

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 amongst 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 Claire's sports team made it to the championship basketball game. To play the game, the teammates will need to work together to move a ball toward their own goal. They must then aim carefully to throw the ball into a hoop that is elevated about 10 feet off the ground. The winner is the team that gets the ball into the hoop the most times.

Explain how each of the following might help Claire be successful during the game.

Retinal disparity**1 point**

Response must indicate that the difference in visual signals from each of Claire's eyes allows her to see depth, which helps her be successful during the game.

Acceptable explanations include:

- *Claire can see depth because she sees two slightly different images out of each eye, making her able to throw the ball accurately.*

Unacceptable explanations include:

Any reference to monocular cues or convergence

- *Claire uses linear perspective to tell how far away the goal is.*

Any reference to depth perception without references to two retinal images

- *This will help Claire with her depth perception to make more accurate free throws.*

Intrinsic motivation**1 point**

Response must indicate that Claire has some specific kind of internal motivation instead of external motivation that helps her to be successful during the basketball game.

Acceptable explanations include:

- *Claire is motivated by doing her best, so she does well in the game because of her good work ethic.*
- *Claire is motivated by her personal goal to be the best player in the game.*

Unacceptable explanations include:

The response is about extrinsic motivation.

- *Claire wants to win the approval of her parents, so she tries hard to be successful in the game.*

Social facilitation**1 point**

Response must indicate that Claire's success in the game is helped by the physical presence of others.

Acceptable explanations include:

- *Claire is really energized by the presence of the crowd at the game, so she does better than she typically does at practice.*
- *Claire is really energized by the presence of the crowd at the game, so she plays better than she has in the past when she practiced alone.*

Unacceptable explanations include:

Responses that refer to cooperation or collaboration.

- *Claire's teammates help each other to perform well.*

Responses that refer to social inhibition.

- *Claire does poorly because people are watching her.*

Kinesthetic sense**1 point**

Response must indicate that Claire's sensation of the movement of her body and/or the position of her body part(s) is related to her success in the game.

Acceptable explanations include:

- *Claire's ability to know where her hands are in relation to other parts of her body will help her be successful when she dribbles or shoots.*
- *Claire's awareness of how her hand moves as she dribbles and shoots helps her score points in the game.*

Unacceptable explanations include:

Responses that refer only to the ability to move one's body or that refer to the vestibular sense or a sense of balance.

- *Claire has a great sense of balance, so she does well in the game.*
- *Claire's kinesthetic sense allows her to control her muscles, which will help her successfully shoot the ball.*

Part B Claire's team won the championship game. Ten years later, the team got together for a reunion at the gym where the game was originally held. At the reunion they discussed the championship game.

Explain how each of the following might influence Claire's recollection of the game.

Context-dependent memory

1 point

Response must indicate that Claire remembers more about the game because she is in the same physical location where she encoded the memory.

Acceptable explanations include:

- *Claire remembered a lot of information about the game because she was in the same gym where she made the memories.*

Unacceptable explanations include:

- *Claire remembers the context of where she played, which helped her remember.*
- *Listening to her teammates recall the game helps Claire remember more details about the game.*

Responses that refer only to mood-congruent or state-dependent memory.

- *Claire's joy from seeing her friends reminds her of the joy of winning the game.*
-

Self-serving bias

1 point

Response must indicate that Claire takes credit for events with positive outcomes and/or blames others for negative events in her recollection of the game.

Acceptable explanations include:

- *As Claire remembers the game, she takes credit for the team winning.*
- *As Claire remembers the game, she blames the referees for her fouling out of the game.*

Unacceptable explanations include:

- *Claire only does things that help herself and not others.*
-

Retroactive interference

1 point

Response must indicate that a recent memory is preventing Claire from remembering something about the championship game.

Acceptable explanations include:

- *Claire couldn't remember what number she had in the championship game because she was confusing it with her college number.*
- *Claire couldn't recall the exact final score in the Championship game because she confused it with all the scores of games she had played since then.*

Unacceptable explanations include:

- *Claire can't remember her current team members' names because she can only remember the old team members' names.*
 - *Claire interferes with how people remember retroactively, meaning she gets involved after the fact.*
-

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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.*
-

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.*
-

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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Part A Jordan recently moved to a new school for her senior year of high school, and she has been adjusting to her new environment.

Explain how each of the following relates to Jordan's adjustment to her new school.

Spotlight effect**1 point**

Response must indicate that Jordan overestimates how much the people at her new school are paying attention to/judging her.

Acceptable explanations include:

- *Jordan feels so awkward her first few days because she thinks everyone is staring at her.*
- *Jordan believes that other students are noticing her, even when they are not.*

Unacceptable explanations include:

- *Jordan enjoys being in the spotlight and getting everyone's attention.*
 - *Jordan worries that people are staring at her.*
-

Cognitive map**1 point**

Response must indicate that Jordan forms a mental representation of the school layout, which allows her to navigate.

OR

Response must indicate that Jordan does not form a mental representation of the school layout, which hinders her navigation.

Acceptable explanations include:

- *After a few weeks at the school, Jordan has developed a pretty good mental representation of the school's layout, so she can easily find everything now.*
- *Because Jordan never developed a mental representation of the layout of her new school, she struggles to find the gymnasium.*

Unacceptable explanations include:

- *Jordan memorized the map of her school to get around.*
-

Jordan's low level of the Big Five trait of extraversion**1 point**

Response must indicate that Jordan's low level of extraversion (e.g., lack of sociability, lack of outgoingness, not getting energy from large crowds, etc.) will make her less likely to interact with others at school.

Acceptable explanations include:

- *Because Jordan is not that outgoing, she finds it hard to make friends at her school.*
- *Because Jordan is not comfortable interacting with others, she won't ask questions of the teacher.*

Unacceptable explanations include:

- *Jordan is outgoing so she makes friends easily.*
-

Part B Jordan tries out for and makes the debate team. Jordan has made friends with other members of the team, and she really enjoys sitting with them at lunch every day. The coach is impressed with Jordan's debate skills, so he makes her the captain of the team. When Jordan starts to help the coach plan for the next big debate, her friends stop sitting with her at lunch. She then stops helping the coach plan for the next debate but ends up winning it.

Explain how each of the following concepts relates to the scenario.

Negative punishment

1 point

Response must indicate that because Jordan's friends stop sitting with her at lunch, she stops helping the coach plan for the next debate.

Acceptable explanations include:

- *Because Jordan's friends stop sitting with her at lunch, Jordan stops helping the coach plan the debate.*
- *Jordan stops planning with the coach because her friends stop sitting with her at lunch.*

Unacceptable explanations include:

- *Jordan changes her behavior because bad things happen to her.*
 - *Jordan stops helping the coach to get her friends to sit with her at lunch.*
-

Formal operational stage of cognitive development

1 point

Response must indicate that Jordan is in the stage of development where she can think abstractly and hypothetically (e.g., critical thinking, reasoning, etc.).

Acceptable explanations include:

- *Jordan being good at debate shows that she can think abstractly and hypothetically, which is formal operational thinking.*

Unacceptable explanations include:

- *Jordan can think well now that she has grown older.*

Responses that include sensorimotor, preoperational, and concrete operational thinking.

- *Jordan can think well about object permanence.*
-

Actor-observer bias concerning Jordan's debate performance**1 point**

Response must indicate that Jordan attributes her own behavior to situational factors

AND

Response must indicate that others in the scenario attribute that same behavior to dispositional factors.

Acceptable explanations include:

- *Jordan believes she won the debate because she had the time to prepare, but Jordan's teammates think she won because she is smart.*

Unacceptable explanations include:

- *When Jordan is debating, the other debaters' think she acts fake.*
- *Jordan believes she is good at debate because she is intelligent.*

Jordan's high level of self-efficacy**1 point**

Response must indicate that Jordan believes she has the capability to accomplish a specific task related to the scenario.

Acceptable explanations include:

- *Jordan believes that she can win her debate.*
- *Jordan is sure she can do what it takes to make friends.*

Unacceptable explanations include:

Response refers to self-confidence or self-esteem without tying it to Jordan's belief about her ability to perform some specific tasks.

- *Jordan's self-efficacy causes her to stop planning with the coach.*
- *Jordan has high self-efficacy, so she believes in herself.*
- *Jordan thinks she is smart.*

Total for question 1 7 points