



Psychology Achievement Standards Development:

Sector consultation - key findings

Psychology Draft Standards Matrix and Level 1 and 2 Achievement Standards

The Ministry of Education is developing psychology achievement standards derived from the Social Sciences learning area of the New Zealand Curriculum. The scope of this project includes Level 1-3 achievement standards, assessment resources and the supporting New Zealand Curriculum resources. The level 3 achievement standards will be developed in 2017.

In June 2016, the Ministry offered stakeholders the opportunity to provide feedback on the draft psychology standards matrix and level 1 and 2 achievement standards. The consultation was conducted via an online survey.

Respondent information

A total of 21 survey responses were received representing 84 individuals. The number of people represented in survey submissions ranged from one to thirty people. Respondents to the survey represented a variety of roles; teachers, students, psychologists, lecturer, tutor, parent. Respondents could select multiple roles.

Key outcomes of psychology

The majority of respondents agreed with the key outcomes outlined in the draft matrix. Some commented on specific aspects that could be included, however the matrix and standards are designed so that teachers can best choose the most appropriate context for their learners and this will be further explained in the teaching and learning support material. It is important to note that the psychology body of knowledge will be outlined in more detail in the revised teaching and learning guide. Once the standards are finalised, aspects of this guide will be updated as required to better align with the learning outcomes being assessed via the achievement standards.

Standard titles

The majority of respondents agreed that most of the achievement standard titles provide a general summary of the requirements of the standard.

Credit value

The majority of respondents agreed or strongly agreed that the draft matrix shows appropriate credit value for the standards. Some respondents requested more or less credits depending on the standard but there was no clear pattern or trend. Teachers have control over how the learning programme is designed and the assessment resource provided by the Ministry supports understanding of the appropriate teaching and learning time involved.

Assessment mode

A lack of external assessment was raised as a potential issue by a number of respondents. By providing internal assessments, teachers have more control over context, topic, flexibility of current vs traditional psychology, appropriateness of task and the ability to mix and match assessments from other programmes of learning such as health. If appropriate to the learning programme an