

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standard 91875

Standard title: Analyse how theories are applied within a field of psychological practice

**Credits:** 4

Resource title: Snips and snails and puppy dogs' tails

**Resource reference:** Psychology 3.4A 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 how two or more theories are applied within the field of developmental psychology with a focus on the development of gender identity.

Students will be assessed on their analysis of how theories have been applied to explain the development of gender identity within the field of developmental psychology.

Examples of theories and research related to gender development in the field of developmental psychology include: Stages of Gender Development, Kohlberg (1966); Gender-schema theory, Bem (1981); Process of Identification theory, Freud (1905); Cognitive development, Piaget (1905); Cognitive social learning theory, Bussey & Bandura (1999); Gender Identity development, Slaby & Frey (1975).

**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. It is suggested that this task is completed individually.

As a guide, assessment against this standard should reflect approximately 40 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 review. 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 require access to the internet and to other relevant sources of information. If teachers have access to guest speakers and experts this is an ideal opportunity to arrange a visit to your school or arrange a LEOTC trip.

**Additional information**

None.

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Student instructions

**Introduction**

This assessment activity requires you to analyse how two or more theories are applied within the field of developmental psychology and present your findings as a resource for parents or early childhood centres.

The focus of the resource is the development of gender identity.

You are going to be assessed on how comprehensively your resource analyses how theories have been applied within the field of developmental psychology and in psychological practice.

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| Teacher note: Insert due dates and timeframes |

**Task**

Your task is to create a resource that can be used by people working with young children, such as parents or early childhood centre staff, to increase their understanding of how young children develop their gender identity, with support from psychological research.

In your resource, provide a two-part analysis:

*Part A*

* analyse in detail how two or more theories from the field of developmental psychology can be used to assist staff and parents to understand the development of gender identity
* provide supporting evidence throughout your resource; such as descriptions of, or references to, psychological theory, concepts and/or studies from published works.

*Part B*

* analyse the application of the theories you have chosen and how this information might be used by parents and early childhood centres
* discuss why you think these theories are effective in explaining development of gender identity
* critique in detail how the theories have shaped psychological practice in relation to gender
* critique how the field of developmental psychology has impacted on wider society.

**Present your information**

Present your analysis in a format agreed to with your teacher. Your resource could include a written or digital leaflet/handout, video, PowerPoint or Prezi, written transcript, audio visual presentation, website page(s), blog etc.

**Assessment schedule: Psychology 91875 - Snips and snails and puppy dogs' tails**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| Analyse how two or more theories are applied within a field of psychological practice.  The student discusses how two or more theories from developmental psychology have been applied to the development of gender identity.  **For example (partial evidence):**  *Kohlberg’s theory of gender identity development explains that the understanding of gender identity happens in stages. The first stage of gender identity is usually reached by the age of 2 years and is when the child can name their own gender. The second stage is gender stability and is usually reached by the age of 4 years. At this stage, the child understands that gender remains the same across time. However, their understanding of gender is based on physical features like hair and clothing. For people working with young children, this can help inform their expectations of what a child understands about their gender identity at each stage of development.*  *The examples above are indicative samples only* | Analyse, in-depth, how two or more theories are applied within a field of psychological practice.  The student:   * gives a critique of how theories have shaped psychological practice * includes descriptions of, or references to, psychological theory, concepts and/or studies from published works.   **For example (partial evidence):**  *The reason Kohlberg’s theory of gender identity has been used in developmental psychology and in psychological practice is that it helps educators, parents and caregivers better understand what to expect at each age during the development of gender identity. Support for Kohlberg’s theory of gender identity was found in the study undertaken by Slaby and Frey (1975). This used an interview to assess children’s understanding of gender as a fixed, unchanging attribute. The responses they collected in their sample gave some support for Kohlberg’s theory of gender identity being an age and stage process. Early childhood centres now provide more opportunities for non-gender stereotyped play activities and resources for children.*  *The examples above are indicative samples only* | Comprehensively analyse how two or more theories are applied within a field of psychological practice.  The student:   * provides a detailed critique on the effectiveness of how the theories have been applied in developmental psychology * critiques how the theories have impacted wider society.   **For example (partial evidence):**  *The efficacy of Kohlberg’s gender identity theory has been elaborated on by theorists who have focused on the development of gender schema that suggests gender development is largely formed by society by way of schemata. Kohlberg highlighted the comparatively late development of a child’s full understanding of gender constancy, whereas the theorists who proposed gender schema suggest that it is the early cognitive processes that are essential to a children’s ability to label themselves as boys or girls and these schema play a key role in gender development (Martin et al., 2002). A strength of the gender schema approach is that it examines children’s thoughts and behaviour about gender by tracking the development of their schemas. This may help those working with young children to better understand why children become focused on behaviours that are stereotypical for their own gender irrespective of how the teachers, parents, or caregivers may be trying to avoid stereotyping gender in their environment, such as avoidance of stereotyped toys, play or roles. For example, Bradbard et al. (1986) gave 56 4 to 9-year-olds some novel toys to play with for six minutes. The children explored the novel toys more when they were labelled as being for their own gender than for the other gender. Moreover, they remembered more detail about the toys labelled for their own gender than the toys for the other gender one week later. From this research, we can conclude that the wider implications of gender schema theory for people working with young children is that it helps them understand why younger children may follow stereotypes more than older children. However, Kohlberg’s theory has influenced greater acceptance of children’s behaviours that are not gender stereotyped.*  *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.