

Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standard 91847

Standard title: Examine how theory is used in fields of psychological practice

Credits: 5

Resource title: Live long and prosper

**Resource reference:** Psychology 2.4B Version 1

This resource:

* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

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| Date version published by Ministry of Education | January 2017  To support internal assessment from 2017 |
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| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. Teachers may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

**Context/setting**

This activity requires students to comprehensively demonstrate their understanding of how theory is used in different fields of psychology. It involves students selecting two fields and investigating how at least one theory is used in each field.

You may decide how to structure the investigation depending on your students. You may choose to select fields and the related theories, providing information and sources for students and a scaffolded outline, or you may choose to let students select their own fields and theories (with guidance).

Examples of theories in fields include:

* Clinical Psychology: General Adaptation Syndrome, Fight or Flight response
* Health Psychology: The Health Belief Model, Biopsychosocial Model, Hauora - Te Whare Tapa Whā, The PERMA model Seligman (2011)
* Developmental Psychology: Piaget’s theory on cognitive development, Vygotsky’s theory of Social Development, Kohlberg’s theory of Moral Development, Erikson’s Lifespan Theory
* Educational Psychology: Operant Conditioning, Self-Efficacy Theory, Constructivist Theory, Cognitive Load Theory, Self-Regulated Learning Theory, Thorndike’s Laws of Learning, Kolb’s Experiential Learning Theory
* Industrial and Organisational Psychology: Maslow’s Hierarchy of Needs, Schneider’s ASA Theory, Self-Efficacy Theory
* Cultural Psychology: Vygotsky’s Social Development Theory, Social Identity Theory, Theory of individualism and Collectivism
* Sports Psychology: Motivation Theory, Hull’s Drive Theory, Self-Efficacy Theory
* Media Psychology: Social Learning Theory, Hovland-Yale Model of persuasion, Elaboration-Likelihood Model, Uses and Gratifications Theory.

The students assessed work must include both fields with an examination of at least one related theory per field.

**Conditions**

The students could work in groups but will be assessed individually.

As a guide, assessment against the standard should reflect approximately 50 hours of teaching, learning and assessment, in and out of the classroom.

Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

Access to the Internet and to relevant sources of information. If teachers have access to guest speakers and experts in the different fields then this is an ideal opportunity to arrange a visit or LEOTC trip.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to examine how theory is used in two fields of psychological practice.

You are going to be assessed on how comprehensively you examine how theory is used in the two fields of psychological practice.

Teacher note: Insert due dates and time frames.

**Task**

Your task is to examine two fields of psychological practice and the theories used in those fields. You need to examine at least one theory from each field.

You will need to:

* explain in detail how at least one theory in each field can be applied and provide supporting research
* evaluate the theories used in your chosen fields, considering their strengths and weaknesses
* justify why the theories are used
* discuss the implications and significance of these theories within the context of the field
* predict how the fields might change in the future.

**Present your information**

You can choose how best to do this, for example, written leaflet/handout, video, audio visual presentation, website, blog etc.

Throughout your presentation, refer to information you have gathered and include supporting evidence such as names, dates, places, statistics, or quotations.

**Assessment schedule: Psychology 91847 - Live long and prosper**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Students examine how theory is used in fields of psychological practice by:   * showing an awareness of how at least one theory from each of two different fields of psychology can be used to explain behaviour and why each theory is used within each field.   **For example (partial evidence for one field):**  *In the field of clinical psychology, theories are used to explain why some people may suffer from stress related illness. One theory used to explain how stress causes illness is that of The General Adaptation Syndrome, Selye (1956). Selye documented how the body responded to stress with predictable patterns such as fight or flight response.*  *Continually reacting to perceived danger and readying the body for action by the fight or flight response can eventually result in stress related illnesses. Situations that trigger a stress response can be identified and strategies such as slowing the breathing* *rate down can be used to reduce such stress.*  The description must include a minimum of two fields and at least one theory per field.  *The examples above are indicative samples only* | Students examine, in depth, how theory is used in fields of psychological practice by:   * giving a detailed explanation of how at least one theory is used in each of the two fields * including an identification of the strengths and weaknesses of the theories and justifying why the theories are used. This may include descriptions of or references to psychological theories or studies from published works.   **For example (partial evidence for one field):**  *In the field of clinical psychology theories are used to explain why some people may suffer from stress related illness. One theory used to explain how stress causes illness is that of the General Adaptation Syndrome Selye (1956). Selye documented how the body responded to stress with predictable patterns so that the internal balance, or homeostasis, would be restored and maintained.*  *In the body’s attempt to retain homeostasis, the fight or flight response is activated (Cannon, 1932). This involves the release of hormones to ready the body for action. The body can maintain this state for extended time periods as part of homeostatic adaptation to chronic* *stress called the* [*General Adaptation Syndrome*](http://changingminds.org/explanations/brain/dysfunction/gas.htm) *or GAS). Eventually a long term homeostatic adaption to stress will result in….*  *A strength of this approach is that it gives an explanation for the long term effects of stress on the body which alerted the medical community to the link between stress from mental sources and illness. A weakness is that the initial research support came from animal studies which meant that caution was needed when applying the results to humans.*  *This theory enabled understanding of why some people may experience stress and what the different long term effects on various people’s health will be.*  *The examples above are indicative samples only* | Students comprehensively examine how theory is used in fields of psychological practice by:   * comprehensively examining the theories discussed from their chosen fields of psychology * evaluating the theories used in the chosen fields * considering implications of the theory on the fields * predicting how the fields may evolve over time.   **For example (partial evidence for one field):**  *In the body’s attempt to retain homeostasis, the fight or flight response is activated (Cannon, 1932). This involves the release of hormones to ready them for action. The body can maintain this state for extended time periods as part of a homeostatic adaptation to chronic stress (called the General Adaptation Syndrome or GAS). Eventually a long term homeostatic adaptation to stress may result in a (mental/physical) breakdown at the ‘weakest link(s)’, these weak points vary for* *different individuals.*  *A strength of this approach is that it gives an explanation for the long term effects of stress on the body which alerted the medical community to the link between stress from mental sources and illness. A weakness is that the initial research support came from animal studies which meant that caution was needed when applying the results to humans. This theory enabled an understanding of why some people experience stress and what the different long term effects on various peoples’ health will be.*  *Selye’s theory was the first to provide a framework for studies that related psychological events to physical health effects. Many later studies were inspired by this theory. It emphasised the link of the body to the mind and paving the way towards the general acceptance of more holistic traditional theories of health and well-being such as the Māori concept of Hauora. The field of Health Psychology will continue to change and adapt a more holistic viewpoint in the future as this would help to ensure that mental and physical elements of health are given equal consideration.*  *The examples above are indicative samples only* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.