

NZQA Assessment Support Material

Unit standard	8997				
Title	Describe a social structure				
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 structures 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 structure in terms of its influence on individuals, groups or on society as a whole. To describe means to spell out the main ideas, characteristics or components of a social structure.

Social structures are enduring, orderly and patterned relationships that organise social life. Social structures may be thought of as the glue or scaffolding that holds societies together. The idea of social structure points to the way in which societies, and institutions within them, exhibit predictable patterns of organisation, activity and social interaction.

Social structures shape identities and social interactions. Social structures link social institutions and networks of social relationships, which combine to build up the structure of society. Social structures set the pattern of inequality and the social roles and positions within social institutions. Examples of social structures include, but are not limited to: class, ethnicity, gender and identity.

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 the social structure in terms of its influence on individuals or on society.
- For award with **Merit**, students must be able to describe the social structure in detail. This requires that they describe how the social structure shapes and influences identities and behaviours and the individuals, groups and institutions involved. The description should be supported with appropriate evidence and examples.
- For award with **Excellence**, students must comprehensively describe the social structure. 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 structure to be described. This assessment activity has two tasks.

Task One

Students describe the social structure. This means spelling out the main ideas, characteristics and components of the social structure and providing some examples.

Task Two

Students describe the influence the social structure has on individuals, groups and on society as a whole. This description will be supported by an example(s) from New Zealand or other societies.

Resource requirements

There are no specific resources required for this assessment.

Possible topics

Any social structure can be described for the purposes of this standard. One possible topic is outlined below.

Class

What structural factors create and maintain class divisions and patterns of inequality? How does being a member of a particular social class influence identity and behaviour? How does class structure aspects of everyday life, such as where people live, what kind of work they do, how they speak, their level of education, the kind of leisure activities they enjoy, economic status, etc.? Provide examples from the student's own situation and/or observations within the community.

Structure reflection

Have students reflect on the following: To what extent is our behaviour moulded by social structures? In what ways have each of the following social structures contributed to the way you are now, and which may prevent you from behaving in any way you like?

- Gender
- Class
- Ethnicity
- Age
- The pattern of inequality, e.g. the amount of income your family has, ethnic, racial, gender or sexual discrimination.

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 structure in terms of its influence on individuals, groups or on society as a whole. To describe means to spell out the main ideas, characteristics or components of a social structure.

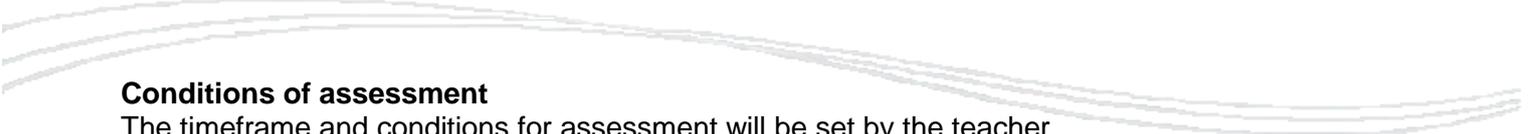
Social structures are enduring, orderly and patterned relationships that organise social life. Social structures may be thought of as the glue or scaffolding that holds societies together. The idea of social structure points to the way in which societies, and institutions within them, exhibit predictable patterns of organisation, activity and social interaction. Examples of social structures include (but are not limited to): class, ethnicity, gender and identity.

You will be assessed on your ability to describe a social structure in terms of its influence on individuals, groups or society as a whole.

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AWARD OF GRADES

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- For award with **Merit**, you must be able to describe the social structure in detail. This requires you describe how the social structure shapes and influences identities and behaviours; the individuals and groups involved. Your description should be supported with appropriate evidence and examples.
- For award with **Excellence**, you must comprehensively describe social structure. 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 the teacher.

Assessment activity

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

Task One

Describe the social structure. This means spelling out the main ideas, characteristics and components of the social structure and providing some examples.

Task Two

Describe the influence the social structure has on individuals, groups and on society as a whole. This description will be supported by an example(s) from New Zealand or other societies.