

The free-response rubric awards a point only when a concept is APPLIED to the scenario. A definition on its own never scores, however accurate. Everything below is a rule the readers apply. 自由作答题只有把概念用到情境中才得分, 单写定义永远不给分。

How the readers score a free response

- ✗ Defining the term and stopping.
- ✓ Define it in a clause, then APPLY it to the person in the scenario by name.

Stated in four separate years: a definition alone will not earn the point, though a clear one can support the application.

定义之后必须结合情境SG 4 years
- ✗ Listing three possible concepts so that one of them is right.
- ✓ Commit to one.

The guidelines state a response will not score if it includes a correct answer amongst multiple incorrect ones about the same concept.

只写一个概念SG 3 years
- ✗ Writing a single block of prose covering all the parts.
- ✓ Label each part – A, B, C – and answer them in order.

A response earns points only if the student clearly conveys which part of the question is being answered.

按小题分段并标号SG 4 years
- ✗ Worrying about spelling and grammar.
- ✓ Write clearly enough that the reader recognises the word, and move on.

Stated in five years: spelling and grammar do not reduce the score, but the word must be recognisable.

拼写不扣分, 但要看得出是哪个词SG 5 years
- ✗ Writing a long sentence whose meaning depends on how it is read.
- ✓ One idea per sentence, in plain words.

The guidelines require answers to be cogent enough for the meaning to come through – an ambiguous sentence earns nothing.

句子要清楚易懂SG 4 years
- ✗ Writing about a study or perspective that is not in the course.
- ✓ Use a perspective, theory or finding named in the Course and Exam Description.

The guidelines require the concept to be explicitly identified in the CED, and different from the one already used.

要用大纲里的理论SG2024 Q2
- Answer about the source material the question gives you. A point is earned only when the student is clearly addressing that study.

要针对题目给的研究作答SG2024 Q1

The research-design question, part by part

- ✗ Naming the research method as ‘a study’ or ‘an experiment’ when it was correlational.
- ✓ Identify it precisely: experiment, correlational study, naturalistic observation, case study.

Part A awards a point only for accurately identifying the method used.

研究方法要写准SG2024 Q1
- ✗ Describing a variable in words that could not be measured – ‘how much misinformation people can handle’.
- ✓ Give a measurable definition: ‘the number of misleading details recalled out of ten’.

Part B awards the point only for a measurable or quantifiable definition of the variable, and this is the example the readers reject.

变量要可测量SG2024 Q1
- ✗ Saying the researchers ‘studied memory’.
- ✓ State what was manipulated and what was measured, for whom.

‘The researchers studied memory’ is given as an example that does NOT earn the point.

要写清操纵和测量了什么SG2024 Q1
- ✗ Reporting a statistic without saying what it means for the study.
- ✓ Say what it indicates: ‘a correlation of –0.62 means recall fell as delay rose’.

Part C awards the point for describing what the statistic indicates in relation to THIS study.

要解释统计量的含义SG2024 Q1
- ✗ Naming an ethical guideline without saying how the researchers applied it.
- ✓ Name it and point to the step: ‘participants gave informed consent before the recordings began’.

Part D awards the point for identifying at least one guideline APPLIED by the researchers in the study.

伦理准则要说明如何执行SG2024 Q1

The argument question

- ✗ Restating the question as your claim.
- ✓ Take a position the evidence can support or contradict.

Part A awards the point only for a claim relevant to the question – a restatement is not a claim.

论点不能重复题目SG2024 Q2
- ✗ Referring to ‘the study’ without saying which one or what it found.
- ✓ Cite it specifically: ‘in Source A, the group told the car had smashed estimated a higher speed’.

The point requires correctly cited, specific, accurate and relevant evidence from one of the provided sources.

证据要具体引用来源SG2024 Q2

- ✗ Using the same source again for the second evidence point.
- ✓ **Use a DIFFERENT piece of evidence from one of the other sources.**

The guidelines state the second point requires different specific evidence from another provided source.

第二个证据要换来源

SG2024 Q2
- ✗ Explaining the evidence and never linking it back to the claim.
- ✓ **Say how it supports the claim, in a sentence of your own.**

The explanation and application points are awarded separately, so evidence with no reasoning earns only its own point.

证据要说明如何支持论点

SG2024 Q2

1 · Biological Bases of Behavior 行为的生物学基础

- ✗ Saying a neurotransmitter ‘sends a message to the brain’.
- ✓ **Name what it does: it crosses the synapse and binds to receptors on the next neuron.**

Vague biological language cannot show the concept was understood, which is what the application point requires.

写出具体的生理过程

CED 1.2
- ✗ Using ‘nature versus nurture’ as an explanation.
- ✓ **Name the mechanism: a heritability estimate, a twin study, an environmental influence.**

A label is not an application; the readers require the concept to be used on the scenario.

标签不等于解释

CED 1.6
- ✗ Describing a brain area by what a person cannot do without it, and nothing else.
- ✓ **Name the function positively: the hippocampus forms new explicit memories.**

The rubric asks what the structure does; a deficit description often fits several areas.

正面说明结构的功能

CED 1.4
- ✗ Explaining a sleep or drug effect by ‘it affects the brain’.
- ✓ **Name the system: a depressant slows activity at the synapse by increasing GABA.**

The application point needs the specific mechanism the course teaches.

写出具体作用机制

CED 1.5

2 · Cognition 认知

- ✗ Confusing encoding, storage and retrieval when describing a memory failure.
- ✓ **Say which stage failed and why – retrieval failure means the memory is there but inaccessible.**

The three-stage model is the vocabulary the rubric expects; the wrong stage makes the application wrong.

分清编码、储存、提取

CED 2.4

- ✗ Using ‘conditioning’ without saying which kind.
- ✓ **Classical for a reflex paired with a stimulus; operant for a behaviour shaped by consequences.**

The scenario decides which applies, and naming the wrong one loses the application point.

分清经典条件反射与操作性条件反射

CED 3.4
- ✗ Explaining a decision with ‘they used a heuristic’.
- ✓ **Name it: availability if the vivid case came to mind, representativeness if it matched a stereotype.**

The readers require the specific concept, not the category it belongs to.

要写出是哪种启发式

CED 2.6

3 · Development and Learning 发展与学习

- ✗ Calling negative reinforcement a punishment.
- ✓ **Negative reinforcement REMOVES something unpleasant to increase a behaviour; punishment decreases one.**

This is the most persistent confusion in the topic, and the scenario always says whether the behaviour rose or fell.

负强化是增加行为

CED 3.5
- ✗ Naming a developmental stage without saying what the person in the scenario is doing.
- ✓ **Match the described behaviour to the stage’s own criterion.**

A stage name is a definition; the point is for the application.

阶段要对应具体行为

CED 3.2

4 · Social Psychology and Personality 社会心理学与人格

- ✗ Explaining a group effect as ‘peer pressure’.
- ✓ **Name the process: conformity, obedience, groupthink, social facilitation, deindividuation.**

Everyday wording cannot be matched to a course concept, and the rubric requires a named one.

要用课程中的术语

CED 4.1
- ✗ Confusing the fundamental attribution error with a self-serving bias.
- ✓ **The attribution error is about explaining OTHERS’ behaviour; the self-serving bias is about explaining your own.**

The two are adjacent and the scenario always makes clear whose behaviour is being explained.

基本归因错误针对他人

CED 4.2

5 · Mental and Physical Health 心理健康与身体健康

- ✗ Diagnosing a scenario with a disorder name and no criteria.
- ✓ **Name the symptoms in the scenario that match the criteria, then the disorder.**
The application point is for connecting the evidence to the concept, not for the label.
要指出符合的症状 CED 5.3
- ✗ Describing a therapy by its aim rather than its method.
- ✓ **Say what actually happens: cognitive therapy challenges the thought; behavioural therapy changes the contingency.**
The readers look for the mechanism, which is what distinguishes the approaches.
要写治疗的具体做法 CED 5.5
- Where a scenario involves a real person’s wellbeing, describe the psychology and not a diagnosis of them.
The rubric rewards the concept applied, not confident labelling.
描述心理机制, 不下诊断 CED 5.3