

Evidence-led oral teach-back

ANONYMIZED PUBLIC EDITION

AP Psychology

Unit 1 - Spoken Explanation

Answer key, distractor logic, and retake guidance

Concept -> Mechanism -> Scenario -> Evidence

What this public example shows

A separate educator edition supplies answer reasoning for the corresponding public student verification set. The educational explanations contain no person-level records or individual marks.

EVIDENCE BOUNDARY

Six short oral explanations cover Topics 1.1-1.6. A separate research-methods presentation was not available. Unobserved knowledge is not automatically a misconception.

Publication safeguards

- No learner name, grade, school, contact details, video filenames, identifying dates, scores, or verbatim transcript archive.
- Content summarizes evidenced strengths and instructional next steps; it does not claim a verified learning gain.
- Original individualized learner documentation and recordings are not included in this public edition.

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MCQ key | Items 1-4

Q1 | B - Interaction

Shared genetic factors do not establish identical outcomes. A defensible explanation allows inherited tendencies to interact with different environments.

- A is overconfident: a different outcome does not prove a missing predisposition.
- C ignores biological differences. D incorrectly infers gene-level cause from comparison.

Q2 | C - Sympathetic then parasympathetic

Mobilization during stress and return toward baseline after a challenge are complementary autonomic responses.

- A misstates neural hierarchy. B confuses involuntary regulation with somatic motor action.
- D reverses nervous-system levels.

Q3 | D - All-or-none event

An action potential is triggered when threshold is reached. Its individual basic event size does not grow indefinitely with more stimulation.

- A/B confuse stimulus strength with the size of a single action potential.
- C contradicts the synaptic mechanism.

Q4 | A - Hippocampus

Hippocampal systems contribute to forming new explicit memories. Amygdala has strong associations with emotional salience; the other choices have different major roles.

MARKING PROTOCOL

Require the learner to explain why the most tempting distractor is decisively wrong, not only identify a letter.

MCQ key | Items 5-8

Q5 | A - Daily timing versus stage architecture

Circadian regulation tracks approximate day/night timing; NREM/REM states recur in a different sequence over a sleep period.

- B confuses circadian and ultradian cycles. C conflates REM with deep NREM.
- D incorrectly excludes non-REM dreaming.

Q6 | B - Absolute threshold

The minimum stimulation detected around 50% of occasions is the conventional absolute-threshold criterion. JND concerns change between stimuli.

Q7 | C - Association is not causation

Observational measurement without manipulation does not rule out third variables or reverse directionality.

- A asserts causation. B invents random assignment. D overstates generalizability.

Q8 | D - Detection/transduction then interpretation

Sensation concerns registering and converting physical input; perception concerns organizing and interpreting it.

- Other options reverse the sequence or involve unrelated sensory mechanisms.

SCORING PROTOCOL

A correct answer with wrong reasoning signals fragile understanding; require one new application before treating the concept as consolidated.