



# Psychology 2025 v1.2

## IA3: Sample assessment instrument

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

|                       |             |
|-----------------------|-------------|
| <b>Student name</b>   | sample only |
| <b>Student number</b> | sample only |
| <b>Teacher</b>        | sample only |
| <b>Issued</b>         | sample only |
| <b>Due date</b>       | sample only |

## Marking summary

| Criterion           | Marks allocated | Provisional marks |
|---------------------|-----------------|-------------------|
| Forming and Finding | 5               |                   |
| Analysing           | 5               |                   |
| Interpreting        | 5               |                   |
| Evaluating          | 5               |                   |
| <b>Overall</b>      | <b>20</b>       |                   |

# Conditions

|                           |  |
|---------------------------|--|
| <b>Technique</b>          | Research investigation   |
| <b>Unit</b>               | Unit 4: The influence of others  |
| <b>Topic/s</b>            | Topic 1: Social psychology<br>Topic 2: Interpersonal processes             |
| <b>Duration</b>           | Approximately 10 hours of class time                                       |
| <b>Mode / length</b>      | Written: up to 2000 words  |
| <b>Individual / group</b> | Individual   |
| <b>Resources</b>          | 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 evidence related to a research question to evaluate a claim relevant to Unit 4 subject matter. Develop your research question based on a number of possible claims provided by your teacher.

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

**To complete this task, you must:**

- select a claim to be evaluated, from a list provided by the teacher
- identify the relevant scientific concepts associated with the claim
- conduct research to gather evidence from scientifically credible sources to evaluate the claim
- pose a research question that addresses an aspect of the claim
- identify relevant evidence to answer the research question
- identify the trends, patterns or relationships in the evidence
- analyse the evidence to identify limitations
- interpret the evidence to construct scientific arguments
- interpret the evidence to form a conclusion to the research question
- discuss the quality of the evidence
- evaluate the claim by applying the findings of the research to the claim
- suggest improvements and/or extensions to the investigation
- communicate findings in an appropriate scientific genre, e.g. report, journal article, essay, conference presentation.

**You may complete the following aspects of the task as a group:**

- selecting a claim
- identifying the relevant scientific concepts associated with the claim
- conducting research.

## 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

- You will be provided class time for task completion.
- You will provide documentation of your progress at indicated checkpoints.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will use plagiarism-detection software to submit your response.
- You 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.

## Example of how a claim 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 the 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 the research question to the 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 response (20%)

| Forming and Finding  | Marks |
|--|-------|
| The student response has the following characteristics:  |       |
| <ul style="list-style-type: none"> <li>a considered rationale identifying clear development of the research question from the claim</li> <li>a specific and relevant research question</li> <li>selection of sufficient and relevant sources</li> <li>appropriate use of genre conventions</li> <li>acknowledgment of sources of information through appropriate use of referencing conventions</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>a reasonable rationale that links the research question and the claim</li> <li>a relevant research question</li> <li>selection of relevant sources</li> <li>use of basic genre conventions</li> <li>use of basic referencing conventions</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>a vague or irrelevant rationale for the investigation</li> <li>an inappropriate research question</li> <li>selection of insufficient or irrelevant sources</li> <li>inadequate use of genre conventions</li> <li>inadequate acknowledgment of sources.</li> </ul>   | 1     |
| The student response does not match any of the descriptors above.  | 0     |

| Analysing   | Marks |
|---|-------|
| The student response has the following characteristics:   |       |
| <ul style="list-style-type: none"> <li>the identification of sufficient and relevant evidence</li> <li>thorough identification of relevant trends/patterns/relationships in evidence</li> <li>thorough and appropriate identification of limitations of evidence</li> </ul>             | 4–5   |
| <ul style="list-style-type: none"> <li>the identification of relevant evidence</li> <li>identification of obvious trends/patterns/relationships in evidence</li> <li>basic identification of limitations of evidence</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>the identification of insufficient and irrelevant evidence</li> <li>identification of incorrect or irrelevant trends/patterns/relationships in evidence</li> <li>incorrect or insufficient identification of limitations of evidence.</li> </ul> | 1     |
| The student response does not match any of the descriptors above.   | 0     |

| Interpreting   | Marks |
|--|-------|
| The student response has the following characteristics:  |       |
| <ul style="list-style-type: none"> <li>justified scientific argument/s</li> <li>justified conclusion linked to the research question</li> <li>fluent and concise use of scientific language/representations</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>reasonable scientific argument/s</li> <li>reasonable conclusion relevant to the research question</li> <li>competent use of scientific language/representations</li> </ul>      | 2–3   |
| <ul style="list-style-type: none"> <li>inappropriate or irrelevant argument/s</li> <li>inappropriate or irrelevant conclusion</li> <li>incorrect use of language/representations.</li> </ul>                           | 1     |
| The student response does not match any of the descriptors above.  | 0     |

| Evaluating   | Marks |
|--|-------|
| The student response has the following characteristics:  |       |
| <ul style="list-style-type: none"> <li>justified discussion of the quality of evidence</li> <li>extrapolation of credible findings of the research to the claim</li> <li>suggested improvements and extensions to the investigation that are considered and relevant to the claim</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>reasonable description of the quality of evidence</li> <li>application of relevant findings of the research to the claim</li> <li>suggested improvements and/or extensions to the investigation that are relevant to the claim</li> </ul>             | 2–3   |
| <ul style="list-style-type: none"> <li>cursory or simplistic statements about the quality of evidence</li> <li>application of insufficient or inappropriate findings of the research to the claim</li> <li>ineffective or irrelevant suggestions.</li> </ul>                                 | 1     |
| The student response does not match any of the descriptors above.  | 0     |



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