

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standard 91872

Standard title: Analyse the interaction between psychological approaches

**Credits:** 6

Resource title: How did I get to be so smart?

**Resource reference:** Psychology 3.1A Version 1

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| 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 | December 2017 Version 1  To support internal assessment from 2018 |
| 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 comprehensively analyse the interaction between at least two psychological approaches using descriptions of, or references to, psychological theories, concepts and/or studies from published works.

Students will produce a report that will describe how intelligence and/or IQ scores can be explained by two or more approaches.

As part of the report, students are required to describe from two or more approaches the theories that would explain the interaction between intelligence and/or IQ score between groups.

**Conditions**

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.

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

You may want to give students guidance on appropriate style and format for their report as well as the sufficiency of evidence required. This achievement standard does not 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 the web, digital devices and information from a variety of sources, such as: newspaper extracts, and/or notes from textbooks.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to analyse the interaction between at least two psychological approaches used to explain intelligence and report your findings.

You are going to be assessed on how comprehensively you analyse at least two psychological approaches used to explain intelligence by critiquing the degree of interaction between the approaches and showing the impact of these interactions in a societal context.

You may work with others to gather descriptions of, or references to, psychological theories, concepts and/or studies. The remainder of this task is to be completed individually.

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| Teacher note: Insert due dates and timeframes |

**Task**

Your task will be to produce a report that will describe how intelligence and/or IQ scores can be explained by at least two different approaches.

Present your report in a format agreed to with your teacher. You will be assessed on the quality of your ideas, not the length of your response. However, as a guide, if you are producing a comprehensive written report you may need to write about 800 - 1000 words. Discuss with your teacher how much evidence you need to produce if you are using another format.

In your report:

* discuss at least two psychological approaches in relation to intelligence and/or IQ scores
* discuss the methodological and theoretical differences between each approach
* critique how the approaches interact with each other
* critique the degree of interaction between the approaches
* critique the impact these interactions have in a societal context, such as education or employment
* include descriptions of, or references to, psychological theories, concepts and/or studies from published works.

Examples of psychological approaches include:

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

**Assessment schedule: Psychology 91872 – How did I get to be so smart?**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Analyse the interaction between psychological approaches.  The student discusses intelligence from at least two psychological approaches by focusing on the methodological and theoretical interaction between each approach.  **For example (partial evidence):**  *The biological approach claims that intelligence is due to the genes we inherit from our parents.*  *Results from twin studies show that the heritability of intelligence varies between 50% and 80%. This implies that 50-80% of the variance in intelligence across twin populations is due to genes. For example, identical twins raised apart have an IQ correlation of 0.74 based on identical genes and no shared family environment.*  *However, the behavioural approach…*  *The examples above are indicative samples only* | Analyse, in-depth, the interaction between psychological approaches.  The student:   * critiques how the approaches interact with each other to explain intelligence * uses descriptions of, or references to, psychological theories, concepts and/or studies from published works.   **For example (partial evidence):**  *The biological approach claims that intelligence is due to the genes we inherit from our parents.*  *Results from twin studies show that the heritability of intelligence varies between 50% and 80%. This implies that 50-80% of the variance in intelligence across twin populations is due to genes. For example, identical twins raised apart have an IQ correlation of 0.74 based on identical genes and no shared family environment.*  *This has been criticised by environmentalists who point out that twins, more often than not, are adopted out to good families with comparable environments that facilitate the expression of the identical genes. Such studies, therefore do not accurately reflect the effect of genes in isolation from the impact made by the environment.*  *The behavioural approach explains intelligence…*  *The examples above are indicative samples only* | Comprehensively analyse the interaction between psychological approaches.  The student provides a detailed critique focusing on the degree of interaction between the approaches and shows the impact of these interactions in a societal context.  **For example (partial evidence):**  *The biological approach claims that intelligence is due to the genes we inherit from our parents.*  *Results from twin studies show that the heritability of intelligence varies between 50% and 80%. This implies that 50-80% of the variance in intelligence across twin populations is due to genes. For example, identical twins raised apart have an IQ correlation of 0.74 based on identical genes and no shared family environment.*  *This has been criticised by environmentalists who point out that twins, more often than not, are adopted out to good families who have similar environments.…*  *Turkheimer et al (2003) demonstrated that heritability of intelligence in high socio-economic status (SES) families contributed 0.71 to IQ compared with 0.10 for low SES families. These results suggest that genes and environment do not act alone but interact.*  *The supposedly better environments of high SES families facilitate the expression of genes where heritability of IQ scores is 0.71. The environment in high SES status families is more likely to allow individuals to reach their genetic potential, whereas in low SES families the environment is less likely to facilitate the expression of the genes or genetic potential.*  *In low SES families, the shared family environment is more likely to directly influence IQ scores (0.58 correlation for low SES families compared with 0.15 for high SES families).*  *For educators/schools and parents it is useful to determine what particular aspects/features of the environment are effective in facilitating/enhancing the expression of genes for intelligence.*  *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.