

Assessment Report

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Standards [91279](#) [91281](#)

Part A: Commentary

Many candidates showed a clear understanding of what was required to successfully navigate the two standards, applying the skills learned in their Social Studies courses, to address the demands of both examinations.

Using Social Studies points of view, values, and perspectives appropriately and effectively continues to cause issues for some candidates.

Lengthy responses do not necessarily result in higher grades. The quality of the response is more important than the quantity.

Part B: Report on standards

91279: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas

Candidates who were awarded **Achievement** commonly:

- used the resource booklet effectively to identify the cause and nature of the conflict
- supported key ideas with evidence
- gave accurate descriptions of the values and perspectives behind the points of view of those involved
- included a brief or partial description of the social forces involved, without explaining how those forces contributed to the conflict.

Candidates whose work was assessed as **Not Achieved** commonly:

- gave a general narrative of the issue of 'fast fashion', without directly addressing the question
- described irrelevant or inaccurate points of view, values, and perspective of the people involved
- copied large portions of the resource booklet.

Candidates who were awarded **Achievement with Merit** commonly:

- explained how both social forces contributed to the conflict
- used evidence throughout their response to support key ideas.

Candidates who were awarded **Achievement with Excellence** commonly:

- evaluated the effect(s) that both social forces had on the conflict
- chose to argue which social force is having the greatest effect on the conflict and supported this assertion with clear reasoning.

Standard specific comments

Overall, candidates demonstrated a good understanding of 'fast fashion', and the positives and negatives of this industry. Many candidates used economic or capitalist, and environmentalist perspectives, consistent with the information provided in the resource booklet. However, some were unable to incorporate appropriate values that aligned with these perspectives.

91281: Describe how cultural conflict(s) can be addressed

Candidates who were awarded **Achievement** commonly:

- gave a description of points of view using appropriate perspectives and values that clearly related to the named issue
- addressed social and/or political control in some aspects of their response
- described the key aspects of the conflict at the start of their response
- included evidence throughout their response
- gave outcomes that did not relate to the way(s) of addressing the conflict.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not describe the values and/or perspectives of the people involved
- focused on an issue rather than the cultural conflict surrounding the issue
- gave insufficient description of social and/or political control in relation to how a cultural conflict was addressed.

Candidates who were awarded **Achievement with Merit** commonly:

- described outcomes that clearly related to the way(s) of addressing the conflict rather than outcomes of the issue at the centre of the conflict
- used thorough, relevant evidence consistently throughout their response.

Candidates who were awarded **Achievement with Excellence** commonly:

- gave clear descriptions of how their recommendation would address the conflict
- made recommendations based on actions currently being explored, while drawing links to contexts outside the scope of the issue.

Standard specific comments

Some candidates had chosen topics on current issues rather than cultural conflict. This choice of context made it difficult for them to meet the requirements of the Achievement Standard, e.g. issues such as “poverty”, “Covid-19”, or “mental health”. Candidates could have explored the conflict over how people had

conflicting ideas of how these issues were being prioritised by the Government, but simply described the issues, which did not address the question.

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Previous years' reports

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