



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

Psychology

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide “rules” but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Psychology assessors are providing appropriate opportunities for learners to meet the requirements of the psychology unit standards. With the majority of unit standards, learners should be given more than just a re-statement of the element or performance criteria as a task directive. The best assessment exemplars are usually tasks that translate the requirements of the standard into a number of steps, supported by resource or stimulus material where relevant.

Some assessors are listing more examples of learner responses in the evidence statements than previously, but this is by no means universal. It is good practice to provide a list of commonly expected responses, which does not have to be exhaustive.

Any errors in the judgement statements have usually followed from not covering the specific requirements in the ranges of various performance criteria.

11685: *Conduct a psychological experiment with direction*

The tasks submitted used a variety of relevant experiments, often based on collection of data from other learners. Although not an issue this year, extreme caution should be used if participants under 16 years are included.

Learners need not be left completely on their own when devising a study as the special note 3 states that *this unit standard is to be conducted with direction*. This could include generating a suitable operational hypothesis with the learners, or facilitating a discussion on related methodological issues such as ethics.

The evidence and judgement statements for this standard must be detailed and specific to the experiment carried out. Evidence statements could be in the form of a checklist. A non-specific but detailed checklist for PC 3.1 (*Report is completed to format consistent with the research task*) is given below. Features required by the range are in bold italic type.

- the ***abstract*** gives clear and concise information on the main aims, methods, results and conclusions
- the ***introduction*** outlines relevant and sufficient background
- the ***hypothesis*** is clear and testable
- the ***method*** is precisely and clearly reported

- the **results** summarise collected data and statistical testing
- the **discussion** explains the findings in relation to the background research, and gives limitations or modifications for future research
- **conclusions** are justified with full reference to the data collected
- **references** are provided in a conventional format.

The actual hypothesis, statistical data or particular references would be examples of specifics to incorporate into the above list