

National Certificate of Educational Achievement

2012 Assessment Report

Social Studies Level 3

90689 Examine diversity in society

90690 Explain people's responses to challenges facing society

COMMENTARY

This was the final year for examinations to assess these achievement standards.

Successful candidates were well prepared with the basic components for writing social studies, especially with clear understanding of perspectives, world views and concepts.

Candidates who achieved highly showed skills in structuring their writing appropriately for social studies. This included the ability to: signpost answers through the use of sentence and paragraph starters, correctly label perspectives and world views, define and use social studies concepts, structure the order of information and structure justifications where a position is taken and then justify through the use of argument, analysis and evidence.

STANDARD REPORTS

90689 Examine diversity in society

ACHIEVEMENT

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

- identified diversity in a specific society and were able to describe this diversity with statistics and examples
- identified the reasons for the diversity and were able to describe these reasons with specific supporting evidence
- identified perspectives as points of views held by key participants. Were able to format these with accurately labelled world views
- wrote with clear signposting of the components of their answers that also showed a flow of information: description of diversity, reasons for diversity, perspectives and worldviews of key stake holders and related social studies concepts
- limited the analysis and detail of their answers
- did not answer all sections of the paper.

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:

- showed confusion in describing the diversity in society and were unable to establish a clear description of diversity
- used case study material that did not fit the requirements of the standard
- wrote answers without all the key components of social studies
- were unable to link together the diversity with appropriate reasons for the diversity
- used examples but failed to link them to wider generalisations
- wrote incomplete and brief answers
- mislabelled or ignored perspectives showing confusion about this aspect of social studies

- mentioned social studies concepts but failed to use them in structured answers that showed identification with the application of the concept in an explanation of information
- did not attempt all sections of the paper.

ACHIEVEMENT WITH MERIT

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

- wrote consequences/implications of the diversity for their society using supporting evidence to substantiate their points
- identified and linked valid reasons for each consequence they selected
- used good signposting in the form of sentence and paragraph starters to identify these sections of the paper
- wrote with clarity and all components for social studies
- did not attempt all sections of the paper.

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:

- wrote all parts of the paper particularly Part C i.e. evaluating the consequences/ implications
- wrote justified arguments – stated a position about the implication and then justified this conceptually, through generalisations and with supporting evidence
- showed superior engagement with the information from their case study
- showed superior writing skills – often with very clear structuring and signposting of answers
- showed ability to accurately describe, explain and use wider explanations to show related perspectives and world views of participants
- showed ability to accurately describe, explain and use wider explanations for all the relevant social studies components
- used the diagrams pages to their advantage to show analysis of information and social studies concepts
- wrote a unified answer that showed in depth and evaluative understanding of all sections of the paper.

OTHER COMMENTS

It is also recommended that teachers prepare students with skills to write with diagrams that support their answers – this was specifically given to them as an opportunity. Examples of good diagrams used this year included migration models, flow charts, barometers, SWOT analysis, Y charts to describe components of the diversity. Candidates who used diagrams which had been developed with the specific purpose of supporting their answer showed a strong understanding of diversity in society. Candidates are not yet using the ability to write with sub-headings or bullet points to their advantage. Many candidates used the planning page effectively. They should be encouraged to do so. In marginal situations the markers awarded components based on supporting evidence from the planning page.

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:

- identified responses as social actions by key participants
- identified perspectives as points of views held by key participants and were able to format these appropriately
- wrote with clear signposting of the components of their answers
- included supporting evidence from the resource booklet
- included the key components of writing for social studies including perspectives with world views, concepts and supporting evidence
- showed a flow of information – response to reason for response, consequence to reason for consequence
- limited the detail and analysis of their answers
- did not answer all sections of the paper.

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:

- showed confusion between a response as an action and a perspective as an opinion of a participant
- showed confusion between the impact of the responses and the impact of the RWC itself giving consequences of the RWC not the responses
- wrote answers without all the key components of social studies
- were unable to show a flow of information of response, reason and consequence being linked.
- wrote incomplete and brief answers
- mislabelled or ignored perspectives showing confusion about this aspect of social studies
- mentioned social studies concepts but failed to use them in structured answers i.e. identification with application of the concept in an explanation of information
- did not attempt all sections of the paper.

ACHIEVEMENT WITH MERIT

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

- showed greater depth of detail in selection of information
- showed independent analysis with the ability to explain the positive/negative nature of responses and consequences
- wrote with clarity and all components for Social Studies
- did not attempt all sections of the paper.

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:

- wrote all parts of the paper particularly Part B – significance
- wrote justified arguments – stated a position about significance and then justified this conceptually, through generalisations and with supporting evidence
- showed superior engagement with the information from the Resource booklet
- showed superior writing skills – often with very clear structuring and signposting of answers
- showed ability to accurately describe, explain and use wider explanations to show the perspectives of participants
- showed ability to accurately describe, explain and use wider explanations for all the relevant social studies components
- used the diagrams pages to their advantage to show analysis of information and social studies concepts
- distinguished between the significance of the responses to the RWC and the significance of the RWC thus remaining focussed on the standard.