

2014 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. Adapted from M. M. Duguid and J. A. Goncalo, *Living Large: The Powerful Overestimate Their Own Height*.

In a study of power and self-image, participants were not told the true purpose of the study; instead, they believed they were participating in a business simulation. Researchers randomly assigned participants to a high-power ($n = 44$) or low-power ($n = 44$) condition. In the high-power condition, participants recalled a time when they had power over others, and in the low-power condition, they recalled a time when others had power over them. Participants were asked to adjust the height (in centimeters) of an electronic graphical image (an avatar) of themselves to reflect their personal appearance. Results indicated a statistically significant difference in participants' perceptions of their own height across the two conditions. Participants in the high-power condition created taller self-images (mean = 6.0, standard deviation = 1.5) than participants in the low-power condition (mean = 4.0, standard deviation = 1.0).

- Describe the levels of the independent variable.
- Describe how the researchers measured the dependent variable.
- Create a bar graph illustrating the results of the study. Correctly label each axis.
- Explain why the researchers can conclude that there is a cause-and-effect relationship between the independent and dependent variables.
- Explain what statistical significance means in the context of the study.
- Explain why debriefing would be necessary in the study.

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2. Abram recently graduated from high school and began his first year at a four-year university. Explain with an example how experiencing each of the following in the past may affect Abram’s ability to succeed in college.

- Authoritarian parenting style
- Identity versus role confusion
- Unconditional positive regard

Abram’s first year was very difficult, and he found that he was not as successful as he would have liked. Explain with an example how each of the following may help Abram be more successful in the future.

- Divergent thinking
- Elaborative rehearsal
- Intrinsic motivation
- Self-efficacy

STOP

END OF EXAM

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Question 1

General Considerations

1. Answers must be presented in sentences, and sentences must be cogent enough for the student's meaning to come through. Spelling and grammatical mistakes do not reduce a student's score, but spelling must be close enough so that the reader is convinced of the word.
2. Do not score students' notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
4. A student can score points only if the student clearly conveys what part of the question is being answered. For example, it is possible to infer the part of the question being answered if it is consistent with the order of the question.
5. Rubric examples provided for each point are not to be considered exhaustive.

Point 1: Describe the levels of the independent variable.

- A. To earn this point, the student must identify the high power **AND** the low power condition, **OR**
- B. The student must describe the levels as recalling a time when the participant had power over someone else **AND** a time when another person had power over them.

Point 2: Describe how the researchers measured the dependent variable.

- A. To earn this point, the student must state that the dependent variable is measured by the height of the participant's visual representation (e.g., the electronic graphical image, an avatar, image, or figure).
- B. The student must be clearly referring to a visual image, not self-concept.

Examples:

Do not score “bigger” or “size” as it may not refer to height.

Do not score “perception of height” because there must be a reference to the participant's visual representation.

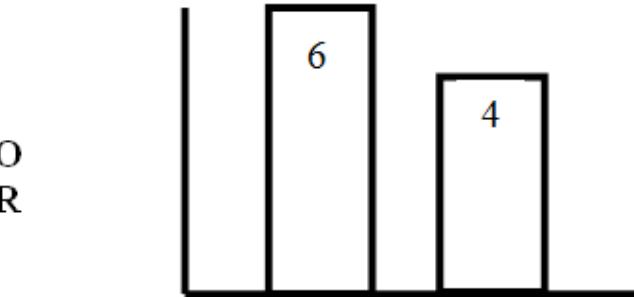
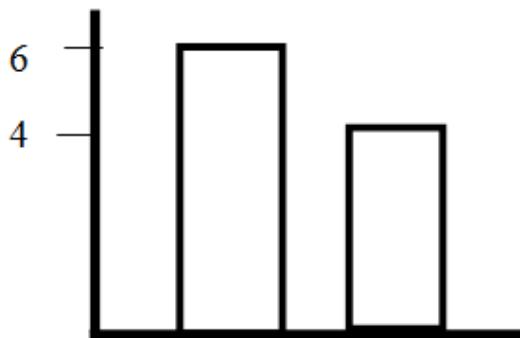
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Question 1 (continued)

Point 3: Create a bar graph illustrating the results of the study.

- A. To earn this point the student must correctly plot the means, 6 and 4.

Examples:



Do not score if the student draws more than 2 bars, unless there are two additional bars that are explicitly graphing the standard deviation (1.5, 1).

Do not score if the student labels low-power condition as 6 and high-power condition as 4.

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Question 1 (continued)

Point 4: Correctly label each axis.

- A. To earn this point, the student must label the X axis as the IV **OR** power (high, low) and the Y axis as the DV **OR** height.

Examples:



Do not score “size” on the Y axis because size may not be referring to height.

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Question 1 (continued)

Point 5: Explain why the researchers can conclude that there is a cause-and-effect relationship between the independent and dependent variables.

- A. The student can earn this point by indicating that participants were randomly assigned **OR**
- B. The student identifies this study as an experiment **OR**
- C. The student states specifically that the researcher manipulated the independent variable (power condition) in the study.

Note:

Any description of what the researcher did without explicitly using the term “manipulation” will not score.

Examples:

Do not score if the student only uses the results of the study as the demonstration of cause and effect.

Do not score “random selection.”

Point 6: Explain what statistical significance means in the context of the study.

- A. To earn this point the student must explain that if the results of this study are statistically significant, then the results are *not* likely to have occurred by chance (are not random), **OR**
- B. That there is a high probability that the independent variable caused changes in the dependent variable.

Examples:

Score “The results are not due to chance.”

Do not score “it is due to the IV” because the student is not referring to chance.

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Question 1 (continued)

Point 7: Explain why debriefing would be necessary in the study.

- A. To earn this point the student must explain that debriefing is necessary because deception was used in the study **OR**
- B. The student must describe the deception as “participants believing they were participating in a business simulation” or “participants were not told that researchers were actually measuring self-image” **OR**
- C. The student must explain that debriefing minimizes any negative impact on the participants of the power conditions.

Examples:

Do not score synonyms for deception (e.g., “lied,” “misled”) without a description of the deception (i.e., “believing they were participating in a business simulation” or “not told that researchers were actually measuring self-image”).

Do not score “participants were not told the true purpose of the study” without a description of the deception (i.e., “believing they were participating in a business simulation” or “not told that researchers were actually measuring self-image”).

Do not score a general explanation that “experimenters must debrief after a study” or that “ethical guidelines require debriefing” without referring to deception or the negative impact of being assigned to one of the power conditions.

Do not score answers that only provide justifications for using deception.