Internal Assessment Resource

Psychology Level 1

This resource supports assessment against Achievement Standard 91839

Standard title: Demonstrate understanding of psychological approaches

**Credits:** 6

Resource title: It all depends on how we look at things

**Resource reference:** Psychology 1.1A 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. The teacher 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 demonstrate comprehensive understanding of at least three different psychological approaches. This involves describing the key features of each approach, including explaining the main ideas, and describing theories from within each approach, and giving examples of how these theories might be used/applied in real-life contexts.

Conditions

Students may work in groups but will be assessed individually.

As a guide, assessment against this standard should reflect approximately 60 hours of teaching, learning and assessment in and out of the classroom.

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

Access to the Internet and to relevant sources of information.

Additional information

* Useful resources for this activity are the online free Psychology textbook: <http://nobaproject.com/textbooks/discover-psychology-a-brief-introductory-text> and the textbook *Psychology: An introduction for New Zealand students.*
* An example of a ‘main idea’ might be that all behaviour is learnt if you are studying the behavioural approach. A theory which is aligned with this approach is that of classical conditioning.

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Student instructions

Introduction

This assessment activity requires you to demonstrate understanding of three psychological approaches.

You are going to be assessed on how comprehensively you demonstrate your understanding of the psychological approaches.

Teacher note: Insert due dates and time frames.

Task

Thoroughly explain at least three psychological approaches making sure you include:

* the main ideas and distinctive features of each approach
* theories and studies associated with each approach
* how these theories may be used in a real-life context
* supporting evidence from recognised sources that can be used to show your understanding of each approach. Include descriptions of psychological theories or studies.

You could choose from the following psychological approaches:

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

Present your information. You could do this with written paragraphs, tables, graphs, videos, and/or diagrams which could form part of a poster, slideshow, a blog or website or another format of your own choice.

**Assessment schedule: Psychology 91839 - It all depends on how we look at things**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of at least three psychological approaches by: * describing the main ideas of each approach and associated theories.

**For example: (partial evidence)***One approach is the behavioural approach. The main idea of the behavioural approach is that we learn from the environment. We connect events which occur together. Observable behaviours, not our mind, are studied.**One of the main theories that belongs to the behavioural approach is classical conditioning. Pavlov taught dogs to salivate to the sound of a bell by first pairing the meat powder with the sound of the bell, which caused the dogs to salivate. Eventually, the dogs salivated to the sound of the bell. The dogs had learnt to associate the sound of the bell with food.* *The examples above are indicative samples only* | The student demonstrates in-depth understanding of at least three psychological approaches by:* explaining their distinctive features and by explaining and referring to psychological theories or studies that are aligned to these approaches.

**For example: (partial evidence)***One approach is the behavioural approach. The main idea of the behavioural approach is that behaviourists claim we learn from the environment. All behaviour is learned from experiences (our mind starts as a blank slate). We connect events which occur in sequence (conditioning). Behaviours are understood as being linked to stimuli or ‘triggers’ in the environment. Observable behaviours rather than thinking are studied.**One of the main theories that belongs to the behavioural approach is classical conditioning.**Pavlov conditioned dogs by first pairing meat powder (NS) with the sound of a bell, which caused the dogs to salivate (UCR or UR). Eventually the dogs learnt to salivate to the sound of the bell alone. This created a conditioned response (CR) and they would now salivate to the bell without the need for the food to be present.**The examples above are indicative samples only* | The student demonstrates comprehensive understanding of at least three psychological approaches by:* thoroughly explaining their distinctive features and describing how the features may be applied to a real-life situation.

**For example: (partial evidence)***One approach is the behavioural approach. The main idea of the behavioural approach is that behaviourists consider all behaviour to be learnt from the environment based on experience. Apart from inborn reflexes, all behaviour is learned (mind starts as a tabula rasa).* *Behaviourism states that we associate or connect events (Stimulus) with behaviour (Response) which occur in sequence (S-R/conditioning). Behaviours are understood as being linked to stimuli or ‘triggers’ in the environment. Observable behaviours, not mental processes (thinking) are studied. There are two main theories for how learning occurs. These are classical conditioning (learning through association) and operant conditioning (learning through* *reinforcement).**One of the main theories that belongs to the behavioural approach is classical conditioning. In classical conditioning, behaviour (UCR) previously brought on by a stimulus in their environment (UCS) comes under the control of a previously neutral stimulus (NS) after the UCS and NS are temporarily paired. The new stimulus (CS) alone, brings on the behaviour. If the CS is given over and over without the UCS this association will be weakened.**Operant conditioning is a process that modifies behaviour using positive and negative reinforcement.* *Pavlov conditioned dogs to salivate to the sound of a bell by first pairing the presentation of meat powder with the sound of the bell, which caused the dogs to salivate. Subsequently, the dogs salivated to the sound of the bell alone. The dogs had learnt to associate the sound of the bell with the presentation of food. Creating a conditioned response whereby they would now salivate to the bell without the need for the food to be present.* **The learning theory of classical conditioning can be observed in real-life.** *Sometimes people can be put off types of food with the association of stomach aches or vomiting. The food that is associated with the response of stomach aches/vomiting caused by bacteria, is able to bring on the feeling of being sick by itself. This classical conditioning can be used in real-life therapy to treat alcoholism by putting people off alcohol by association.* *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.