

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

91039: Overall, the standard of candidate responses were very good.

91041: The use of the wording from the task in responses to this standard helped candidates provide a more structured response and ensured all aspects of each of the tasks were covered.

Topics that worked well in this achievement standard by showing cultural change included;

- Change in New Zealand from a bicultural to a multicultural society
- Change in family structure
- Change in methods of communication with the advent of the internet and social media
- Change in New Zealand's drinking habits

Part B: Report on standards

1. Assessment Report for 91039: Describe how cultures change

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • described the cultural change using specific evidence from the resources provided • described the groups/individuals/society(ies) involved using specific evidence from the resources provided • described points of view about the change using specific evidence from the resources provided • used relevant social studies concepts.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • misunderstood the cultural change • did not identify or describe the groups/individuals/society(ies) involved using specific evidence from the resources provided • did not provide points of view from the resources provided • provided points of view that were irrelevant • did not provide any processes related to the cultural change • provided a paraphrased response without using any of the specific evidence from the resource booklet • provided a response that was a narrative or rote-learnt • copied the resources word for word without answering the question or linking them to the tasks required • did not use any social studies concepts • did not respond to the tasks holistically.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • described in depth the processes that led to the cultural change using specific evidence from the resources provided • described in depth contrasting points of view about the cultural change using specific evidence from the resources provided.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • described comprehensively why the processes that led to the change were important for the individuals/groups/society(ies) involved using specific evidence from the resources provided.

Standard specific comments	<p>Candidate responses to this standard that addressed the cultural change, by outlining all the parts of the task, achieved the standard. Candidate responses that answered the appropriate tasks holistically also achieved the standard.</p> <p>It should be noted that social studies concepts should be incorporated into candidate responses rather than in stand-alone paragraphs.</p>
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2. Assessment Report for 91041: Describe consequences of cultural change(s)

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • described the cultural change by identifying what the situation was in the past and what the current situation now is • provided relevant and appropriate evidence to support the claims made about the cultural change – this included names, dates, statistics, quotes • described points of view about the consequences of the cultural change supported with relevant evidence • applied appropriate social studies concepts.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • chose a topic that was not a cultural change • provided a description of the current situation without showing how or if a change had taken place • provided little or no evidence to support the claims made about the cultural change • did not describe points of view about the consequences of the cultural change • described points of view on the cultural change • did not apply relevant social studies concepts.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • clearly identified real communities and related the consequences to the specific communities • supported the description of the consequences with relevant and appropriate supporting evidence e.g. names, dates, statistics, quotes • provided contrasting points of view about the consequences.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • comprehensively described shifts in practice or shifts in attitude that have occurred because of the consequences identified • comprehensively described why the shift in practice and/or the shift in attitude they identified was important for society • used relevant and appropriate supporting evidence to support both the shifts and the importance to society.
Standard specific comments	<p>Points of view continue to be problematic in responding to this standard. It is important that candidates are made aware of how to write an effective point of view.</p> <p>“Points of view are what people think about something (their attitude towards an issue, an action or an event) A quote itself is not enough to show understanding. Students should first identify the point of view and then describe exactly what the person/group thinks about the issue, action or event. The quote is used as evidence to back up this explanation.” (SS Clarification Document)</p> <p>In task c (excellence) candidates need to identify specifically if they are describing a shift in practice OR a shift in attitude. Many candidates wrote ‘this is a shift in practice or attitude’ and seemed unsure of what it actually was they were comprehensively describing.</p>