

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>8994</b>				
<b>Title</b>	Examine a social institution				
<b>Level</b>	2	<b>Credits</b>	4	<b>Version</b>	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 *examine* a social institution. To examine means to investigate, identify and describe key characteristics of the social institution in order to provide an explanation of its influence on individuals and on society.

Social institutions organise the basic areas of social life and contribute to complex integrated sets of norms and values, which are reproduced through institutions, such as (but 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 identify the key characteristics of the social institution and show how they may vary according to time or place; and explain the function of the social institution and its influence on individuals and on society.
- For award with **Merit**, students must be able to examine the social institution in detail, to explain the key characteristics of the institution and their variation according to time or place; and explain the function of the social institution and its influence on individuals and on society in detail. The examination should be supported with appropriate evidence and examples.
- For award with **Excellence**, the student must provide a comprehensive examination of a social institution, its key characteristics and their variation according to time or place, and its influence on individuals and society. This might include explaining the role norms and values play in reproducing social institutions. The examination 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 may select the social institution to be examined, or students may be given a choice of several social institutions. This assessment activity has two tasks.

#### Task One

Students examine the social institution. This means identifying the key characteristics of the social institution and providing examples of variation in time or place.

#### Task Two

Students examine the social institution, explaining the extent of its influence on individuals, groups and on society as a whole. This will be supported by an example(s) 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. Three of these are outlined below:

### Family and Kinship

Students will examine 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 explain 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 an examination of their own families as an example. Alternatively, teachers could have students interview a classmate and examine 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 examine 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.

### Law and Order

Crime and punishment could be explored in relation to a societies legal system as a social institution. Students would need to identify key characteristics and functions of law by examining basic questions, such as why do societies have laws and what do laws do. It would be important to bring in the concepts of deviance and crime, and make sure students are aware of the differences. For instance, deviant behaviour may break certain social rules and cultural norms (e.g. a man using the women's toilet), but may not be met with legal sanctions. A deviant act becomes criminal when it breaks a formal, legal code (e.g. if the man were to do graffiti in the toilet), by which it will be met with formal sanction. Students could write about times when they or a person they know committed acts of deviance or acts of crime and what form of sanction the act was met with (if any).

It would be important to stress the role of norms and values in developing and maintaining a society's legal code. For gaining perspective, students could be encouraged to imagine the implications of a society without laws, and/or a society with different kinds of laws.

### Religion

The social institution of religion could be examined in historical perspective. For instance, what roles and functions did the Catholic church serve in European societies and in the places Catholic countries colonised. The extent of its cultural and political influence could be examined. The decline of organised religion (i.e. the secularization process) in many western societies, including New Zealand, could also be examined. This would allow for examining the functions religion as a social institution has traditionally served, and what societies are like without a common religion serving to unite individuals. Alternatively or besides, religious revival and the rise of religious fundamentalism in places like the United States and the Middle East could be examined from a sociological perspective.

## **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](http://www.nzqa.govt.nz/sociology).

## Assessment Schedule

<b>Unit standard</b>		<b>8994</b>			
<b>Title</b>	Examine a social institution				
<b>Level</b>	2	<b>Credits</b>	4	<b>Version</b>	3

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.

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

<b>Unit standard</b>		<b>8994</b>			
<b>Title</b>	Examine a social institution				
<b>Level</b>	2	<b>Credits</b>	4	<b>Version</b>	3

## Student Instructions Sheet

### Introduction

In this activity you will *examine* a social institution. To examine means to investigate, identify and describe key aspects of a social institution in order to explain its influence on individuals and on society.

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 identify the key characteristics of the social institution and show how they may vary according to time or place; and explain the function of the social institution and its influence on individuals and on society.
- For award with **Merit**, you must be able to examine the social institution in detail, to explain the key characteristics of the institution and their variation according to time or place; and explain the function of the social institution and its influence on individuals and on society in detail. Your examination should be supported with appropriate evidence and examples.
- For award with **Excellence**, you must provide a comprehensive examination of a social institution, its key characteristics and their variation according to time or place, and its influence on individuals and society. This might include explaining the role norms and values play in reproducing social institutions. Your examination 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**

This assessment activity has two tasks.

**Task One**

Examine the social institution. You do this by identifying the key characteristics of the social institution and providing examples of variation in time or place.

**Task Two**

Examine the social institution, explaining the extent of its influence on individuals, groups and on society as a whole. Your explanation should be supported by an example(s) from New Zealand and/or other societies, past and/or present.