

Internal Assessment Resource

Psychology Level 1

EXPIRED

This resource supports assessment against Achievement Standard 91841

Standard title: Demonstrate understanding of the methods used in psychological research

Credits: 4

Resource title: Finding the right way

**Resource reference:** Psychology 1.3B 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 2017To 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 demonstrate their comprehensive understanding of at least three methods used in psychological research. This involves identifying and describing the different methods used in psychological research and providing information about the appropriateness of the methods to the situation and justifying the researchers’ choices.

Summaries of psychological research can be used or students may like to find research themselves, with teacher guidance.

**Conditions**

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

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

You may want to give students guidance on the appropriate style and format for their findings. However, this achievement standard does not actually 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/or other relevant sources of information such as textbooks.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to demonstrate your understanding of at least **three** methods used in psychological research.

You are going to be assessed on how comprehensively you demonstrate your understanding of the methods used in psychological research, compare the different methods and justify why those methods were used.

Teacher note: Insert due dates and time frames.

**Task**

Select **three** summaries of psychological research that you have studied. Each study must have used a different research method.

Examples of research methods in psychology include:

* case studies
* experiments
* observations
* correlational research
* surveys.

For each study,gather evidence to demonstrate your comprehensive understanding of the methods used in the research:

* identify and describe the method used
* give a thorough explanation of the researchers’ choice of method and its appropriateness (how well does it suit the situation?)

Using all three studies compare the different methods and provide justifications for why each method was chosen.

Choose an appropriate presentation format for your findings.

**Assessment schedule: Psychology 91841 - Finding the right way**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of at least three methods used in psychological research by:* identifying and describing each method.

***For example (partial evidence of one method):***The student identifies and describes the features of an experiment.*An experiment is a highly controlled research method with controlled conditions. There is an Independent Variable (IV) which is changed or manipulated by the researcher and a Dependent Variable (DV), or outcome, that is measured.**The examples above are indicative samples only* | The student demonstrates in-depth understanding of at least three methods used in psychological research by:* explaining the reasons and appropriateness of the researchers’ choice of the methods used.

***For example (partial evidence of one method):***Why did the researcher/s choose to use this method to investigate their topic, for example, why does the method suit the situation?*Loftus and Palmer chose to do an experiment as it was the best choice to suit their investigation. They were investigating whether using leading questions in interviews following an accident changed the way that the eyewitness remembered the event. Using an experiment they were able to manipulate the verbs given in the leading questions and show a direct cause and effect relationship.* *The examples above are indicative samples only* | The student demonstrates comprehensive understanding of at least three methods used in psychological research by* thoroughly explaining the researchers’ choice of methods used in psychological research
* including a comparison of the different methods
* justifying why these methods were used.

***For example (partial evidence of one method):****Loftus and Palmer (1974) chose to do a laboratory experiment as it was the most logical choice to suit their research question. They were investigating whether using leading questions in interviews following an accident could alter the way that the eyewitness remembered the event. They could not have carried out a natural experiment as it would have been unethical to use eyewitnesses of real accidents and ask them leading questions. Using another method such as a survey would have been unsuitable as participants probably would not give truthful answers if they were asked if they thought that people’s memory of an event could be changed by leading questions, it would also give away the aim of the experiment which involved a slight element of deception. Using a laboratory experiment was the most suitable choice as they were also able to have control over other variables which may have affected the results such as whether the participants saw the car accidents or not.**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.