

Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standard 91846

Standard title: Conduct psychological research with guidance

Credits: 4

Resource title: Let’s check it out!

**Resource reference:** Psychology 2.3B Version 1

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 | January 2017  To support internal assessment from 2017 |
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| 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. Teachers 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 select a research topic and conduct their own comprehensive research with teacher guidance. Prior to the students conducting the research, they are expected to be familiar with the scientific method, and issues to do with research such as; selection of appropriate research methods, reliability and validity, control, variables, sample selection and ethical research. You may want to provide students with a scaffold on which to design their research, including a report template.

Students will be provided with a list of possible research topics and corresponding studies from which they will select one and conduct their own research.

Ethics should be considered when carrying out any research related to human participants.

**Conditions**

The students could work in groups but will be assessed individually.

As a guide, assessment against this standard should reflect approximately 40 hours of teaching, learning and assessment, in and out of the classroom.

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. Suggestions of possible topics and corresponding studies include:

* Can a person’s memory of an event be changed? Study: Loftus, E. F., & Palmer, J. C. (1974). [Reconstruction of auto-mobile destruction](http://www.hss.caltech.edu/courses/2004-05/winter/psy130/LoftusPalmer.pdf): An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13, 585-589.
* Will people give wrong answers to questions just to fit in with the group? Study: Asch, S. E. (1951). Effects of group pressure upon the modification and distortion of judgment. In H. Guetzkow (ed.) *Groups, leadership and men*. Pittsburgh, PA: Carnegie Press. OR Jenness, A. (1932). The role of discussion in changing opinion regarding a matter of fact. *The Journal of Abnormal and Social Psychology*, 27, 279-296.
* Will people copy others when they don’t know what to do in a situation? Sherif, M. (1935). A study of some social factors in perception. *Archives of Psychology*, 27(187).
* Which words will we remember best in a list of words? Murdock, B. B. (1962). The serial position effect of free recall. *Journal of Experimental Psychology*, 64(5), 482–488. OR Ebbinghaus, Hermann (1913). *On memory: A contribution to experimental psychology*. New York: Teachers College.
* Can you tell if a person is introverted or extraverted by sucking a lemon? The Relation between Introversion and Salivation. D. W. J. Corcoran. *The American Journal of Psychology*. Vol. 77, No. 2 (Jun., 1964), pp. 298-300.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to select a topic (from a selection of topics your teacher has provided) and conduct your own psychological research.

You are going to be assessed on how comprehensively you justify your research method, evaluate the reliability of the data and the validity of the method and discuss the psychological ideas related to the research.

Teacher note: Insert due dates and time frames.

**Task**

***Part A: Conduct research***

* develop a statement of the aim and purpose of your research which is linked to a psychological concept or idea
* use scientific research methods
* select and record data
* record source details
* interpret and report on the findings
* develop a valid conclusion derived from the findings which is relevant to the purpose of the investigation.

***Part B: Write a report***

Your report must include:

* an introduction with a clear aim and/or a hypothesis and purpose linked to the original idea
* a description of any variables such as the Independent Variable (IV) and Dependent Variable (DV)
* a description of how you conducted your research. Include: the method, design, sample, materials and procedure used
* an explanation of your results. This could include tables, graphs, data analysis and diagrams.

Depending on the context, as a guide, write 600 – 800 words for Part B.

***Part C: Evaluate the reliability of your research and findings***

* Justify the research method used.
* Evaluate the validity of the method and the reliability of the data.
* Discuss the psychological ideas relating to the research from other source(s).

You need to provide a list of sources used.

As a guide, write 200 – 300 words for Part C.

**Assessment schedule: Psychology 91846 – Let’s check it out!**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student conducts psychological research with guidance by:   * developing a statement of the aim and purpose linked to a psychological concept or idea.   **For example: (partial evidence)**  *In 1951 Solomon Asch conducted a, now famous, experiment to investigate the extent to which social pressure from a majority group could affect a person to conform. Our aim was to see if we would get the same results as Asch in a school situation that is to see if we could get students to conform to group pressure.*  Further evidence includes students:   * selecting and recording data * providing evidence of recorded data * interpreting and reporting on the findings.   A list of sources is provided.  *The examples above are indicative samples only* | The student conducts in-depth psychological research with guidance by:   * further refining the research process such as describing the reasons for the choice of the method used to conduct psychological research * discussing the psychological ideas relating to the research based on the findings.   **For example: (partial evidence)**  *Asch’s original experiment was a controlled (or laboratory) experiment so we tried to re-create this as closely as possible and used a classroom as the venue for the test. By using a controlled experiment the researcher is able to have control over variables such as background noise and time of day. We were also able to ...*  *Our research showed that when faced with making an incorrect answer (following the incorrect answers given by year 12 students) the majority of year 9 students we tested conformed and gave an incorrect answer at least once. When asked about why they conformed, some participants said they knew the answer was wrong, but went along with it because …*  Further evidence includes students:   * evaluating the validity of the method and/or reliability of the data.   A list of sources is provided.  *The examples above are indicative samples only* | The student conducts comprehensive psychological research with guidance by:   * further refining and detailing such as justifying the research method used * evaluating the validity of the method and the reliability of the data * discussing the psychological ideas relating to the research from other source(s).   **For example: (partial evidence)**  *Asch’s original experiment was a controlled (or laboratory) experiment so we tried to re-create this as closely as possible and used a classroom as the venue for the test. By using a controlled experiment the researcher is able to have control over the variables and minimize any distractions or extraneous variables. By using an experiment, we were also able to show …. The experimental design could not have been a field experiment because ….*  *One criticism of the method is that it has low validity. That is, the results that we got cannot be generalised beyond the setting. This is because … The data we gathered was not high in reliability. This may have been due to our sample. If we look at our results more closely we can see that three of the groups of four answered incorrectly consistently. These three groups were all made up of friends. This is because friends are more likely to …*  *Our research showed that when faced with making an incorrect answer (following the incorrect answers given by year 12 students) the majority of year 9 students we tested conformed and gave an incorrect answer at least once. When asked about why they conformed, some participants said they knew the answer was wrong, but went along with it because ...*  *Jenness also conducted research in 1935. This is in contrast to the researchers Perrin and Spencer (1980) who …*  A list of sources is provided.  *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.