

## Achievement Standard

<b>Subject Reference</b>	Social Studies 2.2		
<b>Title</b>	Conduct a reflective social inquiry		
<b>Level</b>	2	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies		
<b>Domain</b>	Social Studies		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	20 November 2014

This achievement standard involves carrying out a reflective social inquiry.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Conduct a reflective social inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a reflective social inquiry in depth.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a reflective social inquiry comprehensively.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the Level 7 Social Studies achievement objectives from the Social Sciences learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007
- understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts
  - understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes
- and is related to the material in the *Teaching and Learning Guide for Social Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Conduct a reflective social inquiry* involves:
- deciding on the focus for the inquiry by developing questions
  - gathering information and background ideas
  - describing people's points of view, values and perspectives
  - considering the ways in which people make decisions and participate in social action related to the focus of the inquiry

- reflecting on and evaluating the understandings that have developed and the responses that may be required.

*Conduct a reflective social inquiry in depth* involves explaining points of view, values and perspectives that relate to the focus of the inquiry.

*Conduct a reflective social inquiry comprehensively* involves making justified generalisations that could be applied outside of the context of the inquiry.

- 3 *Reflecting on a social inquiry* requires students to address questions such as:
  - is there anything more we need to know (about values, information, and participation)?
  - how could the inquiry process we have been using be improved?
  - how reliable are the sources?
- 4 Information about points of view, values and perspectives can be found in the *Teaching and Learning Guide for Social Studies*.
- 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced AS90273.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233