

*The free-response rubric awards a point only when a concept is APPLIED to the scenario. A definition on its own never scores, however accurate. Everything below is a rule the readers apply.* 自由作答题只有把概念用到情境中才得分，单写定义永远不给分。

## How the readers score a free response

✗ Defining the term and stopping.

✓ **Define it in a clause, then APPLY it to the person in the scenario by name.**

Stated in four separate years: a definition alone will not earn the point, though a clear one can support the application.

定义之后必须结合情境

SG 4 years

✗ Listing three possible concepts so that one of them is right.

✓ **Commit to one.**

The guidelines state a response will not score if it includes a correct answer amongst multiple incorrect ones about the same concept.

只写一个概念

SG 3 years

✗ Writing a single block of prose covering all the parts.

✓ **Label each part – A, B, C – and answer them in order.**

A response earns points only if the student clearly conveys which part of the question is being answered.

按小题分段并标号

SG 4 years

✗ Worrying about spelling and grammar.

✓ **Write clearly enough that the reader recognises the word, and move on.**

Stated in five years: spelling and grammar do not reduce the score, but the word must be recognisable.

拼写不扣分，但要看得出是哪个词

SG 5 years

✗ Writing a long sentence whose meaning depends on how it is read.

✓ **One idea per sentence, in plain words.**

The guidelines require answers to be cogent enough for the meaning to come through – an ambiguous sentence earns nothing.

句子要清楚易懂

SG 4 years

✗ Writing about a study or perspective that is not in the course.

✓ **Use a perspective, theory or finding named in the Course and Exam Description.**

The guidelines require the concept to be explicitly identified in the CED, and different from the one already used.

要用大纲里的理论

SG2024 Q2

■ Answer about the source material the question gives you. A point is earned only when the student is clearly addressing that study.

要针对题目给的研究作答

SG2024 Q1

## The research-design question, part by part

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✗ Naming the research method as ‘a study’ or ‘an experiment’ when it was correlational.

✓ **Identify it precisely: experiment, correlational study, naturalistic observation, case study.**

Part A awards a point only for accurately identifying the method used.

研究方法要写准

SG2024 Q1

✗ Describing a variable in words that could not be measured – ‘how much misinformation people can handle’.

✓ **Give a measurable definition: ‘the number of misleading details recalled out of ten’.**

Part B awards the point only for a measurable or quantifiable definition of the variable, and this is the example the readers reject.

变量要可测量

SG2024 Q1

✗ Saying the researchers ‘studied memory’.

✓ **State what was manipulated and what was measured, for whom.**

‘The researchers studied memory’ is given as an example that does NOT earn the point.

要写清操纵和测量了什么

SG2024 Q1

✗ Reporting a statistic without saying what it means for the study.

✓ **Say what it indicates: ‘a correlation of  $-0.62$  means recall fell as delay rose’.**

Part C awards the point for describing what the statistic indicates in relation to THIS study.

要解释统计量的含义

SG2024 Q1

✗ Naming an ethical guideline without saying how the researchers applied it.

✓ **Name it and point to the step: ‘participants gave informed consent before the recordings began’.**

Part D awards the point for identifying at least one guideline APPLIED by the researchers in the study.

伦理准则要说明如何执行

SG2024 Q1

## The argument question

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✗ Restating the question as your claim.

✓ **Take a position the evidence can support or contradict.**

Part A awards the point only for a claim relevant to the question – a restatement is not a claim.

论点不能重复题目

SG2024 Q2

✗ Referring to ‘the study’ without saying which one or what it found.

✓ **Cite it specifically: ‘in Source A, the group told the car had smashed estimated a higher speed’.**

The point requires correctly cited, specific, accurate and relevant evidence from one of the provided sources.

证据要具体引用来源

SG2024 Q2

✗ Using the same source again for the second evidence point.

✓ **Use a DIFFERENT piece of evidence from one of the other sources.**

The guidelines state the second point requires different specific evidence from another provided source.

第二个证据要换来源

SG2024 Q2

✗ Explaining the evidence and never linking it back to the claim.

✓ **Say how it supports the claim, in a sentence of your own.**

The explanation and application points are awarded separately, so evidence with no reasoning earns only its own point.

证据要说明如何支持论点

SG2024 Q2

## 1 · Biological Bases of Behavior 行为的生物学基础

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✗ Saying a neurotransmitter ‘sends a message to the brain’.

✓ **Name what it does: it crosses the synapse and binds to receptors on the next neuron.**

Vague biological language cannot show the concept was understood, which is what the application point requires.

写出具体的生理过程

CED 1.2

✗ Using ‘nature versus nurture’ as an explanation.

✓ **Name the mechanism: a heritability estimate, a twin study, an environmental influence.**

A label is not an application; the readers require the concept to be used on the scenario.

标签不等于解释

CED 1.6

✗ Describing a brain area by what a person cannot do without it, and nothing else.

✓ **Name the function positively: the hippocampus forms new explicit memories.**

The rubric asks what the structure does; a deficit description often fits several areas.

正面说明结构的功能

CED 1.4

✗ Explaining a sleep or drug effect by ‘it affects the brain’.

✓ **Name the system: a depressant slows activity at the synapse by increasing GABA.**

The application point needs the specific mechanism the course teaches.

写出具体作用机制

CED 1.5

## 2 · Cognition 认知

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✗ Confusing encoding, storage and retrieval when describing a memory failure.

✓ **Say which stage failed and why – retrieval failure means the memory is there but inaccessible.**

The three-stage model is the vocabulary the rubric expects; the wrong stage makes the application wrong.

分清编码、储存、提取

CED 2.4

✗ Using ‘conditioning’ without saying which kind.

✓ **Classical for a reflex paired with a stimulus; operant for a behaviour shaped by consequences.**

The scenario decides which applies, and naming the wrong one loses the application point.

分清经典条件反射与操作性条件反射

CED 3.4

✗ Explaining a decision with ‘they used a heuristic’.

✓ **Name it: availability if the vivid case came to mind, representativeness if it matched a stereotype.**

The readers require the specific concept, not the category it belongs to.

要写出是哪种启发式

CED 2.6

### 3 · Development and Learning 发展与学习

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✗ Calling negative reinforcement a punishment.

✓ **Negative reinforcement REMOVES something unpleasant to increase a behaviour; punishment decreases one.**

This is the most persistent confusion in the topic, and the scenario always says whether the behaviour rose or fell.

负强化是增加行为

CED 3.5

✗ Naming a developmental stage without saying what the person in the scenario is doing.

✓ **Match the described behaviour to the stage’s own criterion.**

A stage name is a definition; the point is for the application.

阶段要对应具体行为

CED 3.2

### 4 · Social Psychology and Personality 社会心理学与人格

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✗ Explaining a group effect as ‘peer pressure’.

✓ **Name the process: conformity, obedience, groupthink, social facilitation, deindividuation.**

Everyday wording cannot be matched to a course concept, and the rubric requires a named one.

要用课程中的术语

CED 4.1

✗ Confusing the fundamental attribution error with a self-serving bias.

✓ **The attribution error is about explaining OTHERS’ behaviour; the self-serving bias is about explaining your own.**

The two are adjacent and the scenario always makes clear whose behaviour is being explained.

基本归因错误针对他人

CED 4.2

## 5 · Mental and Physical Health 心理健康与身体健康

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✗ Diagnosing a scenario with a disorder name and no criteria.

✓ **Name the symptoms in the scenario that match the criteria, then the disorder.**

The application point is for connecting the evidence to the concept, not for the label.

要指出符合的症状

CED 5.3

✗ Describing a therapy by its aim rather than its method.

✓ **Say what actually happens: cognitive therapy challenges the thought; behavioural therapy changes the contingency.**

The readers look for the mechanism, which is what distinguishes the approaches.

要写治疗的具体做法

CED 5.5

■ Where a scenario involves a real person's wellbeing, describe the psychology and not a diagnosis of them. The rubric rewards the concept applied, not confident labelling.

描述心理机制, 不下诊断

CED 5.3