NZQA
New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

Assessment Report

Level 3 Social Studies 2016

Standards 91596 91598

Part A: Commentary

Overall, candidates have demonstrated a thorough understanding of the requirements of these Level 3 standards. Candidate responses were generally logically structured, included social studies concepts and were supported by the use of specific evidence.

However, it is a concern that while the majority of candidates wrote full and well-structured points of view (linked to values and perspectives), there was a significant number of candidates who are not meeting this requirement. The Teaching and Learning Guides and exemplars provide a guide to how these should be written.

Part B: Report on Standards

91596: Demonstrate understanding of ideological responses to an issue

Candidates who were awarded **Achievement** commonly:

- selected two ideological responses and the corresponding ideology from the resource booklet
- described these responses using some evidence from the booklet to support and include detail
- explained the impact the response had on the issue
- included at least one fully written point of view including values and perspective
- showed awareness of the difference between an ideology and an ideological response
- showed awareness that an ideological response is an action taken by an individual or group, not a perspective or quote (verbal response).

Candidates who were assessed as **Not Achieved** commonly:

- neglected to include robust perspectives in their response, often just using quotes as points of view
- neglected to discuss the impact of the ideological response on the issue (e.g. while John Key's response cost $65 million, this has an impact on New Zealand rather than the War on ISIS)
- only described one ideological response and its impacts on the issue of ISIS
- did not clearly outline the ideological responses they had selected from the resource booklet
- quoted large portions of the resource book without attempting to interpret the source.

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

- included two relevant points of view within their response linked to the values and perspective of the individual or group
- built on the response they had given in Part A by using the same two ideological responses for Part B
- had a clear understanding of how an ideology leads to a particular response and were able to describe these links in their written response. Candidates often successfully used the definition of the ideology from the resource booklet to support them in this
- described the elements of the ideology and explained how the response reflected these. Some candidates included this discussion in their response to Part A
- wrote a clearly structured response in concise paragraphs that included keywords from the task in the first sentence of the paragraph.

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

- wrote robust responses to Part A and B, and built on those by comparing the same two ideological responses in Part C
- made predictions as to how the response(s) may continue to impact the issue in the future
- split their response into three sections, two that evaluated each response and one that directly compared them
- made a reasoned judgement as to which response had a greater impact on the issue.

Standard-specific comments

It is recommended that candidates select only two ideological responses from the resource booklet and that they write about these for all parts of the question. Candidates are not required to use all of the sources in the resource booklet.

Candidates benefited from using the ideologies from the resource booklet when talking about the perspectives of people and groups rather than using those that weren't included. By doing this, students were able to build a more robust response.

Candidates are not required to reference their sources.

Candidates do not necessarily benefit from extensive pre-teaching of content. In some cases, this was detrimental. Successful candidates come into the examination having a sound understanding of the difference between an ideology and an ideological response, and that an ideological

response is an action, not a point of view or perspective. They must also have had practice at extracting the required information from sources of information provided.

91598: Demonstrate understanding of how ideologies shape society

Candidates who were awarded **Achievement** commonly:

- identified a specific society, in terms of location and/or time
- described identifiable ideologies, with details about beliefs and or values of those ideologies to support their description
- stated specific societal change(s) shaped by the ideologies working with social processes
- clearly identified valid social processes
- used a range of relevant specific evidence to support their generalisations
- identified more than one point of view, linked clearly to their values and perspectives of individuals or groups in relation to the change
- incorporated relevant social studies concepts in their responses.

Candidates who were assessed as **Not Achieved** commonly:

- referred to a general or non-specific society, or several societies, or different timeframes, which equates to two different societies
- included little specific, relevant evidence to support generalisations
- described points of view, values and perspectives about the ideology rather than the change in society
- failed to link the ideologies to social processes
- focused on historical details or superfluous information, without answering the questions
- did not identify two or more points of view, values and perspectives
- provided quotes rather than describing points of view
- focused on unnecessary general definitions of basic terminology such as “society” and “ideology” while failing to specifically use these terms in the society studied
- described ideologies in a very general way or too briefly, that did not show a clear understanding of the beliefs/values that underpin these ideologies
- misidentified components, e.g. identified as ideologies components that were actually social processes or vice versa
- wrote short, poorly constructed answers that did not include all components of the standard.

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

- clearly outlined how and/or why the ideologies shaped the society studied, by providing reasons for how and/or why the society had changed. These reasons commonly included

reference to other social processes or relevant historical/social factors
- included evidence and explanation that went beyond or elaborated on the changes
- supported their response to this component with evidence such as statistics, named people, places, events, or relevant quotes from experts or authorities.

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

- evaluated the extent to which the ideologies shaped society by including positive and negative impacts, short- and long-term impacts, social, political and economic impacts
- compared the extent to which one ideology shaped society with the other
- provided an evaluative judgement of the extent to which the ideologies had shaped society and supported this with evidence
- included strong factual evidence to support their evaluation including statistics that could measure impact, specific events that reflected impact, quotes from relevant experts or authorities associated with this society, and evidence of changes to society.

Standard-specific comments

In most cases, successful candidates used contemporary settings and robust ideologies including:

- liberal versus conservative attitudes to euthanasia in New Zealand
- liberal versus conservative attitudes to gun laws in the USA
- humanitarian versus xenophobic attitudes to refugee immigration in Germany
- traditional Hinduism versus feminism in India
- traditional Hinduism versus capitalism in India
- secularism versus Islamism in France.

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