

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Social Studies Level 3**

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

## COMMENTARY

The quality of essays for 91598 was high. Candidates are meeting all aspects of the standard and their answers are well thought out and show higher-level thinking. There was a lot of unnecessary repetition of the same ideas, perspectives and changes etc. from some candidates. In 91596, candidates generally wrote well-structured responses including evidence from the resources to support their answers. However, candidates struggled to explain the Achievement with Merit aspect of the question, often rewriting the ideology definition from the resource booklet in their Achieved section rather than using the ideological values and beliefs provided to help them explain how the responses had been influenced by the corresponding ideology. In both papers, the planning pages were not well used, being either left blank and unable to be used by the markers looking for evidence of understanding, or with candidates writing too much and wasting time. Candidates that used subheadings or signposting that reflected the components of the questions were more likely to gain higher grades as their responses demonstrated clear understanding. Many candidates, in both papers, were not able to meet the standard as they provided no perspectives at all or included multiple quotes without linking these to a point of view, value and perspective. This is an integral part of Senior Social Studies and is a requirement of the standard. The correct format for perspectives at Level 3 is outlined in the clarification documents of the Social Studies Teaching and Learning Guide.

## STANDARD REPORTS

### **91596 Demonstrate understanding of ideological responses to an issue**

#### **ACHIEVEMENT**

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

- described the global refugee crisis and ideological responses to it using specific evidence from the resource booklet
- described the impact of the ideological responses on the global refugee crisis and included specific evidence from the resource booklet
- described relevant points of view, values and perspectives
- described the difference or contrast between at least two selected perspectives.

#### **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 commonly:**

- did not describe the diverse points of view, values and perspectives - a point of view or quote from the individual or group by itself is not a perspective
- did not use specific evidence to support their response
- did not use social studies concepts to show understanding of the issue and the ideological responses to it.

## **ACHIEVEMENT WITH MERIT**

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

- explained how and/or why (reasons) the ideologies influence the responses to the issue with specific evidence and using social studies concepts
- signposted clearly that they understood the questions and that they were answering the Achievement with Merit part of the questions.

## **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:**

- evaluated the extent to which the ideological responses outlined in the resource booklet had influenced the issue by analysing the selected ideologies and making a judgement with reasons as to which ideology had had the biggest influence
- gave specific evidence to support their evaluation and used social studies concepts.

## **OTHER COMMENTS**

Use of specific evidence is required for all parts of the question.

Candidates, in the main, could describe the nature of the issue and ideological responses to the issue. Describing the ideologies was not a requirement of the questions but most candidates did this as part of describing the ideological responses on the issue.

Some candidates, whilst covering as per above did not include points of view, values and perspectives at all. A point of view or quote is not a perspective and does not reflect Level 8 of the NZ Curriculum. The related values and perspective need to be described in relation to the selected point(s) of view. Strong candidates were also clear in describing the difference/contrast between their selected perspectives.

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

### **ACHIEVEMENT**

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

- described two or more points of view, values and perspectives
- described the ideologies – ideally more than one - that were valid for the society studied. Key characterising or the key idea of each ideology was often provided in a definition
- described change through social processes
- provided some relevant evidence to support their response
- 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 commonly:**

- did not identify two or more points of view, values and perspectives
- provided quotes rather than describing points of view
- did not include values and perspectives that relate to the points of view
- did not identify valid ideologies within the society studied
- did not describe the ideologies
- did not describe the social processes
- misidentified components, e.g. identified as ideologies components that were actually social processes or vice versa
- 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:**

- clearly outlined how and/or why the ideologies shaped the society studied by providing reasons for how and/or why the society had changed
- supported their response to this component with evidence such as statistics or names.

## **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:**

- evaluated the extent that the ideologies shaped the society studied
- provided an evaluative judgement of the extent to which the ideologies had shaped society. This included making an assessment and providing evidence to back up the judgement
- 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
- compared the extent to which one ideology shaped society with 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 Mali, Israel, Palestine, Afghanistan, China and India.

Candidates usually used contemporary settings but some historic examples were used including Communist China (1949 onwards) and Nazi Germany (1933-1945). While some of these historical topics were successful it must be noted that Social Studies is a contemporary subject and contemporary contexts could be more appropriate.

A variety of ideologies were used successfully including: democracy, fundamentalist Christianity, fundamentalist Islam, moderate Hinduism, Zionism, Palestinian nationalism, and feminism.