



AP[®] Psychology 2004 Scoring Commentary

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Question 1

Sample: 1A

Score: 1

- Point 1: The research method was not that of a case study.
- Point 2: No operational definition of stress is offered.
- Point 3: No operational definition of illness is offered.
- Point 4: Working out or not is not an ethical factor.
- Point 5: Participation in athletics is not an ethical factor.
- Point 6: Testing only women is not a statistical technique.
- Point 7: “There might be other factors as to why they are getting sick,” such as the girls not sleeping properly, is scored as a 3rd variable causing illness.
- Point 8: The criticism that the data were collected from only one school is not tied to the validity problem of generalizing to populations beyond the high school.

Sample: 1B

Score: 4

- Point 1: The research method was not that of a case study.
- Point 2: “How stressed out the ladies were” does not refer to the stress instrument.
- Point 3: “How often they missed school due to illness.”
- Point 4: “She still explained the purpose of the study to the athletes.”
- Point 5: “This information should be confidential.”
- Point 6: “Correlation diagram.” This student also scores the point with “the y axis could represent the stress level and the x axis could represent the days of school missed.”
- Point 7: Using only females in the study alone does not address the issue of generalization or representativeness.
- Point 8: “She tested 250 but only analyzed the first 100” is not enough. There is no reference to random sampling.

Sample: 1C

Score: 8

- Point 1: “The research method used by Dr. Franklin was a survey.”
- Point 2: “Having each participant rate the severity of their stress.”
- Point 3: “By looking up the attendance records.”
- Point 4: “Explained the purpose of her research.”
- Point 5: “Require all female athletes to participate.”
- Point 6: “Correlation graph.”
- Point 7: “She should have analyzed all 250 forms or picked 100 at random.”
- Point 8: Measuring illness by absences from school “is a weak assessment” because students might be out of school for reasons other than illness (or come to school when ill).

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Question 2

Sample: 2A

Score: 2

- Point 1: Scores because a time relationship is established when the student describes child development and then refers to a concept that is relevant for the notion of critical period.
- Point 2: Does not score because the student does not mention fluid intelligence in the essay.
- Point 3: Does not score because the explanation of group polarization refers to individual change, not group change.
- Point 4: Does not score because the student does not adequately explain the concept of James-Lange clearly enough to demonstrate knowledge of the connection between physiological response and emotional response.
- Point 5: Scores because the student describes clearly the importance of time in the development of a CS/UCS situation.
- Point 6: Does not score because the student does not mention the concept of refractory period.
- Point 7: Does not score because the student does not mention the concept of sound localization.
- Point 8: Does not score because the student does not describe the concept of spontaneous recovery from the point of view of conditioning.

Sample: 2B

Score: 8

- Point 1: Scores because the student indicates a time frame and the idea that if it doesn't occur during that time, there are consequences.
- Point 2: Scores because the student describes fluid intelligence as processing speed and then describes the influence of age on that process.
- Point 3: Scores because the student describes group polarization by using the example of a view that is held by the group being strengthened over time.
- Point 4: Scores when the student describes the correct order of stimulus, response, emotion.
- Point 5: Scores because the student accurately describes an appropriate CS/UCS pairing and describes repeated exposures (time) as a feature in that relationship.
- Point 6: Scores when the student describes a time during which the neuron cannot fire and relates it to the refractory period in human sexuality.
- Point 7: Scores when the student describes the timing differences that act as cues to localize sound in space.
- Point 8: Scores when the student accurately describes classical conditioning, extinction, and then recovery.

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Question 2 (cont'd.)

Sample: 2C

Score: 5

Point 1: Scores because the student establishes both a time period (childhood) and a function that needs to happen during that period (language development).

Point 2: Scores because the student describes problem solving and then a change in ability due to age.

Point 3: Does not score because group polarization is not described appropriately. The student is describing groupthink.

Point 4: Scores because the student describes a behavior, physiological response, and then an emotion.

Point 5: Scores because the student describes the appropriate order of CS/UCS and relates that to the importance of time in the development of that concept.

Point 6: Scores because the student describes a time during which a neuron is unable to fire as the K⁺ needs to “build back up” in order to fire again.

Point 7: Does not score because the student describes a non-binaural cue to determine location.

Point 8: Does not score because the student is referring to the concept of relearning rather than spontaneous recovery.