PSYCHOLOGY
SECTION II
Time—50 minutes
Percent of total grade—$33\frac{1}{3}$

Directions: You have 50 minutes to answer BOTH of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed, using appropriate psychological terminology.

1. Dimitri and Linda are trying to learn a new routine to compete successfully in a dance competition. Give an example of how each of the following could affect their performance. Definitions without application do not score.

   - Extrinsic motivation
   - Punishment
   - Proactive interference
   - Endorphins
   - Vestibular system
   - Divergent thinking
   - Introversion

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2. James is in a driver's education course preparing to take his driving test. The course includes both book work and driving on the road to prepare students for a written test and a road test.

   (a) Describe how each of the following might influence his ability to drive a car during the road test. Definitions without application do not score.

   - Cognitive map
   - Cerebellum
   - Observational learning
   - Human factors

   (b) Describe how each of the following are related to the results of the written test. Definitions without application do not score.

   - Reticular formation
   - Predictive validity
   - Semantic memory

STOP

END OF EXAM

Question 1

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General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for students' meaning to be apparent. Spelling and grammatical mistakes do not reduce students' scores, but spelling must be close enough so that the reader is convinced of the word intended.
2. Within a point, students will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
3. Students can score points only if information is presented in *context*. This means that they must clearly convey which part of the question is being answered.
   - Example: A student who correctly explains that "Dimitri and Linda want to win the dance trophy" but who does not identify this as extrinsic motivation, does not earn the point. (In some cases, however, it is possible to infer context from the structure of the essay.)
4. Definitions without application are not sufficient to score points. A definition may contribute to the answer, but students must also provide a specific example related to some aspect of dance independent of the definition.
   - Example: "The old routine they learned would interfere with their ability to remember the new dance routine." (A specific example is provided: old versus new dance routine.)
   - *Do not score*: "Old information they have learned could interfere with learning any new information." (No specific example is provided.)
5. Because definitions alone do not score points, if a student provides an incorrect definition but a correct application, score the point based on the application.
6. The application is not limited to the dance "performance" (it could include practice, choreography, judging, audience influence, etc.). However, reference to "Linda and Dimitri," "the duo," or "them" cannot be used as an indicator of dance "performance." There must be a direct application to some aspect of dancing.
7. Examples provided for each of the following points are not exhaustive.