

1995 #1

The 10 points for this question are awarded as follows:

1. **Independent Variable:** - Identify as frustration. A mere definition of the independent variable without a link to frustration does not count.
2. **Dependent Variable:** - Identify as aggression. A mere definition of the dependent variable without a link to aggression (behavior) does not count. Because the question states "frustration leads to aggressive behavior," the student may use only the word "behavior" (implying aggressive behavior) when discussing the dependent variable and still be awarded the point.
3. **Control Point A (Ways to Control):** - Mention of specific ways control could be introduced to either the experimental method or survey method. Examples of such methods include: sample selection, random assignment of subjects, the use of experimental and control groups where the control group does not receive the experimental manipulation, standardization of procedures and or administration of survey. To be scored, such procedures must be discussed within the context of control.
4. **Control Point B (Compare and Contrast in Reference to Control):** - The experimental method results in better control. Control is more difficult in the survey method: e.g., it is difficult to partial out (control) extraneous variables in the survey method.
5. **Experimenter Bias:** - Recognition of experimenter bias (most likely identified in discussion of experimental method. sometimes in the discussion of the survey method). Such recognition can be demonstrated by a reference to:
 - * double-blind design to eliminate experimenter bias. The answer need not use actual term "double blind"
 - * the experimenter designing or scoring the experiment or survey in ways favoring the hypothesis.
 - * experimenter being able to influence the outcome of the experiment (unintentionally).
 - * No credit is given for a statement that the experimenter deliberately falsifies the results.
6. **Response Bias:** - Recognition of social desirability, yea/nay saying, favoring the first alternative as possible response biases (primarily in survey methods). Such recognition can be demonstrated by stating that the subject may respond in ways to please the experimenter or to favor the experimenter's hypothesis. or that the subject can answer dishonestly.

7. Ethical Issue of Doing No Harm: - The experimental method has greater potential for more ethical problems, because frustrating a subject may cause harm or be emotionally upsetting to him or her. The survey method is less likely to cause harm.

8. Other Ethical Issues: - Mention of any other ethical issues: e.g., informed consent, intrusiveness of survey, privacy issues, anonymity of subjects, use of deception, debriefing, conforming to APA ethical standards. For the point to be awarded the discussion must be presented in the context of ethical issues.

***9. "Holistic" Judgment That the Essay Does Conform to the Question by Comparing and Contrasting the Two Research Methods:** - Such comparisons and contrasts can be made throughout the essay. They must be content valid in order to be counted. NOTE: The essay may be deemed to earn the point if the student makes at least two valid comparisons of the two methods. This criterion is met if the essay is awarded a point on four and ten, or if two valid different comparisons are scored on point ten.

***10. Specific Valid Comparison(s) and/or Contrast(s) of the Two Methods (EXCLUDING CONTROL) such as:**

- * The experimental method gives greater ability to specify, manipulate and/or measure the independent and/or dependent variables.

- * The experimental method allows for more reliable measurement of the dependent variable.

- * The experimental method shows causation, survey method shows correlation.

- * A discussion of advantages and disadvantages of the two methods.

*NOTE: After the scoring rubric was developed it was realized that it would be more logical and easier to use with criteria 10 proceeding criteria 9.