

Question 1—Overview

This question was designed to test students' ability to apply basic concepts from across the various domains of knowledge covered in the introductory textbook; however, the greatest emphasis was on social psychology. The question used a scenario (joining a psychology club at school) as the context for the application. The mean score for this question was 3.29 out of a possible 8 points.

Scoring Guidelines for 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. Within a point, a student will not be penalized for misinformation unless it *directly contradicts* correct information that would otherwise have scored a point.
3. A student can only score points if information is presented in the *context* of the question. For example, it must be clear to the reader that the student is discussing how the mere exposure effect helps friendships to score point 1. The best way for a student to establish context is to explicitly state it (e.g., "An example of how operant conditioning can hinder friendships is ..."). In the absence of such language, the reader may infer context if the paragraph structure or order of the answer makes the context clear. A student may establish the notion of helping or hindering through inference as well.
4. Additional guidelines:
 - a. *Help friendship* can be inferred from phrases like "continue to go to meetings," "join the club," "attracted to the group," or "have a positive attitude." Similar (but opposite) statements can be used to establish *hinder friendship*.
 - b. *Helping* and *hindering friendship* do not necessarily have to be established for each of the eight points as long as it is clear that the student's answer relates to the topic of *helping* and *hindering friendship*.
 - c. The concepts can be applied to Ellie or the members of the club.
5. A student will not be penalized for defining a term. However, definitions are not sufficient. The student must include an example that indicates how the concept helps or hinders friendship (which can be inferred as indicated above).

Points 1–4 must deal with **HELPING** friendships develop

POINT 1: Mere Exposure Effect

To score this point, the student must establish exposure over time and an outcome of increased liking or comfort. Words like "becoming" and "recognize" imply exposure over time.

Examples:

- "The longer Ellie hangs with the club, the more they will like her."
- "Additional exposure of club members to Ellie in classes leads to more liking."

DO NOT SCORE:

- "Other kids will like Ellie because she is at the meeting" because it reflects proximity, not exposure over time.
- "If Ellie goes to more meetings, the other kids will know her better" because knowing is not liking.

POINT 2: Mnemonic Device

To score this point, the student must explain that a mnemonic technique could help Ellie learn names, locate meetings, etc.

Examples:

- "Ellie can use a mnemonic device to help remember names."
- "Ellie develops rhyming words to help remember club members' names."
- "A club member smitten with Ellie's perfume decides to remember her with the phrase 'Ellie is smelly.'"

Scoring Guidelines for Question 1 (continued)

DO NOT SCORE:

- “Ellie can use the method of loci” is not sufficient by itself, because it does not establish the relationship to names or some other factor that facilitates friendship.
- “Ellie wears a hat so someone else remembers her” does not score because it is not a strategy initiated by the person encoding the information.

POINT 3: Schachter Two-Factor Theory

To score this point, the student must establish the two factors of physiology and a linked cognitive appraisal or cognitive label.

- Physiology can be established with a word like “nervous” or “aroused” (unless the usage of the word makes it obvious that the student doesn’t understand that it is a physiological factor).
- Accept behavioral or physical changes as evidence of physiological arousal.

Examples:

- “Ellie’s heart rate increases when she enters the room and she labels it as excitement about being with the new group.”
- “Group members could be excited by the appearance of a new member and they interpret the arousal positively.”

DO NOT SCORE:

- “Ellie saw a boy at the meeting, became nervous, and labeled him as cute,” because Ellie needs to appraise her own arousal and not a stimulus.

POINT 4: Locus of Control

To score this point, the student must explain the effect of having (or not having) personal control over situations.

- To score the point, the student *must* correctly refer to either internal or external locus of control.
- Having an internal locus of control can make a person more likable.

Example:

- “Because Ellie has an internal locus of control, she can make friends by approaching people and making the first move.”

DO NOT SCORE:

- “Ellie can control herself” does not score because it demonstrates self-control rather than control over situations.
- “Ellie is motivated to go to the meetings” does not score because it refers to motivation alone rather than locus of control.

Points 5–8 must deal with HINDERING friendships

POINT 5: In-Group Bias

To score this point, the student must establish a cohesive us-versus-other “in-groupiness” and either bias or a resulting impediment to friendship.

- The real or perceived bias must be on the part of a group, not an individual.
- Do not allow answers where the explanation indicates the student is confusing in-group bias with conformity or groupthink.
- Do not allow answers where the example portrays Ellie’s bias toward the group (Ellie alone is not a group).

Examples:

- “The group could see Ellie as an outsider and not make her feel welcome.”
- “Ellie has also joined the drama club and those students look down on the psychology club.”

DO NOT SCORE:

- “The club has an idea they all agree with and if Ellie doesn’t agree it could stop her from making friends” because the student is describing conformity rather than bias.

Scoring Guidelines for Question 1 (continued)

POINT 6: Regression

To score this point, the student must establish a less mature pattern of behavior, a behavior that characterizes childhood development, or an infantile behavior.

- Ignore the mistake if the student inadvertently writes the word “repression” instead of the word “regression” but still correctly describes an instance of regression.
- Do not accept an explanation of statistical regression (e.g., regression toward the mean).

Examples:

- “The stress of a new school makes Ellie anxious. She begins to suck her thumb (or cry or throw a tantrum) and this turns off the members of the club.”
- “One of the members of the club throws a tantrum.”

DO NOT SCORE:

- “Ellie wants to go back to last year at her old school where she was more comfortable” because regression refers to a childhood stage, not a recent event.
- “The group regressed and their immature behavior drove Ellie away” because defense mechanisms apply to individuals, not groups.
- “If Ellie regresses it will be hard to make friends” because it merely parrots language from the question.
- “Ellie is shy in new situations and has trouble making friends” because shyness is being referred to as a personality trait rather than as a regressive behavior.

POINT 7: Operant Conditioning

To score this point the student must provide a *behavior with a linked consequence* or *extinction* (lack of a consequence).

- The student does not have to identify the specific principle by name.
- Mislabeling of negative reinforcement, punishment, and other operant terms can be ignored if a behavior and a consequence have been established. A student may also add incorrect classical conditioning terms if there is a behavior and a consequence (however, see the DO NOT SCORE example below).
- Conditioning may have occurred prior to Ellie’s arrival to these meetings (“Ellie had gone to meetings at her old school and was ignored” does score).

Examples:

- “Ellie attends the meeting and the club members make fun of her.” (Behavior is attending meeting, getting made fun of is consequence.)
- “Ellie is ignored and she stops coming.” (Behavior is attending meeting, ignoring is extinction.)
- “The group is obnoxious and Ellie leaves.” (Behavior is obnoxiousness, leaving is consequence.)
- “A different club is more positively reinforcing for Ellie.” (Behavior is attending a different meeting, positive reinforcement is consequence.)
- “Ellie finds the club so painful that she begins going home after school instead.” (Behavior is attending meeting, pain is consequence.)

DO NOT SCORE:

- “Ellie is conditioned to associate an unfortunate event with clubs” because it is exclusively an example of classical conditioning.

Scoring Guidelines for Question 1 (continued)

POINT 8: Circadian Rhythm

To score this point, the student must describe a disruption of Ellie's biological rhythm or a mismatch between Ellie's biological rhythm and the biological rhythms of other members of the club.

- References to sleep, energy, time zones, jet lag, etc., imply biological function. The term "circadian rhythm" alone does not.

Examples:

- "Ellie's overall energy level is low in the afternoon when the meetings occur."
- "Ellie wakes up hyper each day and turns off members of the club at their morning meetings."
- "Ellie's old school is in a different time zone and she is still suffering jet lag."

DO NOT SCORE:

- "Ellie stays up late studying and is grumpy at the meeting" because her grumpiness results from sleep deprivation and not a disruption of her circadian rhythm.

Sample Student Responses for Question 1

Student Response 1 (Score: 8)

A) The mere exposure effect states that the more you are exposed to something, the more you will come to like it. If Ellie keeps going to the psychology club meetings and is exposed to those 20 strangers over and over again, ~~she~~ after some time, she will begin to like them and vice versa. Which will lead to new friendships.

Mnemonic devices ~~are~~ are small hints to help remember something. While making friends, Ellie can use a simple mnemonic device to help her remember names. If she meets a James, an Andrew and a Zack, she could use the word JAZ to remember their names, so their friendship could grow.

The Schachter two-factor theory states that in order to become aroused, you must cognitively label that arousal and then feel the emotion. When Ellie enters the room with the 20 members of the club, Ellie would label her fear and then would feel it. To help her make friends, Ellie could become excited instead of scared and could cognitively label her excitement then could feel it outside of her body.

An internal locus of control is where a person determines how they act by themselves, instead of using an external locus of control and letting the club decide what she does. Ellie could ~~be~~ have an internal locus of control and could decide to stay and make friends based on her own thoughts.

Student Response 1 (continued)

B) An in-group bias occurs when there is a ~~his~~ bias about a particular group, in this case the club. Ellie may believe that the ~~the~~ ~~club~~ people in the club are all friends and do not want her in the club. This idea would lead to her not wanting to join the club leading to no friendships made.

A circadian rhythm is the 24-hour biological state ~~to~~ we all go through in ^a day. If Ellie's circadian rhythm is thrown off and she did not get a good night's sleep, she may be grumpy at school and might not want to attend any meetings. Or worse, Ellie may be grumpy with the club ~~members~~ members which would lead to them not wanting to be her friend.

Operant conditioning is based on rewards and punishments. If everytime Ellie attended a meeting, someone was mean to her and threw their lunch at her, Ellie may be conditioned to not want to attend any more meetings. ^{because of the lunch incidents,} Her thoughts about the club may become negative and she wouldn't be able to make new friends.

Regression is a defense mechanism where ~~someone~~ someone goes back to their childhood stage. Ellie may become too afraid after the first meeting, that she goes back home, takes out her ~~the~~ childhood teddybear and just stays in bed not wanting to meet new people. She may not want to go back to school leading to her

Ellie is a new student who is eager to make new friends. By ~~going~~ attending the psychology club meeting she is introduced to new potential friends. Because of the mere exposure effect, the more Ellie attends the meetings the more the people in the club will be inclined to be her friend.

The mere exposure effect states that the more people see each other and interact, the more they will like each other. Therefore, the more Ellie goes to the meeting, the more the people in the club will like her and this will cause them to possibly become friends.

Because of the Schachter two-factor theory of emotion, the more she thinks they are her friends, then she will be happy and therefore she will laugh more and be in a more agreeable and friendly mood, thus causing more people to like her and possibly be her friend.

Ellie should have an external locus of control causing her to be more open, friendly, and outgoing. Relying on the things/people in her exterior, she will be more involved and try to help more thus causing more people to approach

her if they believe that she is nice, outgoing and agreeable. However if Ellie would have had an internal locus of control, she would only care about herself, and therefore be self-centered and more egocentric.

Things that could hinder Ellie's "quest" for friendship include in-group bias, regression, operant conditioning and creation rhythm. The in-group bias would cause people in the club to not accept Ellie because she is one of "them" the outsiders and because they believe that they are superior to "them" they will not be willing to accept her and be her friend.

Regression would cause Ellie to go back to an earlier time and act immature as a way of hiding ~~her~~ her self as a defense mechanism because she is afraid the group won't accept her. By acting immature, more people will find her annoying and therefore won't even try to be her friend.

Operant conditioning could cause Ellie to become less social because of the reinforcement she is receiving. For example, because she is new she might not ~~be~~ be too open at first and be shy and when she sees that by being

at the club people ignore her she might see that as a punishment, and will not even try to get to know the people. By punishing her for being there, by not talking to her or treating her as the "new girl", she might feel as if she shouldn't be there and that everyone is like that at the new school; ^{this happens because she} generalizing the outcome of her initial effect to her actions, and this may cause her to give up on ever making friends ~~at~~ at the new school.

Because she is at a new school, her circadian rhythm may not match that of the people in the club. She may feel tired because of the different time zones when the others may feel jovial and awake. Furthermore, because she is cranky and tired the people in the club may think that she is always like that by the fundamental attribution error and may avoid talking to her.

She needs to be more open, attend more meetings and not see actions as punishments in order to make her time at Skinner High school a ~~big~~ great experience

Student Response 2 (continued)

Commentary

This student response scored 5 points. The student provides an example of the mere exposure effect when stating "the more Ellie goes to the meeting, the more the people in the club will like her and this will cause them to possibly become friends." The student does not attempt point 2, mnemonic device. The student did not score point 3, the Schacter two-factor theory, because the student does not establish a cognitive label. The student did not receive credit for point 4 because introversion and extroversion are discussed rather than locus of control. The student establishes a sense of cohesive us-versus-other and a resulting impediment to friendship in the statement "The in-group bias would cause people in the club to not accept Ellie because she is one of 'them' the outsiders." The student scored the regression point when stating "Regression would cause Ellie to go back to an earlier time and act immature." The statement "by being at the club people ignore her" scored the operant conditioning point. The student scored point 8 when stating "her circadian rhythm may not match that of the people in the club. She may feel tired because of the different time zones when the others may feel jovial and awake."

Ellie is experiencing mere exposure effect because she is still deciding whether she would join the psychology club, even though she is on a quest for friendship. The mnemonic device Ellie is or should use is her will to make friends and show them how she is as a person. Ellie has to get in the group and try her best by demonstrating locus of control.

Some things that might hinder Ellie's quest for friendship are group members and the way she sees things within the psychology club. People within the psychology club can demonstrate group bias by not letting Ellie in in any of their activities or not trying to get to know or be friends with her. The other thing that might hinder Ellie's quest for friendship is Regression. If Ellie decides not to go to the club meetings anymore or believe she can't make any friends, that will make it hard for her to make new friends. If her circadian rhythm is thrown off

Student Response 3 (continued)

Ellie might feel unbalanced because she is
in a different pace. From doing normal tasks
to waking up may make it difficult for
her to succeed in her quest for friendship.

Commentary

This student response scored only 1 point. The example "People within the psychology club can demonstrate in-group bias by not letting Ellie in in [sic] any of their activities" scored the point for in-group bias. The student does not attempt points 3, 4, and 7. The other points, 1, 2, 6, and 8, are too general or the student makes errors in application.