

2019

AP[®]

 CollegeBoard

AP[®] Psychology

Scoring Guidelines

Set 2

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AP[®] PSYCHOLOGY

2019 SCORING GUIDELINES

Question 1

Professor Menendez conducted an experiment to investigate the effects of a new medication for treating the symptoms of obsessive-compulsive disorder.

Part A

Explain the concept of compulsion in the context of obsessive-compulsive disorder.

Part B

Explain why each of the following would be used in this experiment to help establish cause and effect.

- Random assignment
- Placebo condition

Part C

Professor Menendez presented the research at an international conference. After the presentation, audience members met in small groups to discuss the research.

Explain how each of the following may affect the attendees' discussion of the research.

- Groupthink
- Display rules
- Belief perseverance
- Cocktail party effect

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.

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Question 1 (continued)

Part A

Point 1: Compulsion

Responses must indicate that a compulsion is a repetitive behavior or mental act (e.g., counting) in response to an obsession or done to reduce anxiety/distress.

- Score: “Jamal washes his hands a lot to reduce his anxiety.”
- Do NOT score: “Ricardo wants to wash his hands all the time because he thinks it will make him feel better” because desires (beliefs, needs, wants, etc.) are not a behavior.
- Do NOT score: “Amy tidies her room regularly” because it is not a response to an obsession or done to reduce anxiety.

Part B

Point 2: Random assignment

Responses must refer to minimizing the impact of subject variables (e.g., age, gender, weight) between groups.

- Score: “Random assignment allows for the creation of groups that are more similar to each other.”
- Score: “Random assignment reduces the chance that subject variables will confound the experiment.”
- Do NOT score: “Random assignment helps Prof. Menendez create representative groups” because representativeness or generalizability is related to random sampling, not random assignment.
- Do NOT score vague responses, e.g., “to reduce bias,” “to increase validity,” or “to improve results.”
- Do NOT score confounding variables related to environmental differences between groups (e.g., time of day).

Point 3: Placebo condition

Responses must indicate that the placebo condition allows researchers to separate the effect of the drug itself from the expectations of the participants.

- Score: “A placebo condition allows conclusions about the effectiveness of medication independent of the participants’ expectations.”
- Score: “Placebo condition would be used to establish cause and effect by ensuring that improvements in the patients would not just be because they were told the drug would work.”
- Do NOT score vague responses, e.g., “to reduce bias,” “to increase validity,” or “to improve results.”

Part C

Point 4: Groupthink

Responses must indicate that the discussions at the conference are limited because attendees fail to share opinions or fully examine evidence for some group-related reason.

- Score: “Dr. Smith disagreed with the results of Professor Menendez’s research but refrained from sharing her viewpoints with the group.”
- Score: “The participants may not voice their opinions and just conform to the majority.”
- Do NOT score: “All members of the group agreed with Prof. Menendez’s conclusion” because there is no reference to failing to share opinions or not fully examining evidence.

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Question 1 (continued)

Point 5: Display rules

Responses must indicate that learned or culturally based displays of emotion, or the management of emotional expression, affect the discussions of the attendees at the conference. Facial expression establishes emotional expression, but body language and gestures alone do not.

- Score: “If Prof. Menendez grew up in the U.S., he will show his emotions freely. If Mr. Nagasami is coming from Japan, he may not show his happiness and Prof. Menendez may read it as anger.”
- Do NOT score: “Display rules can help the group discussion flow smoothly if everyone agrees in advance to a ‘no interruption rule’” because a reference to rules (or body language, gestures, etc.) must be related to learned or culturally-based displays or the management of emotion.

Point 6: Belief perseverance

Responses must indicate that an attendee maintains a belief despite contradictory evidence.

- Score: “Cesar maintains his belief that OCD doesn’t exist, even after hearing Prof. Menendez’s evidence-based talk that it does exist.”
- Do NOT score: “Rasheed sticks to his beliefs and won’t let anyone change his mind or be convinced otherwise” because it lacks reference to contradictory evidence.

Point 7: Cocktail party effect

Responses must indicate that during the conference attendees are able to filter out other noises AND focus on one voice in the room.

- Score: “There is construction noise, but Teresa is easily able to just focus on her group’s discussion.”
- Score: “Hearing their name called across the noisy room can distract a participant from the group’s conversation.”
- Do NOT score: “An attendee might be able to hear an idea being discussed in a different group” because there is no evidence of filtering out other noises.

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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

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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.

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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."