

Internal Assessment Resource

Psychology Level 1

This resource supports assessment against Achievement Standard 91839

Standard title: Demonstrate understanding of psychological approaches

**Credits:** 6

Resource title: Different approaches!

**Resource reference:** Psychology 1.1B 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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| 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. The teacher 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 demonstrate comprehensive understanding of at least three different psychological approaches. This involves describing the key features of each approach, including explaining the main ideas, and describing theories from within each approach, and giving examples of how these theories might be used/applied in real-life contexts.

Psychological approaches will be covered in class and it is expected that students will choose at least three of these to demonstrate their understanding. Students will be designing interviews with well-known psychologists from at least three different approaches and providing answers that demonstrate their knowledge. You may want to check the psychologist chosen is appropriate.

You may want to support students with how to write good interview questions that are open-ended and will enable them to get the information they require. Practice and role play situations may be undertaken in class so that students can see how an interview might play out and what might be appropriate questions to ask.

Conditions

Students may work in groups but will be assessed individually.

As a guide, assessment against this standard should reflect approximately 60 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 or relevant sources of information. Students may require cameras/recording devices such as a phone for filming or voice recording equipment.

Additional information

An example of a ‘main idea’ is that all behaviour is learnt if you are studying the behavioural approach. A theory which is aligned with this approach is that of classical conditioning.

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Student instructions

Introduction

This assessment activity requires you to demonstrate understanding of three psychological approaches and present your evidence in interview form.

You are going to be assessed on how comprehensively you demonstrate your understanding of the psychological approaches.

Teacher note: Insert due dates and time frames.

Task

Imagine you have interviewed **three** well-known psychologists (past or present) each of whom follows a different psychological approach. Present your questions and answers from the interviews.

***Interviews***

Design questions and provide possible answers for each of the psychologists.

Examples of psychological approaches include:

* behavioural
* biological
* cognitive
* sociocultural
* humanistic
* psychodynamic
* evolutionary.

Your interviews will need to provide the following information about each approach:

* Who is your psychologist?
* What are the main ideas of their approach?
* What is/are their theory?
* What are other theories in this approach?
* How are these theories used in real-life?

Provide supporting evidence from recognised sources that can be used to show your understanding of each approach. Refer to psychological theories or studies.

***Present your information***

Present your information. You can choose how best to do this, for example, written paragraphs, transcripts, videos, audio recording, a site/blog/webpage.

Make sure you include:

* the main ideas of the psychological approach
* psychological theories that are aligned to that approach
* explanation of theories or studies
* how the features may be applied to a real-life context.

**Assessment schedule: Psychology 91839 – Different approaches!**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of psychological approaches by:   * choosing well-known psychologists from at least three different approaches * designing interview questions and answers that involve describing the distinctive features of these approaches. The distinctive features include the main ideas of the psychological approach and psychological theories that are aligned to that approach.   ***For example: (Partial evidence of one approach)***  **Interviewer:** *I am here with Dr Sigmund Freud one of the founding fathers of the psychodynamic approach. Dr Freud can you tell me the main ideas of the psychodynamic approach?*  **Sigmund Freud:** *I believe that human behaviour is driven by unconscious forces from within. All of our behaviour has a cause, whether it is hidden or not. I think that how a person behaves as an adult is shaped by their experiences in childhood and bad experiences may emerge as personality or psychological problems in later life.*  **Interviewer:** *You came up with a number of theories about human behaviour are you able to describe some of those for me?*  **Sigmund Freud:** *Of course, as I said before, I believe that our actions in life are related to a theory of mine I like to call the Iceberg Theory. I believe there is more to the mind than meets the eye – like an iceberg. For example, the tip of the iceberg is conscious thoughts e.g. "ooh it’s cold in here”. Then there is the deep bit, the hidden part of the iceberg; the unconscious – these are the things we hide from other people e.g. anger.*  *The examples above are indicative samples only* | The student demonstrates in-depth understanding of psychological approaches by:   * choosing well-known psychologists from at least three different approaches * designing interview questions and answers that involve describing the distinctive features of these approaches * providing detailed information that includes explanations of, and reference to, psychological theories or studies   ***For example: (Partial evidence of one approach)***  **Interviewer:** *You came up with a number of theories about human behaviour are you able to describe some of those for me?*  **Sigmund Freud:** *Of course as I said before, I believe that our actions in life are related to a theory I like to call the Iceberg Theory. I believe there is more to the mind than meets the eye – like an iceberg. For example, the tip of the iceberg is conscious thoughts, e.g. “ooh it is cold in here” – the thoughts that we are aware of. Then there is the hidden and deep part of the iceberg, the unconscious – these are the things that are hidden – e.g. anger, fear or instincts. Often these unconscious thoughts are hidden from our mind for some reason, like, we are scared of others seeing these thoughts.*  *The examples above are indicative samples only* | The student demonstrates comprehensive understanding of psychological approaches by:   * thoroughly explaining the distinctive features of at least three psychological approaches * describing how the features may be applied to a real-life context   ***For example: (Partial evidence of one approach)***  **Interviewer:** *Can you explain to me how your theory about the psychosexual stages of development can be applied to real-life? Isn’t it kind of dated now?*  **Sigmund Freud:** *Of course as I said before, I believe that our actions in life are related a theory of mine called the Iceberg Theory. The mind can be divided into parts. I believe there is more to the mind than meets the eye – like the three parts of an iceberg. For example, the tip of the iceberg is conscious thoughts e.g. “ooh it’s cold in here” – the thoughts that we are aware of. Secondly the hidden and deep part of the iceberg, the unconscious – these are the things that are hidden from other people, e.g. anger, fear, immoral things. Often these unconscious thoughts are hidden from others for a reason, like, we are scared of others seeing these thoughts. For example, my patients often tell me “I don’t know why I feel so angry, maybe I’m embarrassed or ashamed from what happened in my childhood – but I don’t want anyone to know”. Sometimes, my patients act out in strange or violent ways simply because they have not resolved these past issues. The last part of the mind is the super ego …*  *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.