

National Certificate of Educational Achievement

2014 Assessment Report

Social Studies Level 2

- 91279 Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas**
- 91281 Describe how cultural conflict(s) can be addressed**

COMMENTARY

Responses to the question showed that in general students had been taught to unpack the question and respond in a logical sequence to the component parts. This structured approach provided clearly differentiated evidence to assess.

STANDARD REPORTS

91279 Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas

ACHIEVEMENT

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

- entwined specific evidence within their narrative to verify their narrative and provide substance to their evidence.

NOT ACHIEVED

Candidates who were awarded Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- omitted to use specific evidence to verify their narrative thus leaving assessors with little other than a general account of a conflict with little substantive back up.

ACHIEVEMENT WITH MERIT

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

- identified at least one social force and explained the contribution of the social force to the conflict
- used specific evidence to explain how the social force contributed to the conflict.

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 commonly:

- identified two social forces and explained how these social forces contributed to the conflict
- used concepts/specific evidence to explain how two social force(s) contributed to the conflict
- evaluated the relative effect(s) of the social forces on the conflict and provided concepts/ specific evidence to reinforce their evaluation. This evaluation often took the form of a compare and contrast with a concluding statement.

91281 Describe how cultural conflict(s) can be addressed

ACHIEVEMENT

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

- used specific evidence consistently throughout to support most, if not all, requirements of the Achievement criteria. For example, the focus of the conflict, the points of view, values and perspectives of people involved, the ways of addressing the conflict and the factors which shape the conflict
- described the points of view, values and perspectives of groups and individuals involved in the conflict in the candidates' own words AND supported this description with evidence from the resource booklet
- identified two factors which shaped the way the conflict was addressed or discussed a way of addressing the conflict and only used a limited amount of specific evidence to support their answer
- provided answers that were overly narrative and not substantiated with specific evidence from the resource
- identified a possible outcome or two possible outcomes arising from the way(s) the conflict is addressed without using supporting evidence or providing an in depth description of the outcome(s).

NOT ACHIEVED

Candidates who were awarded Not Achieved for this question lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:

- copied information from the resource booklet verbatim, showing no evidence of processing the information to answer the exam question
- gave lengthy and overly detailed descriptions of the focus of the conflict without addressing other requirements of the question
- identified people/group(s) involved in the conflict without showing any understanding of their perspectives, values or beliefs
- provided insufficient specific evidence to reinforce their narrative
- described only one of either the factors, the description of individuals or ways of addressing the conflict.

ACHIEVEMENT WITH MERIT

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

- provided detailed descriptions of the possible outcome(s) which could arise from the ways of addressing the conflict
- showed a link between the possible outcomes directly to the ways of addressing the conflict
- used specific evidence and social studies concepts to support their answer
- attempted to recommend a way of addressing the conflict without using specific evidence or without linking the recommendation to desired outcomes for 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 commonly:

- provided a possible solution to the conflict, using specific evidence to strengthen their answer where possible
- included a description of how the recommended way of addressing the conflict is based upon desired outcomes for society
- used Social Studies concepts to effectively support their description
- recommended a way of addressing the conflict that related specifically to the conflict given in the resource booklet. For example, explaining why a treaty would be a recommended way of addressing the Palestine-Israel conflict.

OTHER COMMENTS

A number of candidates confused the 'ways of addressing the conflict' (criteria for Achieved) with the 'recommendation of one way of addressing the conflict'. Instead of using the ways the conflict already has been addressed (in Resources 6 and 7), candidates would use more generalised ideas for addressing the conflict from Resource 9 (designed to help with responding to the Excellence criteria). Therefore, a significant portion of their response lacked specific evidence required to gain A4 or higher.

Responses were often theoretical when recommending ways of addressing the conflict without relating the recommendation specifically to the Israel-Palestine conflict.

Too much writing when describing the focus of the conflict often led to candidates running out of time for the remainder of the response.

Outcomes were often brief without a great deal of description or specific evidence.

There were few responses requiring extra paper, with most candidates matching their responses to the amount of space provided in the answer booklet

A significant number of responses showed a basic understanding of the conflict through writing a generalised narrative of the information in the resource booklet but could not capitalise on this understanding because of the lack of specific evidence used OR because of failing to address specific aspects of the exam question. For example, explaining the role of religion in the conflict without identifying religion as a factor that shaped the conflict.

Overall, able candidates typically gave responses showing understanding of the requirements of the Achievement Standard using a balance of their own narrative and supporting evidence.