

Part A: Commentary

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

Overall, candidates have demonstrated a strong understanding of the requirements of the Level 2 Achievement Standards and how to respond to the assessment tasks. However, across both standards there is a huge variation in candidates' abilities to incorporate specific evidence to support their ideas. Specific evidence should be provided consistently throughout responses for both achievement standard assessment tasks. For Merit and Excellence, specific evidence needs to be detailed.

Part B: Report on standards

1. Assessment Report for 91279: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> identified a clear conflict, from a clearly defined society as opposed to a broader global conflict identified two individuals or groups involved in the conflict described perspectives of individuals and/or groups that referenced points of view, values and perspectives/world views/ideologies used relevant social studies concepts related to the conflict used specific evidence that included relevant factual details such as dates, places, events etc. to describe the conflict and the stakeholders.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> Provided insufficient specific evidence to support their description of the conflict and the stakeholders omitted the use of social studies concepts identified people involved in the conflict but were unable to describe relevant perspectives that included points of view and values and were clearly linked to a named perspective.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> explained, with detailed specific evidence, the contribution of social forces to the conflict used social studies concepts in their explanations.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> evaluated the effect of the social forces on the conflict using detailed specific evidence and social studies concepts discussed and evaluated the evidence justified the evaluation showed an understanding of the difference between providing further explanation of the social forces involved in the conflict and evaluating the effect the social forces had on the conflict.

Standard specific comments	<p>Conflicts set in a specific geographical area were generally well done. Global or trans-continental conflicts caused more difficulty for candidates in their descriptions.</p> <p>A wide range of contemporary and historical topics were selected. Where historical topics were brought into the present the answers tended to be more in depth. Solely historical conflicts meant that candidates often struggled with the social forces and evaluation.</p> <p>Topics included; Gloriavale and the relationship with mainstream NZ, euthanasia, Transpacific partnership talks, Syrian civil war, Israel/Palestine conflict, Rwandan genocide, honour killings, the return of Maori artefacts from international museums, burqa ban in France and the role of women in Pakistan.</p> <p>To provide excellence level responses, candidates evaluated each social force (often using the terms strengths/weaknesses/ negatives/ positives etc.) and then justified the effect of the social forces specifically outlining which social force and had the biggest impact and why. These candidates gave in depth evaluations supported by specific evidence.</p>
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2. Assessment Report for 91281: Describe how cultural conflict(s) can be addressed

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> used evidence from the resource booklet to describe the points-of-view, values and perspectives of the groups and individuals involved in the conflict. this usually entails incorporating a quote from the resource booklet in the description used quotations, facts, figures and dates from the resource booklet to describe the focus of the cultural conflict, the factors that shaped the way the cultural conflict is addressed, and the ways of addressing the conflict described ways of addressing the conflict that were supported with evidence, rather than identifying generic, theoretical ways of addressing the conflict without specifically linking the ideas to the conflict provided in the resource booklet.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> provided limited specific evidence or evidence that did not relate to the description given identified points-of-view of people/groups involved in the conflict but did not show understanding of the values or perspectives of those identified did not attempt to describe the factors that shaped the way the conflict is addressed copied large pieces of text from the resource booklet without directly addressing the exam questions.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> answered the questions in detail with relevant supporting evidence in the form of quotes, facts, figures, and dates from the resource described outcomes from the way the conflict was addressed that were specific to the conflict discussed in the resource booklet identified a recommendation for addressing the conflict without describing how the recommendation would relate specifically to the conflict in the resource booklet.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> recommended a way(s) of addressing the conflict to achieve the desired outcomes for society using detailed evidence that linked the recommendation to the conflict provided in the resource booklet described a recommendation and how it could be applied to the conflict at hand, rather than generic ways of addressing the conflict.

Standard specific comments	<p>Many candidates showed a strong understanding of the topic, writing detailed descriptions of the focus of the conflict and the points-of-view, values and perspectives of the people/groups involved in the topic. However, as these candidates did not attempt to describe the factors that shape the way the conflict is addressed and/or the ways of addressing the conflict, they could not gain an Achieved grade.</p> <p>There was a tendency for some recommendations of how to address the conflict to be overly theoretical or generic. Suggestions such as ‘treaties and agreements’, ‘education programmes’, and ‘military responses’ all indicate that candidates have a good understanding of the many ways conflict can be addressed. However, candidates need to relate these ideas specifically to the conflict provided in the resource booklet.</p>
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