AP

AP® Psychology
Scoring Guidelines
Set 2

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

Question 2: Research Design   7 points

General Considerations

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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 Mobile Gamer Central (MGC) is preparing to launch a new game app. The advertisements for this new game are brightly colored, have lively music, and feature celebrities playing the game. To generate interest in the game, MGC pays to have these advertisements pop up multiple times while people are using other apps on their phone. The marketing director is pleased with the advertising campaign and thinks the game is really fun to play.

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

Peripheral route to persuasion   **1 point**

Response must indicate that the advertisements utilize factors other than the quality of the game (e.g., bright colors, lively music, or celebrities shown in the ads) to persuade consumers.

OR

Response must indicate that the person exposed to the advertisement is persuaded by factors other than quality of the game (e.g., bright colors, lively music, or celebrities shown in the ads).

Acceptable explanations include:

- *The people liked the game because of who the celebrities were who were playing it in the ads.*

- *Because they included lots of bright colors and music in their commercials, it is clear that MGC wanted to employ the peripheral route to persuasion in their advertising.*

- *MGC tried to get people to buy the game for reasons other than that the game is well-designed.*

  Unacceptable explanations include:

- *The customers like the game because it is easy to play.*

False consensus effect   **1 point**

Response must indicate that, because an individual related to the scenario really likes the game/advertising, they overestimate the extent to which other people will like the game/advertising.

Acceptable explanations include:

- *The marketing director thinks everybody will like the game as much as he does.*

- *The marketing director thinks more people will buy the game than actually do because he enjoys it so much.*

- *A consumer really likes the pop-up ads and believes that most other people will like them as well.*

Unacceptable explanations include:

- *The marketing director's opinion is so strong that the other people on the team keep their opinions to themselves.*

- *People see advertisements with celebrities enjoying the game and assume everyone enjoys the game.*

Mere-exposure effect   **1 point**

Response must indicate that repeated exposure(s) to the game/advertisement will increase the liking/enjoyment of the game/advertisement.

Acceptable explanations include:

- *The more often people see the ads pop up on their phone, the more they will like the game. People liked the advertisement the second time they saw it more than the first time.*

- *The more times people play the game, the more likely they are to buy it.*

Unacceptable explanations include:

- *By playing the game, the people enjoy it and want to download it.*

Part B After a few weeks with moderate success, MGC's marketing director decides to test the most effective ways to increase sales of the game. Marketing researchers recruit 100 people to play the new game. They randomly assign half of the people to observe someone demonstrating how the game is played and assign the other half of the people to play the video game themselves. Participants rate how likely they are to buy the game on a scale of 1 (not likely) through 10 (very likely). Results are presented in the table.

Participants' Rating	Observed Game Demonstration ($n = 50$)	Personally Played Game ($n = 50$)	p value
Mean	6.31	2.04	<0.001
Standard Deviation	1.25	0.80	

Identify the operational definition of the dependent variable in the study.   **1 point**

Response must indicate that the operational definition of the dependent variable is the rating/score/number on the scale used in the study.

Acceptable explanations include:

- *The rating of the game on a scale of 1–10 is the dependent variable.*

- *The score of the survey indicating how likely the participant is to buy the game is the operational definition of the dependent variable.*

Unacceptable explanations include:

- *The operational definition of the dependent variable is which group the people were in.*

- *The operational definition of the DV is whether people will buy the game.*

- *The operational definition is how much people like the game.*

Explain what the difference between the standard deviations in the study indicates.	**1 point**

Response must indicate that the "personally played game" group ratings are more similar/less varied.

OR

Response must indicate that the "observed game demonstration" group ratings differ more/varied more.

Acceptable explanations include:

- *The personally played game group had responses that were more alike because their standard deviation is closer to zero.*

- *The ratings in the group who observed the game were more spread out than the group who played the game.*

Unacceptable explanations include:

- *The observed game group had higher scores than the personally played game group.*

Explain why random assignment is necessary for determining cause and effect in the study.	**1 point**

Responses must indicate that random assignment is necessary because it would help eliminate or reduce the impact of confounding variables related to individual differences.

Acceptable explanations include:

- *The researchers used random assignment to make sure individual differences are controlled for.*

- *The researchers used random assignment to make sure differences between participants are more likely to be spread out evenly between the two groups.*

- *The researchers used random assignment to make sure gender wasn't the reason why people wanted to buy the app.*

Unacceptable explanations include:

- *They must get a random group of people to participate in order to establish cause and effect.*

- *Random assignment is necessary for it to be an experiment.*

- *Random assignment will allow the MGC researchers to eliminate bias and confounding variables.*

Explain what the *p* value allows MGC to conclude about the study.   **1 point**

Response must indicate that the *p* value allows MGC to conclude that the IV (observing vs. playing the game) caused a change in the DV (ratings).

OR

Response must indicate that the *p* value allows MGC to conclude that the results of the study or difference between the groups' ratings were significant.

OR

Response must indicate that the *p* value allows MGC to conclude that the difference between the groups' ratings was not (or not likely) due to chance.

Acceptable explanations include:

- *The p value allows them to conclude that the people who observed the game demo were significantly more likely to say they would buy the app.*

- *The p value says that the groups' ratings were different enough to be statistically significant.*

- *The p value says that the difference in the group's ratings about the game is not likely due to chance.*

- *The p value allows MGC researchers to reject the null hypothesis.*

Unacceptable explanations include:

- *The p value shows that the results are accurate.*

- *The p value shows that the people who played the game found the experience to be significant.*

Total for question 2   7 points