



AP[®] Psychology 2007 Scoring Guidelines

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AP[®] PSYCHOLOGY

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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

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 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 1 (continued)

Points 1–4 must deal with HELPING friendships develop

POINT 1: Mere Exposure Effect

To score this point, the student must establish exposure over time and an outcome of increased liking or comfort. Words like “becoming” and “recognize” imply exposure over time.

Examples:

- “The longer Ellie hangs with the club, the more they will like her.”
- “Additional exposure of club members to Ellie in classes leads to more liking.”

Do Not Score:

- “Other kids will like Ellie because she is at the meeting” because it reflects proximity, not exposure over time.
- “If Ellie goes to more meetings, the other kids will know her better” because knowing is not liking.

POINT 2: Mnemonic Device

To score this point, the student must explain that a mnemonic technique could help Ellie learn names, locate meetings, etc.

Examples:

- “Ellie can use a mnemonic device to help remember names.”
- “Ellie develops rhyming words to help remember club members’ names.”
- “A club member smitten with Ellie’s perfume decides to remember her with the phrase ‘Ellie is smelly.’”

Do Not Score:

- “Ellie can use the method of loci” is not sufficient by itself because it does not establish the relationship to names or some other factor that facilitates friendship.
- “Ellie wears a hat so someone else remembers her” does not score because it is not a strategy initiated by the person encoding the information.

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Question 1 (continued)

POINT 3: Schachter Two-Factor Theory

To score this point, the student must establish the two factors of physiology and a linked cognitive appraisal or cognitive label.

- Physiology can be established with a word like “nervous” or “aroused” (unless the usage of the word makes it obvious that the student doesn’t understand that it is a physiological factor).
- Accept behavioral or physical changes as evidence of physiological arousal.

Examples:

- “Ellie’s heart rate increases when she enters the room and she labels it as excitement about being with the new group.”
- “Group members could be excited by the appearance of a new member and they interpret the arousal positively.”

Do Not Score:

- “Ellie saw a boy at the meeting, became nervous, and labeled him as cute” because Ellie needs to appraise her own arousal and not a stimulus.

POINT 4: Locus of Control

To score this point, the student must explain the effect of having (or not having) personal control over situations.

- To score the point, the student *must* correctly refer to either internal or external locus of control.
- Having an internal locus of control can make a person more likable.

Example:

- “Because Ellie has an internal locus of control, she can make friends by approaching people and making the first move.”

Do Not Score:

- “Ellie can control herself” does not score because it demonstrates self-control rather than control over situations.
- “Ellie is motivated to go to the meetings” does not score because it refers to motivation alone rather than locus of control.

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Question 1 (continued)

Points 5–8 must deal with HINDERING friendships

POINT 5: In-Group Bias

To score this point, the student must establish a cohesive us-versus-other “in-groupiness” and either bias or a resulting impediment to friendship.

- The real or perceived bias must be on the part of a group, not an individual.
- Do not allow answers where the explanation indicates the student is confusing in-group bias with conformity or groupthink.
- Do not allow answers where the example portrays Ellie’s bias toward the group (Ellie alone is not a group).

Examples:

- “The group could see Ellie as an outsider and not make her feel welcome.”
- “Ellie has also joined the drama club and those students look down on the psychology club.”

Do Not Score:

- “The club has an idea they all agree with and if Ellie doesn’t agree it could stop her from making friends” because the student is describing conformity rather than bias.

POINT 6: Regression

To score this point, the student must establish a less mature pattern of behavior, a behavior that characterizes childhood development, or an infantile behavior.

- Ignore the mistake if the student inadvertently writes the word “repression” instead of the word “regression” but still correctly describes an instance of regression.
- Do not accept an explanation of statistical regression (e.g., regression toward the mean).

Examples:

- “The stress of a new school makes Ellie anxious. She begins to suck her thumb (or cry or throw a tantrum) and this turns off the members of the club.”
- “One of the members of the club throws a tantrum.”

Do Not Score:

- “Ellie wants to go back to last year at her old school where she was more comfortable” because regression refers to a childhood stage, not a recent event.
- “The group regressed and their immature behavior drove Ellie away” because defense mechanisms apply to individuals, not groups.
- “If Ellie regresses it will be hard to make friends” because it merely parrots language from the question.
- “Ellie is shy in new situations and has trouble making friends” because shyness is being referred to as a personality trait rather than as a regressive behavior.

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Question 1 (continued)

POINT 7: Operant Conditioning

To score this point, the student must provide a *behavior with a linked consequence* or *extinction* (lack of a consequence).

- The student does not have to identify the specific principle by name.
- Mislabeling of negative reinforcement, punishment, and other operant terms can be ignored if a behavior and a consequence have been established. A student may also add incorrect classical conditioning terms if there is a behavior and a consequence (however, see the do not score example below).
- Conditioning may have occurred prior to Ellie's arrival at these meetings ("Ellie had gone to meetings at her old school and was ignored" does score).

Examples:

- "Ellie attends the meeting and the club members make fun of her." (Behavior is attending meeting, getting made fun of is consequence.)
- "Ellie is ignored and she stops coming." (Behavior is attending meeting, ignoring is extinction.)
- "The group is obnoxious and Ellie leaves." (Behavior is obnoxiousness, leaving is consequence.)
- "A different club is more positively reinforcing for Ellie." (Behavior is attending a different meeting, positive reinforcement is consequence.)
- "Ellie finds the club so painful that she begins going home after school instead." (Behavior is attending meeting, pain is consequence.)

Do Not Score:

- "Ellie is conditioned to associate an unfortunate event with clubs" because it is exclusively an example of classical conditioning.

POINT 8: Circadian Rhythm

To score this point, the student must describe a disruption of Ellie's biological rhythm or a mismatch between Ellie's biological rhythm and the biological rhythms of other members of the club.

- Reference to sleep, energy, time zones, jet lag, etc., imply biological function. The term "circadian rhythm" alone does not.

Examples:

- "Ellie's overall energy level is low in the afternoon when the meetings occur."
- "Ellie wakes up hyper each day and turns off members of the club at their morning meetings."
- "Ellie's old school is in a different time zone and she is still suffering jet lag."

Do Not Score:

- "Ellie stays up late studying and is grumpy at the meeting" because her grumpiness results from sleep deprivation and not a disruption of her circadian rhythm.

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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.

Scoring Criteria

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 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.

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Question 2 (continued)

POINTS 1 and 2: Two Characteristic Symptoms

Accept any two of the following:

- Delusions (e.g., paranoia, persecutory, reference, thought broadcasting, thought insertion, grandeur)
- Perceptual distortions (e.g., hallucinations, breakdown of cognitive filter/selective attention)
- Disorganized speech (e.g., word salad, incoherence)
- Disorganized thinking (e.g., form of thought disturbances, loosening of associations, blocking, clanging, neologisms)
- Negative symptoms
- Positive symptoms
- Disturbance in affect/emotion (e.g., flat, inappropriate, ambivalence)
- Psychomotor disturbances (e.g., catatonic stupor, rigidity, posturing, waxy flexibility)
- Disturbed reality testing (e.g., “out of touch with reality,” “psychotic”)

Notes:

1. Symptom names or examples alone are acceptable as points. Two examples within a symptom count as two points. But a symptom name with an example from the same symptom scores only 1 point. For example “perceptual distortions and auditory hallucinations” scores only 1 point; “disorganized speech and word salad” scores only 1 point; “auditory and visual hallucinations” scores 2 points.
2. Applications that accurately portray the symptoms also score.
3. Defining one characteristic symptom as another earns only 1 point. Example: “schizophrenia is characterized by paranoia which is hallucinations” scores 1 point because the student is treating this as one characteristic symptom; “schizophrenia is characterized by paranoia and hallucinations” or “schizophrenia is characterized by paranoia which causes hallucinations” both score 2 points.
4. Mentioning a type of schizophrenia does not score. Example: “Schizophrenia is characterized by the paranoid type” does not score because it is a category name and not a characteristic symptom. “Schizophrenia is characterized by paranoia” does score because paranoia is a characteristic symptom.
5. “Hearing a voice in their head” does not score because it is not clear that it is referring to hallucinations. “Hearing voices in their head that aren’t real” does score.

Do Not Score:

1. Biological correlates of schizophrenia (e.g., excess dopamine, enlarged ventricles) are not characteristic symptoms used to diagnose.
2. Overly general descriptions of emotions and behaviors not mentioned above (e.g., mood swings, bizarre behaviors, speaking in run-on sentences, maladaptive behavior, scattered thoughts).
3. Other problems not necessarily characteristic of schizophrenia (e.g., aggression, violence, antisocial behavior, depression, mood swings, synesthesia).

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Question 2 (continued)

POINT 3: Genetic Research Finding

Students must provide an example of a research finding. Simply listing a method of research does not score, but listing the research finding without the method can score.

Examples: “family studies support a genetic basis...” does not score; **but** “schizophrenia runs in families” scores.

Score any of the following:

- Twin Studies + finding (e.g., that show higher concordance rates for identical [MZ] than fraternal [DZ] twins).
- Adoption Studies + finding (e.g., that show individuals are more at risk if a biological parent exhibits schizophrenia than if their adoptive parent exhibits schizophrenia).
- Family Studies + finding (e.g., schizophrenia runs in families, genetic link between parents and their children).
- Diathesis Stress or Vulnerability Models support a genetic influence and score by itself.
- Genetic vulnerability/predisposition for schizophrenia.
- The prevalence of schizophrenia is the same across cultures.

Do Not Score:

1. “There is a gene that causes schizophrenia.” This does not score because there is no single gene that causes schizophrenia.
2. Nongenetic biological examples (example: mother’s influenza during fetal development causing schizophrenia).
3. “High heritability” by itself.
4. “Predisposition” by itself.

POINT 4: Dopamine Hypothesis

The dopamine hypothesis is that schizophrenia is related to overactivity of dopamine. To score this point, students must indicate this relationship. They may indicate this in a general or more specific way:

- General way—schizophrenia is related to an excess amount of dopamine. This can be stated as “overactivity/oversensitivity” or as “too much” or “excess” dopamine.
- Specific way—drugs that block dopamine decrease symptoms.
 - drugs that increase dopamine increase symptoms.
 - dopamine overactivity is related to positive symptoms.
 - describes an accurate relationship between dopamine, Parkinson’s disease, and schizophrenia.

Do Not Score:

1. None of the following score because the over-activity of dopamine is not indicated: “dopamine causes schizophrenia” or “dopamine levels are imbalanced/irregular” or “dopamine levels are too low or too high.”

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Question 2 (continued)

POINT 5: Psychoactive Medication

Students should indicate that the psychoactive medications for schizophrenia work by reducing dopamine activity.

Score any of the following examples. Medications work by:

- being dopamine antagonists
- blocking dopamine receptors
- preventing the release of dopamine
- lowering levels of dopamine

Notes:

1. Misidentification of appropriate drug with appropriate drug effect (“Prozac lowers dopamine...”) scores.
2. Misidentification of appropriate drug mechanism with appropriate outcome on dopamine (“blocking reuptake of dopamine which lowers the excess of dopamine ...”) scores.

Do Not Score:

1. “Medications work on dopamine.”
2. Identification of an appropriate drug alone (e.g., Clozapine).

POINT 6: Risks

Students should indicate one of the following potential risks:

- Side effects—must list some specific negative side effect (e.g., tardive dyskinesia, symptoms like Parkinson’s, tremors, seizures, restlessness, weight gain (agranular cytolysis), loss of white blood cells, damage to immune system, slow mental functioning, blurred vision, losing sense of self, drowsiness, constipation, dry mouth, sexual dysfunction, brain damage, depression/suicide, low blood pressure, reduced appetite)
- May worsen negative symptoms
- Potential for overdose
- Usually have to take additional medications to counteract the side effects
- Social discrimination—stigma of taking antipsychotics (not stigma for having the disorder)
- Potential drug interaction
- Noncompliance: therapy may not work because people may stop taking the medication, resulting in negative effects (e.g., return of symptoms)
- May not receive other treatments (e.g., psychotherapy)

Do Not Score:

1. Addiction, dependency, “might not work,” drug tolerance, drug withdrawal.

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Question 2 (continued)

POINTS 7 and 8: Schizophrenia versus DID

Students should specify two characteristics from the lists below **and** indicate whether these characteristics are associated with DID or schizophrenia.

- Any typical characteristic symptom (refer to Points 1 and 2 for list), cause, or treatment of schizophrenia.
- Any biological correlate of schizophrenia (e.g., too much dopamine, enlarged ventricles, genetic predisposition, teratogens).
- Any typical characteristic symptom, cause, or treatment of DID:
 - more than one identity or personality
 - nonpsychotic disorder
 - disagreement about the validity of the category (iatrogenic)
 - associated with child abuse/trauma
 - does not respond to antipsychotic medication
 - more commonly diagnosed in females
 - lower incidence rate
 - memory loss
 - formed as a defense mechanism
 - nonepisodic

Notes:

1. “One characteristic that differentiates DID and schizophrenia is multiple personalities” does not score because it is not clear whether they are referring to DID or schizophrenia with regard to multiple personalities. “DID consists of multiple personalities” does score.
2. Contrasting the same characteristic scores only 1 point. For example “schizophrenia has hallucinations and DID does not have hallucinations” scores only 1 point.

Do Not Score:

1. “Changing into a different person” does not score as a specific characteristic of DID or schizophrenia because changing who you are as a person does not necessarily mean you have more than one personality or that you are delusional.