

National Certificate of Educational Achievement

2011 Assessment Report

Social Studies Level 3

90689 Examine diversity in society

90690 Explain people's responses to challenges facing society

COMMENTARY

Most candidates were well prepared for the 2011 examinations, and responses showed a good understanding of the expectations of the achievement standards.

Successful candidates showed good literacy skills and wrote clearly integrated answers that reflected a detailed understanding of the material.

Candidates who used the planning page benefitted from this. They:

- showed greater clarity of structure
- identified the required components more consistently
- wrote more focused answers with fewer gaps
- showed greater understanding of the intention of the question.

All planning pages were assessed as components of the answer, and information listed on them was used to award grades as necessary.

Many candidates struggled to use the diagrams pages effectively. Those who did were able to express concepts and ideas more effectively.

All diagram pages were considered and contributed to the answer.

STANDARD REPORTS

90689 Examine diversity in society

ACHIEVEMENT

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

- presented responses that clearly addressed the question
- included all required aspects of the standard such as perspectives, Social Studies concepts, and specific supporting evidence
- made use of the planning page to clarify their responses and signal their intentions
- wrote with clarity to articulate their responses
- clearly described diversity in society using supporting evidence such as statistics to provide factual detail and clarity
- showed the ability to link specific groups of people and their appropriate world views to diversity, and used these perspectives to provide evidence and analysis of the diversity
- used Social Studies concepts to provide evidence and analysis of the diversity
- provided reasons that the diversity was present in the society.

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:

- presented answers that were too brief and/or did not make sufficient attempt
- were unable to use their chosen context to describe the nature of the diversity with any clarity

- failed to provide any evidence of key components e.g. supporting evidence, world views, Social Studies concepts
- showed a lack of understanding of social studies concepts or world views.

ACHIEVEMENT WITH MERIT

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

- identified the implications/consequences for society of the diversity
- used supporting evidence to describe and/or justify these consequences
- stated reasons that these implications/consequences for society had occurred
- used world views, concepts, and supporting evidence to give a comprehensive response.

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:

- evaluated the implications of diversity on the society and made judgments on the most significant effects of the implication
- showed clear and consistent use of Social Studies concepts and world views to justify analysis of the implications
- wrote with clarity, depth, and good structure
- connected information from Parts A and B of the paper to Part C of the paper.

OTHER COMMENTS

Most candidates used a narrow range of well-proven contexts – religious diversity, cultural diversity, economic diversity – to illustrate the standard. They wrote well prepared and detailed answers of consistent quality.

Some candidates showed very good use of news media from 2011 and effectively built current events in to their answers. Examples of this included citing Anders Brevik's killings in Norway and the incidents relating to the wearing of burqas in New Zealand society. This showed good use of Social Studies concepts and the contemporary relevance of social studies in explaining events in society.

There is a need to update examples and supporting evidence as people's roles and events change. Some factual supporting evidence used by candidates was outdated.

Candidates are encouraged to prepare appropriate diagrams in various contexts including values continuums, structured overviews, graphs, migration models, poverty cycles, maps etc.

90690 Explain people's responses to challenges facing society

ACHIEVEMENT

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

- made use of the planning page to clarify their responses and signal their intentions
- presented responses that clearly addressed the question
- showed the ability to interpret the resources provided and used the information to construct effective answers

- wrote with clarity and included the language of the question and other signposting skills in their answers to identify their information
- included all required components of the answer including perspectives, Social Studies concepts, and specific supporting evidence
- wrote answers that clearly identified specific people (groups), their responses, reasons for their responses, and consequences for these responses
- showed the ability to link specific people (groups), their responses and appropriate world views, and Social Studies concepts with accuracy.

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:

- presented answers that were too brief and/or not fully attempted
- did not provide any evidence of key components e.g. supporting evidence, world views, Social Studies concepts
- did not interpret resources in a meaningful way
- lacked understanding of Social Studies concepts or world views.

ACHIEVEMENT WITH MERIT

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

- conducted an analysis of the resources with greater detail
- constructed relevant comments about how the resource illustrates the point being made
- showed clear understanding of the resources in their written responses.

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:

- presented clear statements about the significance of the responses, going beyond the provided responses
- showed clear understanding of Social Studies concepts and world views and used them consistently and accurately to justify analysis of the responses
- wrote with clarity, depth, and good structure.

OTHER COMMENTS

Some candidates confused the significance of the responses with the significance of the Supercity. Answers referring to the significance of the Supercity were not awarded Excellence grade.

Many candidates struggled to go beyond quoting large chunks of information from the resources. Candidates were required to analyse the given information to be awarded higher grades.

Some candidates seemed to have poor general knowledge of local government processes.

Some candidates used extra supporting evidence (own knowledge) to their benefit.