

Achievement Standard

Subject Reference	Psychology 3.1		
Title	Analyse differences between psychological approaches		
Level	3	Credits	6
		Assessment	Internal
Subfield	Social Science Studies		
Domain	Psychology		
Status	XX	Status date	XX
Planned review date	XX	Date version published	XX

This achievement standard involves analysing the differences between psychological approaches.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse differences between psychological approaches 	<ul style="list-style-type: none"> Analyse, in-depth, differences between psychological approaches 	<ul style="list-style-type: none"> Comprehensively analyse differences between psychological approaches

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Social Sciences learning area, and the Level 8 achievement objectives and is related to the material in the *Teaching and Learning Guide for Psychology*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>
- Analyse* involves explaining at least two psychological approaches focusing on the methodological and theoretical differences between each approach.

Analyse, in-depth, involves a detailed explanation focusing on how the approaches interact with each other. The explanation includes descriptions of, or references to, psychological theories, concepts or studies from published works.

Comprehensively analyse involves critiquing the degree of interaction between the approaches and showing the impact of these interactions in a societal context.
- Psychological approach* refers to a paradigm about people and the way that they function. In psychology there are a number of different approaches. There may be several different theories within an approach, but they share common assumptions

that tie them to that approach. Different approaches may offer different explanations for behaviours. Examples of psychological approaches include:

- behavioural
- biological
- cognitive
- sociocultural
- humanistic
- psychodynamic.

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

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233