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**NCEA Level 2 Psychology**

**Conditions of Assessment**

Version 1: January 2017

**General Information**

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| **Subject Reference** | Social Science Studies |
| **Domain** | Psychology |
| **Level** | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB**: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91844 Psychology 2.1** |
| **Title** | Examine different psychological approaches used to explain a behaviour |
| **Number of Credits** | 6 |
| **Version** | 1 |

 If the teacher decides to use an inquiry as the assessment activity the following applies.

The teacher may assist the inquiry by:

* + aiding in the refinement of focusing questions
	+ assisting in locating sources
	+ conferring with individual students during the inquiry process.

Evidence for this achievement standard should be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

Teachers may choose to teach the relevant part of the programme and assess against this standard alongside 2.2 Approaches as some of the debates naturally fit with the (historical and contemporary) context of the approaches.

Possible formats for presentation of evidence could include:

* written – newspaper or magazine article, blog, pamphlet
* oral – recording , radio programme, podcast, role play
* visual – video, webpage, graphic novel, slide show or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations).

The format in which the evidence is submitted is not assessed.

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| **Achievement Standard Number** | **91845 Psychology 2.2** |
| **Title** | Examine how a psychological debate has changed over time |
| **Number of Credits** | 3 |
| **Version** | 1 |

 If the teacher decides to use an investigation as the assessment activity the following applies.

The teacher may assist the investigation by:

* + aiding in the refinement of focusing questions
	+ assisting in locating sources
	+ conferring with individual students during the inquiry process.

Evidence for this achievement standard would be expected to be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  This evidence may be generated from discussion, group work, research, decision making and/or reflection and will be presented in any media that clearly communicates the student’s understanding of the debate and how it has changed. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

Teachers may choose to teach the relevant part of the programme and assess against this standard alongside 2.1 Approaches as some of the debates naturally fit with the (historical and contemporary) context of the approaches.

Possible formats for presentation of evidence could include:

* written –newspaper article, blog, debate transcript
* oral – recording , radio programme, podcast, a debate, role play, interview
* visual – timeline, video, webpage, slide show, or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations).

The format in which the evidence is submitted is not assessed.

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| **Achievement Standard Number** | **91846 Psychology 2.3** |
| **Title** | Conduct psychological research with guidance |
| **Number of Credits** | 4 |
| **Version** | 1 |

Evidence for this achievement standard would be expected to be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

When conducting psychological research, students must adhere to a set of ethical principles such as the NZ Code of Ethics. The focus in this standard is on *psychological* research.

Possible formats for assessment could include:

* written – lab report, report, newspaper article, instructional manual (‘how to’ guide), blog
* oral – recording, podcast
* visual – video, webpage, slideshow, annotated diagrams and tables
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations).

The format in which the evidence is submitted is not assessed.

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| **Achievement Standard Number** | **91847 Psychology 2.4** |
| **Title** | Examine how theory is used in fields of psychological practice |
| **Number of Credits** | 5 |
| **Version** | 1 |

 If the teacher decides to use an investigation as the assessment activity the following applies.

The teacher may assist the investigation by:

* + aiding in the refinement of focusing questions
	+ assisting in locating sources
	+ conferring with individual students during the inquiry process.

Evidence for this achievement standard should be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

Possible formats for presentation of evidence could include:

* written – newspaper or magazine article, blog,
* oral – recording , radio programme, podcast, role play, interviews
* visual –video, webpage, slide show or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations).

The format in which the evidence is submitted is not assessed.

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| **Achievement Standard Number** | **91848 Psychology 2.5** |
| **Title** | Examine ethical issues in psychological practice |
| **Number of Credits** | 3 |
| **Version** | 1 |

Evidence for this achievement standard would be expected to be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

Possible formats for presentation of evidence could include:

* written – newspaper or magazine article, blog, instructional (or ‘how to’) manual
* oral – recording , radio programme, podcast, role play
* visual –video, webpage, graphic novel, slide show or other digital formats
* or a portfolio format that includes a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations).

The format in which the evidence is submitted is not assessed.

Teachers may choose to teach the relevant part of the programme and assess against this standard alongside or prior to teaching 2.3 - Methods as Ethics are an important part of conducting psychological research.

Teachers should provide summaries of a psychological Code of Ethics as the standard assesses the students’ understanding of the application of these principles rather than their recall. The context/study used for this standard can be New Zealand or overseas.