

Assessment Report

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Standards [91596](#) [91598](#)

Part A: Commentary

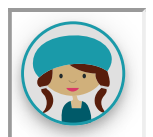
Candidates needed to identify/name specific ideologies when describing their chosen issue and have two or more clear groups/individuals to describe their perspectives and ideological responses. Responses became narratives about the issue, rather than responding to the Achievement Criteria or exam outline.

Candidates needed to engage with the resource materials/quote throughout their response and not rely on pre-learned essays.

Part B: Report on standards

91596: Demonstrate understanding of ideological responses to an issue

Examinations



This standard consists of one task where candidates are required to use an unknown quote to guide their response. The task, as outline in the Assessment Specifications, requires candidates to evaluate an ideological response(s) to the issue.

Observations

The exam allowed candidates to respond to the quote well if they had been taught to do this. However, there were examples of candidates making no reference to the quote and just writing a pre-learned essay, which resulted in no higher than Achievement grades being awarded to those candidates. The quote worked with any case study and allowed candidates to link throughout, which assisted them to provide high quality answers and think deeper about the ideological responses they were discussing. The quote that was provided was also relevant to the range of topics that were studied for the exam. Completing the exam digitally worked well, as it allowed candidates to review their work and present it to a high standard.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided a response but did not incorporate the quote
- provided a pre-learned response that did not link to ideologies
- did not explain how ideologies influenced the issue
- described impacts of the responses that were superficial and did not provide specific evidence.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not provide evidence about their issue, or it was very superficial, or it was missing two complete perspectives
- provided perspectives which were poor and did not link well to values or ideologies
- provided an overview of an issue which lacked ideologies/an ideological response.

Candidates who were awarded **Achievement with Merit** commonly:

- explained in detail the ideologies and how/why these shaped the responses of their chosen issue
- provided a clearly structured, strong essay overall
- did not provide an evaluation about the ideological responses to the issue or to what extent these influenced the issue.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided great evidence/depth about ideologies
 - demonstrated a comprehensive evaluation
 - provided evidence about which response had the greatest impact
 - engaged with the quote throughout their essay and linked it to their case study.
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91598: Demonstrate understanding of how ideologies shape society

Examinations

This standard consists of one task where candidates are required to use resource material to guide their response. There were issues with candidates not using ideologies outside those included in the resource booklet, specifically humanitarianism and social justice. Candidates required a more nuanced understanding of ideology to be able to connect those defined in the resource booklet and the resources.

Observations

Many candidates, especially those on the Not Achieved/Achievement border, focused on the idea of hate speech rather than freedom of speech. Hate speech was mentioned in the resources, yet the task was centred on the context of freedom of speech as outlined in the Assessment Specifications.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- used two ideologies, mentioned in the resource booklet, within a specific society
- articulated change(s) shaped by these ideologies and/or through social processes
- included two relevant perspectives including the points of view and values of different individuals and/or groups in relation to the change(s) from the resource booklet and used relevant Social Studies concepts.

Candidates whose work was assessed as **Not Achieved** commonly:

- described only one relevant ideology and/or one relevant perspective, when two were required
- did not expand on ideologies within a specific society to include points of view and values
- did not clearly articulate change(s) shaped by these ideologies and/or through social processes
- relied on evidence that was not sourced from the resource booklet and/or did not provide relevant/valid evidence to support their response
- did not use relevant Social Studies concepts.

Candidates who were awarded **Achievement with Merit** commonly:

- outlined clearly how and/or why the relevant ideologies influenced freedom of speech in society, by providing reasons as to how and/or why society had been shaped
- supported the how and/or why with evidence such as definitions, names of people/organisations/government programmes, and quotations from the resource booklet.

Candidates who were awarded **Achievement with Excellence** commonly:

- evaluated the extent that the relevant ideologies influenced freedom of speech in society by comparing/contrasting them, looking at positive, negative, and both short- and long-term impacts, including economic, cultural, and social impacts
- provided an evaluative judgement of the extent to which the relevant ideologies had shaped society by providing supporting evidence.

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Previous years' reports

[2020 \(PDF, 139KB\)](#)

[2019 \(PDF, 276KB\)](#)

[2018 \(PDF, 109KB\)](#)

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