

Psychology 2019 v1.4

IA3: Sample assessment instrument

Research investigation (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

| Criterion | Marks allocated | Provisional marks |
|-----------------------------|-----------------|-------------------|
| Research and planning | 6 | |
| Analysis and interpretation | 6 | |
| Conclusion and evaluation | 6 | |
| Communication | 2 | |
| Overall | 20 | |

Conditions

| | |
|-------------------------|--|
| Technique | Research investigation |
| Unit | Unit 4: The influence of others |
| Topic/s | Topic 1: Social psychology Topic 2: Interpersonal processes |
| Duration | 10 hours class time |
| Mode/length | Written (e.g. scientific essay): 1500–2000 words |
| Individual/group | Individual |
| Resources | School library (online: internet and school intranet, databases, journals) |

Context

Investigate one of the following claims:

- Gender is a social construct.
- Social media is changing the nature of relationships.
- Violent media causes violent behaviour.

You may identify an alternative claim in consultation with your teacher. This claim must be related to Unit 4 subject matter.

Task

Gather secondary evidence related to a research question in order to evaluate the claim. Develop your research question based on a number of possible claims provided by your teacher.

Obtain evidence by researching scientifically credible sources, such as scientific journals, books by well-credentialed scientists, and websites of governments, universities, independent research bodies or science and technology manufacturers. You must adhere to research conventions.

To complete this task, you must:

- select a claim to be evaluated
- identify the relevant scientific concepts associated with the claim
- pose a research question addressing an aspect of the claim
- conduct research to gather scientific evidence that may be used to address the research question and subsequently evaluate the claim
- analyse the data to identify sufficient and relevant evidence
- identify the trends, patterns or relationships in the evidence
- analyse the evidence to identify limitations
- interpret the evidence to construct justified scientific arguments
- interpret the evidence to form a justified conclusion to the research question
- discuss the quality of the evidence
- evaluate the claim by extrapolating the findings of the research question to the claim
- suggest improvements and extensions to the investigation
- communicate findings in an appropriate scientific genre, i.e. empirical essay.

Checkpoints

- Week 1: Select claim and develop research question.
- Week 2: Identify sources and conduct research.
- Week 3: Analyse and evaluate evidence.
- Week 4: Submit draft.
- Week 5: Submit final response.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate one draft.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.

Scaffolding

The response must be presented using an appropriate scientific genre (i.e. scientific essay) and contain:

- a claim
- a research question
- a rationale for the investigation
- justified scientific arguments using evidence
- a conclusion to the research question based on the interpretation of the evidence
- evaluation of the claim and suggestions of improvements and extensions to the investigation
- a reference list.

An example of how one of the claims could be developed into a research question

Claim: Violent media causes violent behaviour.

Research question: Do violent video games in comparison to non-violent video games cause an increase in aggressive thoughts, feelings and actions in their users?

Developing the research question:

1. Identify the key (important) terms in the claim.
 - a. 'violent media', 'violent behaviour'
2. Propose refining questions that need to be addressed to refine key terms and narrow the focus of the claim.
 - a. What type of violent media?
 - b. What type of violent behaviour?
3. Provide an example of how one of the claims could be developed into a research question. Conduct research to gather information to address refining questions.
 - a. A type of violent media is violent video games.
 - b. Violent video games include all games that depict intentional attempts by individuals (including non-human cartoon characters) to inflict harm on others.
 - c. Violent behaviour or violence is often classified as extreme aggression, whereby aggressive acts are undertaken with the intention to harm others.

- d. Violent behaviour is difficult to study in experimental form; as such, psychologists measure aggressive thoughts and feelings to predict aggressive behaviours.
4. Draft the research question to address the claim.
 - a. Do violent video games lead to violent acts?
5. Refine and focus the research question.
 - a. Do violent video games cause aggressive acts?
 - b. Do violent video games cause aggressive thoughts and feelings in their users?
6. Present research question to teacher for approval.
 - a. Do violent video games in comparison to non-violent video games cause an increase in aggressive thoughts, feelings and actions in their users?

Note: You cannot use this sample research question for your investigation.

Instrument-specific marking guide (IA3): Research investigation (20%)

Criterion: Research and planning

Assessment objectives

2. apply understanding of social psychology, interpersonal processes, attitudes or cross-cultural psychology to develop research questions
5. investigate phenomena associated with social psychology, interpersonal processes, attitudes or cross-cultural psychology through research

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • informed application of understanding of social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by a considered rationale identifying clear development of the research question from the claim • effective and efficient investigation of phenomena associated with social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by <ul style="list-style-type: none"> – a specific and relevant research question – selection of sufficient and relevant sources. | 5–6 |
| <ul style="list-style-type: none"> • adequate application of understanding of social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by a reasonable rationale that links the research question and the claim • effective investigation of phenomena associated with social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by <ul style="list-style-type: none"> – a relevant research question – selection of relevant sources. | 3–4 |
| <ul style="list-style-type: none"> • rudimentary application of understanding of social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by a vague or irrelevant rationale for the investigation • ineffective investigation of phenomena associated with social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by <ul style="list-style-type: none"> – an inappropriate research question – selection of insufficient and irrelevant sources. | 1–2 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Analysis and interpretation

Assessment objectives

- analyse research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology
- interpret research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none">systematic and effective analysis of qualitative data and/or quantitative data within the sources about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">the identification of sufficient and relevant evidencethorough identification of relevant trends, patterns or relationshipsthorough and appropriate identification of limitations of evidenceinsightful interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by justified scientific argument/s. | 5–6 |
| <ul style="list-style-type: none">effective analysis of qualitative data and/or quantitative data within the sources about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">the identification of relevant evidenceidentification of obvious trends, patterns or relationshipsbasic identification of limitations of evidenceadequate interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by reasonable scientific argument/s. | 3–4 |
| <ul style="list-style-type: none">rudimentary analysis of qualitative data and/or quantitative data within the sources about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">the identification of insufficient and irrelevant evidenceidentification of incorrect or irrelevant trends, patterns or relationshipsincorrect or insufficient identification of limitations of evidenceinvalid interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by inappropriate or irrelevant argument/s. | 1–2 |
| <ul style="list-style-type: none">does not satisfy any of the descriptors above. | 0 |

Criterion: Conclusion and evaluation

Assessment objectives

- interpret research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology
- evaluate research processes, claims and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none">insightful interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by justified conclusion/s linked to the research questioncritical evaluation of the research processes, claims and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">insightful discussion of the quality of evidenceextrapolation of credible findings of the research to the claimsuggested improvements and extensions to the investigation, that are considered and relevant to the claim. | 5–6 |
| <ul style="list-style-type: none">adequate interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by reasonable conclusion/s relevant to the research questionbasic evaluation of the research processes, claims and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">reasonable description of the quality of evidenceapplication of relevant findings of the research to the claimsuggested improvements and extensions to the investigation, that are relevant to the claim. | 3–4 |
| <ul style="list-style-type: none">invalid interpretation of research evidence about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by inappropriate or irrelevant conclusion/ssuperficial evaluation of the research processes, claims and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">cursory or simplistic statements about the quality of evidenceapplication of insufficient or inappropriate findings of the research to the claimineffective or irrelevant suggestions. | 1–2 |
| <ul style="list-style-type: none">does not satisfy any of the descriptors above. | 0 |

Criterion: Communication

Assessment objectives

7. communicate understandings and research findings, arguments and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none">• effective communication of understandings and research findings, arguments and conclusions about social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">– fluent and concise use of scientific language and representations– appropriate use of genre conventions– acknowledgment of sources of information through appropriate use of referencing conventions. | 2 |
| <ul style="list-style-type: none">• adequate communication of understandings and research findings, arguments and conclusions social psychology, interpersonal processes, attitudes or cross-cultural psychology demonstrated by<ul style="list-style-type: none">– competent use of scientific language and representations– use of basic genre conventions– use of basic referencing conventions. | 1 |
| <ul style="list-style-type: none">• does not satisfy any of the descriptors above. | 0 |



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