

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Social Studies Level 1**

**91039 Describe how cultures change**

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

## 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 individuals/groups/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 narrative 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 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
- used 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 achieved the standard. Candidates that explicitly used the language of the task/standard and applied social studies concepts as well as a range of evidence tended to show comprehensive understanding in addressing the task.

Candidate responses that clearly described the cultural change at first were more likely to structure their response to the task in a comprehensive way. Showing understanding of how a cultural change develops and what cultural change actually is in relation to the selected context is extremely important.

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

Generally candidates clearly identified and 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. As well they explained 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. Candidates that used a wide range of evidence and detailed description of the process tended to show comprehensive understanding.

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.

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:

- smoking
- the role of women in society
- changes to families
- changes to Jewish Kosher practices
- marriage in Hinduism.

It should be noted that narrative responses that do not address the parts of the task but rather provided 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.

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

### **ACHIEVEMENT**

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

- described the cultural change using evidence from the resources
- described consequences of the cultural change using evidence from the resources
- described points of view about the consequences
- used 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:**

- did not describe three or more of the points of view
- failed to identify two consequences
- paraphrased the resources in the booklet
- wrote about their own experiences using social media and did not relate this to cultural change.

## **ACHIEVEMENT WITH MERIT**

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

- identified specific communities for the consequences using evidence from the resources
- described in depth contrasting points of view about those consequences using evidence from the resources.

## **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 at least two shifts in either attitudes or practices that have occurred because of the consequences, using evidence from the resources
- explained why those shifts in attitudes or practices are important for the society involved.

## **OTHER COMMENTS**

Candidates who used the planning sheet were able to provide better structured responses. Some candidates struggled with points of view and often just wrote the quote out and did not provide any explanation as to why the person held that point of view.