

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standard 91873

Standard title: Analyse the significance of a key piece of research and its impact on society

**Credits:** 3

Resource title: This changes everything

**Resource reference:** Psychology 3.2B Version 1

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | December 2017 Version 1  To support internal assessment from 2018 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to comprehensively analyse the significance of a key piece of psychological research and its impact on society.

**Conditions**

As a guide, assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment in and out of the classroom.

You may want to give students guidance on appropriate style and format for their review. This achievement standard does not assess format or style.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

Students will need access to the Internet and to relevant primary sources of information.

**Additional information**

Summaries of studies can be found on the Internet or in numerous textbooks. The following is a helpful resource on key studies in Psychology:

Gross, R. (2016) Key Studies in Psychology. 6th Ed. London: Hodder Education

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Student instructions

**Introduction**

This assessment activity requires you to analyse the significance of a key piece of psychological research and its impact on society.

You are going to be assessed on how comprehensively you analyse the impact this piece of research has had on society.

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| Teacher note: Insert due dates and timeframes |

**Task**

Choose a key piece of psychological research and analyse this research by:

* discussing what made this research significant
* critiquing how this research has had an impact on society
* critiquing how this research continues to be relevant because of its methodology or findings
* including descriptions of, or references to, psychological theories, concepts and/or studies from published works that have been influenced by this research
* critiquing the appropriateness of methodology, issues and validity of findings

making a judgement on whether the research has had a positive or negative impact on society.

Present your individual report about Jenness’ research in a format agreed to with your teacher. You will be assessed on the quality of your ideas, not the length of your response. However, as a guide, a comprehensive written response would be about 800 words. Discuss with your teacher how much evidence you need to produce if you are using another format.

You should provide a list of sources used.

**Assessment schedule: Psychology 91873 – This changes everything**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Analyse the significance of a key piece of research and its impact on society.  The student discusses what made a key piece of research significant and how this research has had an impact on society.  **For example (partial evidence):**  *Loftus and Palmer (1974) is a significant piece of research because it demonstrated how wording questions a certain way could influence a participant’s recall by affecting their memories of a specific event. Their findings were considered significant as it showed that memory can be easily affected by false information. Information gathered after an event can affect recall. This has had an impact on society because it has made the police more careful when questioning eyewitnesses.*  *The examples above are indicative samples only* | Analyse, in-depth, the significance of a key piece of research and its impact on society*.*  The student gives a critique on how a key piece of research has had an impact on society. The critique identifies how this research continues to be relevant because of its methodology or findings and includes descriptions of, or references to, psychological theories, concepts, and/or studies from published works that have been influenced by this research.  **For example (partial evidence):**  *Loftus and Palmer’s Reconstruction of Automobile Destruction (1974) is a significant piece of research because it demonstrated how wording questions a certain way could influence a participant’s recall by affecting their memories of a specific event…*  *This research led to further developments in the field of memory, including the examination of memory, not as an exact copy of events but as an active process of reconstruction of events.*  *This has influenced the Police to initially ask about the context and to avoid leading questions, before asking for specific details of an incident. This method leads to a better recall by witnesses (Geiselman et al.,1985).*  *The examples above are indicative samples only* | Comprehensively analyse the significance of a key piece of research and its impact on society.  The student provides a detailed critique focusing on how a significant piece of research has had a positive or negative impact on society. The critique includes the appropriateness of methodology, issues and validity of findings.  **For example (partial evidence):**  *Loftus and Palmer’s Reconstruction of Automobile Destruction (1974) is a significant piece of research because it demonstrated how wording questions a certain way could influence a participant’s recall by affecting their memories of a specific event…*  *However, their findings were criticised as not being representative of real-life, because it was too simplistic. Subsequent research has investigated many other factors that influence the active processes of coding and recall in memory. One legacy of the ‘Reconstruction of Automobile Destruction’ experiment is its positive impact on society. It led to recognition that historical investigations may have used leading questions with eyewitnesses which resulted in a miscarriage of justice. As a result, the Innocence Project was established. This project reviews cases where mistaken eyewitness evidence may have led to wrongful conviction.*  *The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.