Psychology Independent Research Project – GOLD LEVEL

	What should be included	Example	Approx length	My Checklist		Teacher checklist
PART A Introduction	1. Explain what your project is focused upon and why you are interested in this topic. 2. Present your research question (what exactly do you want to find out?) 3. Come up with a hypothesis for your research (what do you predict the findings will be?)	Is STM memory in females better than STM in males? Does chunking help with STM or not? To investigate whether specific personality traits are linked to criminal behaviour in teenagers I predict that ……. compared to …….	**300 words**	▪ I have an introduction that explains the topic I am focusing on ▪ I have a clear research question ▪ I have included a hypothesis (my prediction for my research)	☐ ☐ ☐	☐ ☐ ☐
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PART B Literature Review	1. Find at least TWO existing sources of research or articles. 2. For each source: (a) outline what it is about (b) identify five key pieces of information/quotes and explain how each links to your RQ 3. Make a general statement about what you have discovered from your research overall.	*I have researched into the psychology and reasoning behind the creation of serial killers. As part of my research I have studied the life of Ted Bundy through a series of documentaries, looked into 3 psychological theorems and also found studies that provide evidence for both nature and nurture.* *The Bobo Doll Experiment was a study conducted by Albert Bandura to prove his social learning theory. The Bobo doll experiment had a sample of seventy two children who were exposed to three different models. 'Children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control people.' (McLeod, 2011.) The results showed that the children who witnessed the aggressive model behaved more aggressive towards the doll. This links to my research as Ted Bundy's grandfather was abusive to his grandmother and therefore Ted Bundy could be an example of the social learning theory as he witnessed the violence towards his grandmother and repeated those actions on other women.*	**500 words**	**FOR SOURCE 1** ▪ I have explained what the source is about ▪ I have included 5 key points from the source EXTENSION: ▪ I have included quotes **FOR SOURCE 2** ▪ I have explained what the source is about ▪ I have included 5 key points from the source EXTENSION: ▪ I have included quotes	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

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PART C Methodology	1. Explain your research design by outlining your **<u>method/s</u>** (questionnaire, interview, observation, experiment, case study) and WHY you have chosen each one. 2. Explain your **<u>sample</u>** (age, gender, background, experience etc.) and WHY you have chosen your sample. 3. Outline **<u>how</u>** you are going to conduct your research: (a) Sampling method - how will you get your sample? (b) Research context - where and when (& for how long) will your research occur? (c) What ethical considerations do you need to account/prepare for? (d) Outline in step-by-step how your research will occur (i.e. how exactly will you collect the data?) (e) Data Presentation - how will you present your data (e.g. table, tally chart, graphs etc.)? Is it qualitative or quantitative?	*E.g. For my methodology I have chosen to use a questionnaire and an interview. This will allow me to….* *E.g. As I would like to investigate how girls and boys learn, I will use a sample of 12-15 year-old Passmores students, with an even number of male and female participants.* *E.g. For my questionnaire, I have made use of random sampling; this ensures that I obtain a range of opinions from twenty participants of different backgrounds, genders and theatrical exposure. The range in these factors is important as it will enable me to have an insight into people's varying opinions of theatre and ability to identify both historical and modern conventions within musicals, meaning that they are less likely to all gravitate towards a singular and possibly unreliable conclusion.* *E.g. My first primary method, a questionnaire, will take place in a secondary academy located in Harlow, Essex. I chose this particular location due to my familiarity with the students and staff; a great deal of them express an interest in the performing arts.* *E.g. When planning my research I need to consider informed consent and so I plan to…* *E.g. Firstly, I will pilot my questionnaire in my class and then edit any questions that are unclear or unfit. Then I will …* *E.g. I will present my quantitative data in bar graphs so I can compare the results. I will present the qualitative data in tables so I can include the descriptive results.*	**400 words**	<u>METHOD/S</u> ▪ I have explained what method/s I am using. ☐ ▪ I have explained WHY I have chosen these methods. ☐ <u>SAMPLE</u> ▪ I have described the sample I will use. ☐ ▪ I have explained WHY I will use this sample. ☐ ▪ I have explained how I will get my sample ☐ <u>RESEARCH PROCEDURE</u> ▪ I have explained when & where my research will take place. ☐ ▪ I have explained the ethical considerations I have taken in my research. ☐ ▪ I have explained each step of HOW I collected data in my research. ☐ ▪ I have described how I plan to present the data I have collected. ☐		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
NOW GO OUT AND COLLECT YOUR DATA! ☺						

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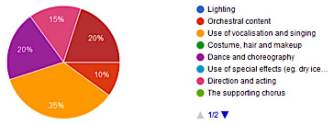
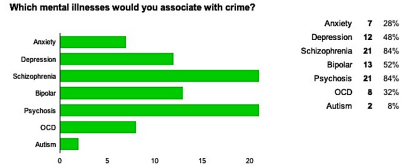
PART D Data Analysis & Discussion of Results	**Presentation of data** You will have collected your data together in an organised manner (using tables, tally charts etc.). NOW YOU NEED TO DO THE FOLLOWING: 1. **Quantitative (numerical) data** – decide which graph you need to display the data and draw/create this graph. **2. Qualitative (descriptive) data –** **(a)** look at the responses and colour-code to bring out key themes (ideas that are important and repeated). **(b)** Once you have colour-coded the responses, put them in categories and add these categories to a table. 3. Include your graphs and/or tables in your research report. 4. For each graph or table, write a paragraph underneath that explains what it is showing about your research question. 5. Does the data also show alternative arguments/interpretations that you didn't expect?	***Example: presenting & analysing <u>qualitative</u> data*** The table below displays my qualitative results for my comparative analysis. I have colour-coded each convention (theme) of musical theatre in order to clearly present my analytical comments for each one. Furthermore, I have colour-coded each of my statements to display whether they are apparent in the musical or not. I initially watched both musicals and made notes on the occurrence of musical theatre's conventions after conducting my discourse analysis; from these notes, I organised them into the table below and elaborated on the notes, before colour-coding them so that themes are clearly highlighted. Key Chorus Opera Jingxi Modern Conventions • Origin present • Origin absent **Origins of Musical Theatre** | ***Rent* – Film Musical** | ***Matilda* – Live Musical** Chorus | • This musical featured many songs sang in chorus, relating to the synchrony of Greek chorus and the vocals in which they used to enhance their chorused narration. • *Rent* did not utilise any choral movement due to the fact that it was filmed and acted naturalistically (despite the constant outbreak into musical numbers). | • Particularly in the dance and musical numbers of *Matilda*, there is substantial use of chorus, as there is large utilisation of unison when dancing and singing. • In this musical, the use of chorus was furthermore recognised significantly during acting scenes; there are many occasions during the musical throughout in which the students act as a company in synchrony, similarly to a Greek chorus dynamic. Opera | • Larson's musical was written based on Puccini's famed ***Example: presenting & analysing <u>quantitative</u> data*** Which factors of live musical theatre make the piece enjoyable for you? (20 responses)  On this question, there was a wider distribution between responses, implying that there are several modern and historical conventions that act as an effective enhancer of the enjoyment and impact of live musical theatre. The majority of participants (35%) felt that the use of vocalisation and singing enhanced the enjoyment of a live musical theatre piece. Links to opera – as identified in the previous pie chart and discourse analysis – can be made with vocalisation and singing in musical theatre, as story in opera was traditionally told through singing and vocalisation. Therefore, opera could be hitherto interpreted as being one of the most influential historical conventions of musical theatre, making it evident that this convention has had an impact on theatrical aspects today. Additionally, 20% of participants believed that dance and choreography enhanced **Figure 1.2** **Which mental illnesses would you associate with crime?**  Anxiety 7 28% Depression 12 48% Schizophrenia 21 84% Bipolar 13 52% Psychosis 21 84% OCD 8 32% Autism 2 8% From my quantitative data I can infer that most commonly mental illnesses such as schizophrenia, bipolar and psychosis are associated with crime and therefore can be linked to serial killers such as Ted Bundy.	**400 words** *(not including words in tables or graphs)*	<u>ANALYSING THE DATA</u> ▪ I have explained how I have analysed the data I have collected. <u>PRESENTING THE DATA</u> ▪ I have presented my data in tables (qualitative) and graphs (quantitative). ▪ I have made sure that my graphs and tables are accurate and labelled correctly. <u>DISCUSSING THE DATA</u> ▪ I have explained what each graph shows in response to the research question. ▪ I have explained what the table shows in response to the research question.	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

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PART E Evaluation	1. Draw conclusions to your research question that are supported by your findings.	*E.g. This study aimed to investigate whether it was nature or nurture that caused Ted Bundy to kill. From all of my research and data analysis I can conclude that in my opinion I believe Ted Bundy was the product of both innate criminal behaviour and negative experiences during childhood.*	**400 words**	<u>DRAWING CONCLUSIONS</u> ▪ I have answered my research question by clearly outlining the main conclusions taken from my data.	☐	☐
	2. Explain the strengths and limitations of the research methods and sample.	*E.g. The strengths of my questionnaire are that it is a simple way of accessing people's thoughts and feelings; asking the correct questions will mean that I obtain a detailed range of answers. Additionally, questionnaires are not time-consuming, meaning that you can carry out multiple questionnaires simultaneously, thus enabling you to receive many responses in little time.* *The weaknesses of my questionnaire are the risks of social desirability; participants attempting to be socially desirable when taking the questionnaire may lead to inaccurate results, as they aren't being entirely honest. In an attempt to avert this, in my questionnaire disclaimer I could strongly request for all participants to answer completely honestly, thus increasing the accuracy of this method.*		<u>EVALUATING MY RESEARCH</u> ▪ I have explained the strengths and limitations of the - Research sample - Research methods.	☐ ☐	☐ ☐
	3. Outline what you have learnt from your research about the topic.	*E.g. Through my involvement in the research project, I have obtained various beneficial skills that are likely to aid me in further education and future endeavours. For example, I have gained time-management and organisational skills due to the independence of this course.*		<u>WHAT I HAVE LEARNED</u> ▪ I have explained what I have learnt from doing the project	☐	☐