



## AP<sup>®</sup> Psychology 2003 Scoring Commentary

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**Question 1**

**Sample ZZ** – 8 points (points 1, 2, 3, 4, 5, 7, 8, 9)

- pt. 1: “the sum of the data set and dividing by the number of data points”
- pt. 2: “median is the middle number”
- pt. 3: “the most common data value”
- pt. 4: “a skewed distribution will have a large number of either high or low values as compared to the mean”
- pt. 5: “the median and mode ... tend to cluster around the mean”
- pt. 6: wrong tail
- pt. 7: “the bulk of the scores on the test will be between 85 and 115”
- pt. 8: “a mean, though a generally useful measure of central tendency, says nothing about a particular score, only the entire set of data”
- pt. 9: “over time, this norm may fluctuate ... standardized test scores have risen”
- pt. 10: a non-normal distribution of scores does not provide any evidence about test bias

**Sample XX** – 5 points (points 1, 2, 3, 8, 9)

- pt. 1: “average of all the numbers”
- pt. 2: “middle number”
- pt. 3: “the most repeated number”
- pt. 4: “a skewed distribution follows no set pattern” does not score
- pt. 5: “so the mean will be somewhat accurate” does not score
- pt. 6: “for this the mean, median, and mode will be very accurate” does not score
- pt. 7: no point for saying that half the scores fall to either side of the mean
- pt. 8: “suppose some people scored 120 [and] several people scored in the 40s”
- pt. 9: “new technology, and more is being taught in schools”
- pt. 10: no point for saying tests must be valid and reliable

**Sample YY** – 1 point (point 2)

- pt. 1: “mean is the highest number” does not score
- pt. 2: “median is the middle number”
- pt. 3: “mode is the average” does not score
- pts. 4-7: no attempt
- pt. 8: “it is not possible for an individual to have a higher mean in group I than group II” does not score
- pt. 9: no point for discussion of social norms
- pt. 10: no point for list of groups that might score differently under different test conditions

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**Question 2**

**Essay ZZ – Score 10**

Point 1 scores in the first few sentences. First, the student establishes conflict in the first two sentences, as he/she describes the process of believing one thing and doing another. Then the tension is established by describing the anxiety. Finally, the notion of resolution is established when the examinee states that the student will change their attitude to relieve the tension. Point 3 scores when the student says that a person changes his or her opinion or answer to be in line with a group standard. Point 5 scores as the student describes a person being driven to do something because there is an “award” in it if they achieve their goal. Point 7 scores as the person describes the avoidance of a stimulus to increase a behavior. Point 9 scores when the student describes taking a drug because it will cause pain, and withdrawal if the drug is not taken. Point 2 scores in the next paragraph, as the student describes the knowledge that smoking is bad for one’s health and they know it is. Then, the student starts to smoke. Finally, they claim it must really not be that bad, thus showing attitude change. Point 4 scores when the student describes the influence of the “older crowd” on the initiation of smoking behavior. The point on incentive motivation (Point 6) scores when the student describes the social acceptance incentive as a motivator for smoking. Point 8 scores when the student argues that smoking can remove stress or anxiety. Finally, Point 10 scores at the end of the essay, as the student talks about the withdrawal symptoms a smoker will experience if he or she decides to stop smoking.

**Essay XX – Score 5**

Point 1 scores in the first paragraph when the student describes one as having conflicting thoughts and needing to justify those thoughts to oneself. This shows both the conflict and tension and then the resolution of that tension. Point 3 scores in the second paragraph when the student describes the compromise of one’s own convictions to satisfy a social norm. The student goes on to give a nice example of conformity, but this is unnecessary. Point 5 scores in the third paragraph as the student describes one working towards a desired goal. Point 9 scores as the student describes a person becoming physically dependent on a drug and experiencing symptoms of withdrawal if the drug is removed. In addition, the student shows further understanding as he or she describes the process of tolerance. Finally, Point 4 scores as the student describes the process of a person trying to fit in to a group by adopting the standards of that group (i.e., the “smoking group”).

**Essay YY – Score 1**

The only point in this essay scores in the section on incentive motivation (Point 5). The point scores when the student describes the incentive (or “bribe”) to continue smoking.