



AP[®] Psychology

2016 Scoring Guidelines

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AP[®] PSYCHOLOGY

2016 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 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. Definitions alone will not score, but they may be used to enhance the application.
4. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point. A correct application with incorrect definition is not considered a direct contradiction and should score the point.
5. Rubric examples provided for each point are not to be considered exhaustive.
6. A student can score 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.

Part A: Responses must demonstrate how the concept *helps* Ashley on the drive.

Point 1: Motor Neurons

Student must depict motor neurons enabling Ashley's movement in the context of driving a car.

- Score: "Ashley's motor neurons allow her to press the gas pedal in her car."
- Do NOT score: "Motor neurons help her drive the car."

Point 2: Retinal Disparity

Student must connect the difference between two eyes or retinas (or the images reflected onto each) with the ability to perceive depth while driving.

- Score: "Ashley uses the difference between the images on her two retinas to judge the distance between her car and the car in front of her."
 - Note: Student may imply depth perception by referring to 3-D vision.
 - Note: Student may use the word "disparity" in the answer to convey difference, as long as the context indicates that the student has appropriately used the term.

Point 3: Heuristic

Student must include a specific problem-solving strategy and why Ashley is using it (what problem it solves) on the drive.

- Score: "When Ashley got lost, she decided to call her parents for help."
- Do NOT score: "Ashley called her parents every three hours while she was driving to California."
- Do NOT score: Solutions that appear to be trial and error or algorithm: "When Ashley got lost, she tried mapping her route according to every possible highway to see which one looked fastest."

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Question 1 (continued)

Point 4: Procedural Memory

Student must mention a driving-related skill that is performed with little attention or awareness (e.g., automatically, unconsciously, muscle memory, nondeclarative, well-practiced/learned).

- Score: “Because she has been driving for several years, Ashley can steer and control the speed of her car.”
- Do NOT score: cognitive maps/navigation: “Ashley knows the routes to California so well that she can get there while singing along with the radio the whole time.”

Part B: Responses must specify a *negative experience* related to Ashley’s trip.

Point 5: Circadian Rhythms

Student must reference a specific biological cycle/pattern (e.g., sleep/wake, hormonal, elimination) that leads to a negative experience related to the trip.

- Score: “Because she has to cross different time zones, Ashley will have to drive when she would normally be asleep, putting her at risk for an accident.”
 - Note: Student may refer to the disruption of the biological cycle as the negative effect.
- Do NOT score: “Biological clock” (not a specific cycle).
- Do NOT score: Simply getting tired from the long drive (without a reference to the cycle demanding sleep).

Point 6: Conditioned Response

Student must specify reflexive/automatic/involuntary response (implying after acquisition) related to the trip.

- Score: “Ashley is afraid of guardrails.”
 - Note: Student may refer to an example of a conditioned response other than the fear of guardrails, as long as it is related to the trip.
- Do NOT score examples of operant conditioning (with voluntary responses): “After her crash, Ashley jerks her steering wheel away from every guardrail she sees.”

Point 7: Inattentional Blindness

Student must give an example of a negative effect of not seeing or noticing a specific external object in the visual field because attention is directed elsewhere on the trip.

- Score: “Because she wasn’t paying attention, Ashley didn’t see the car in front of her, and she rear-ended it.”
 - Note: If the visual stimulus is the guardrail, the student does not need to specify a negative effect.

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Question 1 (continued)

- Score: “Because she was distracted, Ashley didn’t see the guardrail.”
 - Note: Assume that the missed object is in the visual field unless the student’s language implies otherwise.
- Do NOT score: “Because she was looking at the floor of her car for the map, Ashley didn’t see the guardrail.”

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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. A student can score points only if the student clearly conveys which part of the question is being answered. It is possible to infer what part of the question is being answered if the response is consistent with the order of the question.
3. Definitions alone are not sufficient to score points. An incorrect definition does not negate a correct explanation.
4. Within a point, a student will not be penalized for misinformation unless there are aspects of the student's explanation that *directly contradict* one another.
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.

Part A: Explain how each of the following might help Danny succeed with this task. Definitions alone will not score.

Point 1: Distributed Practice

Student's response must indicate studying that is spaced out or spread out over multiple time periods for greater success.

- Score: "Spacing effect" as describing distributed practice.
- Score: "Not cramming" as describing distributed practice.
- Do NOT Score: References to grouping or chunking without an indication of spaced practice over time.

Point 2: A Mnemonic Device

Student's response must describe a technique or memory aid such as acronyms, method of loci, or chunking to help remember geographic terms for greater success.

- Note: Examples cannot be memory aids dealing only with rote rehearsal, but must have an association, connection, or meaning to something beyond the material being learned.

Point 3: Secondary Reinforcer

Student's response must include a *previously administered* secondary reinforcer such as money, grades, praise, etc., as a way of helping Danny succeed on this task.

- Score: References to negative secondary reinforcers, if they help Danny succeed.
- Do NOT Score: References to primary reinforcers, such as food, candy, water, etc.
- Do NOT Score: "Treat," "prize," or "reward" alone as examples of secondary reinforcers because they do not differentiate from examples of primary reinforcers.
 - Note: Secondary reinforcers are conditioned (previously neutral).

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Question 2 (continued)

- Note: This is a behavior point, rather than a motivation point, so reinforcement must have strengthened behavior to prepare for the task. Secondary reinforcement administered for success on the geography quiz itself does not score.

Point 4: Big Five Trait of Conscientiousness

Student's response must indicate that enduring characteristics of conscientiousness would result in improved studying and/or performance. These could include traits of organization, discipline, diligence, responsibility, industriousness, readiness, preparedness, etc.

- Score: "He is organized" because this is an enduring personal trait of conscientiousness.
- Do NOT Score: "He has organizational skills" because this may not apply across all situations.
- Do NOT Score: Temporary states, motivation, or level of attention.

Part B: Explain how each of the following might hinder Danny's success with this task. Definitions alone will not score.

Point 5: Retroactive Interference

Student's response must show how learning new information may impair the recall of previously learned information, hindering Danny's success with this task.

- Note: The direction of interference must be correct.

Point 6: Self-fulfilling prophecy

Student's response must indicate that Danny's (or others') *expectation* that he would not do well hindered his success with this task.

- Do NOT Score: Negative outcomes caused by stress or factors other than expectations.
 - Note: There must be both a negative expectation about success and a negative outcome.

Point 7: Sympathetic Nervous System

Student's response must refer to a negative impact due to the level of sympathetic arousal. This may be indicated through specific physiological responses such as increased heart rate, blood pressure, sweating, etc. on performance.

- Score: Excessive arousal (anxiousness, alertness) produced by the sympathetic nervous system.
- Score: Insufficient arousal produced by the sympathetic nervous system can hinder his success.
- Score: "Fight or flight" as example of arousal.
- Do NOT Score: "Nervous" or "nervousness" alone because it simply repeats wording in the question.
- Do NOT Score: "Stress" alone because it is too general.