

NZQA Assessment Support Material

Unit standard	28119				
Title	Describe a social process				
Level	1	Credits	4	Version	1

Note

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. In time, as quality examples of assessment activities become available naturally through the moderation process, these materials may be modified to include a variety of assessment activities and assessment schedules.

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or to student exemplar material.

This assessment resource will need to be modified before it is used. The teacher needs to ensure that the assessment materials given to the student state the unit standard number, the title and the version of the standard being assessed, and the conditions under which the assessment is to take place (for example, as an in-class test or as a homework activity). The teacher may need to set an appropriate context, select relevant resources and modify tasks. The teacher will need to develop an appropriate assessment schedule by adding evidence and judgement statements.

Teacher guidelines

Context/setting

In this activity students will describe a social process, focusing particularly on its influence on individuals and on society.

Social processes are the means through which individual and social identities and relationships are shaped. They include, but are not limited to, socialisation, stratification, segregation, globalisation and social control.

Social processes involve interactions between social structures, institutions, groups and individuals. They can account for both the relative stability and predictability of social life, as well as social change. For instance, through socialisation children undergo a process of cultural education, including learning language, rules and norms, and assuming various roles, such as of son or daughter, student, team member, and so on. Large-scale processes like globalisation and migration signify changes to social structures and institutions as different cultural groups interact and people become dispersed from their homelands.

THIS UNIT STANDARD CAN BE AWARDED WITH AN ACHIEVED, MERIT, OR EXCELLENCE GRADE

AWARD OF GRADES

- For award with **Achieved**, students must be able to describe a social process in terms of its influence on individuals and society.
- For award with **Merit**, students must be able to describe the social process in detail. This requires that they identify and describe the interaction of various social structures, institutions, groups and individuals involved in the social process. The description should be supported with appropriate evidence and examples.
- For award with **Excellence**, students must comprehensively describe a social process, including the role norms and values play in shaping the process. The description must be supported with a range of appropriate evidence and examples.

Conditions of assessment

The timeframe and conditions for assessment will be set by the teacher.

Assessment activity

The teacher selects the social process to be described. This assessment activity has two tasks.

Task one

Students describe the main ideas, components and issues involved in the social process.

Task two

Students describe the influence the social process has on individuals and on society. This requires describing the interactions between the social structures, institutions, groups and individuals involved in the process.

Resource requirements

There are no specific resources required for this assessment.

Possible topics

Any social process can be described for the purposes of this standard. Two possibilities are outlined below.

Socialisation

This is the process by which people learn culture and acquire a sense of identity. Students could chronologically describe the processes of primary and secondary socialisation and the influences these have on individuals.

1. Primary socialisation typically takes place in the family during early childhood and involves the acquiring of basic skills needed to function in society during childhood, such as language.
2. Secondary socialisation takes place outside the family, at school, among friends and peer groups, on sports teams, clubs, and through media exposure.

In both primary and secondary socialisation, 'agents of socialization' are involved in teaching cultural norms, values and bestowing a sense of identity on individuals. These 'agents' reside within social institutions, namely the family school, the media, as well as in peer groups. They play a crucial role in making individuals part of a society, group or culture. Teachers may have students reflect and write on the socialisation processes they have personally undergone in their lives as a family member, student, team or club member, etc.

Stratification

All societies have some form of stratification, the way in which a society is organized in layers or strata. Simple societies allocate duties and rights on the basis of age and gender, among other categories. Hindu India divides people by caste. Feudal societies divided people by estate and family standing. Modern industrial societies are divided by class. A variety of ways of describing class all have in common attention to the economy and the organization of production. For Karl Marx and Marxists, the crucial divide is between those who own the means of production (the capitalist class or bourgeoisie), and those who have to live by selling their labour (the proletariat or working class).

Students could be asked to consider how those in 'low skilled' professions are in relatively weak positions in that their labour is easily replaceable. They earn less and have less control over their lives than those in highly skilled professions, who not only have access to greater economic rewards, but higher social status. Hence, stratification points to power and inequality. Teachers could explain how sociological research shows that people of different classes or status groups have different opportunities or 'life chances'. Class and status influences people's lifestyles and consumption patterns, aesthetic tastes, hobbies, where they live, level of formal education, how they speak, access to health care, etc. That said, being a member of the lower, middle or upper class does not mean individual lives are predetermined, but that there are certain statistical probabilities regarding these things. Students could describe social stratification using examples from New Zealand and/or other societies.

Additional information

Teaching and learning guidelines that inform sociology as it is taught in New Zealand can be found at www.nzqa.govt.nz/sociology.

Assessment Schedule

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Teachers will need to develop an assessment schedule that is appropriate to the assessment activity and the context, by adding evidence and judgement statements. Evidence is examples of acceptable student responses to the various tasks being assessed; judgements indicate the quality and/or quantity of the student response needed to meet the requirements of the unit standard.

It may be convenient (but it is not compulsory) to format an assessment schedule as a table.

Judgements and evidence for Achievement	Judgements and evidence for achievement with Merit	Judgements and evidence for achievement with Excellence
[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]
Examples of acceptable student responses:	Examples of acceptable student responses:	Examples of acceptable student responses:

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Student Instructions Sheet

Introduction

In this activity you will describe a social process in terms of its influence on individuals, groups and society as a whole. To describe means to spell out the main ideas, characteristics or components of a social process.

Social processes are the means through which individual and social identities and relationships are shaped. They include but are not limited to socialisation, stratification, globalisation and social control.

You will be assessed on your ability to describe a social process, focusing particularly on its influence on individuals and on society.

THIS UNIT STANDARD CAN BE AWARDED WITH AN ACHIEVED, MERIT, OR EXCELLENCE GRADE

AWARD OF GRADES

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- For award with **Excellence**, you must comprehensively describe a social process, including the role norms and values play in shaping the process. Your description must be supported with a range of appropriate evidence and examples.



Conditions of assessment

The timeframe and conditions for assessment will be set by your teacher.

Assessment activity

The teacher will select the social process to be described. This assessment activity has two tasks.

Task one

Describe the main ideas, components and issues involved in the social process.

Task two

Describe the influence the social process has on individuals and on society. This will require describing the interactions between the social structures, institutions, groups and individuals involved in the process.