

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standards 91873 and 91874

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

**Credits:** 3

Standard title: Conduct independent psychological research with consultation

**Credits:** 6

Resource title: Do you see what I see?

**Resource reference:** Psychology 3.2A and 3.3A 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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| **Internal Assessment Resource** |

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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 standards. 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 has two parts.

***Part A***

This part requires students to comprehensively analyse the significance of Jenness’ research into social influence and its impact on society.

***Part B***

This part requires students to comprehensively conduct their own independent psychological research into an aspect of social influence, such as majority influence or minority influence.

Students present their research using a scientific report format with an introduction that analyses the research and a discussion that evaluates their research process.

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

Students will work individually on most of this task, but may work in groups to design a methodology and carry out data collection.

**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 standards.

As a guide, assessment against these standards should reflect approximately 90 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. These achievement standards do not assess format or style.

Conditions of Assessment related to these achievement standards 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**

The following is a list of helpful resources on social influence. Summaries of these studies can be found on the internet or in numerous textbooks.

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.

Jenness, A. (1932). The role of discussion in changing opinion regarding matter of fact. *Journal of Abnormal and Social Psychology, 27*, 279-296.

Sherif, M. (1935). A study of some social factors in perception. *Archives of Psychology*, 27(187).

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 is in two parts that when combined will form a research report.

*Part A requires you to:*

Analyse the significance of Jenness’ ‘Beans in a Jar’ experiment (1932). You will need to critique how this piece of research had a positive or negative impact on society by examining the methodology, issues, and validity of findings.

*Part B requires you to:*

Design, conduct and present your own research into an aspect of social influence.

You are going to be assessed on how comprehensively you analyse the impact on society of the ‘Beans in a Jar’ experiment and how comprehensively you design, conduct and report your own research.

You may work with others for developing a procedure and selecting and recording data, but if you are completing this task with others, you will need to ensure there is evidence that you have individually met all aspects of the standard.

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| Teacher note: Insert due dates and timeframes |

**Task:**

You are going to analyse Jenness’ findings and then conduct your own related research.

**Part A:**

You are to work individually for Part A.

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.

Analyse the ‘Beans in a Jar’ experiment by:

* discussing what made this research significant
* critiquing in detail 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.

**Part B: Conduct research**

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

Present your analysis of the ‘Beans in a Jar’ experiment (Part A), and your own research (Part B) together as one research project 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 800 - 1000 words. Discuss with your teacher how much evidence you need to produce if you are using another format.

Your report must include:

* an introduction with a clear aim and/or a hypothesis linked to the original idea (social influence)
* a description of how you conducted your research. Include: the method, design, sample, materials and procedure used
* a consideration and compliance with the New Zealand Code of Ethics
* a description of any variables such as the Independent Variable (IV) and Dependent Variable (DV)
* a comprehensive critique of your results. This is where you interpret and report your findings and reach a valid conclusion relevant to the purpose of the investigation. You could present this using tables, graphs, data analysis, and/or diagrams
* a description of the reasons for the research method used
* an evaluation of 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
* a discussion of the psychological ideas relating to the research based on the findings
* a justification of the research design and method used
* a discussion as to how the findings might inform future research direction
* a list of sources.

**Assessment schedule: Psychology 91873 and 91874 – Do you see what I see?**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| **Part A – 3.2A 91873**  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 for 3.2A):**  *‘Beans in a Jar’ is a significant piece of research because Jenness demonstrated the influence others can have on our behaviour… However, his findings were criticised as not being a valid representation of real-life social influence… other social psychology researchers designed studies to test ecological validity…*  *Jenness’ study led to more detailed research and theories on how individuals can be influenced by a group, for example the dynamics of groupthink…*  **Part B – 3.3A 91874**  Conduct independent psychological research with consultation.  Conduct involves:   * developing a statement of the aim and purpose linked to a psychological concept or idea * selecting an appropriate research method * developing the procedure * considering and complying with the New Zealand Code of Ethics * selecting and recording data * reaching a valid conclusion derived from the findings which is relevant to the purpose of the investigation * interpreting and reporting on the findings.   **For example (partial evidence for 3.3A):**  *Research Method: This research used an experimental design and this was chosen to have control over the variables and reduce any distractions or other variables…*  *The examples above are indicative samples only* | **Part A – 3.2A 91873**  Analyse, in-depth, the significance of a key piece of research and its impact on society.  The student provides a critique of 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 for 3.2A):**  *‘Beans in a Jar’ is a significant piece of research because Jenness demonstrated the influence others can have on our behaviour… However, his findings were criticised as not being a valid representation of real-life social influence… other social psychology researchers designed studies to test ecological validity… For example, Sherif designed the Robbers’ Cave experiment and Zimbardo designed the Stanford Prison Experiment to test social influence in more realistic group settings.*  **Part B – 3.3A 91874**  Conduct, in-depth, independent psychological research with consultation.  Conduct, in-depth, involves:   * effective research design * describing the reasons for the choice of the method used to conduct psychological research * evaluating 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 * discussing the psychological ideas relating to the research based on the findings.   **For example (partial evidence for 3.3A):**  Research Design:  *The experimental method was chosen because it was reliable, due to the number of variables that we could control, such as preventing other students affecting our testing environment. The control of relevant variables enabled a cause and effect relationship to be determined. However, this did make it less like a real-life situation and so gave our research lower ecological validity.*  *The examples above are indicative samples only* | **Part A – 3.2A 91873**  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, validity of findings.  **For example (partial evidence for 3.2A):**  *‘Beans in a Jar’ is a significant piece of research because Jenness demonstrated the influence others can have on our behaviour… However, his findings were criticised as not being a valid representation of real-life social influence… other social psychology researchers designed studies to test ecological validity. For example, Sherif designed the Robbers’ Cave experiment and Zimbardo designed the Stanford Prison Experiment to test social influence in more realistic group settings.*  *The ultimate legacy of the ‘Beans in a Jar’ experiment is its positive impact on society in that it led to the development of ethical guidelines in psychological research. Jenness’ study generated lots of research into the role of social influence particularly when individuals or groups make important decisions.*  *Jenness’ study shows that a group can influence an individual’s judgement. However, a problem with Jenness’ study is that the participants were all students in a university setting. Students are generally young and in a university setting may feel like they are expected to fit in with the views of others. Consequently, they may be more likely to confirm than older people or people in less structured situations. We must therefore be cautious when generalising Jenness’ findings.*  **Part B – 3.3A 91874**  Comprehensively conduct independent psychological research with consultation.  Conduct comprehensively involves:   * justifying the research design and method used * using the findings to inform future research direction or next steps you might take * providing a list of sources.   **For example (partial evidence for 3.3A):**  Research Design:  *A field experiment was considered where the level of social influence could be tested in a real-life setting. This would have given greater ecological validity. However, in a field experiment there is less control over extraneous variables reducing the ability to establish a cause and effect relationship.*    *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.