AP® Psychology
2014 Scoring Guidelines

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AP® PSYCHOLOGY
2014 SCORING GUIDELINES

Question 1

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Do not score students' notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
4. A student can score points only if the student clearly conveys what part of the question is being answered. For example, it is possible to infer the part of the question being answered if it is consistent with the order of the question.
5. Rubric examples provided for each point are not to be considered exhaustive.

Point 1: Describe the levels of the independent variable.

A. To earn this point, the student must identify the high power **AND** the low power condition, **OR**
B. The student must describe the levels as recalling a time when the participant had power over someone else **AND** a time when another person had power over them.

Point 2: Describe how the researchers measured the dependent variable.

A. To earn this point, the student must state that the dependent variable is measured by the height of the participant's visual representation (e.g., the electronic graphical image, an avatar, image, or figure).
B. The student must be clearly referring to a visual image, not self-concept.

Examples:

Do not score "bigger" or "size" as it may not refer to height.

Do not score "perception of height" because there must be a reference to the participant's visual representation.

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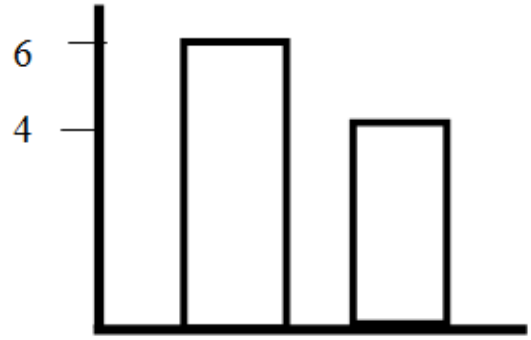
Question 1 (continued)

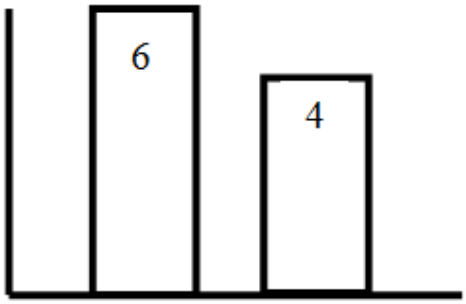
Point 3: Create a bar graph illustrating the results of the study.

A. To earn this point the student must correctly plot the means, 6 and 4.

Examples:



O R



Do not score if the student draws more than 2 bars, unless there are two additional bars that are explicitly graphing the standard deviation (1.5, 1).

Do not score if the student labels low-power condition as 6 and high-power condition as 4.

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Question 1 (continued)

Point 4: Correctly label each axis.

A. To earn this point, the student must label the X axis as the IV **OR** power (high, low) and the Y axis as the DV **OR** height.

Examples:

Do not score "size" on the Y axis because size may not be referring to height.

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Question 1 (continued)

Point 5: Explain why the researchers can conclude that there is a cause-and-effect relationship between the independent and dependent variables.

A. The student can earn this point by indicating that participants were randomly assigned **OR**
B. The student identities this study as an experiment **OR**
C. The student states specifically that the researcher manipulated the independent variable (power condition) in the study.

Note:
Any description of what the researcher did without explicitly using the term "manipulation" will not score.

Examples:
Do not score if the student only uses the results of the study as the demonstration of cause and effect.

Do not score "random selection."

Point 6: Explain what statistical significance means in the context of the study.

A. To earn this point the student must explain that if the results of this study are statistically significant, then the results are *not* likely to have occurred by chance (are not random), **OR**
B. That there is a high probability that the independent variable caused changes in the dependent variable.

Examples:
Score "The results are not due to chance."

Do not score "it is due to the IV" because the student is not referring to chance.

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Question 1 (continued)

Point 7: Explain why debriefing would be necessary in the study.

A. To earn this point the student must explain that debriefing is necessary because deception was used in the study **OR**
B. The student must describe the deception as "participants believing they were participating in a business simulation" or "participants were not told that researchers were actually measuring self-image" **OR**
C. The student must explain that debriefing minimizes any negative impact on the participants of the power conditions.

Examples:

Do not score synonyms for deception (e.g., "lied," "misled") without a description of the deception (i.e., "believing they were participating in a business simulation" or "not told that researchers were actually measuring self-image").

Do not score "participants were not told the true purpose of the study" without a description of the deception (i.e., "believing they were participating in a business simulation" or "not told that researchers were actually measuring self-image").

Do not score a general explanation that "experimenters must debrief after a study" or that "ethical guidelines require debriefing" without referring to deception or the negative impact of being assigned to one of the power conditions.

Do not score answers that only provide justifications for using deception.

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Question 2

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored the point.
3. A student can score points only if the student clearly conveys which part of the question is being answered. However, it is also possible to infer what part of the question is being answered if the response is consistent with the order of the question.
4. Definitions alone are not sufficient to score points.
5. Rubric examples provided for each point are not exhaustive.
6. To earn a point, the student must describe each concept in a way that indicates understanding (e.g., "authoritarian parents are rigid and controlling") **AND** provide a specific outcome within the context of the question.
7. Each item must indicate *how* the concept affects success. This can be set up in a definition as long as the student also establishes context (e.g., refers to Abram). In addition, the student must offer a specific outcome rather than merely indicate that performance is affected.
8. Performance is not restricted to grades. In the First Part, college performance can include outcomes such as closer friendships, better organization, love of learning, etc. In the Second Part, success does not have to be tied to college; the student can indicate a specific success in any aspect of life (e.g., college, career, etc.).

Point 1: Authoritarian parenting.

A. To earn this point the student must indicate how a strict, rigid parenting style can impair a specific college outcome for Abram (e.g., impair Abram's ability to form social relationships), **OR**
B. The student must explain that inflexible parents may enhance a specific college outcome for Abram (e.g., enhance self-control).

Examples:

Score "If Abram's parents had a controlling parenting style, he won't be able to choose good classes on his own."

Score "If Abram's parents had an authoritarian parenting style, he will lack independence and won't be able to choose good classes on his own."

Score "If Abram's parents were strict, he will obey his teachers and will make better grades."

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Question 2 (continued)

Point 2: Identity versus role confusion.

A. To earn this point, the student must indicate how knowing himself leads Abram to specific successes in college, **OR**
B. The student must explain that not knowing himself leads Abram to specific behaviors that reduce success in college.

Note:
Score any reference to Abram learning or knowing his place in the world or relative to other people as long as the student also indicates a specific outcome related to college success.

Examples:
Score "Abram knows himself and therefore has an easy time choosing a major that is good for him."

Score "Abram knows what he wants to do with his life, so choosing a major is easy for him."

Score "Abram does not know himself, so he joins too many clubs and has no time to study."

Score "Abram does not know himself and joins many clubs to form an identity and choose better courses."

Point 3: Unconditional positive regard.

A. To earn this point the student must illustrate how consistent love and support (or love and support in spite of adversity) improve a specific college outcome for Abram, **OR**
B. The student must explain how lack of consistent love and support hinders a specific college outcome, **OR**
C. The student must describe unconditional positive regard and provide a specific negative college outcome.

Examples:
Score "Abram's parents always loved and supported him, so he felt ready to handle the challenges of college and studied hard."

Score "Abram's parents saw him in a positive light no matter what the situation, which gave him the confidence to choose useful courses."

Score "Abram gives nonjudgmental acceptance to others, which gives him more friends."

Score "If Abram's teachers fail to give him acceptance, his class attendance will suffer."

Score "If teachers always give Abram respect and encouragement even when he repeatedly misses class without a good reason, he may think he can get away with continuing to miss class."

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Question 2 (continued)

Point 4: Divergent thinking.

A. To earn this point the student must demonstrate how thinking in different ways leads to a specific positive outcome.

Examples:

Score "Abram is creative in his approaches, which leads to scheduling study time well."

Score "Abram thinks outside of the box, allowing him to solve complex problems."

Score "Abram is an innovative thinker, which allows him to do better in class."

Point 5: Elaborative rehearsal.

A. To earn this point the student must indicate linking to-be-remembered material with other information (or making the information meaningful) and a specific positive outcome that would result from that process.
B. The student's response must go beyond mentioning only non-elaborative strategies such as repeating, rehearsing, or memorizing.

Note:

Score examples of effortful processing, such as using imagery, creating mnemonics, building associations among concepts, using semantic processing, and imagining personal examples, as long as a specific positive outcome is also addressed within the context of the question.

Examples:

Score "Abram invented a story relating concepts in his history class to his trip to Kansas City, and he did better on his test."

Score "Abram used deep processing to benefit from studying course material."

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Question 2 (continued)

Point 6: Intrinsic motivation.

A. To earn this point, the student must show that Abram will experience a specific positive outcome when motivated by internal factors, such as love of learning.
B. It is also sufficient for the student to establish a clear and accurate contrast between extrinsic (external) motivation and internal motivation as long as context is established and a specific positive outcome is given.

Examples:

Score "Because Abram loves learning about human behavior, he puts forth more effort in his psychology class."

Score "Abram is motivated inside of himself to go to class."

Score "Abram was not extrinsically motivated by rewards such as money or grades to do well in college; he was intrinsically motivated to attend class regularly."

Point 7: Self-efficacy.

A. To earn this point, the student's response must reflect belief in an ability or abilities as well as tie the belief to a specific positive outcome.

Examples:

Score "Abram felt confident that he would be able to get a good job after college."

Do not score "If Abram had confidence in himself, then maybe he would do better on tests."

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