

AP[®] PSYCHOLOGY

2012 SCORING GUIDELINES

Question 1

- A. Annabelle is planning to apply to college but has not yet decided where she will apply. Describe how the following psychological concepts and terms relate to her choice.
- Availability heuristic
 - Compliance
 - Prefrontal cortex
 - Prospective memory
- B. Explain how the following psychological concepts could relate to how well Annabelle adapts when she begins her college career.
- Agoraphobia
 - Crystallized intelligence
 - Ethnocentrism

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for students' meaning to be apparent. Spelling and grammatical mistakes do not reduce students' scores, but spelling must be sufficiently accurate for the reader to be convinced of the intended word.
2. Do not score students' notes made in the question section of the booklet. Score only what has been written in the blanks provided.
3. Within a point, students will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
4. Students can score points only if they clearly convey which part of the question is being answered. However, it is also possible to infer which part of the question is being answered if the responses are consistent with the order of the question.
5. Definitions alone are not sufficient to score points.
6. Examples provided for each of the following points are not to be considered exhaustive.

Part A

Responses must explain the concepts in the context of Annabelle's decision-making and choices about college.

Point 1: Availability heuristic

Students must establish that Annabelle's decision-making processes or her choices about college, or both, are influenced by information that comes most readily to mind (e.g., "pops into her mind," "first thing she thinks of," "automatically," "immediately").

Notes

- The example must include a cognitive component.
- The emphasis must be on the "immediacy" of the solution, not why it comes to mind. Recency, vividness, or distinctiveness, without a reference to "immediacy," does not score.

Examples

Score

"Annabelle hears an ad for State U. When it's time to decide on a college, State U will be the first one she thinks of."

Do not score

"She went there because her brother went there."

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Question 1 (continued)

Point 2: Compliance

Students must explain that a demand, request, or rule from another person, group, or institution influences Annabelle's decision-making processes or her choices about college, or both. Responses may also reflect the perspective of compliance by the college with Annabelle's requests.

Notes

- The "request" must either be directly communicated or reasonably inferred by the use of terms such as "encourage," "want," or "persuade." "Advice" or "suggestion" will not score.
- References to conformity or a simple mention of "peer pressure" will not score, as they imply a change in behavior owing to implicit group pressure, not a direct request.

Examples

Score

"Annabelle's parents tell her to go to State U, so she goes there."

Do not score

"Annabelle thinks her friends want her to go to State U, so she goes there."

"I am going to apply to State U because everyone else is."

Point 3: Prefrontal cortex

To earn this point students must describe a way in which Annabelle's prefrontal cortex influences her decision-making processes or her choices about college, or both. Students may demonstrate this by referring to any cognitive or affective process of her prefrontal cortex (e.g., reasoning, judgment, emotional control, planning, or personality).

Notes

- Students must go beyond mentioning "decision" or "choice," as these terms are part of the question. They must provide an explanation of how the prefrontal cortex helps Annabelle choose a school or decide where to apply.
- If a student refers to a process that is specific to a different brain region, it will not score.

Examples

Score

"Annabelle's prefrontal cortex allows her to think about college choices."

Do not score

"Annabelle's prefrontal cortex would help her decide about college."

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Question 1 (continued)

Point 4: Prospective memory

To earn this point students must state that Annabelle remembers to perform a future task that is relevant to the decision-making process or to her choices about college, or both.

Note: Because prospective memory involves the memory for future events, do not score applications that relate to the first time that Annabelle thinks about something.

Examples

Score

“Annabelle remembers to mail her college applications by the due date.”

Do not score

“Annabelle imagines herself at each college to help her decide if she would like it there.”

“When Annabelle sees her friend signing up for the SAT, she decides to sign up for the SAT.”

Part B

Responses must explain the concept in the context of how Annabelle adapts to college life. This adaptation, or change, must be an experience or behavior that might plausibly relate to college.

Point 5: Agoraphobia

To earn this point students must explain *how* Annabelle’s fear inhibits her from engaging in college life. Responses could also explain how Annabelle’s fear is reduced, thus facilitating her engagement in college life.

Notes

- Responses must include some reference to fears associated with agoraphobia, such as being in public places, crowds, open spaces, away from secure places or persons; in situations where she cannot escape; or of having a panic attack.
- Students must go beyond merely labeling agoraphobia as an “anxiety disorder”; some mention of a fear of public places, or the like, must be included.
- Do not score social phobias. References to “experiencing embarrassment” only score if they are specifically linked to panic attacks.
- Do not score specific phobias (e.g., “fear of people,” “fear of high places”). A “fear of people,” a “fear of a group of people,” or a “fear of social situations” is not precise enough, but a “fear of crowds” denotes a large group.

Examples

Score

“Annabelle becomes very anxious in crowds, so she doesn’t go to her classes.”

Do not score

“Annabelle has a fear of public places so she doesn’t adapt well.”

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Question 1 (continued)

Point 6: Crystallized intelligence

To earn this point students must explain *how* Annabelle's acquired skills, knowledge, or experiences relate to how she adapts to college life.

Notes

- Do not score “fluid intelligence” or references to “high IQ,” as intelligence test scores include both crystallized and fluid intelligence.
- References to mental set and functional fixedness do not score.

Examples

Score

“Annabelle's knowledge allows her to do well on tests.”

“What Annabelle learns in her college introductory psychology class helps her make friends.”

Do not score

“Because Annabelle's crystallized intelligence will increase, she will do better in her classes.”

Point 7: Ethnocentrism

To earn this point students must demonstrate *how* Annabelle's belief that her own ethnic group is superior to others impacts her ability to adapt to college life OR that Annabelle's understanding, appreciation, or increasing knowledge of different ethnic groups impacts her ability to adapt to college life.

Note: Responses must include a reference to ethnicity. Terms such as “culture,” “ethnicities,” “language,” “religion,” “nationality,” or “races” can also be used for “ethnic group.” References to “any group,” such as a “group of friends,” “club,” or “sports team” cannot be used to describe an ethnic group.

Examples

Score

“Annabelle meets students from different cultures but doesn't think they are as smart as people from her culture, so she doesn't study with them.”

“Because Annabelle is exposed to so many different ethnic groups at school, she becomes less ethnocentric and interacts more with other students.”

Do not score

“Annabelle believes that her group is best so it stops her from meeting new people.”

PSYCHOLOGY

SECTION II

Time—50 minutes

Percent of total score— $33\frac{1}{3}$

Directions: You have 50 minutes to answer BOTH of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed, using appropriate psychological terminology.

1. A. Annabelle is planning to apply to college but has not yet decided where she will apply. Describe how the following psychological concepts and terms relate to her choice.

- Availability heuristic *is judging based on what is comes to mind the most easily*
- Compliance *going along with*
- Prefrontal cortex *located in the frontal lobes; judgement, logic, decision making*
- Prospective memory

B. Explain how the following psychological concepts could relate to how well Annabelle adapts when she begins her college career.

- Agoraphobia *fear of open spaces; scared of having a panic attack so they do not leave*
- Crystallized intelligence *knowledge of facts; increases w/ age*
- Ethnocentrism *feeling of superiority for your specific ethnicity or culture*

Availability heuristic is judging based on what comes to mind the most easily. In Annabelle's situation, the availability heuristic may influence the schools that she considers and makes a decision about. If Annabelle thinks about college, elite schools like Harvard and Stanford or local schools in her area may be the ones that she hears about most often. The availability heuristic would cause Annabelle to apply to well-known schools.

Compliance is adhering to the opinions of others and going along with what they consider is right. Compliance would relate to her choice if Annabelle decided to apply to schools at her parent's request or because her friends

ADDITIONAL ANSWER PAGE FOR QUESTION 1

told her to.

The prefrontal cortex is a part of the brain that is located in the frontal lobes. The prefrontal cortex would help Annabelle to make judgements, decisions, and use logic.

Therefore, ~~AAA~~ she would be able to judge what schools she liked or did not like, and ~~make~~^{consider} logistical arguments such as cost of tuition and distance from her hometown.

Finally, the prefrontal cortex would enable Annabelle to make a final decision about the school she wants to apply to.

Prospective memory is memory that has not occurred yet, but may affect future decisions. This type of memory would relate to Annabelle's choice because she may consider what kind of memories she would make at each school.

For example, if she ~~at~~ chose to apply to a school that offers study abroad, prospective memory may be her experiences in that country.

Agoraphobia is the fear of open spaces. If Annabelle suffers from agoraphobia it may hinder her ability to adapt to her new college career. This phobia relates because if Annabelle has a panic attack somewhere on campus such as the library, she ~~that~~^{may} develop the fear of having a panic attack again. To combat this fear, she would choose to remain in her dorm most of the time and that would be maladaptive to her college experience.

Crystallized intelligence is the knowledge of facts and

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concrete information. This type of intelligence increases with age and would enable Annabelle to adapt well because she could apply her ~~cr~~ crystallized intelligence in her college classes. If she possesses a lot of crystallized intelligence, she will be able to answer her professor's questions and do well on tests.

Ethnocentrism is a feeling of superiority for your specific ethnicity or culture. If Annabelle is hispanic, ethnocentrism could help her ~~by~~ if it motivates her to join a club for hispanic students. This would help her to adapt well to her college career by providing a time to relax and meet new people.

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SECTION II

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A. When Annabelle applies to college, rather than research her options and attempt to find colleges specific to her major, she could only choose to apply to colleges she has previously heard of due to the availability heuristic. If she used an availability heuristic when applying to college, Annabelle would be drawing on prior knowledge, in this case colleges she is already aware of, rather than searching for all her options. Compliance involves agreeing to the opinion of another individual. Annabelle's dad may have specific colleges Annabelle can apply to. In this case, Annabelle would comply to his wishes and only apply to the colleges he specifies. Annabelle can use her prefrontal cortex, involving the frontal lobe, to distinguish factors she looks for when ~~applying to~~ choosing a college and make ~~dec~~ decisions on where to apply based on these factors. Annabelle can use her

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ADDITIONAL ANSWER PAGE FOR QUESTION 1

prospective memory to draw from experiences she's previously had at certain colleges when she has perhaps attended a foot ball game or visited an older sibling/ cousin and ~~et~~ use these memories to choose where to apply.

B. If Annabelle has an ethnocentric personality she will think and act based on what she wants and only based on ~~to~~ what she wants. If Annabelle remains self-centered she could have difficulty making new friends once in college, because people will view her as inconsiderate to others. Crystallized intelligence refers to one's knowledge acquired throughout one's lifetime. If students of Annabelle's college have a better developed crystallized intelligence than she does, she may find the rigor of tests and home work as well as pace of the class difficult to adapt to due to her fellow students having a further expanded knowledge base. If ~~at~~ Annabelle is inflicted with an sort of phobia, such as agoraphobia, the anxiety and irrational fears will inhibit Annabelle from leading a normal day to day life. The anxiety of the phobia will cause her to become withdrawn and she will be less likely to adapt to the college community because she will not participate in school activities or perform in her classes to the best of her abilities.

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PSYCHOLOGY

SECTION II

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A. The availability heuristic relates to which colleges are available to Annabelle. If Annabelle makes C's and D's, she probably won't be able to get into an Ivy League school. The prefrontal cortex is the part of the brain that deals with personality traits. Annabelle will more likely choose a college that fits her personality. Annabelle will use compliance to apply to the schools that she likes. Annabelle will use prospective memory to apply to schools that she can picture herself at.

ADDITIONAL ANSWER PAGE FOR QUESTION 1

B. Annabelle could develop agoraphobia which is a fear of people. If Annabelle develops this fear it will be difficult for her to make friends and her friendships will suffer.

Crystallized intelligence is the logical ~~side~~ type of intelligence. Annabelle will use this type of intelligence in her classes like math and science. The more crystallized intelligence Annabelle has, the better her grades will be. Ethnocentrism is when one believes their race or ethnicity is superior to other races. If Annabelle experiences this, it will be harder for her to learn and work with other classmates and could hinder her learning and could also effect where she decides to apply.

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2012 SCORING COMMENTARY

Question 1

Overview

This question required students to apply psychological concepts to a scenario in which a prospective college student, Annabelle, chooses which school to apply to and how she might adapt to college life. Part A required students to explain the psychological concepts in the context of Annabelle's decision making and choices about college. This portion of the question assessed students' understanding of how information concerning potential schools that comes most readily to mind, explicit demands from external forces, the information processing brain center, and memory for planned future events could relate to Annabelle's choice of schools. Part A evaluated students' comprehension of how a specific problem-solving strategy (the availability heuristic), social influence, cognitive or affective processes related to the prefrontal cortex, and prospective memory impact an individual's decision-making abilities. Part B asked students to explain how three psychological concepts might be related to how well Annabelle adapts as she begins her college career. Students needed to address how agoraphobic fears could either inhibit or facilitate Annabelle's engagement in college life. Students then had to demonstrate how Annabelle's acquired knowledge, or crystallized intelligence, might affect her ability to adapt to college. They were also required to explain how Annabelle's beliefs in her own cultural superiority, or an emerging understanding of ethnic groups different from her own, could affect her ability to adapt to college life. Thus, part B assessed how abnormal behavior, intelligence, and social factors influence this experience.

Sample: 1AAA

Score: 6

The essay earned point 1 when the student correctly explains that because of the availability heuristic Annabelle would choose from colleges "that she hears about most often." Point 2 was awarded because the student demonstrates how an explicit request from her parents could influence Annabelle's choice. The essay merited point 3 when the student correctly explains that the prefrontal cortex is involved in judgment and then provides an application related to Annabelle's choice of schools: "she would be able to judge what schools she liked or did not like and consider logistical arguments." No credit was received for point 4 because the student does not describe prospective memory as remembering to do a future task. The essay gained point 5 when the student correctly explains the nature of agoraphobia and describes how Annabelle would be unable to leave her dorm because of her fears. The essay earned point 6 when the student correctly describes crystallized intelligence and explains how Annabelle's class performance would be affected. Point 7 was awarded when the student explains the nature of ethnocentrism and then shows how an ethnocentric belief might motivate Annabelle to get involved in a social activity.

Sample: 1BBB

Score: 3

Point 1 was not awarded because the student does not provide an appropriate application of the availability heuristic. In other words, although the student discusses the recency of information, the student does not emphasize the immediacy of the solution. The essay earned point 2 because the student correctly demonstrates how a request from Annabelle's father may impact her decision of which college to apply to. Because the student correctly identifies a cognitive process related to the prefrontal cortex that would impact Annabelle's choice, the essay was granted point 3. The essay received no credit for point 4 because the student explains memory in terms of past events instead of describing prospective memory as remembering to complete a future task. Point 5 was not merited because the student fails to provide a reference to fears specifically associated with agoraphobia. The essay earned point 6 because the student correctly explains the nature of crystallized intelligence as "one's knowledge acquired throughout one's lifetime" and provides a specific example related to Annabelle's ability to adapt to college. Point 7 was not granted because the student confuses ethnocentrism with egocentrism.

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Question 1 (continued)

Sample: 1CCC

Score: 2

The essay did not receive credit for point 1 because the student demonstrates an incorrect understanding of the availability heuristic. Point 2 was not granted because the student does not explain that compliance occurs in response to a request. Point 3 was earned when the student correctly explains the impact of the prefrontal cortex on personality and provides a specific explanation of how Annabelle's college choice would be affected by her personality. The student did not earn point 4 because the essay does not explain that prospective memory involves remembering to do tasks in the future, not just picturing oneself in the future. The essay was not awarded point 5 because the student incorrectly defines agoraphobia as "a fear of people." No credit was received for point 6 because crystallized intelligence is incorrectly described. Point 7 was gained when the student explains that ethnocentrism involves the belief in one's superiority over other ethnic groups and how Annabelle would find it difficult to interact with other students if she is ethnocentric.