

National Certificate of Educational Achievement

2012 Assessment Report

Social Studies Level 1

91039 Describe how cultures change

91041 Describe consequences of cultural change(s)

COMMENTARY

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
- described the groups/individuals/society(s) involved
- described points of view about the change
- used relevant social studies concepts
- provided some relevant evidence to support their response.

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:

- provided narrated accounts of a change (not always a cultural change) or provided narrated accounts of multiple changes
- identified consequences as processes
- provided irrelevant or no evidence to support their description
- did not describe points of view about the change
- did not describe the individuals/groups/society(s) involved in the change.

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 in depth the processes that led to the cultural change
- provided balanced and relevant evidence to support their description
- described in depth contrasting points of view about the change.

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:

- described comprehensively why the processes that led to the change were important for the individuals/groups/society(s) involved using clear explanations/reasons/links between the processes, their importance and the cultural change
- provided comprehensive relevant evidence to support the description.

OTHER COMMENTS

Candidate responses that addressed the task, by outlining all the parts of the task comprehensively, achieved the standard. Candidates that explicitly used the language of the task/standard and of social studies as well as a range of evidence tended to show comprehensive understanding in addressing the task.

Candidate responses that clearly described the cultural change in the first instance were more likely to structure their response to the task in a comprehensive way. Showing understanding of what cultural change actually is in relation to the selected context is extremely important. Some candidates found it difficult to outline their selected cultural change, leading to a less well-structured response to the task.

Able candidates tended to also show a clear understanding of who was involved in the cultural change.

Generally candidates clearly outlined contrasting points of view about the cultural change and showed good understanding as to how the chosen points of view linked to the cultural change. Most often candidates used direct quotes to describe the point of view, as well as explaining the relevant values and perspective(s) that supported the point of view being expressed as well as explaining why the points of view were contrasting.

Processes, in general, were clearly described in relation to the cultural change and how they led to the change. To comprehensively describe why these processes that led to the change were important for the individuals/group/society(s) involved needs candidates to give clear and detailed reasons/links between the cultural change and the named processes. Able candidates used a wide range of evidence and detailed description to comprehensively describe why these processes were important.

Generally candidate responses showed good understanding of how cultures change and a wide range of contexts were used to show this understanding. Some examples of topics that addressed the standard and the parts of the task allowing for comprehensive descriptions were particularly smoking, social networking/ technology, changes to families, the role of women in society and multicultural New Zealand.

It should be noted that narrative responses that do not address the parts of the task but rather provide a chronological description of cultural change do not always meet the requirements of the task especially in describing related processes and why these processes were important for the individuals/groups/society(s) involved.

It should also be noted that the standard and therefore the task does not ask for a description of consequences for society and describing related consequences is not necessary.

The candidates who covered two cultural change contexts to address the task could use one context in depth to complete the task rather than write two sets of responses. Where these two contexts are linked in some way, this needs to be clearly outlined.

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 with a range of supporting evidence
- described at least two consequences of the change with supporting evidence
- described points of view about the consequences of the cultural change
- used at least two relevant social studies concepts to demonstrate their understanding.

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:

- failed to use the resource book to provide evidence to support their answers
- answered only one or two parts of the question with minimal description.

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 in depth the consequences of cultural change for specific communities with supporting evidence
- described in depth contrasting points of view about at least two of the consequences (with supporting evidence from the resource booklet); ensuring that the points of view were linked and explained in relation to the consequences.

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 at least two shifts in society that have resulted because of the consequences with supporting evidence
- comprehensively explained why these shifts are important for the groups/society involved; ensuring that the shifts and importance were linked and explained in relation to multiculturalism with supporting evidence.