

2025 NCEA Assessment Report

Subject:	Social Studies
Level:	1
Achievement standard(s):	92049, 92050

General commentary

Overall, successful candidates consistently used specific and relevant evidence to support their explanations, explored a range of ideas in depth, and made coherent connections between perspectives, decisions, and their impacts or implications.

Report on individual achievement standard(s)

Achievement standard 92049: Demonstrate understanding of perspectives on a contemporary issue

Assessment

The examination required candidates to respond to a task, using a studied context to demonstrate understanding of perspectives on a contemporary social issue.

Commentary

Candidates who chose contemporary social issues generally performed better than those who chose historical social issues that did not demonstrate the contemporary significance.

Most candidates incorporated overarching perspectives or world views in their differing perspectives, such as activism, liberalism, conservatism. Candidates were most successful when they explained how and why these perspectives led to relevant responses. Often these responses were in the form of an action or group of actions, such as organising a campaign, protesting, media interviews, charity work. Candidates who did not achieve the standard gave their own perspective towards the social issue (without an overarching perspective or world view), or did not connect and link the responses to each of the differing perspectives originally identified and described.

Candidates were most successful when they explored a range of short-term and/or long-term impacts linked to the responses, using real-world examples. Candidates would further benefit from examining a broad range of implications that incorporate relevant examples and evidence.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified and described a contemporary social issue
- described two differing perspectives on the social issue
- described how people’s viewpoints are influenced by these perspectives
- described two differing responses to the social issue, in relation to each perspective
- included relevant evidence in their description.

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

- explained how the two differing perspectives have influenced people’s viewpoints and responses, in relation to the social issue
- explained the short-term and/or long-term impacts of those responses
- used evidence to support their explanation.

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

- examined the implications of the differing perspectives and responses on society, in relation to the social issue
- used relevant evidence to develop their explanation.

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

- described an issue that lacked contemporary relevance or sufficient detail
- described the social issue as a narrative account rather than describing perspectives or responses related to the social issue
- did not provide clear differing perspectives or responses
- did not include relevant examples or evidence to support their answers.

Achievement standard 92050: Demonstrate understanding of decisions made in relation to a contemporary social issue

Assessment

The examination required candidates to respond to a task, using relevant evidence from the resources provided about decisions made in relation to cultural appropriation.

Commentary

Candidates were most successful when able to identify and name the decisions made in relation to cultural appropriation and connect them to ethical decisions, using evidence from the resource booklet. Candidates who did not achieve the standard demonstrated limited understanding of what the ethical considerations were and how these influenced decision-making, in relation to cultural appropriation. Some candidates were able to identify examples of the decisions made. However, ethical considerations were often described superficially or not clearly linked to those decisions. Candidates would benefit from describing more than one impact and implication of the decisions made and also comparing the similarities and differences in both.

It should be noted that ethical considerations have been removed from the version of the standard that will be assessed in 2026. Candidates will instead be required to consider the intended outcome of decisions made in relation to a social issue, and to explain/compare the rationale for these decisions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified and described two decisions, in relation to cultural appropriation
- described the ethical considerations that informed each decision
- used relevant evidence to support the descriptions.

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

- explained the impacts of the decisions, in relation to cultural appropriation
- discussed how ethical considerations were relevant to the decisions made
- used relevant evidence to support the explanation.

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

- examined the implications of the decisions, in relation to cultural appropriation
- compared the ethical considerations in the decisions made
- used relevant evidence to support explanation.

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

- did not identify or describe two decisions, in relation to cultural appropriation
- did not describe any ethical considerations that influenced these decisions
- did not include evidence from the resource booklet in their answers
- copied quotes from the resource booklet that did not answer the question
- quoted evidence from the resource booklet without explaining the relevance of the evidence
- relied on personal experiences, which limited their ability to show understanding of ethical decisions.