

Question 1: Concept Application**7 points****General Considerations**

1. Answers must be cogent enough for the meaning to come through. Spelling and grammatical mistakes do not reduce a score, but spelling must be close enough so that the reader is convinced of the word.
2. A response can earn 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.
3. The response must apply the concept to the prompt. A definition alone will not earn the point, but a clear definition can support the application.
4. Examples provided in the Scoring Guidelines for each of the points are not to be considered exhaustive.
5. Within a point, a response will not be penalized for incorrect information unless it *directly contradicts* correct information that would have otherwise earned a point. For example, if a response applies a concept in two contradictory ways (such as identifying both the independent and dependent variables as the independent variable or describing proactive interference as interference from both older and newer information), the point is not earned.

NOTE: In certain cases, a response will not score if it includes a correct answer among multiple incorrect answers related to the same general concept/theory (e.g., a response that describes the Big Five trait of conscientiousness as being diligent, trusting, highly emotional, outgoing, and intellectually curious).

6. Within a bulleted question part, if the response addresses details from a scenario other than the one in the prompt, the point is not earned.

Part A Steve is in the kitchen happily making breakfast for his four children, who are all playing together in the living room. After hearing a loud crash, Steve becomes quite upset and rushes into the living room, where he sees a lamp shattered on the floor. The children are watching television, and no one is trying to clean up the lamp.

Explain how each of the following relates to the scenario.

Soundwave amplitude**1 point**

Response must indicate that relevant to the scenario, a loud sound is associated with high soundwaves, or a soft sound is associated with low soundwaves.

Acceptable explanations include:

- *The height of the soundwaves that were created when the lamp crashed must have been very high because Steve referred to it as loud.*
- *The sound of the lamp crashing was so loud because it had a high amplitude.*
- *Steve did not hear the timer chime because it has low soundwaves, and he almost burned the eggs.*

Unacceptable explanations include:

- *The crash of the lamp had a high pitch.*

Procedural memory**1 point**

Response must indicate that Steve and/or the children remember how to physically do something in the scenario (e.g., making breakfast) without paying conscious attention (e.g., automatically, unconsciously, muscle memory, nondeclarative, well-practiced/learned) to doing so.

Acceptable explanations include:

- *The children have set the breakfast table so much that they do it automatically.*

Unacceptable explanations include:

- *Steve remembered that the breakfast was cooking, so he had to go in and keep it from burning.*
 - *The kids know they are supposed to take out the plates and then open the cupboard to find juice glasses.*
 - *Steve remembers where the couch is located in the living room so that he does not trip on it as he walks toward the broken lamp.*
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Diffusion of responsibility**1 point**

Response must indicate that the children do not attempt to clean up the broken lamp because they assume others are likely to do it.

Acceptable explanations include:

- *The children are not cleaning up the lamp because they think someone else will do it.*
- *The younger children assume the older children will clean up the lamp.*

Unacceptable explanations include:

- *The children don't clean up the lamp because they are not responsible for their actions.*
- *The children are watching TV, so they don't clean up the lamp.*
- *The children want to wait until their show is over before they clean up the lamp.*
- *The dad thinks that all the children are responsible for cleaning up the lamp.*

Dispositional attribution**1 point**

Response must indicate that Steve and/or the children overestimated the internal factors influencing their own or someone else's behavior in the scenario.

Acceptable explanations include:

- *Steve decided that his children were clumsy and irresponsible.*
- *Steve concludes that he is a mean person for disciplining his children.*

Unacceptable explanations include:

- *Steve thought his children were probably just distracted by the TV when the lamp broke.*

Ghrelin**1 point**

Response must indicate that for someone in the scenario, ghrelin levels are high when they are hungry or low when they are not hungry.

Acceptable explanations include:

- *While the children waited for breakfast, ghrelin caused feelings of hunger.*
- *Steve was able to lower his ghrelin levels because he ate all the breakfast.*

Unacceptable explanations include:

- *The children's ghrelin levels were lower because they were hungry.*

Part B Instead of asking the children what happened, Steve immediately turns off the television and sends them all outside to rake the large amount of leaves in the backyard. Steve stays irritable for the rest of the day.

Explain how each of the following relates to the scenario.

Authoritarian parenting style

1 point

Response must indicate that Steve is demonstrating a parenting style that includes high control, no discussion of expectations or consequences (one-way communication), or that focuses on obedience and discipline.

Acceptable explanations include:

- *Steve's parenting style most closely fits authoritarian because he was quick to punish them for the mistake they made (breaking the lamp) by making them stop playing to rake leaves.*
- *Steve was more interested in them following rules than understanding what happened.*

Unacceptable explanations include:

- *Steve explained to the children why he punished them.*
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Steve's high level of the Big Five trait of neuroticism

1 point

Response must indicate that an enduring characteristic of neuroticism (e.g., depression, negative feelings, anxiety) explains Steve's behavior in the scenario.

Acceptable explanations include:

- *Steve remains irritable all day and doesn't seem to recover from this minor event, indicating a lack of stability and high level of neuroticism.*
- *Steve experiences an extreme, negative emotional change throughout the scenario, showing that he is high in neuroticism.*
- *Steve gets overly upset at the sound of the lamp breaking.*

Unacceptable explanations include:

- *There is evidence that Steve is high in neuroticism because he stays irritable the rest of the day.*
 - *Steve is neurotic about his kids and their safety.*
 - *Steve is unhappy that the lamp broke.*
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Total for question 1 7 points