlling") **AND** provide a specific outcome within the context of the question.
7. Each item must indicate *how* the concept affects success. This can be set up in a definition as long as the student also establishes context (e.g., refers to Abram). In addition, the student must offer a specific outcome rather than merely indicate that performance is affected.
8. Performance is not restricted to grades. In the First Part, college performance can include outcomes such as closer friendships, better organization, love of learning, etc. In the Second Part, success does not have to be tied to college; the student can indicate a specific success in any aspect of life (e.g., college, career, etc.).

Point 1: Authoritarian parenting.

- A. To earn this point the student must indicate how a strict, rigid parenting style can impair a specific college outcome for Abram (e.g., impair Abram's ability to form social relationships),
OR
- B. The student must explain that inflexible parents may enhance a specific college outcome for Abram (e.g., enhance self-control).

Examples:

Score "If Abram's parents had a controlling parenting style, he won't be able to choose good classes on his own."

Score "If Abram's parents had an authoritarian parenting style, he will lack independence and won't be able to choose good classes on his own."

Score "If Abram's parents were strict, he will obey his teachers and will make better grades."

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Question 2 (continued)

Point 2: Identity versus role confusion.

- A. To earn this point, the student must indicate how knowing himself leads Abram to specific successes in college, **OR**
- B. The student must explain that not knowing himself leads Abram to specific behaviors that reduce success in college.

Note:

Score any reference to Abram learning or knowing his place in the world or relative to other people as long as the student also indicates a specific outcome related to college success.

Examples:

Score “Abram knows himself and therefore has an easy time choosing a major that is good for him.”

Score “Abram knows what he wants to do with his life, so choosing a major is easy for him.”

Score “Abram does not know himself, so he joins too many clubs and has no time to study.”

Score “Abram does not know himself and joins many clubs to form an identity and choose better courses.”

Point 3: Unconditional positive regard.

- A. To earn this point the student must illustrate how consistent love and support (or love and support in spite of adversity) improve a specific college outcome for Abram, **OR**
- B. The student must explain how lack of consistent love and support hinders a specific college outcome, **OR**
- C. The student must describe unconditional positive regard and provide a specific negative college outcome.

Examples:

Score “Abram’s parents always loved and supported him, so he felt ready to handle the challenges of college and studied hard.”

Score “Abram’s parents saw him in a positive light no matter what the situation, which gave him the confidence to choose useful courses.”

Score “Abram gives nonjudgmental acceptance to others, which gives him more friends.”

Score “If Abram’s teachers fail to give him acceptance, his class attendance will suffer.”

Score “If teachers always give Abram respect and encouragement even when he repeatedly misses class without a good reason, he may think he can get away with continuing to miss class.”

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Question 2 (continued)

Point 4: Divergent thinking.

- A. To earn this point the student must demonstrate how thinking in different ways leads to a specific positive outcome.

Examples:

Score “Abram is creative in his approaches, which leads to scheduling study time well.”

Score “Abram thinks outside of the box, allowing him to solve complex problems.”

Score “Abram is an innovative thinker, which allows him to do better in class.”

Point 5: Elaborative rehearsal.

- A. To earn this point the student must indicate linking to-be-remembered material with other information (or making the information meaningful) and a specific positive outcome that would result from that process.
- B. The student’s response must go beyond mentioning only non-elaborative strategies such as repeating, rehearsing, or memorizing.

Note:

Score examples of effortful processing, such as using imagery, creating mnemonics, building associations among concepts, using semantic processing, and imagining personal examples, as long as a specific positive outcome is also addressed within the context of the question.

Examples:

Score “Abram invented a story relating concepts in his history class to his trip to Kansas City, and he did better on his test.”

Score “Abram used deep processing to benefit from studying course material.”

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Question 2 (continued)

Point 6: Intrinsic motivation.

- A. To earn this point, the student must show that Abram will experience a specific positive outcome when motivated by internal factors, such as love of learning.
- B. It is also sufficient for the student to establish a clear and accurate contrast between extrinsic (external) motivation and internal motivation as long as context is established and a specific positive outcome is given.

Examples:

Score “Because Abram loves learning about human behavior, he puts forth more effort in his psychology class.”

Score “Abram is motivated inside of himself to go to class.”

Score “Abram was not extrinsically motivated by rewards such as money or grades to do well in college; he was intrinsically motivated to attend class regularly.”

Point 7: Self-efficacy.

- A. To earn this point, the student’s response must reflect belief in an ability or abilities as well as tie the belief to a specific positive outcome.

Examples:

Score “Abram felt confident that he would be able to get a good job after college.”

Do not score “If Abram had confidence in himself, then maybe he would do better on tests.”

An authoritarian parenting style, or a kind in which parents exert complete, strict control over their children, might influence Abram's ability to succeed in college because he is on his own with far more freedoms than he is accustomed to. Abram may decide to rebel against his parents' strict rules by disobeying them now that he is out of the house by going to lots of parties and staying out late, which would hurt Abram's ability to succeed. He may not know how to handle freedoms that he isn't used to having, which could cause him to have issues in school.

Identity vs. role confusion, or Erikson's psychosocial stage in which people "decide" between finding themselves and adopting a meaningful role in society or are unable to discover who they are and where they are going in life, could affect Abram's success because the stronger Abram's sense of identity is, the more focused he can be on a certain area of studies. If Abram knows he is meant to contribute toward society by becoming a counselor based on who he is and what he wants in life, then he can devote himself to his studies in that area of college to be as successful as possible in the classes that interest and suit him.

Unconditional positive regard, or an attitude of acceptance toward someone no matter what, could hurt Abram's ability to succeed in college

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Question 2 is reprinted for your convenience.

2. Abram recently graduated from high school and began his first year at a four-year university. Explain with an example how experiencing each of the following in the past may affect Abram's ability to succeed in college.

- Authoritarian parenting style
- Identity versus role confusion
- Unconditional positive regard

Abram's first year was very difficult, and he found that he was not as successful as he would have liked. Explain with an example how each of the following may help Abram be more successful in the future.

- Divergent thinking
- Elaborative rehearsal
- Intrinsic motivation
- Self-efficacy

if he knew that those around him would accept him regardless of his school performance, he might let his grades drop and become involved in bad activities because he knows that he can do whatever he wants and no one will think badly of him for it, which would hinder his chances of success.

Abram could be more successful using divergent thinking, or the ~~ability~~ ability to examine an issue from several different angles and perspectives, because it would help him be more creative and would make it easier to come up with solutions to his issues that are making him unsuccessful. He could examine his lack of success in many different ways and consider many unique alternatives without being stuck in one point of view.


Elaborative rehearsal, which would involve practicing material multiple times with added detail to add to/preserve knowledge, could help Abram be more successful because it would

allow Abram to remember more in-depth information better from practicing recalling detailed aspects of a topic, which would positively impact Abram's grades.

Intrinsic motivation, or the desire to perform an action for its own sake, could help Abram be more successful because it could cause him to seek out extra information on a topic (simply because he is interested in it) that could actually improve his understanding of an idea and help him apply it in the future. If he naturally loves a topic and seeks out more information on it because of that, his application of ~~the~~ that knowledge will make him more successful.

Self-efficacy, or one's perceived influence on their environment and their ability to be effective, could make Abram more successful in the future if his sense of self-efficacy increased. This would make Abram feel like his actions could be influential on his situation, and would thus cause Abram to make better decisions and try to be proactive in his life in order to improve his life, which would in turn lead to success. Abram's perception of being influential would encourage him to do more to better his life, and therefore to succeed.

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2. • An authoritarian parenting style teaches children to become balanced people. Instead of looking at world as a harsh place, constantly being ~~punished or~~ ^{punished or} ~~scolded~~ ^(authoritative) feeling as if they were better than everyone else (remissive) they would turn out to be able to handle situation and deal ^{emotional} better with them. Instead of ~~thinking~~ ^{feeling} a fit or expecting everything or feeling weak ^{Abram} would turn out as a balanced individual. ^{for example} instead of crying for a referral he would learn from the situation.
- At his age Abram is going ^(or around his age) through identity versus role confusion, meaning he's trying to figure out who he is. If Abram has a strong sense of who he is and who he wants to be then Abram would be able to make better, more constant decision for his future ^(his career choice) and his college experience. He would know what he wants in life.
- Unconditional positive regard comes in handy for when individuals are going through tough or depressing times. ~~Having an unconditional positive~~ Having an unconditional positive attitude would help Abram become resilient and perseverant in everything does. ~~It~~ Allowing him to never give up and bounce back after a fall. An example would be failing a test and  yet still being okay with it and ready to study extra hard for the next test.

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2. Abram recently graduated from high school and began his first year at a four-year university. Explain with an example how experiencing each of the following in the past may affect Abram's ability to succeed in college.

- Authoritarian parenting style
- Identity versus role confusion
- Unconditional positive regard

Abram's first year was very difficult, and he found that he was not as successful as he would have liked. Explain with an example how each of the following may help Abram be more successful in the future.

- Divergent thinking
- Elaborative rehearsal
- Intrinsic motivation
- Self-efficacy

• Divergent thinking is when you look at a situation from two perspectives, allowing yourself to see more viewpoints and think from two sides. This would help Abram become better at problem solving, or better relationship, empathizing with his partner or allow him to ~~is~~ critically think about situations that before seemed impossible.

• Elaborative rehearsal is repeated practice or memorization in order to ensure encoding. This would help Abram by causing him to do elaborative rehearsal over his notes more often leading him to do better on his exams.

• Intrinsic motivation is motivation that comes from within, wanting yourself to do better to succeed. Instead of going out for party Abram's ~~the~~ intrinsic motivation that night would cause him to study. He would be happier and prouder of himself for it. He would have a sense of control over himself.

• self-efficacy is believing in yourself that you can do it. It is almost like the placebo effect.

Knowing that he could handle a situation would allow Abram to actual be able to handle it.

For example if Abram had a long day a believing head of him and he's exhausted, just ~~believing~~ that he's energized and ready for the day would be able to help him succeed.

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Having Authoritarian parent would affect Abram's ability to succeed in college by being unsure ^{and/or} ~~or~~ make bad decisions. Authoritarian ~~style~~ ~~par~~ style parents tend to have kids that make poor decision when given the opportunity to. Identity versus role confusion could affect him because he is trying to figure out who he is and his role in society while trying to be a full-time student as well. Unconditional positive regard could affect him also because if he does poorly, but is ~~a~~ still receiving a positive regard then he is never going to achieve anything.

Having a divergent thinking path could help him be more successful by making him more open to change and study more things at once without becoming overwhelmed. By doing elaborative rehearsal, Abram would be more prepared for quizzes and/or test. He would be able to recall more information more quickly and successfully. Having an Intrinsic motivation would help him study more and be willing to study more. He would want to succeed more for his own personal benefits rather than for his parents or just to stay in the university. Being

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2. Abram recently graduated from high school and began his first year at a four-year university. Explain with an example how experiencing each of the following in the past may affect Abram's ability to succeed in college.

- Authoritarian parenting style
- Identity versus role confusion
- Unconditional positive regard

Abram's first year was very difficult, and he found that he was not as successful as he would have liked. Explain with an example how each of the following may help Abram be more successful in the future.

- Divergent thinking
- Elaborative rehearsal
- Intrinsic motivation
- Self-efficacy

Self-efficacy would help him stay organized and prepared. He would be on top of due dates for projects, papers and prepared for quizzes and test. He would not have to rely on anyone to get anything turned in or done on time.

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2014 SCORING COMMENTARY

Question 2

Overview

The question requires students to respond to Abram's success in college using several concepts in psychology.

The first part of the question requires the student to understand formative early life experiences: authoritarian parenting style, identity versus role confusion, and unconditional positive regard. An essay must describe these terms as well as identify how the concepts might affect a specific college success. The second segment of the question requires the student to understand ways to increase success in the future using descriptions of key psychological concepts: divergent thinking, elaborative rehearsal, intrinsic motivation, and self-efficacy. For the second part, a student must also address a specific increase in success related to each concept.

Sample: 2A Score: 7

The response earned point 1 by describing authoritarian parenting style as strict control over children and the specific outcomes of Abram going to many parties and staying out late to rebel. The response earned point 2 because the essay indicates that if Abram knows who he is, he can focus his attention on a specific area of study. The response earned point 3 by explaining unconditional positive regard as accepting someone no matter what, and the specific outcome is Abram knowing he will always receive unconditional positive regard, so he might allow his grades to drop. The response earned point 4 by describing divergent thinking as examining an issue from several perspectives as well as the specific outcome of finding solutions to problems that are making him unsuccessful. The response earned point 5 because the essay describes elaborative rehearsal as adding more details to material to be learned, and the specific outcomes are remembering aspects of a topic and enhancing grades. The essay earned point 6 by explaining intrinsic motivation as internal desire to perform an action and the specific positive outcome of improving Abram's understanding of information and helping him apply the new knowledge in his future. The response earned point 7 because the essay describes self-efficacy as a person's perceived ability to be effective and the specific positive outcome of Abram making better decisions because he felt competent.

Sample: 2B Score: 4

The essay did not earn point 1 because authoritarian parenting style is explained as teaching children to be balanced and capable; the essay describes authoritative parenting in error. The response earned point 2 by indicating that Abram is trying to figure out who he is (identity formation) and establishing the specific outcome of making better decisions. The essay did not earn point 3 because the essay describes unconditional positive regard as Abram having a positive attitude. The essay earned point 4 by explaining divergent thinking as looking at a situation from more than one perspective when solving a problem or improving a relationship. The response did not earn point 5 because the essay describes elaborative rehearsal as repeated practice. The essay earned point 6 by explaining intrinsic motivation as wanting to succeed, and the motivation comes from within. The specific positive outcome is better self-control, allowing Abram to avoid partying in college. The response earned point 7 by explaining that Abram believes he has the ability to handle situations, and the specific positive outcome is being able to handle a long day even when he feels tired.

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Question 2 (continued)

Sample: 2C

Score: 1

The essay did not earn point 1 because authoritarian parenting is discussed merely as a style that creates children who make bad choices. The essay did not earn point 2 because although the essay correctly explains identity as Abram trying to figure out who he is, no specific outcome is offered. The essay did not earn point 3 because the response does not describe unconditional positive regard. The essay did not earn point 4 because divergent thinking is incorrectly defined as being open-minded. The essay did not earn point 5 because elaborative rehearsal is not explained. The essay earned point 6 by describing intrinsic motivation as Abram wanting to succeed for his own personal reasons rather than for his parents, and the specific positive outcome of studying more is offered. The essay did not earn point 7 because the response describes self-efficacy as being self-sufficient, with Abram not relying on others for help.