

# 2024 NCEA Assessment Report

<b>Subject:</b>	Social Studies
<b>Level:</b>	3
<b>Achievement standard(s):</b>	91596, 91598

## General commentary

Candidates are required to consider at least two ideologies in their response for both standards. They are encouraged to read and unpack the questions carefully to ensure they respond to what was asked, rather than using a pre-learned response.

## Report on individual achievement standard(s)

### Achievement standard 91596: Demonstrate understanding of ideological responses to an issue

#### Assessment

The examination required candidates to respond to a task, using a studied issue, relevant social studies concepts, and specified evidence to evaluate the extent to which ideological responses influenced their chosen issue.

#### Commentary

The assessment required candidates to clearly demonstrate ideological responses to their chosen issue. However, there were examples of candidates not clearly identifying more than one ideological response, which meant that they could not meet the standard. As well as this, there were also some examples of candidates identifying perspectives on an issue; however, they were missing a clear or relevant ideology or ideological response to their chosen issue.

As stated in the Assessment Specifications, the issue selected by candidates should be current. The intent of this guidance is that candidates should avoid focusing on issues that are not ongoing or are more than ten years old. Those candidates that used more historical issues, limited their ability to consider the current / modern implications.

Although the Assessment Specifications stated candidates would be required to discuss how either indoctrination or imposition of restrictions has shaped the ideological response to their chosen issue, the task required candidates to discuss only how indoctrination has shaped the ideological responses to their chosen issue. Candidates who attempted to discuss both kinds of ideological response often did not provide the level of depth required to achieve at higher levels.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided an overview of their chosen issue
- provided at least two perspectives about their chosen issue
- outlined two different ideological responses and impacts
- described how indoctrination has shaped their chosen issue.

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

- outlined how / why ideologies influence the response to their chosen issue
- outlined clearly the influence of both ideologies on the response taken by individuals / groups
- explained how / why ideologies shaped the response
- explained how indoctrination has shaped their chosen issue.

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

- provided and evaluated the extent to which each ideological response has influenced the issue
- evaluated each ideological response, with some supporting evidence, and commented on the extent of influence that an ideological response has had on the issue
- provided strong links to indoctrination and how this has shaped the influence of the ideological responses.

Candidates who were awarded **Not Achieved** commonly:

- did not provide two ideologies that were clear and specific
- described actions to address an issue with no connection to an ideology
- did not provide any perspectives or address any of the expected elements (e.g. points of view, values, and perspective)
- did not address how indoctrination has shaped the ideological responses.

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## Achievement standard 91598: Demonstrate understanding of how ideologies shape society

### Assessment

The examination required candidates to respond to a task, using specific evidence / examples from the resources provided about approaches to managing crime in New Zealand, and relevant social studies concepts.

### Commentary

Although the assessment required candidates to explain how two ideologies have influenced approaches to managing crime in New Zealand, a number of candidates wrote about only one ideology, which significantly limited their ability to achieve.

Candidates are encouraged to not just identify and state social processes in their responses, but to link these to the ideological responses, and explain them in detail, as this was the key difference between candidates gaining Achievement or Merit. Social processes were often not described in enough detail, meaning candidates struggled to demonstrate their understanding of how these influenced ideological responses.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided two ideologies and two perspectives
- described the changes that these ideologies influenced
- identified at least one social process.

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

- outlined how / why ideologies influenced the response to their chosen issue
- identified and described two social processes
- explained how / why two social processes have shaped society.

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

- evaluated the extent to which each ideological response has shaped society
- evaluated each ideology with some supporting evidence and made relevant comments on which ideological response has had the greatest influence.

Candidates who were awarded **Not Achieved** commonly:

- did not provide two ideologies or two perspectives
- described the issue and the changes that might occur, but included no ideologies or perspectives
- described only perspectives about the issue, not how the ideologies influenced changes
- included ideologies that were not detailed in the resource booklet, not providing enough evidence to support their answer.