

**PSYCHOLOGY**

**SECTION II**

**Time—50 minutes**

**2 Questions**

**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. You may plan your answers in this orange booklet, but no credit will be given for anything written in this booklet. **You will only earn credit for what you write in the separate Free Response booklet.**

1. 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.

**Part A**

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

- Retinal disparity
- Intrinsic motivation
- Social facilitation
- Kinesthetic sense

**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.

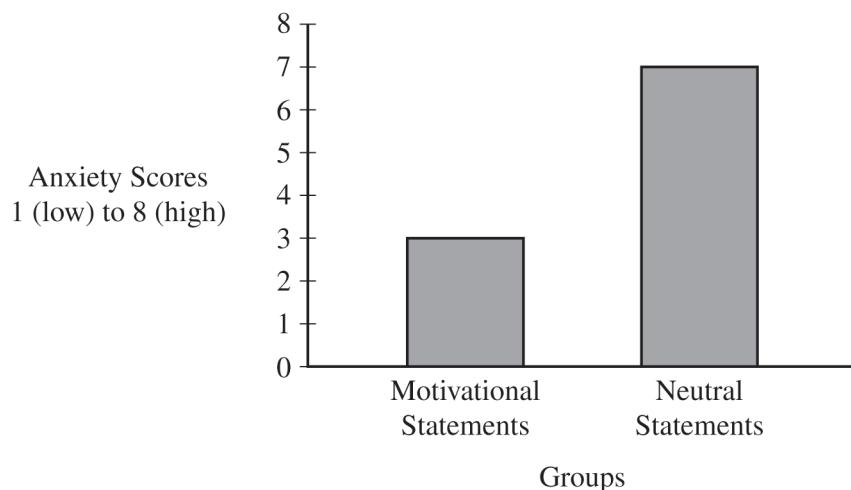
Explain how each of the following might influence Claire's recollection of the game.

- Context-dependent memory
- Self-serving bias
- Retroactive interference

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

2. Dr. Dawson is a psychologist who believes that students who read motivational statements before a test will experience lower levels of anxiety as compared with students who read neutral statements. To examine this belief, he conducted a study. In the study, he randomly assigned half of the participants to read motivational statements and the other half to read neutral statements. Immediately after reading the statements, all of the students completed a survey about their current level of anxiety (1 = low; 8 = high) and then took the test. Dr. Dawson found statistically significant results that are depicted in the graph.



Part A

- State a valid operational definition of the dependent variable in this study.
- Identify the control group in this study.
- Explain why the study would be considered an experiment.
- Explain how the results of the study do or do not support Dr. Dawson's hypothesis.

Part B

The test Dr. Dawson gave was a vocabulary test. Explain how the following terms might relate to the students who performed poorly on the test in this study.

- External locus of control
- Stage one of Selye's general adaptation syndrome
- Crystallized intelligence

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

**Question 1: Concept Application****7 points****General Considerations**

- 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.
- 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.
- 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.
- Examples provided in the Scoring Guidelines for each of the points are not to be considered exhaustive.
- 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).

- 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.*