

# Assessment Report

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### Level 3 Social Studies 2019

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

### Part A: Commentary

Candidates should aim to complete their responses concisely. To reinforce this, the Assessment Specifications for 2020 state: “Candidates should aim to write a concise response of no more than 5–6 pages (or about 800–900 words). The quality of your writing is more important than the length of the response”.

### Part B: Report on standards

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

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Candidates who were awarded **Achievement** commonly:

- used supporting evidence to describe a social issue

- provided clear, separate responses to an issue
- provided viewpoints that considered values and ideologies
- linked impacts of the response back to the issue they had defined.

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

- missed out key components of the standard
- provided poorly defined responses to the chosen issue
- did not provide detail in their responses
- did not write viewpoints that incorporated values and ideologies
- did not link the impacts of the responses back to the issue
- appeared confused by the complexities of the issue they had elected to write on.

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

- defined the ideology that was driving each response
- drew connections between the ideology and the actions undertaken by people and groups
- provided evidence to support their reasoning
- linked the actions of the people and groups to the provided quote.

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

- engaged meaningfully with the provided quote, using it consistently and thoughtfully
- made judgements about the impact of their selected responses on the issue
- incorporated elements of comparison between their responses, considering the differences in size, scale, and longevity of the response, as well as the overall numbers of people affected to assist in making these judgements.

### Standard specific comments

Selecting responses to issues that are clearly definable, distinct, and straightforward played an important role in the achievement of candidates.

Some candidates provided responses that did address the quote but failed to address the key components of the standard. This may have been due to

candidates focusing solely on the quote or misinterpreting the examination instructions.

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## 91598: Demonstrate understanding of how ideologies shape society

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Candidates who were awarded **Achievement** commonly:

- described points of view, values, and perspectives
- described the ideologies
- described change(s) shaped by these ideologies
- provided some relevant evidence to support their response
- used relevant social studies concepts

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

- wrote short, poorly constructed responses that did not include all components of the standard
- did not describe the change(s) shaped by the ideologies
- did not include specific evidence from the booklet.

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

- outlined clearly how and/or why the ideologies influenced body image in New Zealand by providing reasons as to how and/or why the society had been shaped
- supported the how and/or why with evidence such as statistics, names from the resource booklet.

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

- evaluated the extent that the ideologies influenced body image in society by comparing and contrasting them and looking at the positive and negative

impacts, short- and long-term impacts, and the social, political, and economic impacts

- provided an evaluative judgement of the extent to which the ideologies had shaped society, including making an assessment and providing evidence to back up the judgement
- evaluated the extent to which the ideologies shaped society by including strong factual evidence to support their evaluation including statistics that could measure the influence.

### Standard specific comments

Many candidates provided quotes as perspectives, consequently they were unable to explain how an individual or a group might think and why. In the words of the to Level Three Social Studies Teaching and Learning Guide, “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’s/groups’ *values*, which explain more about the underpinning beliefs. Values in turn are often informed by a *perspective* or world view representing a set of ideas, which can be explored across groups in society, e.g. a particular religious, cultural, or political perspective.

## [Social Studies subject page](#)

### Previous years' reports

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