

NZQA Assessment Support Material

Unit standard	8993				
Title	Describe a social institution				
Level	1	Credits	4	Version	3

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.

Students undertaking an assessment activity for this standard will require an understanding of the characteristics and nature of social institutions in general. This should be part of the teaching and learning prior to the assessment.

Teacher guidelines

Context/setting

In this activity students will *describe* a social institution. To describe means to identify, and provide details of, the key characteristics, that is, the main ideas, and/or components of the social institution.

Social institutions organise the basic areas of social life and contribute to complex integrated sets of norms and values, which are reproduced through institutions. Examples of social institutions include (but are not limited to): family and kinship, government, law and order, economy, education, media, health, and religion.

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 institution. This will require: identifying key characteristics of the social institution, and describing the social institution in terms of its influence on individuals and on society.
- For award with **Merit**, students must be able to support their description with relevant detail, such as: aspects of the institutions structure and organisation, and the various people, processes and structures involved in maintaining the institution. The description should be supported with appropriate evidence and examples.
- For award with **Excellence**, the student offers a comprehensive description of a social institution, including the role norms and values play in maintaining/ reproducing the social institution. 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 will select the social institution to be described.

This assessment activity has two tasks.

Task One

Students describe the social institution. This means identifying the key characteristics, that is, the main ideas and components of the social institution.

Task Two

Students describe the influence the social institution has on individuals and on society. This description will be supported by an example(s) from New Zealand and/or other societies, past and/or present.

Supporting detail may include identifying and describing examples from New Zealand and/or other societies, past and/or present.

Resource requirements

There are no specific resources required for this assessment.

Possible topics

Any social institution can be described for the purposes of this standard, including family and kinship, government, law and order, economy, education (school), media, health, and religion. Two of these are outlined below:

Family and Kinship

Students will describe the family as a social institution, including key characteristics and components. They must describe how families are structured or organised, including the specific roles and expectations of certain family members. They will need to describe the influence of the family on individuals and society. This may involve bringing in other key themes and concepts, such as socialisation processes, norms and values, and other institutions such as marriage, education and work. Teachers may encourage students to do a description/analysis of their own families as an example. Alternatively, teachers could have students interview a classmate and describe/analyse their classmate's family, or use a fictional family from a television programme such as 'The Simpsons'. They may also ask students to imagine how society would be without the nuclear family as a/the core institution of society. Or they could have students describe the different forms of family organisation in other cultures or the changes the family institution has undergone in recent times, due to increased rates of illegitimacy, divorce, unmarried co-habitation and migration.

School

Students will describe how formal education (i.e. school) is structured and organised, what social function that school serves, and what influence or impact it has on individuals and society. As with the family, this will involve bringing in other sociological themes and concepts, including socialisation, norms and values, and institutions such as government, law and work. Teachers may ask students to do a description/analysis of the New Zealand school system as an example. Teachers may also ask students to imagine and describe what society might be like without formal education, or with alternative forms of the school institution.

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 institution. To describe means to identify and provide details of the main ideas, characteristics and/or components of a social institution.

Social institutions organise the basic areas of social life and contribute to complex integrated sets of norms and values, which are reproduced through institutions. Examples of social institutions include (but are not limited to): family and kinship, government, law and order, economy, education, media, health, and religion.

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

AWARD OF GRADES

- For award with **Achieved**, you must be able to describe a social institution and its influence on individuals and on society.
- For award with **Merit**, you must be able to support your description with relevant detail, such as: aspects of the institution's organisation; the various people, processes and structures involved in maintaining the institution. Your description should be supported with appropriate evidence and examples.
- For award with **Excellence**, you must present a comprehensive description of a social institution, including the role norms and values play in reproducing the social institution. Your description must be supported with a range of appropriate evidence and examples.

Evidence and examples may come from New Zealand and/or other societies, past and/or present.

Conditions of assessment

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

Assessment activity

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

Task One

Describe the social institution. You do this by identifying the key characteristics, ideas and components of the social institution.

Task Two

Describe the influence the social institution has on individuals and on society. This description will be supported by an example(s) from New Zealand and/or other societies, past and/or present. This description will be supported by an example(s) from New Zealand and/or other societies, past and/or present.