AP® PSYCHOLOGY
2015 SCORING GUIDELINES

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 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.
7. The appropriate context of each section (A, B, C) must be explicitly established.

Part A: Student's response must apply to the decision.

Point 1: Prefrontal cortex

Student must specify an active cognitive process (e.g., decision making, executive functioning, planning, logical thinking, judgment, inhibition, evaluating, integrating, influence of personality, intentional retrieval).

Examples:
Score "Chandler and Alex might use their prefrontal cortex to evaluate the pros and cons of all the houses they look at."

Do not score "decision" or "decide" or "making a decision" as a cognitive process, but each may establish the context of the application ("decision making" is sufficient as a cognitive process because it is actively deliberative, but it does not establish context by itself).

Do not score "thinking" or "memory" by itself.

Point 2: Algorithm

Student must specify a step-by-step procedure (e.g., formula, equation, set of rules, trying every option) for making the decision.

Examples:
Score "Chandler and Alex developed a formula to determine how much house they could afford."

Do not score random or trial-and-error processes (non-systematic; e.g., "Chandler and Alex might have used an algorithm by driving around town until they find a house for sale").

Part B: Student's response must apply to the moving process.

Point 3: Social loafing

Student must link the presence of other(s) to low or diminished effort (group **AND** low or diminished effort are required).

> *Examples*:
>> Score "Their friends all slacked off in the packing because they assumed someone else would do the work."
>>
>> Do not score examples of social inhibition (low effort due to anxiety, distraction, etc.).
>>
>> Do not score division of labor resulting in less work per individual (e.g., "Because they had so many friends helping them pack, it was easier for everyone").

Point 4: Alarm stage of the GAS

Student must refer to an accurate physiological stress response (e.g., sympathetic nervous system activation, arousal, accelerated heart rate, decreased digestion, fight-or-flight, illness).

> *Examples*:
>> Score "Once they realized they had less time to move, they entered the alarm stage, and their adrenalin got released so they could work faster."
>>
>> Do not score stress, anxiety, worry, concern, panic, etc.
>>
>> Do not score rushing, moving faster, etc.

Part C: Student's response must include an example that illustrates the concept in the context of life in the new home or neighborhood.

Point 5: Proactive interference

Student's example must show that specific old cognitions or behaviors inhibit learning or remembering new cognitions or behaviors; example may refer to either acquisition or recall.

> *Examples*:
>> Score "Chandler and Alex have a hard time remembering their new address because they keep thinking of their old one."
>>
>> Do not score an example where new interferes with old (retroactive interference).

Point 6: Habituation

Student's example must refer to a decrease in responsiveness (e.g., behaviors, attention, noticing) to a specific persistent or recurring stimulus.

> *Examples*:
>> Score "Over time, Chandler and Alex stop being annoyed by the noise of the train that passes by every morning because they have become habituated to it."
>>
>> Do not score "getting used to…" by itself without a clear decline in responsiveness.
>>
>> Do not score "adjust" or "adapt" (non-directional).

Point 7: Normative social influence

Student's example must refer to a specific behavior (or attitude/opinion) that is in agreement with the group **AND** motivated by the desire to fit in or be liked.

> *Examples*:
>> Score "After living in their new neighborhood for a while, Chandler and Alex see that their neighbors all have flags out, and because they want to be accepted, they put one out too."
>>
>> Score examples with either actual or perceived group expectations.
>>
>> Do not score "conformity" by itself.
>>
>> Do not score "norm" or "normal" without a stated desire to fit in or be liked.
>>
>> Do not score compliance (obeying a direct request or command).
>>
>> Do not score behavior influenced by the desire to be correct or accurate (informational social influence).

A) When buying a new home, Chandler and Alex used their prefrontal cortexes for decision making. They had to narrow their vast array of living options to one through careful deliberation. An algorithm was used by Chandler and Alex because they systematically browsed through houses and apartments in order to see if it fit their needs. The algorithm was their series of steps to ruling out houses or homes that did not suit them.

B) Since Chandler and Alex asked their friends to help move them in, they will experience social loafing with themselves and their friends. The social loafing will be evident when people do not do as much work to move items out and into their house. The social loafing will make it harder for chandler and Alex to move in because everyone will feel like they won't have to do as much work because there are other people. During the alarm stage of the general adaptation syndrome, Chandler and Alex will begin to feel stressed out. Their bodies will go into "flight or fight" mode so the increased adrenaline will help them pack all their belongings more quickly so they will be ready 48 hours before move in day

→

Question 2 is reprinted for your convenience.

2. Chandler and Alex were transferred to a new city and needed to find a new home. They carefully considered every house within their price range and finally purchased one that met all their criteria.

   A. Explain how each of the following is related to their decision to buy the home.

   • ~~Prefrontal cortex~~

   • ~~Algorithm~~

   One month before the move, Chandler and Alex asked friends to help them organize and pack their belongings. One week before the scheduled moving day, they learned that they needed to move out within 48 hours, so they quickly finished packing.

   B. Explain how each of the following concepts could be related to their moving process.

   • ~~Social loafing~~

   • ~~Alarm stage of the general adaptation syndrome~~

   C. Provide an example that explains how each of the following concepts could be related to life in their new home and new neighborhood.

   • ~~Proactive interference~~

   • ~~Habituation~~

   • Normative social influence

C) When moved into their new ~~neibg~~ neighborhood, Chandler and Alex ~~are~~ might experience proactive interference when they remember their old ~~neighbor~~ neighbors' names and find it difficult to learn and remember their new neighbors. The old information from their old neighborhood will interfere with the new information ~~about~~ from their new neighborhood. ~~One example of habituation is~~ In their new life, Chandler notices she can't sleep well at night because ~~their~~ her neighbor's dog keeps barking. Over the next ~~few~~ few weeks after moving in Chandler experiences habituation as she no longer is interrupted by the dog's barking. Chandler and Alex experience a new normative social influence in their neighborhood. All of

-14-

GO ON TO THE NEXT PAGE

their neighbors are friendly and greet each other in the morning. Chandler and Alex would not have experienced this friendliness in their old neighborhood, however, their new neighbors do it naturally. The two also find themselves happily greeting their new neighbors in order to be like everyone else. This normative social influence allows Chandler and Alex to be more friendly and genuine with their new neighbors.

~~Prefrontal cortex~~

The prefrontal cortex ~~is~~ helps make decisions and judgements. So it helped Chandler and Alex decide what house to choose and to judge whether or not it was a good decision. An algorithm is a step-by-~~step~~ procedure if Chandler and Alex used an ~~~~ algorithm then they methodically went through every available house in their price range until they found the one they wanted without using heuristics (shortcuts). Social loafing could affect their moving process because they would put less ~~effort~~ ~~than~~ into moving due to more people. The Alarm stage of ~~the~~ General adaptation syndrome is related to their moving process because it ~~would~~ would allow them to move faster ~~~~ since their ~~~~ digestive system stops so they won't get hungry and they won't need to use the restroom. Proactive ~~role~~ interference would affect Chandler's and Alex's past memories of their old home and ~~a~~ new neighborhood because they will not be able recall due to new memories, their new memories will

Question 2 is reprinted for your convenience.

2. Chandler and Alex were transferred to a new city and needed to find a new home. They carefully considered every house within their price range and finally purchased one that met all their criteria.

  A. Explain how each of the following is related to their decision to buy the home.

- Prefrontal cortex
- Algorithm

One month before the move, Chandler and Alex asked friends to help them organize and pack their belongings. One week before the scheduled moving day, they learned that they needed to move out within 48 hours, so they quickly finished packing.

  B. Explain how each of the following concepts could be related to their moving process.

- Social loafing
- Alarm stage of the general adaptation syndrome

  C. Provide an example that explains how each of the following concepts could be related to life in their new home and new neighborhood.

- Proactive interference
- Habituation
- Normative social influence

~~affect~~ negatively affect their new ones. Chandler and Alex at first will look at everything with interest but then habituation will make them look only at changes with interest. Chandler and Alex will look at everything with interest at first because it is new then they will become habituated and because it is no longer new. Chandler's and Alex's new neighborhood and home might influence how they behave normally, their norms might change in order to fit in better.

GO ON TO THE NEXT PAGE.

A) The prefrontal cortex includes the frontal lobe, which is where critical thinking takes place. This critical thinking was necessary for the decision to buy the home.

An algorithm was used to solve the problem of which house to buy, factoring in their price range and other criteria.

B) Social loafing is when a member of the group doesn't contribute to the work, while all of the work is dependent on one person. ~~Either~~ One member of the group probably did most of the packing whilst one member slacked off and did not help at all. They were probably in alarm when they realized they had 48 hours to move out instead of a week, causing panic or anxiety.

and life

C) They will get used to their new surroundings, through habituation. Proactive interference could come from things or people in the community benefitting their experience. Normative social influence will happen by them fitting in with their new neighborhood and city to stay ~~a~~ normal.

AP® PSYCHOLOGY
2015 SCORING COMMENTARY

Question 2

Overview

The question requires students to apply several psychological concepts to three aspects of moving involving Chandler and Alex.

The question has 3 parts: Part A, in which the student must apply the concepts of prefrontal cortex and algorithm to Chandler and Alex's decision to buy a home; Part B, in which the student must apply the concepts of social loafing and the alarm stage of the general adaptation syndrome to Chandler and Alex's moving process; and Part C, in which the student must provide examples of the roles of proactive interference, habituation, and normative social influence to Chandler and Alex's life in the new home and neighborhood. For all points, students must demonstrate an understanding of the concept and an ability to apply it to the appropriate context.

Sample: 2A
Score: 6

The response earned point 1 because it cites the prefrontal cortex's involvement in decision making as an active cognitive process that would help to identify potential homes. The response earned point 2 because it describes an algorithm as a systematic method with steps to narrow their list of homes to choose from. The response earned point 3 because it depicts the friends as expending less effort because of the presence of others. The response earned point 4 because it cites the fight-or-flight response and adrenaline as responsible for the quick moving of Chandler and Alex's belongings. The response earned point 5 because it contains an example in which prior knowledge of their old neighbors' names impedes memory of their new neighbors. The response earned point 6 because it describes a decline over time in the experience of interruption from the sound of the barking of the neighbor's dog. The response did not earn point 7 because although it depicts Chandler and Alex adopting the friendly greeting style of their neighbors, it does not cite social approval or acceptance as the motive behind the behavior.

Sample: 2B
Score: 4

The response earned point 1 because it notes the role of the prefrontal cortex in making judgments and therefore deciding on the house to buy. The response earned point 2 because it describes an algorithm as a step-by-step procedure and a methodical way of viewing every house. It also contrasts algorithms with heuristics, further clarifying the concept. The response earned point 3 because it notes the diminished effort that could result from more people being around. The response earned point 4 because it correctly identifies the stoppage of digestion as a physiological stress response that may result in faster moving. The response did not earn point 5 because it presents an example of retroactive, rather than proactive, interference. The response did not earn point 6 because it does not offer a specific example of habituation, but rather uses the vague language of "everything." The response did not earn point 7 because it does not specify an example of a behavior that would change as a result of observing their neighbors and wanting to fit in.

Sample: 2C
Score: 2

The response earned point 1 because it correctly identifies the prefrontal cortex as the location of critical thinking activity and applies it to the decision to buy the home. The response did not earn point 2 because it does not describe an algorithmic mechanism for selecting the house. The response earned point 3 because it describes one person contributing disproportionately to the packing effort while others "slacked off." The response did not earn point 4 because it notes that the alarm stage triggered panic and anxiety, without

identifying a physiological stress response. The response did not earn point 5 because it does not provide an accurate example of proactive interference playing a role in the new home or neighborhood. The response did not earn point 6 because it incorrectly refers to habituation as the process of merely getting used to the new neighborhood, with no specific decline in responsiveness noted. The response did not earn point 7 because although it specifies the motive of fitting in, it does not give a specific example of behavior in line with the neighbors.