

## NZQA Assessment Support Material

<b>Unit standard</b>		<b>8995</b>			
<b>Title</b>	Evaluate a social institution				
<b>Level</b>	3	<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 evaluate a social institution. Evaluating a social institution 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 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, such as (but not limited to): family and kinship, government, law and order, economy, education, media, health, and religion.

Supporting detail includes providing examples from New Zealand and/or other societies, past and/or present.

## 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 institution in terms of its key aspects and influence on individuals and on society.
- For award with **Merit**, students must be able to form a critical opinion, based on reason and evidence, of the social institution; to explain its structure and organisation and the extent of its influence; to recognise variations in institutional structures across time and/or place; and support the evaluation with appropriate evidence and examples.
- For award with **Excellence**, students must be able to form a critical opinion, based on reason and evidence, through a comprehensive understanding of a social institution, including an assessment of: its influence on society in terms of norms, values and behaviours; what social processes take place within the institution (e.g. socialisation, sanctions); and how and why the institution has changed or stayed the same. 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 may select the social institution to be evaluated, or students may be given the choice as to which social institution they will evaluate. This assessment activity has two tasks.

#### Task One

Students identify and explain the main ideas, characteristics, components and functions of the social institution and illustrate these with some examples.

#### Task Two

Students evaluate a particular social institution, such as education, the family, work or government. This task requires students to evaluate the extent of the institution's 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. Two of these are outlined below:

### School

Students would evaluate school in New Zealand and/or elsewhere, as a social institution. This would involve analysing the organisation and structures that constitute education and assessing the influence or impacts education has on individuals and society. This analysis could cover the multiple levels of education, such as:

1. People: Students must identify who is involved in the system of formal education and how the system is organised. How are students organised, grouped and differentiated? What kinds of hierarchies and power relationships exist?
2. Content: Students would consider what is taught in New Zealand schools. Why are certain subjects offered and not others and who decides what is taught? Does school curriculum express certain values and interests? Is there a 'hidden curriculum' transmitted in formal education?
3. Cultural variation: Students would describe and compare how schooling is structured and organised differently in another country or culture. This would require the students to do some research on education systems in different social and cultural contexts. They should be able to identify and explain in depth at least two key differences.
4. Education in the past: Students should give at least two detailed examples of how formal schooling in New Zealand has changed over time. This too will require the students to do some research. The student should propose reasons for the changes, such as changing values, roles and norms (e.g. education of girls, teaching of Maori language and culture).
5. Functions: Students would consider formal education as an 'agent of socialisation'. They would analyse what values, norms are imparted during the schooling process, as well as how and why. They would also assess how successful the school institution in New Zealand is in socialising young people and impact this has on New Zealand society and culture.

### Media

Students would evaluate the impact mass media (television, newspapers, pop music, the internet) has on individuals and society. This would involve carrying out a similar analysis and assessment to education. Students should consider:

1. People: who is involved in the mass media (producers and consumers/users).
2. The infrastructure, technologies and skills involved and required for the media to exist.
3. Content: what certain media (e.g. the news) tend to focus on and how this selection reflects certain norms and values? Also in terms of how mainstream media (e.g. television sitcoms) portrays things like gender and ethnicity.
4. Cultural and/or historical variation: students could research how the media operates in other places and times. They could perhaps research how different media sources present the same story in different ways. For example, the Arabic news station, Al-Jazeera, often presents stories differently from the American station, CNN.
5. Function: students would consider the media as an 'agent of socialisation', analysing how certain values and norms are transmitted through the media and the extent of the media's influence on individuals and society.

## 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

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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.

<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>

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## Student Instructions Sheet

### Introduction

In this activity you will evaluate a social institution. Evaluating a social institution 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 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, such as (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 evaluate a social institution in terms of its key aspects and influence on individuals and on society.
- For award with **Merit**, you must be able to examine the social institution in detail to explain the structure and organisation of the institution; the extent of the institution's influence; and recognise variations in institutional structures across time and place. Your evaluation should be supported with appropriate evidence and examples.
- For award with **Excellence**, your evaluation demonstrates comprehensive understanding of a social institution, including an assessment of influence on society in terms of norms, values and behaviours, what social processes take place within the institution (e.g. socialisation, sanctions), how and why the institution has changed or stayed the same. Your evaluation 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**

Identify and explain the main ideas, characteristics, components and functions of the social institution and illustrate these with some examples.

**Task Two**

Evaluate the influence of the social institution. To what extent does the institution influence individuals, groups and society as a whole? Your evaluation should be supported by an example(s) from New Zealand and/or other societies, past and/or present.