AP

AP® Psychology
Sample Student Responses and Scoring Commentary
Set 2

Inside:

Free-Response Question 1

☑ **Scoring Guidelines**

☑ **Student Samples**

☑ **Scoring Commentary**

Question 1: Concept Application   7 points

General Considerations

1. Answers must be cogent enough for the meaning to come through. Spelling and grammatical mistakes do not reduce a score, but spelling must be close enough so that the reader is convinced of the word.

2. A response can earn points only if the student clearly conveys what part of the question is being answered. It is possible to infer the part of the question being answered if it is consistent with the order of the question.

3. The response must apply the concept to the prompt. A definition alone will not earn the point, but a clear definition can support the application.

4. Examples provided in the Scoring Guidelines for each of the points are not to be considered exhaustive.

5. Within a point, a response will not be penalized for incorrect information unless it *directly contradicts* correct information that would have otherwise earned a point. For example, if a response applies a concept in two contradictory ways (such as identifying both the independent and dependent variables as the independent variable or describing proactive interference as interference from both older and newer information), the point is not earned.

   NOTE: In certain cases, a response will <u>not</u> score if it includes a correct answer among multiple incorrect answers related to the same general concept/theory (e.g., a response that describes the Big Five trait of conscientiousness as being diligent, trusting, highly emotional, outgoing, and intellectually curious).

6. Within a bulleted question part, if the response addresses details from a scenario other than the one in the prompt, the point is not earned.

Part A   Jordan recently moved to a new school for her senior year of high school, and she has been adjusting to her new environment.

Explain how each of the following relates to Jordan's adjustment to her new school.

Spotlight effect   1 point

Response must indicate that Jordan overestimates how much the people at her new school are paying attention to/judging her.

Acceptable explanations include:

* *Jordan feels so awkward her first few days because she thinks everyone is staring at her.*

* *Jordan believes that other students are noticing her, even when they are not.*

Unacceptable explanations include:

- *Jordan enjoys being in the spotlight and getting everyone's attention.*

- *Jordan worries that people are staring at her.*

Cognitive map   **1 point**

Response must indicate that Jordan forms a mental representation of the school layout, which allows her to navigate.

OR

Response must indicate that Jordan does not form a mental representation of the school layout, which hinders her navigation.

Acceptable explanations include:

- *After a few weeks at the school, Jordan has developed a pretty good mental representation of the school's layout, so she can easily find everything now.*

- *Because Jordan never developed a mental representation of the layout of her new school, she struggles to find the gymnasium.*

Unacceptable explanations include:

- *Jordan memorized the map of her school to get around.*

Jordan's low level of the Big Five trait of extraversion   **1 point**

Response must indicate that Jordan's low level of extraversion (e.g., lack of sociability, lack of outgoingness, not getting energy from large crowds, etc.) will make her less likely to interact with others at school.

Acceptable explanations include:

- *Because Jordan is not that outgoing, she finds it hard to make friends at her school.*

- *Because Jordan is not comfortable interacting with others, she won't ask questions of the teacher.*

Unacceptable explanations include:

- *Jordan is outgoing so she makes friends easily.*

Part B   Jordan tries out for and makes the debate team. Jordan has made friends with other members of the team, and she really enjoys sitting with them at lunch every day. The coach is impressed with Jordan's debate skills, so he makes her the captain of the team. When Jordan starts to help the coach plan for the next big debate, her friends stop sitting with her at lunch. She then stops helping the coach plan for the next debate but ends up winning it.

Explain how each of the following concepts relates to the scenario.

Negative punishment   **1 point**

Response must indicate that because Jordan's friends stop sitting with her at lunch, she stops helping the coach plan for the next debate.

Acceptable explanations include:

- *Because Jordan's friends stop sitting with her at lunch, Jordan stops helping the coach plan the debate.*

- *Jordan stops planning with the coach because her friends stop sitting with her at lunch.*

Unacceptable explanations include:

- *Jordan changes her behavior because bad things happen to her.*

- *Jordan stops helping the coach to get her friends to sit with her at lunch.*

Formal operational stage of cognitive development   **1 point**

Response must indicate that Jordan is in the stage of development where she can think abstractly and hypothetically (e.g., critical thinking, reasoning, etc.).

Acceptable explanations include:

- *Jordan being good at debate shows that she can think abstractly and hypothetically, which is formal operational thinking.*

Unacceptable explanations include:

- *Jordan can think well now that she has grown older.*

Responses that include sensorimotor, preoperational, and concrete operational thinking.

- *Jordan can think well about object permanence.*

| **Actor-observer bias concerning Jordan's debate performance** | **1 point** |

Response must indicate that Jordan attributes her own behavior to situational factors

AND

Response must indicate that others in the scenario attribute that same behavior to dispositional factors.

Acceptable explanations include:

- *Jordan believes she won the debate because she had the time to prepare, but Jordan's teammates think she won because she is smart.*

Unacceptable explanations include:

- *When Jordan is debating, the other debaters' think she acts fake.*

- *Jordan believes she is good at debate because she is intelligent.*

| **Jordan's high level of self-efficacy** | **1 point** |

Response must indicate that Jordan believes she has the capability to accomplish a specific task related to the scenario.

Acceptable explanations include:

- *Jordan believes that she can win her debate.*

- *Jordan is sure she can do what it takes to make friends.*

Unacceptable explanations include:

Response refers to self-confidence or self-esteem without tying it to Jordan's belief about her ability to perform some specific tasks.

- *Jordan's self-efficacy causes her to stop planning with the coach.*

- *Jordan has high self-efficacy, so she believes in herself.*

- *Jordan thinks she is smart.*

Total for question 1   7 points

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2

Begin your response to each question at the top of a new page. Do not skip lines.

→Spotlight effect: As Jordan walks into her first class at her new school, she is extremely nervous and believes that everyone is watching her and observing her every move - which in actuality is not the case. She is experiencing the spotlight effect - she is overestimating the amount others are paying attention to her.

→Cognitive Map: As Jordan walks from class to class, she ~~cognitively shapes and attempts to remember where~~ does not focus on the layout of her school because she is so nervous. The week after she began her classes at this school she realized that she unconsciously created a cognitive map/layout of her classes. Although she was not focusing on where each class was located, she remembered the layout of the school.

→Big five extraversion: As Jordan began attempting to make friends at her high school, she struggled tremendously. She filled her social battery and got re-energized by being by herself. She was very introverted and talking/hanging out with people for long periods of time depleted her energy and exhausted

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Q5347/02

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2
    ●   ○

Begin your response to each question at the top of a new page. Do not skip lines.

her.
→ Negative punishment: Jordan's friends are negatively punishing Jordan. They are jealous of the fact that Jordan is gifted in debate and in order to decrease her behavior of helping the coach and overall improving as a member, they ~~department~~ ~~anorexia~~ take away a ~~anorexia~~ positive stimulus- them sitting with her at lunch in order to decrease her behavior with the team and coach.

→ Formal operational stage of development: since Jordan and her friends are over the age of twelve, they are able to logically reason and compute things on their own. Jordan's friends are in the formal operational stage of development and logically reason that if they avoid sitting with Jordan, maybe she will stop doing well on the debate team.

→ High ~~~~ self efficacy: Jordan is upset that her friends stopped sitting with her at lunch, but believed in her strong ability to succeed when it comes to debate and ~~~~

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Q5347/03

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2
●   ○

Begin your response to each question at the top of a new page. Do not skip lines.

it ultimaley wa led to her win.
→ Actor - observer bias: As Jordan began the next debate competition, she thought about the situation she was in with her friends and how that could motivate her to succeed. After winning she attributed her win to that situation rather than her ability. Her friends observing the competition observed Jordan at debate and attributed her skills to her high IQ level and her smart cognitive abilities. Because they were observing they attributed her win to her personal disposition instead.

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0206501

Q5347/04

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2
   ●   ○

Begin your response to each question at the top of a new page. Do not skip lines.

~~The spotlight effect relates to jordans adjustment to her new school because the teacher/student everyone is paying attention to her.~~

~~The spotlight effect is related to jordans adjustment to her new school~~

- The spotlight effect is related to jordans adjusment to her new school because that school never has new students so everyone follows her and talks to her like if she was famous, affecting her adjusment by making her believe she's more important than everyone else and no one wanting to be her friend because of it.

- ~~(scribbled out)~~ A cognitive map affects her adjustment at this new school as it makes it easier to get around the building and get to her class on time.

- Because, Jordan has ~~been~~ a low level of extraversion she finds it hard to make friends because she keeps to herself.

- Negative punishment is ~~(scribbled out)~~ related to the situation because by the removal of her friends sitting at lunch with her she stopped helping the coach plan for the next debate.

- The formal operational stage is demonstrated here as she uses abstract higher order thinking in her debate team.

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Q5347/02

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2
    ●   ○

Begin your response to each question at the top of a new page. Do not skip lines.

-The Actor-Observer bias concerns Jordan's debate performance because ~~scribbled~~ ~~scribbled~~ the judges knew she was a good debator before she started ~~scribble~~ leading them to pick her as the winner even if the other side was better.

-Jordan's level of high self-eficacy is shown here because eventhough she did not help the coach plan she still believed she could win and did.

Page 3

Q5347/03

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1   Question 2
●   ○

Begin your response to each question at the top of a new page. Do not skip lines.

Part A). • Spotlight effect — When Jordan goes to the new school, everyone will pay a lot of attention to her because she is new.
• Cognitive Map — Jordan navigates her way to her classes in the new school. The school is new to her and is like a maze, but she remembers what paths to take to her classes as she goes the same way every day.
• Low Level of extraversion — Jordan has a hard time speaking to new people because she is introverted and shy.
Part B) • Negative punishment — Jordan is negatively punished when her friends stop sitting with her because she is captain and helps the coach plan debates.
• Formal operational Stage — Jordan is in this stage because she is ~~choosing~~ choosing between being helpful to the coach and her friends.
• Actor-observer bias — Jordan is very good at debates because she is able to quickly come up with good responses.
• High level of self-efficacy — Jordan stops helping the coach because she wants to keep her friendships.

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Q5347/02

Question 1

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

Overview

Responses were expected to demonstrate an understanding of the social psychology concepts of spotlight effect and actor-observer bias; the developmental psychology concept of the formal operational stage of cognitive development; the motivation/emotions/personality concepts of self-efficacy and low levels of the Big Five trait of extraversion; and the learning concepts of negative punishment and cognitive map.

Responses were expected to apply the concepts to real-world scenarios. Typically, responses needed to distinguish the listed concepts from those that might be similar in meaning or application. For instance, "self-efficacy" is often confused with "self-esteem," so the scoring guidelines ensured that Readers could determine whether a student's response confused the two related, but distinct, terms.

Sample: 1A
Score: 6

The spotlight effect point was earned because the response indicates an overestimation with the phrase "everybody is watching her and observing her every move—which in actuality is not the case." The cognitive map point was not earned because the response does not indicate any type of navigation. The extraversion point was earned because the response describes Jordan struggling related to her being "very introverted." The negative punishment point was earned because the response indicates a punishment: "take away a positive stimulus—them sitting with her at lunch" followed by a behavior change "in order to decrease her behavior with the team and coach." The formal operational stage point was earned because the response indicates a description of formal operational thought. The self-efficacy point was earned because the response indicates that Jordan "believed in her strong ability to succeed when it comes to debate." The actor-observer bias point was earned because the response provides a reference to Jordan's attribution of her behavior to situational factors: "she attributed her win to that situation rather than her ability" and that others attribute Jordan's behavior to dispositional factors: "her friends ... attributed her skills to her high IQ level and her smart cognitive abilities."

Sample: 1B
Score: 3

The spotlight effect point was not earned because the response does not indicate an overestimation of her perception. The cognitive map point was not earned because the response does not indicate a mental representation. The extraversion point was earned because the response describes low levels of extraversion, "keeps to herself," and indicates an outcome, "finds it hard to make friends." The negative punishment point was earned because the response indicates a punishment, "removal of her friends sitting at lunch with her," and a decreased behavior, "she stopped helping the coach." The formal operational stage point was earned because the response indicates a description of formal operational thinking. The actor-observer bias point was not earned because the response provides no reference to Jordan's attribution of her behavior to situational factors and no reference to others attributing Jordan's behavior to dispositional factors. The self-efficacy point was not earned

Question 1 (continued)

because the response does not indicate any belief in Jordan's ability to accomplish a specific task. Believing that she could win is not specific to her debating skills.

Sample: 1C
Score: 1

The spotlight effect point was not earned because the response does not indicate an overestimation of her perception. The cognitive map point was not earned because the response does not indicate a mental representation. The extraversion point was earned because the response describes low levels of extraversion and indicates an outcome: "hard time speaking to new people." The negative punishment point was not earned because the response does not indicate a decreased behavior. The formal operational stage point was not earned because the response does not indicate an aspect of formal operational thinking. The actor-observer bias point was not earned because the response provides no reference to Jordan's attribution of her behavior to situational factors and no reference to others attributing Jordan's behavior to dispositional factors. The self-efficacy point was not earned because the response does not indicate any belief in Jordan's ability to accomplish a task.