

Deerfield Beach High School  
I.B. Theory of Knowledge  
**Application Assessment #4 – Alternative #1**  
*Human Sciences as an Area of Knowledge*

**DIRECTIONS**

**CONTEXT:** In this unit, we discussed the difference between natural sciences and human sciences and the latter's broader contributions to our knowledge and understanding of the world around us and of life's experiences. We have considered their nature, limitations, methods, and applications. Additionally, we have re-explored the concept of truth, certainty, facts and informed opinions. Both of these tasks require you to consider what you learned in these discussions and apply these ideas in completing the assignment of your choosing.

**PREPARATION:** You will need to either this **human science** assignment (AA#4-1) or the **history** alternative (AA#4-2); see separate assignment sheet for AA#4-2. For this assignment, you will need to either conduct an experiment of your own creation or use the data from a previously done experiment (i.e. Psych IA).

**TASK:** **Your task is to write an analysis of the methods and results of a human science experiment you have conducted.**

**Objective:**

To investigate the attitudes, or behavior, of a group of people towards a given situation, to enable you to understand and appreciate the complexities and challenges of how knowledge is created in the human sciences.

**Parameters & Requirements:**

- You are welcome to devise your own project or to choose one from the list below.
- You may work in pairs (only 2!) to complete your developed experiment. Or you may use the methods and results of your IA Psych research and experiment. You must write a summative report that will be **individually** prepared and submitted. ***All investigations and working pairs must be approved by Mr. Collazo before you begin your work.***
- Your experiment analysis should have the following and be listed as follows:
  - Section 1: Include a clearly stated title and purpose (consider why this was important/interesting to investigate); explain clearly what you intended to investigate.
  - Section 2: Describe your organized method of approach to the problem; discuss how you applied the scientific method and your process of data collection. Describe the format of your questionnaire/survey (if you have one), number of subjects taken as a sample, recognition and control of independent and dependent variables, etc.
  - Section 3: After conducting the experiment, provide a clear analysis/interpretation of the results. Discuss how the quantitative analysis can be interpreted in a qualitative explanation.
  - Section 4: Discuss at length the limitations of your investigation and the knowledge questions to consider before and after the experiment.
  - Section 5: Consider the possible applications for your findings, and what purpose the findings may serve, based on our discussions on this subject in class.

**Suggestions for Investigation (you may create variations of these or develop one your own):**

- 1) Does listening to music while studying help or hinder learning?
- 2) Is it easier to remember a combination of numbers or a combination of letters?
- 3) How easy is it to persuade somebody they are wrong when they are right?
- 4) Design and conduct a survey into the attitude of your peers or the faculty to geography.
- 5) How does the perception of age change with age?
- 6) Is there a difference between the ability of left-handed and right-handed people to perform simple tasks?
- 7) Is there a maximum number of units (of letters or numbers) beyond which a sequence becomes more difficult to remember?

Please refer to the learning scale for this assignment.

FORMAT: Your question responses or write-up/report must be typed into the body of an email sent to Mr. Collazo. Each question/part must be numbered to show clear organization. The subject title must be **YourLastName-Period\_ - AA#4-1** (so if it were my assignment: *Collazo-Period1-AA#4-1*). There is NO minimum or maximum word limit, so there is no guideline for length here; please answer the questions or explain yourself in the report as fully and as thoroughly as you can, explicitly considering concepts we explored during journal/class discussions.

*Failure to comply with these formatting specifications and requirements will result in an immediate 2 point deduction before scoring commences.*

DEADLINE:

**Submit by 11:59pm on 3/18/2019 (M), sent to dbhssensei@gmail.com**  
*Failure to meet this deadline will result in a 4-point deduction for each day it is late, beginning at 12:00am on 3/19/2019 (Th).*

### Assessment Application #4-1: Learning Scale for Task

<p>Standard: <b>LAFS.1112.L.3.6</b> - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p><b>DOK Level 4</b></p> <p><b>Score:</b> <b>19-20</b></p>	<p><b>In addition to Score 3</b>, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student's response includes evidence of a personal connection and identifies key knowledge questions in which the student describes and applies ideas/concepts within the context and therefore demonstrates mastery.</p>
<p><b>DOK *Level 3*</b></p> <p><b>Score:</b> <b>17-18</b></p>	<p><b>In addition to Score 2</b>, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student research clearly addresses the category tasks and he/she responds to the questions in the task with a well-argued and supported response. The response includes evidence of a personal connection, demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes supporting evidence to support the student's claims.</p>
<p><b>DOK Level 2</b></p> <p><b>Score:</b> <b>15-16</b></p>	<p>The student recognizes and describes specific terminology in the sciences such as scientific method, facts, theories, hypotheses, inductive vs. inductive reasoning, sampling, and experimentation, as well as perspectives, truth, knowledge claims and questions.</p> <p>* The student's consideration and research are adequate, but not thorough. No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p><b>DOK Level 1</b></p> <p><b>Score:</b> <b>13-14</b></p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task. The student's consideration and research may not be completely adequate for the task.</p>
<p><b>DOK Level 0</b></p> <p><b>Score:</b> <b>0-12</b></p>	<p>Even with help, little to no understanding or skill demonstrated; or student did not respond to this question/task; or student submitted the assignment beyond the 4-day late grace period.</p>