Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standards 91844 and 91845

Standard title: Examine different psychological approaches used to explain a behaviour

 Examine how a psychological debate has changed over time

Credits: 6 (91844)

3 (91845)

Resource title: I’m hooked!

**Resource reference:** Psychology 2.1B Version 1 and Psychology 2.2B 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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| Date version published by Ministry of Education | January 2017To support internal assessment from 2017 |
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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. Teachers 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 gathers evidence for two different achievement standards. The assessment can be undertaken as one holistic activity, but the evidence needs evidence to be assessed independently against the two standards.

This activity requires students to comprehensively examine theories from at least three different psychological approaches used to explain an addiction and to comprehensively examine how the psychological debate of free-will and determinism has changed over time.

The specific addiction studied can be changed from year to year to help ensure authenticity of student evidence. For example: gambling, nicotine, drugs, alcohol or cell phone use.

In **part one**, students present theories to explain addiction from at least three different approaches. This involves describing the key features of the approach, describing theories from within the approach and giving examples of how these theories might be used to explain addiction behaviour. They will need an evaluation which includes a justification of which approach has the strongest explanation for the given addiction and includes descriptions of or references to psychological theories or studies from published works.

**Part two** of the activity focuses on the debate of free-will versus determinism using this context of addiction.

**Conditions**

The students could work in groups but will be assessed individually.

You may want to give students guidance on the appropriate style and format for their findings. Remember that these achievement standards do not actually assess format or style.

As a guide, assessment against these standards should reflect approximately 90 hours of teaching, learning and assessment, in and out of the classroom.

Conditions of Assessment related to these achievement standards can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>

**Resource requirements**

Students will need access to computers, the Internet, and information from a variety of sources, such as: newspaper extracts, and/or notes from textbooks.

**Additional information**

***Teacher Resources***

Resources that could support teaching and learning about determinism include:

* Sperry (1968) Split brain study ‘Hemisphere deconnection and unity in conscious awareness’
* Loftus and Palmer (1974) The effect of leading questions
* Allport and Postman (1947) Stereotypes and Perception
* Asch (1955) Conformity
* Milgram (1963) Obedience
* Raine (1974) Brain scans of Murderers
* Zimbardo (1973) Pathology of imprisonment

Resources that could support teaching and learning about free-will include:

* Maslow and Rogers, Humanism
* Sirigu (2009) Unconscious movement
* Callaway (2009) Localisation of consciousness

Examples of resources about how the position in the debate of Free-Will and Determinism has changed over time are:

* *Early 19th Century: Native American Alcoholism and race:* <http://avalon.law.yale.edu/19th_century/jeffind2.asp> <http://www.theverge.com/2015/10/2/9428659/firewater-racist-myth-alcoholism-native-americans>
* *Mid 20th Century: James Watson:* Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors. I am going beyond my facts and I admit it, but so have the advocates of the contrary and they have been doing it for many thousands of years.

*Other resources:*

* The Eugenics movement
* 1960’s and 70’s: Rogers, Maslow and Humanism
* Present day: FMRI studies showing changes in brains of addicts (brain disease modelling).

**Other possible contexts**

This assessment could also work as a research activity using a case study/scenario where students are asked to apply their knowledge from an inquiry to explain the addictive behaviour contained within a case study/scenario. In this task they will be expected to give theories from at least three approaches to explain the addictive behaviour and justify which approach has the strongest explanation for that addiction, in their opinion. The case study/scenario that is presented to students can be changed on a yearly basis to ensure the authenticity of student response.

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Student instructions

**Introduction**

This assessment activity requires you to examine three different psychological approaches used to explain an addiction and to examine how the psychological debate of free-will and determinism has changed over time.

You are going to be assessed on how comprehensively you examine different psychological approaches used to explain the addiction being studied, and how comprehensively you examine the changes to the debate of free-will and determinism.

Teacher note: Insert due dates and time frames.

**Task**

***Part 1***

Choose **three** psychological approaches as a focus for your inquiry into the addiction you are studying.

Examples of psychological approaches include:

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

***Part 2 (AS91844 2.1)***

Complete a report which examines how the three psychological approaches would explain the addiction.

Your report must:

* explain the key concepts of each approach
* comprehensively examine theories and/or studies within that approach that can be used to explain the addiction you are studying
* examine differences in how these psychological approaches explain the addiction
* evaluate the selected psychological approaches and draw a justified conclusion about which approach, in your opinion, provides the strongest explanation of addiction
* include descriptions of or references to psychological theories or studies from published works.

***Part 3 (AS91845 2.2)***

In your report, comprehensively examine the key arguments of the free-will versus determinism debate over time and show how this has changed in reference to the addiction you are studying.

Your report must include:

* a brief description of the free-will/determinism debate
* a thorough explanation of the key arguments of both sides of the debate in relation to the addiction you are studying
* an evaluation of both sides of the debate that shows the interaction of the arguments and how the viewpoints have changed over time in relation to the addiction
* include descriptions of or references to psychological theories or studies from published works.

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**Assessment schedule: Psychology 91844 and 91845 - I’m hooked!**

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| **AS 91844** |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student examines different psychological approaches used to explain a behaviour using addiction as the context.An explanation is needed from each of three psychological approaches used to explain the addiction. The student’s explanation includes:* how the psychological approach explains the addiction
* the differences in psychological approaches in explaining the addiction.

**For example (partial evidence):***One approach that can be used to explain* ***alcohol addiction*** *is the* ***biological approach****. This says that addiction is due to your brain chemistry or your genetics. When people drink alcohol there is a chemical called dopamine released in the brain. This makes people feel good and may lead them to maintain this good feeling which could be a factor in becoming an alcoholic.* *A different way of explaining addiction could come from the socio-cultural approach which, instead of looking at biology, looks at the society around us and how it can influence our behaviour …**The examples above are indicative samples only* | The student examines, in depth, different psychological approaches used to explain a behaviour using the context of addiction.A detailed explanation of the selected psychological approaches is needed to explain the addiction.The student’s explanation includes:* descriptions of psychological theories or studies from published works.

**For example (partial evidence):***The sociocultural approach would explain addiction by looking at how we are influenced by society and the culture around us. Alcohol is widely available and may be glamorised by the media. Bandura’s Bobo Doll experiment showed that people learn by observing other people’s behaviour and then imitating it. This can be applied to films which show alcohol and drinking as a positive and fun thing to do. Sulkunen (2007) studied addiction and how it is portrayed in films and found that the focus is often more on the positive effects of alcohol and drugs (e.g. escape from real-life) than the negative.**The examples above are indicative samples only* | The student comprehensively examines different psychological approaches used to explain a behaviour using the context of addiction. An evaluation of the selected psychological approaches is needed to explain the addiction. The student:* provides a detailed explanation of the selected psychological approaches used to explain a behaviour
* justifying which approach has the strongest explanation of the behaviour.

**For example (partial evidence):***One approach that can be used to explain alcohol addiction is the Biological approach. One theory from this approach relates to the Dopamine Reward Pathway (DRP). The discovery that this area of the brain is involved in the addiction process was first identified by Olds and Milner (1954). Their study consisted of implanting electrodes into various locations within rats’ brains and recording the frequency of self-stimulation by the rats pressing a lever. The problem with this research is the validity of applying findings from rats to humans. However, the DRP structures found in both species are very similar.* *The strongest approach would be the biological* *approach. The behaviourist approach would explain addiction as being because of reinforcements for behaviour but the biological approach goes further because it explains how those rewards happen in the brain (release of dopamine in the DRP). Behaviourism does not explain the internal processing of the mind which the biological theories can. The biological approach is also able to explain ….* *The examples above are indicative samples only* |
| **AS 91845** |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student examines how a psychological debate has changed over time using the context of addiction by:* explaining the key arguments that relate to the free-will vs determinism debate
* showing an awareness of how the opposing positions in the debate have changed over time.

**For example (partial evidence):***The Free-Will vs Determinism debate has changed over time as new research and trends emerge. During the early 19th century the main view of what caused one culture to have a higher problem with alcoholism compared to another was that their genes increased their risk to alcohol addiction. This theory would support a determinist view point. The approach that was directly against biological determinism was the behaviourist approach which arose in the 1950s that stated that all behaviour was learnt. These behaviourist theories were directly against genetic determinism but in their own way were still deterministic, showing that your experiences would determine your behaviour. Humanist psychology developed in the 1960s. This approach centred on …**The examples above are indicative samples only* | The student examines, in depth, how a psychological debate has changed over time using the context of addiction by:* giving a detailed explanation of the key arguments that relate to the free-will vs determinism debate and how they have changed
* describing psychological theories or studies from published works.

**For example (partial evidence):***In a letter sent in 1802 Thomas Jefferson states the widely held theory of the time that one culture had a higher problem with alcoholism compared to another due to their racial characteristics. Alcoholism rates in one group of people were around twice as high as those seen in another group. In the past it was commonly believed that some cultures were genetically or biologically ‘inferior’ and this meant they were more likely to be alcoholics. This theory would support a biologically deterministic view point. Stating that having the gene has determined their response to alcohol. The view on this has changed over time. Research today demonstrates that different cultures are no more biologically susceptible to substance use disorders than any other group, “…[they] don’t metabolize or react to alcohol differently than whites do, and they don’t have higher prevalence of any known risk genes. (J. Gone, associate professor of* *psychology at the University of Michigan.)* *The examples above are indicative samples only* | The student comprehensively examines how a psychological debate has changed over time using the context of addiction by:* evaluating the key arguments that relate to the free-will vs determinism debate
* showing the interaction of the arguments and how thinking has changed over time.

**For example (partial evidence):***More recent biological research shows that differences in alcohol addiction rates are now understood to have not been determined by genetics (ethnicity and culture included). There is still a deterministic viewpoint used to explain the statistical differences.**The rate of addiction (not to just alcohol) is higher in some groups of peoples around the world. It is highly unlikely that such groups spread across many continents would share more vulnerability genes for addiction.**What is a more accepted view in science today is that these groups are more likely to have experienced trauma.**It is accepted that there is a link between trauma and addiction. Some examples of trauma may include; losing a parent young, being emotionally, physically or sexually violated, or witnessing violence. A study into such Adverse childhood effects (ACE) by* [*V.J. Feletti et al. (1998)*](http://www.ajpmonline.org/article/S0749-3797%2898%2900017-8/abstract?cc=y=) *found that people with four types of "adverse childhood experiences" (ACEs) have a risk of alcoholism that is seven times greater than those with none. It may be that ….**Epigenetics is a recent theory which explains how our genes can interact and be affected by our experiences and environment. The current understanding of addiction would include a range of risk factors including both genes and environment.**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.