

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **Social Studies Level 3**

- 91596 Demonstrate understanding of ideological responses to an issue**
- 91598 Demonstrate understanding of how ideologies shape society**

## COMMENTARY

Planning pages were not well used. Many candidates wrote too much which is both time wasting and distracting. Planning pages left blank gave markers no opportunity for further evidence to clarify points made by candidates. Those that used the planning space provided to list details of the key components of their answers or as a checklist to ensure they had included all requirements tended to have well-structured answers that reflected the questions.

Many candidates provided multiple quotes or incomplete perspectives expecting them to be considered as 'perspectives' rather than as supporting evidence. However, only candidates that provided two structured perspectives including the name of the individual/group, their point of view, evidence – often in the form of a relevant quote or action, and relating this to their values and worldview/ideology scored for their answers.

Candidates who used subheadings or signposting that reflected the components of the questions such as concepts were more likely to gain higher grades.

As the standard includes plurals for components such as ideologies, social processes and responses etc. students could not gain higher grades for these standards if only one ideology/social process/responses etc. was provided.

## STANDARD REPORTS

### **91596 Demonstrate understanding of ideological responses to an issue (resource based)**

#### **ACHIEVEMENT**

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

- confused 'influence of ideologies on responses' with 'consequences/impacts of the responses' and so did not answer the Merit question satisfactorily
- explained relevant points of view structured in a way that was generally linked to values and/or the ideologies being discussed
- described the issue and ideological response(s) to the issue
- could identify and describe impacts of the responses using evidence from the resource booklet
- incorporated social studies concepts into their answer
- used a range of evidence from the resource booklet to support their answers.

#### **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 structure their answers using the question
- stated what the issue was rather than describing it in any detail
- did not include explained points of view, values and perspectives of individuals/groups in any part of their answer, or this was done very weakly and often provided an unexplained quote only

- did not describe ideological responses or the impact of these responses on society
- did not integrate social studies concepts into their answer
- used a limited amount of evidence from the resource booklet to support their answers.

### **ACHIEVEMENT WITH MERIT**

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

- were able to provide reasons for an identified ideology influencing particular response(s) showing understanding of ‘why the people responded in a particular way’. Achievement with Merit candidates did not confuse this with ‘impact’ as required for Achievement
- followed a writing frame/clear structure that reflected the question, often using signposting or subheadings to identify what they were discussing
- used a range of supporting evidence from the resource booklet to support their answer.

### **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:**

- used the planning pages well
- provided structured answers with written signposts linked to the part of the question they were answering
- acknowledged that the austerity response had the most impact on this issue
- provided explanation and an evaluation of how at least one other response had impacted on the issue
- used supporting evidence from the resource booklet comprehensively
- understood the content, often showing some link to prior knowledge of the topic.

## **91598 Demonstrate understanding of how ideologies shape society**

### **ACHIEVEMENT**

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

- identified and described at least two ideologies within a specific society. Key characteristics or the key idea of each ideology was often provided in a definition
- identified and described at least two social processes linked to the ideologies
- identified the key actions of at least two social processes. This was often done by describing social change
- described the changes to the society caused by actions related to the social processes
- identified and described clearly at least two groups/individuals and their point of view, values and related worldview/perspective
- provided at least three of the four following components – ideologies, social processes, concepts and points of view (linked to values and worldview/perspective).

## **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:**

- identified and described only one ideology within a specific society
- identified and described only one social process linked to the ideologies
- did not describe the changes to the society caused by actions related to social processes – often identified social actions but were unable to relate these to a clear social process
- did not provide sufficient evidence for an individual/groups point of view (linked to values and a perspective) to validate their point
- identified concept(s) but did not describe, analyse or provide examples of these in explanations or descriptions
- provided two or less of the four following components – ideologies, social processes, concepts and points of view (linked to values and worldview/perspective)
- misidentified components ie identified as ideologies components that were social processes or vice versa, named the beliefs and social processes used by an ideology as separate ideologies
- wrote short, poorly constructed answers that did not include all components of the standard
- made factual errors that were detrimental to the point the candidate was making.

## **ACHIEVEMENT WITH MERIT**

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

- explained how social processes affected the society by linking specific actions to changes
- explained why these processes were effective in the society
- provided reasons for how or why the society had changed
- used four of the following components – ideologies, social processes, concepts and points of view (linked to values and worldview/perspective) – in description and in addition were able to explain the impact of the social processes
- related the social processes to the shaping of the society.

## **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:**

- provided an evaluative judgment of the extent to which the ideologies had shaped society. This included making an assessment and providing evidence to back up the judgment
- related their evaluation to the ideology and the key ideas of the ideology
- evaluated the extent to which the ideologies shaped society by including positive and negative impacts, short and long term impacts, social, political and economic impacts, and comparison of the extent to which one ideology shaped society over the other

- included strong factual evidence to support their evaluation including statistics that could measure impact, specific events that reflected impact and evidence of changes to social behaviour.

## **OTHER COMMENTS**

Candidates wrote about a wide variety of settings. Successful settings included New Zealand, Mali, Israel, Palestine, Afghanistan, China, India, USA, North Korea and Tonga. Candidates usually used contemporary settings but some historic examples were used including Communist China (1949 onwards) and Nazi Germany (1933-1945).

Some candidates took the approach of describing changes to a whole country while others focused on how the ideologies shaped society in relation to a specific social issue. Both approaches were successful.

Examples of settings where the standard was approached as an issue based answer included gay marriage, economic reform in New Zealand and gun control in America.

A variety of ideologies were used successfully including: democracy, autocracy, monarchy, fundamentalist Christian, fundamentalist Islam, moderate Hindu, Zionism, Palestinian nationalism, feminism, libertarianism and liberalism.

A variety of processes were used including settlement, protest, legislative reform, education as indoctrination, governmental reform, changing social norms, political coup and migration. It was important for candidates to clearly identify their processes within their answer.

Some candidates used narrative rather than providing a structured answer. They gave full descriptions of historical facts, biographies of people, political systems and current events but did not structure these to effectively answer any part of the questions. Often much of this narrative provided only context and so within the time constraint prevented many students from including relevant and purposeful information to clearly answer the questions.