Internal Assessment Resource

Psychology Level 1

This resource supports assessment against Achievement Standard 91842

Standard title: Demonstrate understanding of how theory is used in fields of psychological practice

Credits: 5 credits

Resource title: I never learnt that at school!

**Resource reference:** Psychology 1.4A 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.

As with all assessment resources, schools will need to follow their own quality control processes. Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or 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. Teachers need to consider the local context in which learning is taking place and its relevance for students.

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 their understanding of how theory is used in different fields of psychology.

This involves investigating a minimum of two different fields of psychological practice and explaining at least one theory within each.

You will teach fields in psychology and how theories are used within them. The fields students will be investigating for the purposes of this resource are: *Developmental Psychology*, *Educational Psychology* and *School Psychology.*

The task involves students interviewing a panel of ‘experts’, who represent three fields of psychological practice, about theories on learning, and then writing a transcript of the interview.

Examples of theories related to learning in the fields include:

* Developmental Psychology: Piaget’s Cognitive Development Theory (schema or stages of development), Vygotsky’s theory of Social Development, Social Learning Theory
* Educational Psychology: Operant Conditioning, Self-Efficacy Theory, Cognitive Load Theory, Self-Regulated Learning Theory
* School Psychology: Thorndike’s Laws of Learning, Operant Conditioning, Constructivist Theory.

**Note:** there are many more theories that can be used and some can apply to all fields as they are closely linked. You can select theories other than the examples listed.

**Conditions**

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

As a guide, assessment against this standard should reflect approximately 50 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. If you have access (or can organise access) to guest speakers and experts in the different fields then this is an ideal opportunity to arrange a visit or an LEOTC experience.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to demonstrate your understanding of how theory is used in fields of psychological practice.

You are going to be assessed on how comprehensively you demonstrate your understanding of how theory is used in fields of psychological practice.

**Teacher note: Insert due dates and time frames**

**Task**

Imagine you have interviewed three psychologists or experts who each work in a different field of psychological practice that relates to how people learn. Present your questions and answers for each of the three interviews.

***Interview***

Examples of fields of psychological practice related to learning include:

* Developmental Psychology
* Educational Psychology
* School Psychology.

Develop the questions for the three psychologists or experts and provide answers for each question. This, for example, could be in the form of a documentary.

You need to ask each expert about their use of learning theories within their field. The information that each expert needs to provide in response to your questions is:

* an explanation of the theory
* an explanation of how the theory is used in each field. Include detailed examples (names, dates, places, statistics and quotations throughout your explanations).
* an explanation of the significance of the theory to the field.

***Present your information***

Process and present your information. You can choose how best to do this, for example, written paragraphs, video, written transcript, audio visual presentation, website, blog etc.

**Assessment schedule: Psychology 1.4A 91842 I never learnt that at school!**

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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 how theory is used in a minimum of two fields of psychological practice by:* using interview questions and answers to describe how at least one theory is used per field of psychological practice

**For example (partial evidence):****Interviewer:** *I am talking with Dr. A. Craig, New Zealand’s leading researcher in Developmental Psychology. Dr Craig can you tell me a little about Developmental Psychology and how theory is used in your field to look at learning?***A.C:** *Developmental Psychology looks at how people change or learn over their lifespan. One theory states that children learn by developing mental structures (called schemas), of interconnected ideas or concepts. For example, a young child’s schema for all dogs (based on their family dog) may be that they have fur, four legs and are all called Max.* Further evidence would involve describing how theory is used in developmental psychology.The examples above are indicative samples only | The student demonstrates, in-depth, understanding of how theory is used in fields of psychological practice by:* explaining how theory is used in fields of psychological practice
* using examples
* supporting their answers with evidence from the study(s)

**For example (partial evidence):****Interviewer:** *Dr Craig can you tell me a little about Developmental Psychology and explain how Piaget’s theory of cognitive development is used in your field?***A.C:** *Developmental Psychology looks at how people change or learn over their lifespan. Piaget states that children have mental structures called schemas/schemata, which are building blocks of linked information about many different aspects of life. According to this theory we learn by continually adding to, or altering these schema through processes called accommodation and assimilation. When a child comes across new information they may fit (or assimilate) it into an already existing schema. For example, a child may meet a different dog and is able to assimilate this new information into their current schema about dogs (they have fur, four legs, and have names other than Max). According to Piaget, when children learn and* *develop they continually increase the number and complexity of their schema.*Further evidence would involve explaining how theory is used in developmental psychology.The examples above are indicative samples only | The student demonstrates comprehensive understanding of how theory is used in fields of psychological practice by:* explaining how theory is used in fields of psychological practice using detailed examples
* considering the significance of the theory to the field
* supporting their answers with evidence from the study(s)

**For example (partial evidence):****Interviewer:** *Can you give me an example of how assimilation might work in Piaget’s theory of cognitive development?***A.C:** *An example of this is when a child has a schema about dogs based on their pet poodle (they have four legs, fur and are called Max). When the child meets a labrador for the first time their current schema is adjusted by accommodating the new information – breeds of dogs.* **Interviewer:** *How is this theory used in schools?***A.C:** *Early childhood teachers can set up lessons that build on children’s schema to teach them about different species of animals.***Interviewer:** *Can you tell me about the importance of Piaget’s theory in the field of Developmental Psychology? How has it contributed to what the field looks like today?***A.C:** *Piaget was one of the first the first psychologists to show that children learn in completely different ways to adults. He showed that they go through stages of cognitive development. This was hugely significant to the field of Developmental Psychology because it shaped ideas and policies about teaching and learning in schools in many countries.* The examples above are indicative samples only |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.