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Question 1

General Considerations

- Answers must be presented in sentences, and evidence must be explicit enough for the student's reasoning 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.
- A student will not be penalized for misreading a question if the student provides correct information that would otherwise have scored a point in that case. The point will not be awarded.
- Statements must be presented in the context of the question. Answers can be substantiated by mentioning Jahn, prior research, reading, etc.

Part A: Refute Jahn's Argument (refuting can be indicated by *refuted* reading)

Task 1: Correlational research

- To earn this point, the student must refute Jahn's argument by using correlation of research prior research, OR
- The student must refute Jahn's argument by saying that he has not established the causality of the relationship or that the relationship might be due to a third variable, OR
- The student can use this point with a discussion of confounding factors that refute Jahn's claim (in example of correlational research that results in an outcome that differs from Jahn's).

Example: "Correlational research cannot" alone because the student did not establish causation.

Task 2: Experimental research

- The student must discuss refuting Jahn's argument because experimental research can be used to determine causation.

Note: Specific vocabulary, such as "random," is not needed; the student can indicate understanding without specific terms.

Example: "Jahn's proposal would reduce demand effect" because "Jahn's proposal" describes research method on "demand" and not research method, and does not reduce.

Example: "Jahn's proposal would be good for measuring research method" would not be sufficient because the student does not address reducing demand effect.

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