

# Assessment Report

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Standards [91596](#) [91598](#)

### Part A: Commentary

The concept of perspective, as used in a Social Studies context, continues to be problematic at Level 3.

The Teaching and Learning Guide for L3 Social Studies states, “the *points of view* people / groups hold, which are often framed as ‘I think that ...’. Frequently, this point of view is shaped by a person / groups’ *values*, which explain more about the underpinning beliefs. Values in turn are often informed by a *perspective* or world view which represents a set of ideas which can be explored across groups in society – for example, a particular religious, cultural or political perspective.”

Candidates at Level 3 are advised to gain a nuanced understanding of what an ideology / perspective is. After potentially studying Social Studies for three years, candidates should know to avoid using ideologies, such as ‘social justice’. It is more appropriate to use an ideology such as ‘humanitarianism’ instead.

## Part B: Report on standards

### 91596: Demonstrate understanding of ideological responses to an issue

Candidates who were awarded **Achievement** commonly:

- described an issue in adequate depth and detail
- provided two responses, as well as two impacts and two viewpoints
- used evidence to support their ideas.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not provide an adequate description of points of view, values, and perspectives
- left out the impacts of the responses to the issue
- provided only one response
- described the issue and the perspectives of different groups on the issue only.

Candidates who were awarded **Achievement with Merit** commonly:

- provided an explanation of why or how the particular response took the form it did, based on ideologies
- used evidence to support their points
- demonstrated an understanding of the ideologies they were linking to
- engaged with the quotation, incorporating it into their answers.

Candidates who were awarded **Achievement with Excellence** commonly:

- engaged with the demands of the question convincingly
- evaluated the extent to which the ideology impacted the responses to the issue.

## 91598: Demonstrate understanding of how ideologies shape society

Candidates who were awarded **Achievement** commonly:

- described two relevant perspectives that included points of views and values
- described two relevant ideologies and the change(s) shaped by these ideologies
- provided relevant evidence to support their response
- used relevant social studies concepts.

Candidates whose work was assessed as **Not Achieved** commonly:

- described only one relevant ideology and/or one relevant perspective, when two were required
- did not describe any change shaped by these ideologies
- relied on evidence that was not sourced from the resource booklet and/or did not provide relevant/valid evidence to support their response
- did not use relevant social studies concepts.

Candidates who were awarded **Achievement with Merit** commonly:

- outlined clearly how and/or why the relevant ideologies influenced technology in society, by providing reasons as to how and/or why society had been shaped
- supported the how and/or why with evidence such as definitions, names of people/organisations/government programmes, and quotations.

Candidates who were awarded **Achievement with Excellence** commonly:

- evaluated the extent that the relevant ideologies influenced technology in society, by comparing and contrasting them through looking at positive, negative, and both short and long-term impacts, as well as economic, cultural, and social impacts
- provided an evaluative judgement of the extent to which the relevant ideologies had shaped society, including making an assessment by providing evidence to justify that judgement.



# [Social Studies subject page](#)

## Previous years' reports

- [2019 \(PDF, 276KB\)](#)   [2018 \(PDF, 109KB\)](#)   [2017 \(PDF, 47KB\)](#)   [2016 \(PDF, 218KB\)](#)

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