

AP[®] PSYCHOLOGY
2008 SCORING GUIDELINES

Question 1

The Smith-Garcias are planning for their first baby. Both parents-to-be have had a psychology course and are looking forward to applying the principles they learned from theories and research that address child development.

- A) Summarize one main idea or finding of each of the following four researchers.
- Skinner's operant conditioning
 - Bandura's social learning theory
 - Ainsworth's attachment research
 - Baumrind's research on parenting styles
- B) Provide a specific example of actions the Smith-Garcias might take to raise their child to produce positive outcomes using each of the theories below to address the corresponding psychological concept.
- Skinner's operant conditioning: tantrum management
 - Bandura's social learning theory: sharing behavior
 - Ainsworth's attachment research: self-reliance
 - Baumrind's research on parenting styles: self-esteem

Scoring Criteria

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to be apparent. 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 intended.
2. Within a point, students are not penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
3. Students can only score points if information is presented in *context*. This means that they must clearly convey which part of the question is being answered before a point may be scored.
4. The lists of terms in these guidelines are not meant to be exhaustive but rather to represent the principal psychological terms and concepts that earn a point.

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Question 2

Abstract

We conducted a variation of Asch's (1951) conformity study in which participants made judgments about the length of lines. We randomly assigned participants to one of two conditions and told them that the study involved perceptual abilities. In the first condition, participants estimated the length of lines after hearing five people pretending to be participants (confederates) give inaccurate estimates. In the second condition, participants estimated the length of lines without hearing estimates of confederates. As we expected, participants in the first condition were less accurate in their estimates of line length, demonstrating the tendency to conform to majority influence.

- A) How would each element below be related to the specific content of the experiment reported in the abstract?
- Control group
 - Deception
 - Operational definition of the dependent variable
 - Hypothesis
 - Debriefing
- B) How might participants' estimates of line length in the study be related to the following?
- Cognitive dissonance
 - Maslow's hierarchy of needs

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2. Within a point, students are not penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
3. Students can only score points if information is presented in *context*. This means that they must clearly convey which part of the question is being answered before a point may be scored. For example, if a student correctly explains that participants should be informed afterward that the experiment was really about conformity but does not identify this as debriefing, the point is not earned. In some cases, it is possible to infer context from the structure of the essay.
4. Throughout the essay, definitions alone are not sufficient to score points. Every point requires students to relate their answers to information in the abstract.

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Question 1

Ellie, a new student at Skinner High School, is determined to make friends. When she attends the first psychology club meeting she finds herself in the room with twenty strangers who seem to know each other well. She plans to attend a few more meetings before deciding whether she will join.

- A. Demonstrate how each of the following could **HELP** play a role in Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

HELP

- The mere exposure effect
- Mnemonic device
- Schachter two-factor theory
- Locus of control

- B. Demonstrate how each of the following could **HINDER** Ellie's quest for friendship. You may use a different example for each concept. Definitions will not score.

HINDER

- In-group bias
- Regression
- Operant conditioning
- Circadian rhythm

Scoring Criteria

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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 a point.
3. A student can only score points if information is presented in the *context* of the question. For example, it must be clear to the reader that the student is discussing how the mere exposure effect helps friendships to score Point 1. The best way for a student to establish context is to explicitly state it (e.g., "An example of how operant conditioning can hinder friendships is ..."). In the absence of such language, the reader may infer context if the paragraph structure or order of the answer makes the context clear. A student may establish the notion of helping or hindering through inference as well.
4. Additional guidelines:
 - a. *Help friendship* can be inferred from phrases like "continue to go to meetings," "join the club," "attracted to the group," or "have a positive attitude." Similar (but opposite) statements can be used to establish *hinder friendship*.
 - b. *Helping* and *hindering friendship* do not necessarily have to be established for each of the eight points as long as it is clear that the student's answer relates to the topic of *helping* and *hindering friendship*.
 - c. The concepts can be applied to Ellie or the members of the club.
5. A student will not be penalized for defining a term. However, definitions are not sufficient. The student must include an example that indicates how the concept helps or hinders friendship (which can be inferred as indicated above).

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Question 2

Often misunderstood, schizophrenia is a psychological disorder affecting one percent of the population. In addition to treating the disorder, psychologists work to identify its nature and origins.

- Identify two characteristic symptoms used to diagnose schizophrenia.
- Discuss a research finding that supports a genetic basis for schizophrenia.
- What is the dopamine hypothesis regarding the origin of schizophrenia?
- Describe how medications used to treat schizophrenia affect the actions of neurotransmitters at the synapses.
- Identify a risk inherent in using medications in the treatment of schizophrenia.
- People sometimes confuse schizophrenia with dissociative identity disorder (DID). Identify two key characteristics that differentiate DID from schizophrenia.

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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 a point.
3. A student can only score points if information is presented in the *context* of the question. For example, it must be clear to the reader that the student is discussing characteristic symptoms of schizophrenia to score Points 1 and 2. The best way for a student to establish context is to explicitly state it (e.g., "Two characteristic symptoms of schizophrenia are ..."). In the absence of such language, the reader may infer context if the paragraph structure or order of the answer makes the context clear. One exception is that students may attempt to answer Point 5 while answering Point 4, which is acceptable.