

NZQA Assessment Support Material

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|----------------------|---------------------------|----------------|---|----------------|---|
| Unit standard | 28121 | | | | |
| Title | Evaluate a social process | | | | |
| Level | 3 | 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 evaluate a social process, focusing particularly on its influence on individuals and on society. Evaluating a social process requires analysing (breaking it down into parts and showing how these relate to make a whole) and assessing its influence. This means going beyond identifying and explaining to come to some conclusion(s) about the wider social significance, meanings and implications 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, 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 form a critical opinion, based on reason and evidence, of a social process in terms of its influence on individuals and society.
- For award with **Merit**, students must be able to form a critical opinion, based on reason and evidence, of the influence of a social process and to support the evaluation with relevant detail, such as: identifying and assessing the interaction of various social structures, institutions, groups and individuals involved in the social process; and evaluating the reasons and/or functions for the process's repetition or continuity, as well as the role of power. The evaluation should come to some conclusion(s) about the extent of the process's influence on individuals and on society. The conclusions will be supported with appropriate evidence and examples.
- For award with **Excellence**, the evaluation must form a critical opinion, based on reason and evidence that demonstrates insightful understanding of the social process and its influence on individuals and on society. The evaluation will 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 will either select the social process, or give students a choice. This assessment activity has two tasks.

Task One

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

Task Two

Students evaluate the influence the social process has on individuals and on society. This will require them to investigate the interactions between the social structures, institutions, groups and individuals involved in the process and to assess the power relations between them.

Resource requirements

There are no specific resources required for this assessment.

Possible topic

Any social process can be examined for the purposes of this standard, including socialisation, stratification, migration, globalisation and urbanisation. One of these is outlined below as an example.

Migration

Migration may be explored as a social process that takes place within national borders (for example, moving from the south to the north island), or as cross-border, international or global migration. Migration is a central aspect of globalisation. Students could explore migration patterns in New Zealand history, including the successive waves of immigrants, first from Polynesia, then from Europe and most recently from Asia. They should understand the basic reasons explaining international migration, which can be summarised by *push* and *pull* factors.

- Push factors: the desire of migrants for a better or safer life, problems in the home country such as unemployment and low pay, and major disruptions such as war, famine, political persecution or economic depression.
- Pull factors: a favourable immigration policy of the host country, higher pay and lower unemployment, formal and informal networks in countries that cater to migrants (e.g. NZ), labour shortages, a perceived better way of life.

Students may make connections between other social processes with regard to migration, such as globalisation, urbanisation (most migrants move to cities, e.g. Auckland is 40% foreign born), socialisation and stratification (migrants often face certain social and cultural barriers) and social control (immigrants are monitored by governments in ways that differ from citizens of the country). It should be recognised that while migrants share the experience of being from elsewhere, there are significant differences in experience and levels of social integration into the host society. Migrants' experiences depend on a host of social factors, such as their economic status, their language ability, their level of education and relevant skills, and their physical appearance. Generally, migrants experience less social barriers and greater integration into a host society when the culture of the migrant is closer or more proxemic to that of the host society. For example, voluntary migrants from Commonwealth countries generally assimilate more easily into New Zealand society than say, a refugee migrant from Somalia.

Students explore these processes and call upon personal reflections on the situation of migrants in New Zealand.

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 evaluate 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, migration and urbanisation.

Evaluating a social process requires analysing (breaking it down into parts and showing how these relate to make a whole) and assessing its influence. This means going beyond identifying and explaining to come to some conclusion(s) about the wider social significance, meanings and implications of a social process.

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.

You will be assessed on your ability to evaluate 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

- For award with **Achieved**, you must evaluate a social process in terms of its influence on individuals and society.
- For award with **Merit**, you must support your evaluation with relevant detail, such as: identifying and assessing the interaction of various social structures, institutions, groups and individuals involved in the social process; and evaluating the reasons and/or functions for the processes repetition or continuity, as well as the role of power. You should come to some conclusion(s) about the extent of the process's influence. Your evaluation should be supported with appropriate evidence and examples.
- For award with **Excellence**, your evaluation must demonstrate insightful understanding of the social process and its influence on individuals and on society. You must come to some conclusion(s) about the extent of the process's influence. Your evaluation 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

This assessment activity has two tasks.

Task One

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

Task Two

Evaluate the influence the social process has on individuals and on society. To do this, you will need to investigate the interactions between the social structures, institutions, groups and individuals involved in the process and to assess the power relations between them.