**Student name: Schwagermann B**

**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 assessmen

**Marks available: 56**

**Marks awarded: 36.5**

**Feedback: Good work Bridget, huge improvement from your first investigation and easy ways for you to improve.**

Introduction of key terms and theory of the topic is v. brief and like a list more than a discussion. Also link the past research to the current research. Explicitly identify the target pop and how you sampled them you cannot just pick them out of a hat, where did you get the original list of people from and what sample method? Also some sections you did not adequately answer the question / follow the assessment task sheet and marking key close enough to get all the marks, e.g reliability and validity section you did not mention validity and the conclusion section you identified limitations but did not discuss them. Easy ways for you to improve 😊

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | Does not meet the minimum requirements. | **9/14** |
| ***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. | **8/13** |
| ***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. | Does not discuss the type of data to be collected. | **5/6** |
| ***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. | **2/3** |
| **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. | **4/9** |
| ***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. | **3/3** |
| ***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. | **1.5/2** |
| **TOTAL** | | | | | | **/56** |