

---

# AP<sup>®</sup> Psychology

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Free Response Question 2**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

# AP<sup>®</sup> PSYCHOLOGY

## 2019 SCORING GUIDELINES

### Question 2

Karl is planning for finals week at college. He has exams in four classes and has a group project in one of his classes.

#### Part A

Provide a specific application of how each of the following could help Karl succeed on the four exams.

- State-dependent memory
- Distributed practice
- Long-term potentiation
- Self-efficacy

#### Part B

Provide a specific application of how each of the following could hinder Karl's contribution to the success of the group project.

- Convergent thinking
- Informational social influence
- Defense mechanism of regression

#### General Considerations

1. Answers should be presented in sentences and must be cogent enough for the meaning of the response to come through. Spelling and grammatical mistakes do not reduce the score of a response, but spelling must be close enough that the reader is convinced of the word.
2. Do not score any notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone will not score, but they may be used to enhance the application.
4. Within a point, a student will not be penalized for misinformation unless it directly contradicts correct information that would otherwise have scored a point. A correct application with an incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. Responses that simply parrot or repeat the terms from the question will not score.
7. A response can score a point only if it clearly conveys what part of the question is being answered. It is possible to infer what part of the question is being answered if it is consistent with the order of the question.

# AP<sup>®</sup> PSYCHOLOGY

## 2019 SCORING GUIDELINES

### Question 2 (continued)

#### Part A

Responses must provide a specific explanation of how each of the following will help Karl succeed on the exam(s). The student's explanation must apply to Karl's ability to prepare for his exam(s) OR perform well on his exam(s).

#### Point 1: State-dependent memory

Responses must indicate that Karl will better recall information if he is in the same internal state (e.g., physiological, emotional, mental) in which he learned that information.

- Score: "He is highly caffeinated when he takes an exam, just as he was when he studied the night before. Thus, he remembers the material better."
- Do NOT score context-dependent memory or other references to external cues because they contradict the correct answer, unless the environment triggered the internal state.
- Do NOT score: "When Karl is happy, he remembers happiness related terms on the exam."
- Do NOT score mindset.

#### Point 2: Distributed practice

Responses must indicate that Karl will have better retention or success in learning the material if his studying is spaced out or spread out over multiple time periods.

- Score: "Karl should space out his study sessions because they will allow for better recall during tests."
- Score: "Karl's preparation will be more effective if he studies regularly."
- Score "spacing effect" as describing distributed practice.
- Do NOT score: "Don't cram" alone.
- Do NOT score: "Karl studies slower over a longer period of time." It is not clear that this differs from cramming.
- Do NOT score: "Karl studied four different subjects on different days." It cannot be inferred that he studied the same subject again.

#### Point 3: Long-term potentiation

Responses must indicate that Karl's studying of the material will strengthen neural pathways (e.g., synapses, neural communication, neural connections, neural transmission), resulting in improved memory of that material.

- Score: "Karl's studying strengthened his neural pathways leading to better memory."
- Do NOT score long-term memory alone without a neural process.

#### Point 4: Self-efficacy

Responses must indicate that Karl's belief in his ability to succeed in his preparation or on an exam will help him do well.

- Score: "Karl will do better if he believes he can do well on his exam."
- Do NOT score self-esteem.
- Do NOT score self-confidence, unless the response references a specific ability.

# AP<sup>®</sup> PSYCHOLOGY

## 2019 SCORING GUIDELINES

### Question 2 (continued)

#### Part B

Responses must provide a specific explanation of how each of the following will hinder Karl's contribution or the overall success of the group project.

#### Point 5: Convergent thinking

Responses must indicate that Karl's narrowness of focus limits the number or creativity of the options he contributes to the project or impedes the group's success.

- Score: "Karl thought of a single solution, so he didn't offer alternatives."
- Score: "This may hinder Karl's contribution to the success of the group project because he couldn't think outside of the box."
- Do NOT score a group-level process (e.g., groupthink, conformity, group polarization).

#### Point 6: Informational social influence

Responses must indicate that Karl's contribution, or the success of the group, is hindered because he has been influenced by people he believes have more knowledge than he does.

- Score: "Karl believes his group members were correct, so he does not share his ideas."
- Score: "The project failed when Karl went along with the group because he felt they had more knowledge."
- Do NOT score misinformation effect or social loafing.
- Do NOT score normative social influence (e.g., to fit in).

Note: Responses must have an explicit reference to Karl's belief that the influencer knows more.

#### Point 7: Defense mechanism of regression

Responses must indicate that Karl reverts back to an earlier stage of development, negatively affecting his contribution to the group or the group's success.

- Score: "Karl begins acting like a child, causing conflict in the group."
- Score: "Karl goes back to an earlier stage of thinking and makes useless contributions to the group project."

State-Dependent memory is when you better remember information if you are in the same state as when you learned it. For example, if you got drunk and studied for an exam you'd most likely only remember that information when you were drunk again. State-dependent memory could help Karl succeed if he studies when he is in the same state as he will be when he takes his exams.

Distributed practice is when you spread out your practice over long periods of time. For example, studying for a few minutes everyday for a few months. Distributed practice can help Karl succeed on the exams because the longer he spaced out his studying the more information he retained and the better he will do/remember when he is not cramming last minute.

Long term potentiation is when you are exposed to something for a long time. For example, hearing the vocab words listed every day for a week before a test will seep them into your memory so you will know them for the test. Long term potentiation can help Karl succeed if he is exposed to material everyday on the test for a long time. For hours during that week it will start to seep into his memory for the exams.

Self-efficacy is how well you believe you are going to do or succeed at something. For example, you have lots of self-efficacy if you believe you will pass be elected for mayor.

Question 2 is reprinted for your convenience.

2. Karl is planning for finals week at college. He has exams in four classes and has a group project in one of his classes.

**Part A**

Provide a specific application of how each of the following could help Karl succeed on the four exams.

- State-dependent memory
- Distributed practice
- Long-term potentiation
- Self-efficacy

**Part B**

Provide a specific application of how each of the following could hinder Karl's contribution to the success of the group project.

- Convergent thinking
- Informational social influence
- Defense mechanism of regression

with flying colors. Self-efficacy can help Karl succeed on the 4 exams by giving him the belief that he will pass his tests and his hard-work and studying will pay off.

Convergent thinking is thinking that is not done creatively like divergent, it is a very one way set of thinking. For example, believing that there is only one mathematical right way to solve a problem. Convergent thinking could hinder Karl's contribution to the success of the group project because he's not thinking creatively or trying to find solutions that could be helpful to the group.

Informational social influence is when the belief that other

## ADDITIONAL ANSWER PAGE FOR QUESTION 2

people in a group know more than you do, influences you to follow them or act like them. For example, if the smartest kid in the class says the answer is 10 when you got 12, you will go along with him and say the answer is 10. Informational social influence can hinder Karl's <sup>group's</sup> success because if he believes the rest of the group is smarter than him and are right when they are wrong, he will suffer by not have given them the right answer.

Defense mechanism of regression is when ~~your childhood~~ you revert back to an earlier <sup>psychosexual</sup> stage in your development because of ~~lack~~ a lack of love or attention in those stages. For example, if you did not get enough of the mouth stimulation you might continue into adulthood to suck on a bottle or binky. Regression might hinder Karl's contribution to the success of the group because if he was deprived as a child of some sort of attention from his parents, he may not be able to socially interact with the other kids to work on the project and complete it together.

2B1.f2

ANSWER PAGE FOR QUESTION 2

A State-dependent memory could help Karl succeed on his four exams if he gets himself into a relaxed mood while studying for his exams. Then, right before the exams, he would listen to music to relax him, so going into the exam he would be in a relaxed mood. Then, he would ~~remember~~ <sup>be more</sup> likely to remember what he studied because he is in the same mood as then. Because he was in both relaxed moods when studying and test-taking, he remembered what he studied, and thus did well on the test. This is the phenomenon that says <sup>when</sup> you're happy, you're more likely to remember ~~other~~ happy times. all the other times you were happy.

Karl would use distributed practice to succeed on the four exams by distributing his studying - studying a little every night. This would improve his memory if he broke his studying down in <sup>nightly</sup> chunks.

Long-term potentiation is converting short-term memories into long term ones. If Karl managed to do this, <sup>with distributed practice</sup> he would be more likely to remember the content for all his exams. over many days

Self-efficacy is a feeling of being capable of being effective.

Self-efficacy would make Karl feel confident that he could do well on his exams.

B. Convergent thinking could hinder Karl's contribution to the success of the group project because convergent thinking is not creative at all. It's when ideas all converge, or come together. This would leave Karl stuck with only one or two ideas. Karl needs to be open to more ideas and start thinking outside of the box. ↘



2B 2 of 2

Question 2 is reprinted for your convenience.

2. Karl is planning for finals week at college. He has exams in four classes and has a group project in one of his classes.

**Part A**

Provide a specific application of how each of the following could help Karl succeed on the four exams.

- State-dependent memory
- Distributed practice
- Long-term potentiation
- Self-efficacy

**Part B**

Provide a specific application of how each of the following could hinder Karl's contribution to the success of the group project.

- Convergent thinking
- Informational social influence
- Defense mechanism of regression

B. Informational social influence would distract Karl from working effectively on the group project. For example, if he heard that his fellow group member disliked a green board and Karl only had a green project board and Karl was influenced by this information, well then Karl might just give up on the whole project.

If Karl remembers how back in elementary school, he never did a project without eating cookies, he might regress back to this earlier stage and not be able to work on his project without snacking on cookies.

2C1053

ANSWER PAGE FOR QUESTION 2

State-dependent memory is ~~careless~~ memory that focuses on a certain aspect of the subject that a person could be studying. In Karl's case, if he focuses on the things that he's struggling with rather than just studying the easy stuff, it will provide him with the ability to study the stuff he doesn't understand and possibly score better on his finals.

Distributed practice is when the studying is spread out over a period of time. Rather than cramming for his finals, if Karl studies over a period of time, he will be able to retain more information and perform better on his finals.

Long-term potentiation is when the thing happening is better for the long run. In Karl's case, if he studies the things that have long-term potential, he will be more likely to remember it. For example, if he is taking a self-defense class, and his final is to get out of a mugging, he will be more likely to remember what to do in the situation because it could actually happen to him in the future.

Self-efficacy is when the person has the motivation to do something for themselves. It's kind of like intrinsic motivation, but self-efficacy is for

Question 2 is reprinted for your convenience.

20 of 3

Karl is planning for finals week at college. He has exams in four classes and has a group project in one of his classes.

### Part A

Provide a specific application of how each of the following could help Karl succeed on the four exams.

- State-dependent memory
- Distributed practice
- Long-term potentiation
- Self-efficacy

### Part B

Provide a specific application of how each of the following could hinder Karl's contribution to the success of the group project.

- Convergent thinking
- Informational social influence
- Defense mechanism of regression

When someone is struggling and has the perseverance to strive to do better. Karl can have self-efficacy in order to succeed in his finals.

Convergent thinking is when someone focuses on only one thing. It is the opposite of divergent thinking which is looking at something as a whole. This could hinder Karl's contribution to the group project because if he only sees one solution to an issue that may arise, the group won't solve anything.

Informational social influence is when one is presented with information from an outside person. The information that the group gains could be insightful and could possibly give the group some influence to their group project. This

~~Den ~~Defense mechanism of regression is one of the~~  
~~ways of defense. Regression is when someone feels a~~  
~~certain way and possibly pulls back from the group. For~~  
~~example, if Karl is doing some work and all of a sudden~~  
~~pulls back by putting no effort into the group project,~~  
~~the whole group will fail. This will hinder Karl's contribution~~  
~~to the success of the group by putting the entire~~  
~~group's grade at risk by slipping into~~  
~~regression.~~~~

could hinder Karl's contribution because the group project is for the group and shouldn't be open to outside influences that may change their perspective on something.

Defense mechanism of regression is one of the defense mechanism. Regression is when someone feels a certain way and possibly pulls back from the group. For example, if Karl is doing some work and all of a sudden pulls back by putting no effort into the group project, the whole group will fail. This will hinder Karl's contribution to the success of the group by putting the entire group's grade at risk by slipping into regression.

# AP<sup>®</sup> PSYCHOLOGY

## 2019 SCORING COMMENTARY

### Question 2

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

#### Overview

The responses needed to address how a set of psychological concepts could impact Karl as he approaches finals week at college. In Part A the responses needed to clearly demonstrate how state-dependent memory, distributed practice, long-term potentiation, and self-efficacy might help Karl as he prepares for and takes his final exams. In Part B the responses had to clearly demonstrate how convergent thinking, informational social influence, and the defense mechanism of regression might hinder Karl's participation in a group project. All responses had to describe each concept in a way that demonstrates that the student knows what the concept is and can distinguish it from related concepts. Responses also needed to show that the student can apply these concepts in this novel scenario. Responses needed to include some form of outcome for Karl, either helping or hindering, depending on the concept.

#### Sample: 2A

##### Score: 6

The response earned point 1 because it notes that Karl testing under the same internal state that he studied under could lead to better retention. The response earned point 2 because it describes how Karl spacing out his studying will increase his retention and exam performance. The response did not earn point 3 because it does not reference a neural process. The response earned point 4 because it states that if Karl believes he will pass his tests, his preparation will be successful. The response earned point 5 because it shows that if Karl lacks creativity, this would not help the group and could hinder his contribution. The response earned point 6 because it discusses how if Karl believes the group members are smarter than he is, he could give the wrong answer. The response earned point 7 because it notes that if Karl reverts back to an earlier stage of development, he might not be able to interact with his group members socially.

#### Sample: 2B

##### Score: 4

The response earned point 1 because it notes that if Karl tested under the same internal state (relaxed mood) that he studied under, this would lead to better retention. The response earned point 2 because it shows how Karl could space out his studying "a little every night" to increase his memory. The response did not earn point 3 because it does not reference a neural process. The response did not earn point 4 because it does not discuss Karl's belief in his ability to succeed on the exam. The response did earn point 5 because it shows that if Karl lacks creativity, this would not help the group and could hinder his contribution. The response did not earn point 6 because it does not discuss how Karl has been influenced by people he believes have more knowledge. The response did earn point 7 because it discusses regressing to an earlier stage (elementary school) and not being able to work on the project.

**AP<sup>®</sup> PSYCHOLOGY**  
**2019 SCORING COMMENTARY**

**Question 2 (continued)**

**Sample: 2C**

**Score: 2**

The response did not earn point 1 because it does not show that Karl will do better on the exam if he is in the same internal state both while preparing for and during the exam. The response earned point 2 because it shows that if Karl did not cram, but instead spread out his studying, he would perform better on the exam. The response did not earn point 3 because it does not reference a neural process. The response did not earn point 4 because it discusses intrinsic motivation but not Karl's belief in his ability to succeed on the exam. The response earned point 5 because it shows how if Karl limits himself to only one solution that could keep the group from solving anything. The response did not earn point 6 because it does not discuss how Karl has been influenced by people that he believes have more knowledge. The response did not earn point 7 because it does not show Karl reverting to an earlier stage of development.