

**2012 AP® PSYCHOLOGY FREE-RESPONSE QUESTIONS**

**PSYCHOLOGY**

**SECTION II**

**Time—50 minutes**

**Percent of total score— $33\frac{1}{3}$**

**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. A. Annabelle is planning to apply to college but has not yet decided where she will apply. Describe how the following psychological concepts and terms relate to her choice.
  - Availability heuristic
  - Compliance
  - Prefrontal cortex
  - Prospective memory
- B. Explain how the following psychological concepts could relate to how well Annabelle adapts when she begins her college career.
  - Agoraphobia
  - Crystallized intelligence
  - Ethnocentrism

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2. For each of the following pairs of terms, explain how the placement or location of the first influences the process indicated by the second.

- Rods, peripheral vision
- A list of unrelated words, word recall
- Serotonin, reduction of depression
- Retinal disparity, depth perception
- Motor cortex, body movement
- Presence of others, performance
- Proximity, perception

**STOP**

**END OF EXAM**

# AP® PSYCHOLOGY 2012 SCORING GUIDELINES

## Question 1

A. Annabelle is planning to apply to college but has not yet decided where she will apply. Describe how the following psychological concepts and terms relate to her choice.

- Availability heuristic
- Compliance
- Prefrontal cortex
- Prospective memory

B. Explain how the following psychological concepts could relate to how well Annabelle adapts when she begins her college career.

- Agoraphobia
- Crystallized intelligence
- Ethnocentrism

### **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 sufficiently accurate for the reader to be convinced of the intended word.
2. Do not score students' notes made in the question section of the booklet. Score only what has been written in the blanks provided.
3. Within a point, students will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
4. Students can score points only if they clearly convey which part of the question is being answered. However, it is also possible to infer which part of the question is being answered if the responses are consistent with the order of the question.
5. Definitions alone are not sufficient to score points.
6. Examples provided for each of the following points are not to be considered exhaustive.

### **Part A**

Responses must explain the concepts in the context of Annabelle's decision-making and choices about college.

#### **Point 1: Availability heuristic**

Students must establish that Annabelle's decision-making processes or her choices about college, or both, are influenced by information that comes most readily to mind (e.g., "pops into her mind," "first thing she thinks of," "automatically," "immediately").

#### *Notes*

- The example must include a cognitive component.
- The emphasis must be on the "immediacy" of the solution, not why it comes to mind. Recency, vividness, or distinctiveness, without a reference to "immediacy," does not score.

#### *Examples*

##### Score

"Annabelle hears an ad for State U. When it's time to decide on a college, State U will be the first one she thinks of."

##### Do not score

"She went there because her brother went there."

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## Question 1 (continued)

### **Point 2: Compliance**

Students must explain that a demand, request, or rule from another person, group, or institution influences Annabelle’s decision-making processes or her choices about college, or both. Responses may also reflect the perspective of compliance by the college with Annabelle’s requests.

#### *Notes*

- The “request” must either be directly communicated or reasonably inferred by the use of terms such as “encourage,” “want,” or “persuade.” “Advice” or “suggestion” will not score.
- References to conformity or a simple mention of “peer pressure” will not score, as they imply a change in behavior owing to implicit group pressure, not a direct request.

#### *Examples*

##### Score

“Annabelle’s parents tell her to go to State U, so she goes there.”

##### Do not score

“Annabelle thinks her friends want her to go to State U, so she goes there.”

“I am going to apply to State U because everyone else is.”

### **Point 3: Prefrontal cortex**

To earn this point students must describe a way in which Annabelle’s prefrontal cortex influences her decision-making processes or her choices about college, or both. Students may demonstrate this by referring to any cognitive or affective process of her prefrontal cortex (e.g., reasoning, judgment, emotional control, planning, or personality).

#### *Notes*

- Students must go beyond mentioning “decision” or “choice,” as these terms are part of the question. They must provide an explanation of how the prefrontal cortex helps Annabelle choose a school or decide where to apply.
- If a student refers to a process that is specific to a different brain region, it will not score.

#### *Examples*

##### Score

“Annabelle’s prefrontal cortex allows her to think about college choices.”

##### Do not score

“Annabelle’s prefrontal cortex would help her decide about college.”