

Internal Assessment Resource

Psychology Level 1

EXPIRED

This resource supports assessment against Achievement Standards 91840 and 91843

Standard title: Demonstrate understanding of a psychological debate

Demonstrate understanding of ethical principles in psychological practice in Aotearoa/New Zealand

Credits: 3 each (total of 6 credits)

Resource title: Why am I?

**Resource reference:** Psychology 1.2A Version 1 and Psychology 1.5A 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 2017  To support internal assessment from 2017 |
| 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. |

**Internal Assessment Resource**

Achievement standard: 91840

91843

Standard title: Demonstrate understanding of a psychological debate

Demonstrate understanding of ethical principles in psychological practice in Aotearoa/New Zealand

Credits: 3 each (total of 6 credits)

Resource title: Why am I?

Resource reference: Psychology 1.2A Version 1 and Psychology 1.5A Version 1

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 outcomes 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

These two standards need to be assessed independently. This can be achieved by assessing Achievement Standard (1.5) 91843 before students continue with Achievement Standard (1.2) 91840.

This task provides a structure for teachers to use. The specific ethical principles studied and the specific examples can be changed from year to year to help ensure authenticity of student evidence.

This activity requires you to provide students with knowledge of ‘The Dunedin Study’. This study will be used to demonstrate understanding of ethical principles from the Code of Ethics for Psychologists working in Aotearoa/New Zealand (2002) and demonstrate their understanding of a psychological debate.

Students should be taught how Principle One of the Code of Ethics aligns with the Treaty of Waitangi. Adapt your lessons to include resources that are relevant to your context. Suitable examples to study are those that provide a depth and range of accessible evidence. Examples could include depression, anxiety and substance use, health and wellbeing.

You may also adapt the format required for the last part of the activity, which assesses Achievement Standard (1.2) 91840. Instead of participating in a debate, they might produce, for example: a newspaper front page, a web page, an oral or digital presentation.

The activity is divided into two parts. The first part assesses Achievement Standard (1.5) 91843 and the second one assesses Achievement Standard (1.2) 91840.

Conditions

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

You could give students guidance on appropriate presentation styles and format and structure of a debate. However, these achievement standards do not actually assess format or style.

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

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, newspaper extracts, and/or notes from textbooks.

Additional information

***Teacher Resources***

The Code of Ethics for Psychologists Working in Aotearoa/New Zealand, 2002 has four principles as set out below:

1. Respect for the Dignity of Persons and Peoples
2. Responsible Caring
3. Integrity in Relationships
4. Social Justice and Responsibility to Society.

The Code of Ethics is published by the New Zealand Psychological Society to guide ethical practice and safeguard individual and community wellbeing [psychology.org.nz. The Code of Ethics acknowledges importance, relevance and legal standing of The Treaty of Waitangi in Principle One: Clause Three with the following statement: *“Psychologists practising in New Zealand recognise that the Treaty of Waitangi sets out the basis of respect between Māori and non-Māori in this country.”*](http://www.psychology.org.nz)

*The Dunedin Study*

Known as ‘The Dunedin Study’, The Dunedin Multidisciplinary Health and Development Study (DMHDS) is an ongoing, longitudinal study of the health, development, and well-being of a general sample of New Zealanders. They were studied at birth (1972-73), followed up and assessed at the age of three when the longitudinal study was established. Since then they have been assessed every two years until the age of 15, then at ages 18 (1990-91), 21 (1993-94), 26 (1998-99), 32 (2003-2005), and 38 (2010-2012). It is planned to next see the Study members at age 44/45 and beyond <http://dunedinstudy.otago.ac.nz/>

The Dunedin Study site provides access to a range of news, magazine and digital resources appropriate for level 1 psychology students. <http://dunedinstudy.otago.ac.nz/news-and-events/2016>

The TVNZ documentary: *Why am I?: The Science of Us* (www.arovideo.co.nz)

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Student instructions

This assessment activity requires you to demonstrate your understanding of ethical principles in psychological practice in Aotearoa/New Zealand and your understanding of a psychological debate.

You are going to be assessed on how comprehensively you demonstrate your understanding of ethical principles and of a psychological debate including the implications of ethical principles on psychological practice and the importance of understanding both sides of a debate.

Teacher note: Insert due dates and time frames.

**Task 1**

You will demonstrate comprehensive understanding of the ethical principles through exploring the findings from The Dunedin Study regarding mental health.

***Demonstrate comprehensive understanding of the ethical principles (AS 1.5)***

Using your learning about The Dunedin Study, prepare the following:

A report, poster, seminar or blog (or another format approved by your teacher) that explains:

* the ethical principles
* the need for these principles to be upheld
* how they were applied, or not, in The Dunedin Study
* the implications of ethical principles for researchers, teachers, research participants and psychological practice - this may include reasons why the principles are unique to Aotearoa/New Zealand.

**Task 2**

***Demonstrate comprehensive understanding of a psychological debate (AS 1.2)***

Prepare key arguments that present information for both sides of the nature-nurture debate.

In your arguments you must thoroughly explain:

* both sides of the nature-nurture debate using examples from The Dunedin Study
* the interactions between the key arguments of the two sides of the nature-nurture debate
* the importance of each side of the nature-nurture debate in understanding mental health.

You will be assessed on the quality of your ideas, not the length of your response. However, as a guide, you may need to write about 600-800 words in total for both tasks combined.

**Assessment Schedule: Psychology 91840 and 91843 - Why am I?**

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| **AS 91843** | | |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * describing the need for ethical principles and their effect on psychological practice in Aotearoa/New Zealand. * including examples of the principles in an Aotearoa/New Zealand context, study or scenario   **For example (partial evidence):**  *One ethical principle that The Dunedin Study upheld was respecting the Dignity of Persons and Peoples. The researchers did this by never telling anyone else the names of the people in the study. This means that their names and their personal stories have been kept private for over 40 years now.*  *The examples above are indicative samples only* | The student demonstrates in-depth understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * describing the need for ethical principles, their purpose and their effect on psychological practice in Aotearoa/New Zealand * including examples of the principles in an Aotearoa/New Zealand context, study or scenario * giving examples of where the principles may or may not have been applied in an Aotearoa/New Zealand context, study or scenario.   **For example (partial evidence):**  *One ethical principle that The Dunedin Study upheld was respecting the Dignity of Persons and Peoples. The researchers did this by never telling anyone else the names of the people in the study. This means that their names and their personal stories have been kept private for over 40 years now. The reason this was needed was because the people were sharing stories that might make them embarrassed, upset or they may even be breaking the law. It was important to do it this way because if they knew they were going to be named, they might keep these stories secret to make sure they did not get into trouble or get hurt. This would have meant that the study would not have been able to collect all the data accurately.*  *The examples above are indicative samples only* | The student demonstrates comprehensive understanding of ethical principles in psychological practice in Aotearoa/New Zealand by:   * describing the need for ethical principles, their purpose and their effect on psychological practice in Aotearoa/New Zealand * including examples of the principles in an Aotearoa/New Zealand context, study or scenario * considering the wider implications of ethical principles on psychological practice in Aotearoa/New Zealand using examples. Examples may include reasons why the principles are unique to Aotearoa/New Zealand.   **For example (partial evidence):**  *One ethical principle that The Dunedin Study upheld was respecting the Dignity of Persons and Peoples. The researchers did this by never telling anyone else the names of the people in the study. This means that their names and their personal stories have been kept private for over 40 years now. The reason this was needed was because the people were sharing stories that might make them embarrassed, upset or they may even be breaking the law. It was important to do it this way because if they knew they were going to be named, they might keep these stories secret to make sure they did not get into trouble or get hurt. This would have meant that the study would not have been able to collect all the data accurately. The whole point of doing the study is to collect as much detailed and accurate information as possible so that patterns can be identified that might help other New Zealanders and/or other people around the world. This Dunedin study and its findings are unique to New Zealand and its people as they specifically look at what makes a New Zealander and how is this different from people who live in other countries.*  *The examples above are indicative samples only* |
| **AS 91840** | | |
| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student demonstrates understanding of a psychological debate by:   * describing the details of the key arguments   **For example (partial evidence):**  *One finding from The Dunedin Study is that having post-traumatic stress disorder (PTSD) as an adult is more likely to happen if you had two things happen to you,*   1. *you experienced really poor treatment when you were a young child.*   *This evidence supports the nurture side of the debate where the development, or not, of mental illness is linked with a person’s life experiences.*  Other evidence will demonstrate understanding of the nature side of the debate.  *The examples above are indicative samples only* | The student demonstrates in-depth understanding of a psychological debate by:   * explaining the key arguments of a psychological debate. The explanation includes descriptions of psychological theories or studies   **For example (partial evidence):**  *One finding from The Dunedin Study is that a person has a higher risk of having post-traumatic stress disorder (PTSD) as an adult if they had two things happen to them:*   1. *they were severely maltreated as a young child. The Dunedin Study found that severe maltreatment in the first decade of life, experienced by 8.5% of the sample, was associated significantly with the risk of PTSD as an adult.*   Other evidence will demonstrate in-depth understanding of the nature side of the debate.  *The examples above are indicative samples only* | The student demonstrates comprehensive understanding of a psychological debate by   * giving a thorough explanation of the interaction of the key arguments of a psychological debate. The explanation will show the importance of each side of the debate   **For example (partial evidence):**  *One finding from The Dunedin Study is that a person has a higher risk of having post-traumatic stress disorder (PTSD) as an adult if they had two things happen to them:*   1. *they were severely maltreated as a young child. The Dunedin Study found that severe maltreatment in the first decade of life, experienced by 8.5% of the sample, was associated significantly with the risk of PTSD as an adult. This is supported by research done by Harvard researcher Dr Martin Teicher who found that childhood abuse primes the brain for future development of mental illness.*   Other evidence will demonstrate comprehensive understanding of the nature side of the debate and show the importance of each side of the debate.  *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.