



AP[®] Psychology 1999 Scoring Commentary

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Question 1

Sample 1

The answer presented here is an actual student response. (The student gave permission during the exam administration to have the work shared for educational purposes.) This response was one of several used to help train faculty consultants at the AP Reading in June 1999.

This candidate received 7 points.

1. *Point.* The point was awarded for the reference to glucose levels and the need for energy.
2. *Point.* The reference to the hypothalamus is in regard to hunger, but not satiety.
3. *Point.* The point was awarded for the reference to body weight set points.
4. *Point.* There are several good examples in the essay, including punishing children for eating candy by scolding them.
5. *Point.* The point was awarded for saying that people will eat what they see others eating.
6. *Point.* The point was awarded for the statement that "American society...promotes the consumption of fatty foods."
7. *Point.* The recommendation that individuals with a genetic history of obesity "should consume little to no fats" was a reasonable example of a biological implication.
8. *Point.* The point was awarded for suggesting that people eat healthy diets despite cultural pressures to not.

Sample 2

The answer presented here is an actual student response. (The student gave permission during the exam administration to have the work shared for educational purposes.) This response was one of several used to help train faculty consultants at the AP Reading in June 1999.

This candidate received 5 points.

1. *No point.* Body metabolism is a process not a body chemical.
2. *Point.* The dual functions of the hypothalamus are recognized in the statement that "an abnormality of the hypothalamus could lead to...either under-eating and [or] overeating."
3. *No point.* No genetic effect on body weight was provided.
4. *Point.* This point was awarded for the example that eating chocolate could make a depressed person feel better, reinforcing chocolate consumption.

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Question 1 (cont.)

5. *No point.* Saying that "modeling can influence a person's eating habits" is a restatement of the question. The example of vegetarianism within a family was not a clear example of modeling.
6. *Point.* This point was awarded for the example of cultural differences in eating habits between the United States and Ethiopia.
7. *Point.* The point was awarded for the example of changing metabolic rate, and thus body weight, by exercising.
8. *Point.* The point was awarded for the example of avoiding situations in which you eat a lot if you want to lose weight.

Sample 3

The answer presented here is an actual student response. (The student gave permission during the exam administration to have the work shared for educational purposes.) This response was one of several used to help train faculty consultants at the AP Reading in June 1999.

This candidate received 2 points.

1. *No point.* There is no reference to a specific chemical that affects eating behaviors or body weight.
2. *No point.* Saying that the "brain sends messages to the body when food is wanted" is not a description of a specific anatomical mechanism.
3. *Point.* This point was awarded for the statement that "others are genetically situated with fast metabolism."
4. *No point.* Parents "enforcing a healthy diet" on their children is not a statement of control of eating behaviors by a mechanism of reinforcement.
5. *No point.* Saying "children learn what their parents enforce as a healthy diet" is not a description of modeling.
6. *Point.* The statement that "in many cultures around the world vegetarianism or strict diets are enforced" is a minimally adequate answer, although the effect on eating habits is only implied.
7. *No point.* There is no clear weight management strategy offered for a biological mechanism.
8. *No point.* There is no clear weight management strategy for a learning mechanism. Saying that a person "has the power to change" or that reinforcement "may force a person to developed mentally as a 'too fat' person" is not an adequate answer."

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Question 2

Sample 1

This candidate received 7 points.

Points are awarded for both the definition (point #1) and application (point #2) for schema. The definition of schema was scored with the phrase "set of cognitions". The application point was awarded when the student wrote "Schemas of participants may have been that men tend to be aggressive while women tend to be passive."

Retroactive interference was awarded both points three and four. The definition was given with the statement, "Retroactive interference occurs when previously learned material is lost because recently learned material hinders memory." The application point was given for "... misjudgment of the participants because the several photographs shown after the park photograph may have interfered with the park photograph itself."

Point #5, definition of representativeness heuristic, was given with the phrase "rule of thumb". The application point (#6) was awarded with the statement, "In this experiment, the participants think that the more common thing would be for the man to be shouting, not the woman and therefore the participants use this rule of thumb when drawing a conclusion about the park scene."

The definition of confirmation bias (point #7) was scored when the student wrote, "occurs when a person ignores all information that disagrees with their beliefs and only accepts information that confirms their beliefs." The application point (#8) was awarded for the statement, "Participants may have ignored the fact that it could have been the woman shouting if the participants believed that only men shouted and displayed aggressive behavior."

No points for framing were awarded.

Sample 2

This candidate received 5 points.

The definition for schema (point #1) is not scored because "perception of an object or event" does not address concept or process for organizing information. The application of schema (point #2) is scored with the phrase "...the subjects may have named the man as the aggressor because the schema they have for men says that men are usually the aggressor."

Both retroactive interference points (#3 and #4) are awarded in the third paragraph. Point #3 is given when the student writes "...in which later events influence or distort one's memory of an earlier event." The application point (#4) is scored with the sentence, "Here the students could have seen later photos which showed the male as aggressor, therefore mistakenly remembered the male as the aggressor in the first."

The definition for representativeness heuristic (point #5) is given with the statement "rule of thumb". The application point is not given because the phrase "just assumed" is not a deliberate judgment or decision made by the person.

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Question 2 (cont.)

For the definition and application of confirmation bias, the writer is not awarded the points due to addressing experimenter bias rather than confirmation bias.

Framing is not addressed by the writer.

Sample 3

This candidate received 0 points.

There are no points scored in this essay. This person attempts to define retroactive interference and confirmation bias but is incorrect. The student does not identify a term in the application section (paragraph 2) of the answer. The application for confirmation bias does not address the specific outcome (the participant paying attention to the aggression in the photograph but not paying attention to the fact that it is the woman who is aggressing.)