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# AP<sup>®</sup> Psychology

## Sample Student Responses and Scoring Commentary Set 1

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

- Scoring Guideline**
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# AP<sup>®</sup> PSYCHOLOGY

## 2019 SCORING GUIDELINES

### Question 2

As a senior in high school, Ludy worked as an assistant to the children’s librarian in his town library. He enjoyed shelving the books in the library because he was able to work alone and focus on his task. Although the library was normally a quiet place, sometimes the children’s section became quite noisy when groups of children visited. After working in an unfulfilling desk job for 30 years, Ludy recalls how much he enjoyed working at the library and decides to go back and work as a volunteer creating new programs for disadvantaged children.

Describe how each of the following concepts relates to Ludy’s return to working at the library.

- Crystallized intelligence
- Altruism
- Big Five trait of extraversion
- Broca’s area
- Self-efficacy
- Episodic memory
- Self-actualization

#### 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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## 2019 SCORING GUIDELINES

### Question 2 (continued)

#### Point 1: Crystallized intelligence

Responses must indicate how acquired knowledge (facts, general information, or vocabulary), or lack thereof, relates to Ludy's return to working at the library.

- Score: "Ludy's ability to recall the Dewey Decimal System will help in his return."
- Score: "Ludy's lack of knowledge of current library practices impedes his success."
- Score: "As Ludy reads books to the children it adds to their understanding of the world."

#### Point 2: Altruism

Responses must describe how helping for unselfish reasons is related to Ludy's return to working at the library.

- Score: "Ludy is helping at the library without expectation of getting something in return."
- Score: "If Ludy is low in altruism he might be returning for selfish reasons."
- Score: "Ludy is demonstrating altruism by volunteering."
- Score: "Ludy inspires the children to donate their time doing community service."
- Do NOT score: "Ludy is volunteering because he wants to put it on his resume."

#### Point 3: Big Five trait of extraversion

Responses must indicate how an aspect of extraversion (e.g., being outgoing, sociable, not shy, friendly, assertive, or draws energy from others) is related to Ludy's return to working at the library.

- Score: "Ludy is outgoing and enjoys working with the children."
- Score: "Ludy would score low in extraversion because he is reserved and the library is a good fit."
- Score: "The children Ludy works with are talkative and sociable."
- Do NOT score clear references to the other Big Five personality traits (agreeableness, neuroticism, openness, and conscientiousness).

Note: References to introversion alone will not score.

#### Point 4: Broca's area

Responses must indicate how language production or comprehension relates to Ludy's return to working at the library.

- Score: "Ludy uses his Broca's area while reading to the children."
- Score: "Damage to Broca's area would inhibit Ludy's ability to speak to the children."
- Score: "Each child Ludy works with uses Broca's area to ask questions."
- Do NOT score references to noise/sounds unless they are in the context of language or speech.

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## 2019 SCORING GUIDELINES

### Question 2 (continued)

#### Point 5: Self-efficacy

Responses must indicate how a belief about one's own ability is related to Ludy's return to working at the library.

- Score: "Ludy is confident that he can create new programs."
- Score: "After meeting the noisy children Ludy lacks self-efficacy and doubts his ability to successfully create new programs."
- Score: "The library director believes that she can successfully obtain sufficient funding for Ludy's programs."
- Do NOT score: "The staff is confident that Ludy will succeed."

#### Point 6: Episodic memory

Responses must indicate how the recall of a personally experienced event is related to Ludy's return to working at the library.

- Score: "Ludy recalls an enjoyable encounter with children at the library and decides to go back."
- Score: "A father is excited to bring his child to Ludy's program because he remembers hearing a story at the library."
- Do NOT score: "Ludy remembers the Dewey Decimal System."
- Do NOT score: "Ludy has fond memories of his time working at the library and that leads him to return as a volunteer."

Note: Procedural or semantic memories alone will not score.

#### Point 7: Self-actualization

Responses must describe how fulfilling one's highest potential, being fully accepting of one's self, or becoming one's ideal self is related to Ludy's return to working at the library.

- Score: "Ludy returns to the library to maximize his personal growth."
- Score: "Ludy is fully accepting of his strengths and weaknesses as he takes on this new job."
- Score: "Ludy's programs may help the children reach their fullest potential."

Note: References to self-fulfillment, self-awareness, or sense of purpose alone will not score.

Crystallized intelligence is a form of intelligence that consists of concrete knowledge or factual knowledge. ~~It~~ ~~could have~~ ~~from~~ ~~made~~ ~~Ludy~~ ~~go~~ ~~back~~ ~~to~~ ~~work~~ ~~in~~ ~~a~~ ~~library~~ ~~because~~ This could have helped Ludy while working in the library because he would have prior knowledge about that job.

Altruism is helping others without expecting anything in return. Ludy is showing altruistic behavior because he is helping disadvantaged kids without expecting anything in return. He is volunteering so he is not getting anything in return.

The Big Five Trait of extraversion ~~is~~ measures how sociable and outgoing an individual is. This could relate to Ludy's return to working ~~at~~ at the library because ~~he would need to~~ being extraverted could help him interact with children as well as adults at the library.

The Broca's area is responsible for producing organized speech. Ludy ~~needs~~ would need a functional Broca's area in his brain in order to be able to produce speech that the others at the library could understand.

Self-efficacy is ~~whether someone trusts in their~~ how much someone believes in one's ability to perform a

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**Question 2** is reprinted for your convenience.

2. As a senior in high school, Ludy worked as an assistant to the children's librarian in his town library. He enjoyed shelving the books in the library because he was able to work alone and focus on his task. Although the library was normally a quiet place, sometimes the children's section became quite noisy when groups of children visited. After working in an unfulfilling desk job for 30 years, Ludy recalls how much he enjoyed working at the library and decides to go back and work as a volunteer creating new programs for disadvantaged children.

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~~ertain~~ certain task. Having a good sense of self-efficacy would help Ludy in his job because he would work more efficiently and generally be more confident.

Episodic memory is a type of memory that relates to a specific ~~type~~ time period in the past. ~~This could help~~ It might have caused Ludy to remember his experience volunteering at a library 30 years ago and caused him to want to relive that experience.

Self-actualization is when one realizes one's true potential. It can be achieved by going up Maslow's pyramid of needs. Ludy is most likely achieving a higher need on Maslow's pyramid by volunteering at the library which makes him close to self-actualization.

## ANSWER PAGE FOR QUESTION 2

1) Crystallized Intelligence is a intelligence theory developed by Cattell which is intelligence based on learning from the environment and gaining knowledge. From learning about where books are on the processes of checking out books from the past 30 years, Ludy will be able to use these acquired knowledges to assist the library once again in his return.

2) Altruism is a social characteristic ~~that~~ that states that one is willing to be kind and generous to others, such as holding a door for another. ~~Because~~ Because Ludy is altruistic, she wants to go back to the library to help disadvantaged children and to volunteer and assist in shelving the books.

3) Big five trait of Extraversion is a personality trait that shows how one is very active with society and can work really well with others. Ludy depicts this trait because he is active in helping his library and wants to work with children. His extmursion trait influences him to go back to the library and be active in his job, by talking to the children, and customers.

4) The broca's area is a motor ~~part~~ part in the brain that allows people to communicate well by speaking fluently with no disruption. Ludy's broca area will allow him to effectively communicate with visitors and the children to guide them around the library and check-out books.

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5) Self-efficacy is the concept of doing things for ~~oneself~~ ~~others~~, Ludy with oneself. Ludy will be able to work in the library again to enjoy his work again and passionately shelve the books and direct the children.

(e) Episodic memory is the encoded memory that is stored in our brain that comes ~~visually~~ ~~of~~ specific events ~~that~~ ~~were~~ ~~visually~~ ~~observed~~. Ludy will be able to use these episodic memories by remembering where the different sections of the library are and how to navigate there. Ludy uses her memory of walking to the children's section to help her return to ~~the~~ the library and automatically know where it is located.



## ADDITIONAL ANSWER PAGE FOR QUESTION 2

7) Self-actualization is the motive to be who we want to be and achieve our happiest state. This state in the Hierarchy of Needs will allow one to achieve the small goals in life. ~~the~~ ~~body~~ achieves self-actualization and allows her to be the person who ~~she~~ she wants to be at the library, allowing him to create new programs and overall just enjoy working in the library by helping children and shelving the books.

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## ANSWER PAGE FOR QUESTION 2

Ludy's crystallized intelligence relates to her working at the library because she is smart and had a good working job but, it was not something she loved and had a passion for she was unfulfilled. Ludy's Altruism relates because that is what made her want to go back to the library, without it she would of never had the motivation to return and would of not ever gone back to help the children. The Big Five trait of extraversion pushed Ludy towards returning to work at the library because her openness and sociableness made her want to start a new program for disadvantage children and to volunteer to help around. Ludy's Broca's area plays a role into her returning because, she can help the unfortunate children develop their broca's area more by helping them with words in the books so the children can read better and be able to speak the words even if they don't know the meaning yet (Wernick's area). Self efficacy relates to Ludy's return since she wasn't very happy at her boring desk job even though it paid, she wanted to be fulfilling again and be able to help herself her intrinsic motivation. It wasn't emotionally healthy for her to be not at her full potential in her career. Ludy's episodic memory made her want to go back to the library because it was an easily accessible memory. She remembered herself working as an assistant because she enjoyed it, it was a happy memory for her that she won't easily forget. The Self-actualization she has

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ADDITIONAL ANSWER PAGE FOR QUESTION 2

relates to her deciding to return back to work and help at the library because, being there helps her support herself better, Maslow's hierarchy of needs, even though self-actualization is on top as being least important it still plays a role. Lidy to live the life she wants, needs to have events and people that make her happy and starting her own new program for disadvantaged children does that for her; which is why she wanted to go back.

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## 2019 SCORING COMMENTARY

### Question 2

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

#### Overview

This question asked students to apply concepts from several areas of psychology to a real-world scenario. These domains of psychology included social psychology, cognitive psychology, personality theory, developmental psychology, physiological psychology, and human memory. The responses needed to show understanding of the concepts and how they fit with the scenario.

#### Sample: 2A

**Score: 6**

The response earned point 1 because it correctly describes crystallized intelligence as factual knowledge and relates it to Ludy's return to the library. The response earned point 2 because it indicates that Ludy is volunteering without "expecting anything in return." The response earned point 3 because it indicates that being sociable and outgoing could help him interact with children and adults at the library. The response earned point 4 because it correctly establishes that Broca's area is involved in speech production, which can help Ludy in his interactions at the library. The response earned point 5 because it indicates that self-efficacy is a belief in one's abilities, and if Ludy has high self-efficacy he will be more confident in his job. The response did not earn point 6 because there is no clear description of an event. The response refers instead to remembering a broad period of time. The response earned point 7 because it describes self-actualization as realizing "one's true potential" and then links that to Ludy's new volunteer job.

#### Sample: 2B

**Score: 4**

The response earned point 1 because it establishes the idea that the knowledge Ludy has gained in the past will assist him in his return to the library. The response earned point 2 because it references Ludy going back to the library to volunteer. The response did not earn point 3 because it does not clearly describe an aspect of extraversion. The response earned point 4 because it states that Broca's area is involved in speaking and that ability will help Ludy "effectively communicate" at the library. The response did not earn point 5 because there is no reference to how a belief in an ability relates to Ludy's returning to the library. The response earned point 6 because it indicates that Ludy's memories of specific events will be valuable as he returns to the library. The response did not earn point 7 because there is no clear description of reaching one's fullest potential or becoming one's ideal self in the context of Ludy returning to the library.

#### Sample: 2C

**Score: 2**

The response did not earn point 1 because there is no discussion of acquired knowledge relating to Ludy's return to the library. The response did not earn point 2 because there is no reference to helping for unselfish reasons. The response earned point 3 because it references Ludy returning to the library because of "her sociableness." The response earned point 4 because it identifies the role of Broca's area in helping Ludy to teach the children to develop their speech and the children to learn. The response did not earn point 5 because there is no description of how Ludy's belief in his ability is related to his returning to the library. The response did not earn point 6 because it describes memories over a period of time rather than of a specific event or events. The response did not earn point 7 because it does not accurately describe how reaching one's fullest potential is related to Ludy's returning to the library.