

# Psychology 2019 v1.3

## Unit 2 sample assessment instrument

August 2018

### Research investigation

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Unit objectives

This assessment instrument is used to determine student achievement in the following objectives:

2. apply understanding of intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation to develop research questions
3. analyse research evidence about intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation
4. interpret research evidence about intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation
5. investigate intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation through research
6. evaluate research processes, claims and conclusions about intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation
7. communicate understandings and research findings, arguments and conclusions about intelligence, diagnosis, psychological disorders and treatments, and emotion and motivation.

**Note:** Objective 1 is not assessed in this instrument.

<b>Subject</b>	Psychology		
<b>Technique</b>	Research investigation		
<b>Unit</b>	Unit 2: Individual behaviour		
<b>Topic</b>	Topic 2: Intelligence Topic 3: Diagnosis Topic 4: Psychological disorders and treatments Topic 5: Emotion and motivation		
<b>Conditions</b>			
<b>Duration</b>	10 hours class time		
<b>Mode</b>	Written response — scientific essay	<b>Length</b>	1500–2000 words
<b>Individual/group</b>	Individual	<b>Other</b>	—
<b>Resources available</b>	School library (online: internet and school intranet, databases, journals)		
<b>Context</b>			
<p>Students will investigate one of the following claims:</p> <ul style="list-style-type: none"> <li>• IQ exists.</li> <li>• Psychological disorders are contagious.</li> <li>• Money can buy happiness.</li> </ul> <p>You may identify an alternative claim in consultation with your teacher. This claim must be related to Unit 2 subject matter.</p>			
<b>Task</b>			
<p>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.</p> <p>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.</p>			
<b>To complete this task, you must:</b>			
<ul style="list-style-type: none"> <li>• select a claim to be evaluated</li> <li>• identify the relevant scientific concepts associated with the claim</li> <li>• pose a research question addressing an aspect of the claim</li> <li>• conduct research to gather scientific evidence that may be used to address the research question and subsequently evaluate the claim</li> <li>• analyse the data to identify sufficient and relevant evidence</li> <li>• identify the trends, patterns or relationships in the evidence</li> <li>• analyse the evidence to identify limitations</li> <li>• interpret the evidence to construct justified scientific arguments</li> <li>• interpret the evidence to form a justified conclusion to the research question</li> <li>• discuss the quality of the evidence</li> <li>• evaluate the claim by extrapolating the findings of the research question to the claim</li> <li>• suggest improvements and extensions to the investigation</li> <li>• communicate findings in an appropriate scientific genre, i.e. scientific essay.</li> </ul>			

<b>Stimulus</b>
—
<b>Checkpoints</b>
<input type="checkbox"/> Week 1: Select claim and develop research question.
<input type="checkbox"/> Week 2: Identify sources and conduct research.
<input type="checkbox"/> Week 3: Analyse and evaluate evidence.
<input type="checkbox"/> Week 4: Submit draft.
<input type="checkbox"/> Week 5: Submit final response.
<b>Feedback</b>
<b>Authentication strategies</b>
• 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 drafts.
• 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.
<b>Scaffolding</b>
The response must be presented using an appropriate scientific genre (i.e. scientific essay) and contain:
<ul style="list-style-type: none"> <li>• a claim</li> <li>• a research question</li> <li>• a rationale for the investigation</li> <li>• justified scientific arguments using evidence</li> <li>• a conclusion to the research question based on the interpretation of the evidence</li> <li>• evaluation of the claim and suggestions of improvements and extensions to the investigation</li> <li>• a reference list.</li> </ul>

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

**Claim:** Money can buy happiness.

**Research question:** To what extent does an increase in a country's gross domestic product (GDP) per capita increase self-reported life satisfaction?

**Developing the research question:**

1. Identify the key (important) terms in the claim.
  - a. Money
  - b. Buy
  - c. Happiness
2. Propose refining questions that need to be addressed to refine key terms and narrow the focus of the claim.
  - a. Are rich people/areas/countries happier than poor people/areas/countries?
  - b. How is money measured?
  - c. How is happiness measured?
3. Provide an example of how one of the claims could be developed into a research question. Conduct research to gather information to address the refining questions.
  - a. More research will have been conducted on countries, rather than individuals.
  - b. One way of measuring rich vs. poor is by using a country's GDP.
  - c. Happiness is measured using self-report techniques such as surveys.
4. Draft the research question to address the claim.
  - a. To what extent does GDP influence self-reported life satisfaction?
5. Refine and focus the research question.
  - a. Does an increase in a country's GDP over time influence self-reported life satisfaction?
6. Present research question to teacher for approval.
  - a. To what extent does an increase in a country's GDP per capita increase self-reported life satisfaction?

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