

Internal Assessment Resource

Psychology Level 2

This resource supports assessment against Achievement Standard 91845

Standard title: Examine how a psychological debate has changed over time

Credits: 3

Resource title: Me vs You

**Resource reference:** Psychology 2.2A 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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| 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 requires students to comprehensively examine how a psychological debate has changed over time.

You may adapt the format required for the activity. Instead of writing a speech, students might produce, for example: a newspaper front page, a web page, an oral or digital presentation.

You may decide how to structure the activity depending on your students’ interests. You may choose to select the debate and the related theories, providing information and sources for students and a scaffolded outline, or you may choose to let students select their own debate and theories (with guidance).

**Conditions**

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

As a guide, assessment against this standard should reflect approximately 30 hours of teaching, learning and assessment, in and out of the classroom.

You may want to give students guidance on appropriate style and format. Remember that this achievement standard does not actually assess format or style.

Conditions of Assessment related to this achievement standard 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, appropriate resources, and information from a variety of sources, such as: photographs, journal or magazine articles, newspaper extracts, and textbooks.

**Additional information**

A psychological debate is a discussion with multiple points of view. These views can be mutually exclusive or can interact.

Examples of psychological debates include:

* Free-Will and Determinism
* Individual and Situational explanations
* Nature and Nurture
* Reductionism and Holism.

Published works could include studies, research, literature or interviews from historical and current practice and published by a variety of media. This could include journals, books, magazines, newspapers, and verified websites.

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Student instructions

**Introduction**

This assessment activity requires you to examine key arguments of a psychological debate and explore how they have changed over time.

You are going to be assessed on how comprehensively you examine and evaluate both sides of your chosen psychological debate including how the different positions have changed over time.

Teacher note: Insert due dates and time frames.

**Task**

Select a psychological debate (your teacher may suggest a suitable debate).

Your presentation must include:

* a brief description of the debate
* a thorough explanation of the key arguments of both sides of the debate
* descriptions of psychological theories or studies from published works
* how the different positions have changed over time
* an evaluation of both sides of the debate that shows the interaction of the arguments.

Present your evidence in a format agreed to with your teacher. Your presentation could take the form of written paragraphs, posters, video, annotated timeline, audio visual presentation, website, blog etc.

Throughout your presentation, refer to information you have gathered and include supporting evidence such as names, dates, places, statistics, or quotations.

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**Assessment schedule: Psychology 91845 - Me vs You**

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| **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 by:   * explaining the key arguments that relate to the chosen psychological debate * showing an awareness of how the different 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 social trends emerge.* ***Free-will is the idea that we are in control or choose our own behaviour. Determinism is the idea that our behaviour is determined by forces outside our control. Such forces could include our brain chemistry or peer group.***  *The determinism side of the debate was strongly supported by the Eugenics movement particularly around the end of the 19th century. Eugenics says selective breeding will produce better humans and decrease unwanted traits.*  *Behavioural theories in the 1950’s claimed that all behaviour is learned; is determined by the environment.*  *Nowadays, theories have swung back more towards the idea that behaviour is biologically determined. For example, using medication to change behaviour*.  *The examples above are indicative samples only* | The student examines, in depth, how a psychological debate has changed over time by:   * giving a detailed explanation of the key arguments that relate to the chosen psychological debate and how they have changed * describing psychological theories or studies from published works.   **For example (partial evidence):**  *The free-will vs determinism debate has changed over time as new research and social trends emerge.* ***Free-will is the idea that humans choose their own behaviour compared with determinism, the idea that our behaviour is influenced by forces outside our control. Deterministic factors could include our brain chemistry or peer group.***  *The first entirely psychological theory to support the position of determinism was behaviourism which gained mainstream popularity during the early 20th century.*  *This approach was different to the ideas behind eugenics – that biology determined behaviour and instead stated that all behaviour was learnt. Behavourism rejected the idea that* *humans had free-will saying that a person’s environment determines their behaviour.*  *Skinner’s theory of operant conditioning supports a determinist position. Skinner claimed that behaviour that is rewarded will be repeated.*  *Humanist psychology developed in the 1960s. Humanism supported the position of free-will with everyone having the ability to choose their behaviour. Maslow’s Hierarchy of Needs is an example of a humanist theory. This approach has been useful in terms of treatment of people and is positive because it looks at each person as an individual and tries to understand what might be their individual reason for choosing a behaviour.*  *Theories now have swung back more towards the idea that behaviour is biologically determined.*  *The examples above are indicative samples only* | The student comprehensively examines how a psychological debate has changed over time by:   * evaluating the key arguments that relate to the chosen psychological debate * showing the interaction of the arguments and how the thinking has changed over time * including descriptions of psychological theories or studies from published works.   **For example (partial evidence):**  *The free-will vs determinism debate has changed over time as new research and social trends emerge.* ***Free-will is the idea that people choose their actions and behaviour from a range of possible alternatives. Determinism is the idea that our behaviour is determined by forces outside our control such as biology, brain chemistry or environmental influences such as peer and family groups.***  *The behaviourist theories were deterministic in a different way showing that your prior learned experiences would determine your behaviour. They rejected that humans had free-will saying that a person’s environment determines their behaviour. Behaviourism was the dominant approach in psychology from the 1920s to the 1950s.*  *New research and the social and political movements of the 1960’s led to the growth of the approach known as humanism. This approach centred on the view that we needed to look at everyone as an individual and that we had to look at the whole person rather than studying behaviour in such a reductionist manner as existing approaches had been. A central theory in this approach is Maslow’s Hierarchy of needs.*  *Humanism supported the position of free-will with everyone having the ability to choose their behaviour.*  *During this time period a popular idea arose that* ***free-will and determinism were compatible. This is the idea that elements of behaviour may be constrained by forces beyond the individual’s control but that some choice exists.***  *There has been a resurgence in the popularity of deterministic theories in recent years following the huge developments in science.*  *Theories now have swung back more towards the idea that behaviour is determined by a combination of both genetic and environmental deterministic factors working together. Much of this understanding has been due to huge discoveries within genetic research including the findings that genes are affected by the environment the person is exposed to. This new understanding of epigenetics has allowed the deterministic stand point to gain much stronger credibility in recent decades.*  *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.