**Student name: Evelyn K**

**Teacher name: Davey**

**Assessment type:** Investigation part 1

**Task weighting:** 10%

**Due:** 9amFriday 8 August 2020 (Term 3, Week )

**Submission:** via SEQTA

**Conditions:**

Time for this task:

* Two hours of in-class time will be provided to work on this task
* All other work on this task must be done as homework
* There will be a validation test on research methods and analysing data from investigations as part 2 of this assessment.

**Marks available: 56**

**Marks awarded: 26.5**

**Feedback:**

Good start Evelyn.

Couple ways to improve:

* Subjective v Objective data Qunatitative v Qualitative data - please go over this
* Introduction should only be of relevant terms and outline and link previous studies to your current study. Make it clear why you are mentioning the previous research.
* Follow the marking key / assessment task sheet closely, ensure you are answering the question. Also, keep ahead of assessments so you can ask for help / seek feedback before submitting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CRITERIA:** | **4** | **3** | **2** | **1** | **0** | **Mark** |
| **TITLE** |  |  | Title describes the independent and dependent variables that will be manipulated and measured by the investigation. | Title provided, however the independent and/or dependent variables are not identified. | No title provided | **2/2** |
| **INTRODUCTION *Discussion of relevant theories, models and concepts to provide the context of the investigation*** | Discusses, in detail, psychological theories, models and concepts relevant to the investigation, supported by multiple cited references. | Discusses psychological theories, models and concepts relevant to the investigation, supported by cited references. | Describes psychological theories, models and concepts relevant to the investigation, without cited references or with irrelevant cited references. | Presents statements of ideas with limited reference to psychological theories, or lists psychological theories, models and concepts with limited detail. Some definitions in the intro were irrelevant to your investigation | Does not meet the minimum requirements. | **8/14** |
| ***Discussion of relevant research*** | Provides a detailed discussion of relevant research, citing two or more studies where the method and the findings are included; clearly links the research to the investigation. | Provides a discussion of relevant research, citing one to two studies where the method or the findings are included. | Refers to relevant research. | Makes general comments in relation to the chosen topic. | Does not meet the minimum requirements. |
| ***Research aim/question*** |  | Includes an aim which justifies the reasoning for the investigation and design. | Includes an aim for the investigation. | Attempts to write an aim for the investigation. | Does not provide a research aim/question. |
| ***Operational hypothesis*** |  | Identifies variables and formulates an operational hypothesis. | Formulates a directional hypothesis with clearly identified variables. | Identifies one or more relevant variables without making links between them. | Does not provide a hypothesis or prediction. |
| **METHOD**  ***Participants and selection process*** |  | Provides detailed information about the participants and the selection process that can be replicated. | Provides general information about the participants and the selection process that cannot be replicated. | Provides limited information about the participants. | Does not provide information about the participants or the selection process. | **4/13** |
| ***Materials*** |  | Provides detailed information about the materials required that can be replicated.  Items on the questionnaire are reliable and valid to the constructs being measured | Provides general information about the materials required that cannot be replicated. Items on the questionnaire are mostly reliable and valid to the constructs being measured. | Provides limited information about the materials required. Items on the questionnaire have some issues with reliability and validity. | Does not provide information about the materials required to conduct the investigation. |
| ***Procedure*** |  | Describes the procedure systematically, accurately, and in sufficient detail to be replicated. | Provides general information about the procedure that cannot be replicated. | Provides limited information about the procedure. | Does not provide information about the procedure. |
| ***Extraneous variables*** | Explains how extraneous variables might affect the results, and accurately explains how they can be controlled in sufficient detail to be replicated. | Identifies extraneous variables and describes how to control them in sufficient detail to be replicated. | Identifies extraneous variables and suggests how to control them. | Identifies extraneous variables to be controlled but does not suggest how to control them. | Does not identify or explain how to control extraneous variables. |
| **DATA**  ***Description of data*** |  | Describes the data to be collected and explains an advantage and a disadvantage of the type of data. | Describes the data to be collected and explains an advantage or a disadvantage of the type of data. | Describes the data to be collected.  Terms used are confused – subjective v objective  Qualitative v quantitative | Does not discuss the type of data to be collected. | **3/6** |
| ***Data collection and collation*** |  | Describes how the data will be collected and collated in sufficient detail to be replicated. | Provides general information about the data collection or collation that cannot be replicated. | Provides limited information about the data collection and collation. | Does not provide information about the data collection and collation. |
| **ETHICAL CONSIDERATIONS** |  | Discusses ethical issues to consider, and describes how these will be addressed in the investigation. | Identifies ethical issues to consider and suggests how these will be addressed in the investigation. | Identifies some ethical issues to consider in the investigation. | Makes no reference to ethical considerations to be considered in the investigation. | **3/3** |
| **RELIABILITY AND VALIDITY** | Explains steps that should be taken to ensure the reliability and validity of the results. | Explains steps that should be taken to ensure the reliability or validity of the results. | Suggests ways to ensure the reliability and validity of the results. | Suggests ways to ensure the reliability or validity of the results. | Makes no suggestions to ensure the reliability or the validity of the results. | **2/4** |
| **CONCLUSION**  ***Limitations*** |  |  | Discusses the limitations of the research design. | Identifies limitations of the research design. | Does not identify limitations of the research design. | **2/9** |
| ***Generalisation of results*** |  | Explains and justifies why the results of the investigation could be generalised to the research population, making reference to elements of the research design. | Refers to an element of the research design to explain why the results could be generalised to the research population. | Suggests that the results could be generalised to the research population without explanation/justification | Does not comment on whether the results could be generalised to the research population. |
| ***Significance/relevance*** | Correctly discusses relevance the investigation to the population from which the sample was drawn, to psychological theory and to past research. | Correctly discusses relevance the investigation to two of the following: the population, to psychological theory and to past research. | Correctly discusses relevance of the investigation to psychological theory and/or population. | Incorrectly discusses relevance of the investigation to psychological theory and/or population. | Does not discuss the relevance of the investigation. |
| **REFERENCES**  ***In-text referencing*** |  |  | Adheres to APA referencing conventions for in-text referencing. (1 mark) | Provides in-text references, does not adhere to APA referencing conventions for in-text referencing. (0.5 marks) | Does not provide in-text referencing. | **1.5/3** |
| ***Range of references*** |  |  | Includes a range (at least five) relevant references. (1 mark) | Includes some (less than five) relevant references. (0.5 mark) | No reference list provided |
| ***APA referencing conventions*** |  |  | References listed in alphabetical order and follow APA referencing conventions. (1 mark) | References listed in alphabetical order. (0.5 mark) | Does not list references in alphabetical order or adhere to APA referencing conventions |
| **COMMUNICATION** | Uses a broad range of appropriate psychological terminology consistently. (2 marks) | Uses a range of appropriate psychological terminology consistently. (1.5 marks) | Uses simple psychological terminology consistently. (1 mark) | Uses limited psychological terminology. (0.5 marks) | Does not meet the minimum requirements. | **1/2** |
| **TOTAL** | | | | | | **26.5/56** |