

NCEA Psychology Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

Students will need access to the internet for the research to complete the internal standards identified in the green cells below. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

Psychology Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
<p>AS 91844 Internal (6 credits)</p> <p>Examine different psychological approaches used to explain behaviour</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Teachers may provide reference material on the different psychological approaches to support students in the assessment. This includes ensuring students have appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>	<p>2.1</p>	<p>AS 91872 Internal (6 credits)</p> <p>Analyse the interaction between psychological approaches</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Teachers may provide reference material on psychological approaches to support students in the assessment. This includes ensuring students have appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>	<p>3.1</p>
<p>AS 91845 Internal (3 credits)</p> <p>Examine how a psychological debate has changed over time</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Teachers may provide reference material on the psychological debate to support students in the assessment. This includes ensuring students have</p>	<p>2.2</p>	<p>AS 91873 Internal (3 credits)</p> <p>Analyse the significance of a key piece of research and its impact on society</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p>	<p>3.2</p>

<p>appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>	<p>Teachers may provide reference material on the key pieces of research to support students in the assessment. This includes ensuring students have appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>
<p>AS 91846 2.3 Internal (4 credits) Conduct psychological research with guidance</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Technology should be utilised to ensure students are provided ongoing teacher guidance throughout the assessment, particularly to ensure that students are adhering to a set of ethical principles such as the NZ Code of Ethics. This may be through online class/small group sessions, or individual verbal conferencing. If a group approach is used, teachers need to ensure that students are providing their own evidence against the standard.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	<p>AS 91874 3.3 Internal (6 credits) Conduct independent psychological research with consultation</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Technology should be utilised to ensure students are provided opportunities to consult with their teacher throughout the assessment, particularly to ensure that students are adhering to a set of ethical principles such as the NZ Code of Ethics. This may be through online class/small group sessions, or individual verbal conferencing. If a group approach is used, teachers need to ensure that students are providing their own evidence against the standard.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain</p>

<p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>	<p>times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>
<p>AS 91847 2.4 Internal (5 credits) Examine how theory is used in fields of psychological practice</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Teachers may provide reference material on the theories used in fields of psychological practice. This includes ensuring students have appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>	<p>AS 91875 3.4 Internal (4 credits) Analyse how theories are applied within a field of psychological practice</p> <p>This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.</p> <p>Teachers may provide reference material on the theories used in fields of psychological practice. This includes ensuring students have appropriate access to theories and studies from published works. These can be shared via digital platforms.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.</p>

AS 91848**2.5**

Internal (3 credits)

Examine ethical issues in psychological practice

This standard is suitable for distance learning and assessment using digital platforms for word processing or file sharing. Students may present evidence using any mode that clearly communicates their understanding.

Teachers should provide reference material on the selected ethical issue/s. This includes ensuring students have appropriate access to a psychological Code of Ethics and theories/studies from published works. These can be shared via digital platforms.

For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For further advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

Further support can be found in the Conditions of Assessment on the NCEA Psychology page and in the clarification document on the NZQA Psychology page.

AS 91876**3.5**

External (3 credits)

Analyse a significant issue in psychological practice

This standard is suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. It is not suitable for remote assessment in the current delivery method and/or requirements. Guidance will be provided at the time as required.