

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standard 91874

Standard title: Conduct independent psychological research with consultation

**Credits:** 6

Resource title: That's a good question!

**Resource reference:** Psychology 3.3B 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 conduct their own independent psychological research into an aspect of psychology.

Students present their research using an accepted scientific format.

While the students independently design and conduct their research, the teacher should be available for consultation and to monitor progress.

**Conditions**

Where a group approach is used, the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

As a guide, assessment against this standard should reflect approximately 60 hours of teaching, learning and assessment in and out of the classroom.

You may want to give students guidance on the appropriate style and format of their reports. 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**

Access to the Internet and to relevant primary sources of information.

**Additional information**

Teachers should ensure students undertake ethical research*. The Code of Ethics for Psychologists Working in Aotearoa/New Zealand* can be found here: <http://www.psychologistsboard.org.nz/cms_show_download.php?id=237>

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Student instructions

**Introduction**

This assessment activity requires you to design, carry out and report on your own psychological research.

You are going to be assessed on how comprehensively you design, carry out and report on your research.

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| Teacher note: Insert due dates and timeframes |

**Task**

**Conduct research**

You are to independently develop and carry out an investigation that aims to answer a psychological research question.

Your research must include:

* a statement with a clear aim and/or a hypothesis linked to a psychological idea
* an appropriate research method
* a procedure that considers and complies with the New Zealand Code of Ethics
* a comprehensive explanation of the results that interprets and reports findings, using tables, graphs, data analysis and/or diagrams as appropriate
* a valid conclusion relevant to the purpose of the investigation
* a description of and justification of the research design and method used to conduct the research
* an evaluation of the appropriateness of the method design and/or the validity and reliability of the data making references to resources. For example, the New Zealand Code of Ethics and statistical analysis
* a discussion of the psychological ideas relating to the research based on the findings
* a discussion as to how the findings might inform future research direction or next steps that might be taken
* a list of sources.

Present your research in a format agreed to with your teacher.

Your scientific report could include an article for a journal or a poster presentation such as those commonly used in a Science Fair.

You will be assessed on the quality of your ideas, not the length of your response. However, as a guide, if you are producing a comprehensive written report you may need to write about 1,000 – 1,500 words. Discuss with your teacher how much evidence you need to produce if you are using another format.

**Assessment schedule: Psychology 91874 – That’s a good question!**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Conduct independent psychological research with consultation.  The student:   * develops a statement of the aim and purpose linked to a psychological concept or idea * selects an appropriate research method * develops the procedure * considers and complies with the New Zealand Code of Ethics * selects and records data * reaches a valid conclusion derived from the findings which is relevant to the purpose of the investigation * interprets and reports on the findings.   **For example (partial evidence):**  Introduction (replication of Asch 1951):  *Asch (1951) found that the average rate of agreement with a confederate’s incorrect response was 32% when giving their answers verbally in front of others compared with less than 1% conformity for participants in the anonymous condition.*  *The aim of this study is to investigate differences in conformity between Year 10 and Year 13 students …*  Conclusion  *Year 10 students were found to have higher rates of conformity to the confederates’ responses (24%) compared to the Year 13 students who conformed to the confederate answer only 12% of the time.*  *The examples above are indicative samples only* | Conduct, in-depth, independent psychological research with consultation.  The student:   * has an effective research design * describes the reasons for the choice of the method used to conduct psychological research * evaluates the appropriateness of the method design and/or the validity and reliability of the data making reference to resources. For example, the New Zealand Code of Ethics and statistical analysis. * discusses the psychological ideas relating to the research based on the findings.   **For example (partial evidence):**  Conclusion:  *Year 10 students were found to have higher rates of conformity to the confederates’ responses (24%) compared to the Year 13 students who conformed to the confederate answer only 12% of the time.*  *This is consistent with Asch’s findings and supports the idea that younger students may be more susceptible to informational influence as the confederates were older than them. This could be because they believe that the older group is better informed than they are.*  *This research was conducted in a laboratory and therefore may lack ecological validity - it was not conducted in a real-world context so we may not be able to apply results outside the laboratory.*  *The examples above are indicative samples only* | Comprehensively conduct independent psychological research with consultation.  The student:   * justifies the research design and method used * uses the findings to inform future research direction or next steps they might take * provides a list of sources.   **For example (partial evidence):**  Conclusion:  *The average rate of conformity for line lengths was 32% in the open groups compared with less than 1% conformity for participants in the private condition.*  *Because there was a greater conformity in the public condition and less conformity in the private condition this supports Asch’s 1951 findings that people are more likely to conform in a public situation.*  *An experimental design was used because this gives us much greater control over possible extraneous variables, however, it does mean that it may lack ecological validity – it was not conducted in a real-world context so we may not be able to apply results outside the laboratory.*  *Future research could investigate whether greater accuracy of voting intentions is achieved by face to face interviews compared with anonymous polling. Results from this study would be more applicable in the real world.*  *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.