**STAGE 1 psychology**

**INVESTIGATIONS FOLIO: COGNITIVE PSYCHOLOGY**

**Purpose**

This assessment provides you with the opportunity to:

* recruit participants, conduct one of the investigations provided by your teacher, present your results in an appropriate format, and suggest a conclusion that could be made from the data you obtained
* evaluate the method and analyse the data
* deconstruct a problem related to your investigation, and
* design a method – without implementation - to investigate this problem.

**Procedure**

1. The class selects one of the investigations on memory. These include, but are not restricted to:

* short-term memory capacity
* short-term memory duration
* serial position effect
* interference – proactive or retroactive
* acoustic versus semantic coding
* effect of language on recall (Elizabeth Loftus experiments)
* effect of different word types on recall – concrete versus abstract
* effect of organisation on recall
* effect of time on recall (Ebbinghaus’s forgetting curve)
* recall versus recognition
* retrieval cues as an aid to memory

1. Your teacher will provide you with the method for conducting your selected investigation. Your task will then be to:

* each student recruit 2-3 participants and gain consent of participants (see handout) - the participants could be students from other classes, friends or relatives
* collect data at a time that is convenient to the participants
* collate class data.

**Description of assessment**

The report you are required to produce should contain four sections:

1. The Results section of your report requires:

* a presentation of the collated class data in an appropriate format
* a conclusion made from the data you obtained.

1. Analysis and Evaluation  
   This section of your report could include:

* an explanation of the design type used
* an evaluation of the choice of participants
* evaluations of the strengths and/or limitations of the investigation
* a suggestion for increasing the reliability of the data, justifying your answer
* a suggestion for increasing the validity of the data, justifying your answer.

1. The Deconstruction section of the report requires you to consider how you could conduct new research addressing a problem identified in this investigation.   
   You could do this by including:

* a consideration of how various factors could affect the retrieval of memories
* identification of the dependent and independent variables
* a consideration of the factors that should be held constant, with a description of how these factors could be controlled
* identification of factors that may not be able to be controlled
* a consideration of the sampling method and sample size.

1. The Design section of your report must include:

* a hypothesis or an investigable question
* a list of materials required
* a detailed method to test your hypothesis or question
* identification and management of safety and/or ethical risks
* suggestions for the results that would support your hypothesis
* explanations of the limitations of the investigation or the conclusions that could be drawn
* references (if applicable).

You could annotate your design to explain why you have made the decisions you have made.

**Assessment Conditions:**

For this investigation, students present an individual report.

Section 1: Students will have one week to conduct the investigation in their own time after being provided with the method and one lesson to produce the Results section of the report using collated class data.

Section 2: Students will have two lessons to evaluate the method, analyse the data, and write that section of the report. They may work individually or in pairs.

Section 3: Students will have one lesson to deconstruct the problem identified, and write that section of the report. They may work individually or in pairs.

Section 4: Each student is to then complete the design section at home.

**The report should be a maximum of 1000 words if written, or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.**

**The deconstruct and design section should be on no more than 3 single sided A4 sheets of paper.**

STAGE 1 PSYCHOLOGY

Cognitive Psychology

Participant Consent Form

Students are to provide a brief summary of the procedure.

|  |  |
| --- | --- |
| Participant’s Name (capitals): |  |
| Research Question/Hypothesis: |  |
| Student Researcher’s Name |  |
| Supervising Teacher’s Name: |  |

1. I consent to participate in investigating the research question/hypothesis stated above. The nature of the program, including questionnaire(s), experimental procedure, or interview has been explained to me.
2. I authorise the student researcher and supervising teacher, named above, to use the questionnaire(s), experimental procedure or interview with me.
3. I understand that:
4. I am free to withdraw from the program at any time. There will be no penalty if I decline to participate, or if I initially agree to participate but later decide to withdraw.
5. The program is for the purpose of teaching. It does not involve any treatment.
6. The confidentiality of the information I provide—whether on paper or recorded on audio-tape—will be safeguarded. (Pencil-and-paper measures will be identified only by a code number in order to ensure that answers are anonymous. Any audio-recording that is made of a focus group discussion will be erased immediately after the transcription has been checked.)
7. I am aware that access to audio tape recordings will be limited to the researcher, teacher and to students whose role it is to transcribe the tapes.
8. There are no known adverse effects of participation in this program.
9. I should return only the tear-off slip below. I should keep the remainder of the consent form so that I have a record of what I have agreed to.

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|  |  |  |  |
| --- | --- | --- | --- |
| Signed: |  | Date: |  |
| Participant Name |  |  |  |

Students under 16 years of age may participate in the program only if a parent or guardian completes the following section.

|  |  |  |  |
| --- | --- | --- | --- |
| I consent to the participation of |  | in the above research. | |
| Signed: |  | Date: |  |
|  | *Parent/guardian/in loco parentis* |  |  |

Performance Standards for Stage 1 Psychology

| - | Investigation, Analysis, and Evaluation | Knowledge and Application |
| --- | --- | --- |
| A | Critically deconstructs a problem and designs a logical, coherent, and detailed psychological investigation.  Accurately and thoroughly obtains, records, and represents data.  Systematically analyses and interprets data and evidence to formulate logical conclusions with detailed justification.  Critically and logically evaluates procedures and their effect on data. | Demonstrates deep and broad knowledge and understanding of a range of psychological concepts.  Applies psychological concepts highly effectively in diverse contexts.  Critically explores and understands in depth the interaction between science and society.  Communicates knowledge and understanding of psychology coherently, with highly effective use of appropriate terms, conventions, and representations. |
| B | Logically deconstructs a problem and designs a well-considered and clear psychological investigation.  Logically obtains, records, and represents data.  Logically analyses and interprets data and evidence to formulate suitable conclusions with reasonable justification.  Logically evaluates procedures and their effect on data. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts.  Applies psychological concepts mostly effectively in diverse contexts.  Logically explores and understands in some depth the interaction between science and society.  Communicates knowledge and understanding of psychology mostly coherently, with effective use of appropriate terms, conventions, and representations. |
| C | Deconstructs a problem and designs a considered and generally clear psychological investigation.  Obtains, records, and represents data with some errors.  Undertakes some analysis and interpretation of data and evidence to formulate generally appropriate conclusions with some justification.  Evaluates procedures and some of their effect on data. | Demonstrates knowledge and understanding of a general range of psychological concepts.  Applies psychological concepts generally effectively in diverse contexts.  Explores and understands aspects of the interaction between science and society.  Communicates knowledge and understanding of psychology generally effectively, using some appropriate terms, conventions, and representations. |
| D | Prepares a basic deconstruction of a problem and an outline of a psychological investigation.  Obtains, records, and represents data with occasional accuracy and effectiveness.  Describes data and undertakes some basic interpretation to formulate a basic conclusion.  Attempts to evaluate procedures or suggest an effect on data. | Demonstrates some basic knowledge and partial understanding of psychological concepts.  Applies some psychological concepts.  Partially explores and recognises aspects of the interaction between science and society.  Communicates basic psychological information, using some appropriate terms, conventions, and/or representations. |
| E | Attempts a simple deconstruction of a problem and a procedure for a psychological investigation.  Attempts to record and represent some data.  Attempts to describe results and/or interpret data to formulate a basic conclusion.  Acknowledges that procedures affect data. | Demonstrates limited recognition and awareness of psychological concepts.  Attempts to apply psychological concepts.  Attempts to explore and identify an aspect of the interaction between science and society.  Attempts to communicate information about psychology. |