

# **National Certificate of Educational Achievement**

## **2011 Assessment Report**

### **Social Studies Level 1**

**91039** Describe how cultures change

**91041** Describe consequences of cultural change(s)

## COMMENTARY

Overall, candidates wrote well structured responses that addressed the requirements of the standard(s) and clearly showed understanding of how cultures change and/or the consequences of cultural change(s).

Candidates showed use of relevant Social Studies concepts in an integrated and/or extended explanation format, clearly showing the relationship between the contexts chosen to address the relevant standard(s) and their understanding of key ideas about society, cultural change, and the consequences of cultural change(s). Candidates also described a range of contrasting points of view in relation to their chosen context and their description of cultural change and/or the consequences of cultural change(s) with confidence.

Candidates who filled in the relevant planning page and/or the planning boxes generally presented clear, well structured responses that reflected the task/question instructions.

Candidates who ensured that the nominated contexts were supported with specific evidence and examples wrote clear, well explained answers that addressed the relevant achievement standards.

## STANDARD REPORTS

### 91039 Describe how cultures change

#### ACHIEVEMENT

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- described the cultural change(s)
- identified the individuals/groups/society(s) involved
- described points of view about the cultural change
- demonstrated understanding of relevant Social Studies concepts.

#### NOT ACHIEVED

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- wrote narrative answers that did not address all parts of the question
- did not describe the cultural change(s)
- did not clearly identify the individuals/groups/society(s) involved
- did not provide a range of viewpoints about the change
- demonstrated limited understanding of relevant Social Studies concepts.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- described the process(es) that led to the cultural change(s)
- described contrasting points of view about the change(s).

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- comprehensively described why the processes that led to the change were important for the individuals/groups/society(s) involved.

## **OTHER COMMENTS**

A number of candidates described events that led to the cultural change, rather than describing the cultural change(s) itself. Narrative answers did not always address the requirements of the achievement standard. Answers that used a range of supporting evidence to support the description of how cultures change provided stronger descriptions of cultural change(s).

Processes that led to the cultural change were overall described in depth with supporting explanations and use of examples and supporting evidence. Reasons that the processes that led to the change were important for society, individuals, and groups involved were generally also supported with clear explanations and often included a range of examples and supporting evidence and, in some cases, points of view to support the comprehensive nature of the candidates' response.

Commonly used contexts that addressed the standard were change in the role of women, changes in family in New Zealand, changes in smoking in New Zealand, changes in youth culture, and changes in consumerism in New Zealand.

## **91041 Describe consequences of cultural change(s)**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- described the cultural change accurately
- described the consequences of the cultural change
- described a range of points of view about the consequences of the cultural change
- answered the question and used evidence from the Resource Booklet to support their answer
- demonstrated understanding of relevant Social Studies concepts.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- misunderstood the cultural change or inaccurately attempted to describe the cultural change
- provided irrelevant evidence
- did not attempt to answer all parts of the question
- demonstrated limited understanding of relevant Social Studies concepts
- did not describe the consequences of the cultural change
- did not describe points of view for the consequences.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- described consequences of the cultural change for specific communities in depth and used relevant evidence from the resource booklet to support their answer
- described contrasting points of view about the consequences of the cultural change accurately.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- comprehensively described shifts in either society's attitudes or practices that have resulted because of the consequences and used specific and relevant evidence from the resource booklet to support their answer
- explained why those shifts in society's attitudes or practices are important for the society involved and used specific and relevant evidence from the resource booklet to support their answer.

## **OTHER COMMENTS**

Candidates who read the question booklet carefully were able to use the planning pages and planning boxes/prompts effectively. Candidates who included a range of evidence from the resource booklet provided were able to show their comprehensive understanding of the consequences of cultural change. Candidates showed their conceptual understanding by using the relevant Social Studies concepts suggested in the resource booklet or by using their own understanding and then applying the concepts to the context in the resource booklet in an integrated way and/or an extended explanation to show their understanding.

Overall, candidates coped well with the task/question prompts and used these effectively to produce clear, well structured responses.