

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Psychology Level 3**. In January 2027, Levels 2 and 3 assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Psychology Level 3

Product	What's changed?
AS3.1b 91872 Internal Assessment Activity	Task instructions and Assessment Schedule updated to align with Achievement Standard more closely.

Contents

Product	Page
AS3.1b 91872 Internal Assessment Activity	2



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

Internal Assessment Resource

Psychology Level 3

This resource supports assessment against Achievement Standard 91872 version 1

Standard title: Analyse the interaction between psychological approaches

Credits: 6

Resource title: Media and me

Resource reference: Psychology 3.1B Version 2

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

Date version published
by Ministry of Education

January 2027 Version 2

To support internal assessment from 2027

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: 91872

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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 psychological approaches explain how the media impacts on behaviour.

Students can choose the behaviour they wish to focus on. Examples include:

- emotion (e.g. happiness)
- pro-social behaviours (e.g. altruism)
- self-concept
- aggression/antisocial behaviour
- riots.

Students choose at least two psychological approaches to analyse. They focus their analysis on the differences between each approach, as well as the methodological and theoretical interactions between the approaches. Students reference the research that has led to the development of these theories and the impact the interactions between these approaches have had on society.

Examples of media that students could consider include:

- console or online gaming
- movies/TV shows
- social media (e.g. Facebook, Instagram).

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 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 and report your findings.

You are going to be assessed on how comprehensively you analyse the interaction between the psychological approaches used to explain the impact of media on behaviour.

Teacher note: Insert due dates and timeframes

Task

Your task will be to produce a report that will analyse the interaction between at least two approaches to investigate how behaviour may change as a result of exposure to media.

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 how the media influences behaviour
- discuss the methodological and theoretical differences in the chosen approaches
- critique how the approaches interact with each other and the degree of interaction between the approaches
- critique the impact these interactions have in the context of your chosen media
- include descriptions of, or references to, psychological theories, concepts, and/or studies from published works.

Examples of behaviour include:

- emotion (e.g. happiness)
- pro-social behaviours (e.g. altruism)
- self-concept
- aggression/antisocial behaviour
- riots.

Examples of media formats that you could investigate include:

- console or online gaming
- movies/TV shows
- social media (e.g. Facebook, Instagram).

For Planning 2027

Assessment schedule: Psychology 91872 – Media and me

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 at least two psychological approaches in relation to media influence on aggressive behaviour. The discussion includes a focus on the methodological and theoretical differences between each approach and how they interact. For example (partial evidence): <i>According to a behavioural explanation, playing violent video games may change real life aggressive behaviour in an individual because they learn these behaviours. Behaviourism maintains that individuals are born as a blank slate (tabula rasa) and their behaviour is shaped through learning from their environment. In violent video games, players may be positively reinforced for their violent actions in the game. This reinforcement may take the form of bonuses for killing level bosses etc. Positive reinforcement will increase the likelihood of that behaviour being performed again. This may lead to a greater propensity for violence in real life. However, the biological approach would argue that some individuals are predisposed towards aggressive behaviours, such as those who express the MAOA gene. It is in the consideration of the interaction of environmental and biological influences that we are better able to understand aggressive behaviour.</i> <i>The examples above are indicative samples only</i>	Analyse, in-depth, the interaction between psychological approaches. The student critiques how at least two psychological approaches interact with each other to explain how media influences aggressive behaviour. The critique includes descriptions of, or references to, psychological theories, concepts, and/or studies from published works. For example (partial evidence): <i>Research conducted by Bandura, Ross and Ross (1961) demonstrated support for a behavioural explanation of how playing violent video games may increase real life aggressive behaviour. Bandura et al. demonstrated that children would imitate the aggressive behaviour of an adult model watched via a video. This clearly shows how media can change levels of aggressive behaviour. Without dismissing the findings of Bandura the biological approach could give an insight as to why some individuals who play violent video games may be more likely to then become more violent. PET scans have shown an association between neurological patterns and a person being predisposed to violence (Admire & Mitchell, 2014; Elson & Ferguson, 2013). This indicates that the majority of gamers may not be influenced by video games to be violent. This illustrates an interaction of genes and environment on aggressive behaviour and a more complete understanding of the behavioural and genetic explanations of media influence.</i> <i>The examples above are indicative samples only</i>	Comprehensively analyse the interaction between psychological approaches. The student provides a detailed critique showing the degree of interaction between the approaches and the impact of these interactions in a societal context. For example (partial evidence): <i>Research conducted by Bandura, Ross and Ross (1961) demonstrated support for a behavioural explanation of how playing violent video games may increase real life aggressive behaviour....</i> <i>PET scans have shown a strong association between neurological patterns and a person being predisposed to violence, as opposed to the video games they choose to play (Admire & Mitchell, 2014; Elson & Ferguson, 2013).</i> <i>It is possible that brain scans could be used to identify the small minority of gamers who may be more likely to demonstrate violence in real life, as a result of media exposure. However, the negative labelling of people as having a risk factor for aggressive behaviour is likely to be deemed as unethical by society.</i> <i>The examples above are indicative samples only</i>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.