****

**NCEA Level 1 Psychology**

**Conditions of Assessment**

Version 1: January 2017

**General Information**

|  |  |
| --- | --- |
| **Subject Reference** | Social Science Studies |
| **Domain** | Psychology |
| **Level** | 1 |

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**

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91839 Psychology 1.1** |
| **Title** | Demonstrate understanding of psychological approaches |
| **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:

* providing the focussing questions for those students that need them
* providing some or all of the sources
* monitoring the early direction of the inquiry and providing guidance as required to develop students’ investigation skills.

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 approaches. 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 – journal article, letter, report, blog
* oral – recording, radio programme, podcast
* visual –poster, video, Facebook/social media page, 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).

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91840 Psychology 1.2**  |
| **Title** | Demonstrate understanding of a psychological debate |
| **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.  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. 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 achievement standard 1.1 - 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, interview
* visual – timeline, poster, video, DVD, 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).

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91841 Psychology 1.3**  |
| **Title** | Demonstrate understanding of the methods used in psychological research |
| **Number of Credits** | 4 |
| **Version** | 1 |

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

The teacher may assist the inquiry by:

* providing the focussing questions for those students that need them
* providing some or all of the sources
* monitoring the early direction of the inquiry and providing guidance as required to develop students’ investigation skills.

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 methods. 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 – report, journal article, instructional pamphlet, blog, case study
* oral – recording, radio programme, podcast
* visual –poster, 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).

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91842 Psychology 1.4** |
| **Title** | **Demonstrate understanding of how theory is used in fields of psychological practice** |
| **Number of Credits** | **5** |
| **Version** | **1** |

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

The teacher may assist the inquiry/investigation by:

* providing the focussing questions for those students that need them
* providing some or all of the sources
* monitoring the early direction of the investigation and providing guidance as required to develop students’ investigation skills
* Provide an LEOTC experience or guest speaker.

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 theory and fields. 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
* visual –poster, video, Facebook/social media page, 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).

|  |  |
| --- | --- |
| **Achievement Standard Number** | **91843 Psychology 1.5** |
| **Title** | **Demonstrate understanding of ethical principles in psychological practice in Aotearoa/New Zealand** |
| **Number of Credits** | **3** |
| **Version** | **1** |

Assessment for this achievement standard will require students to demonstrate understanding of ethical principles in psychological practice in Aotearoa/New Zealand. The focus is specifically on Aotearoa/New Zealand contexts and studies alongside the New Zealand Code of Ethics. In particular, this standard enables opportunities to explore contexts unique to New Zealand. For example, students could be taught how Principle One of the Code of Ethics aligns with the Treaty of Waitangi.

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.

Teachers may choose to teach the relevant part of the programme and assess against this standard alongside achievement standard 1.3 - Methods as Ethics are an important factor to consider when carrying out psychological research. Achievement standard 1.2 is also a good combination as an integrated assessment as Ethics can be explored as part of a psychological debate.

Teachers should provide summaries of the principles of the NZ Code of Ethics as the standard assesses the students’ understanding of these principles rather than their recall of these principles.