



## Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.

For a more detailed description of the review of, and the changes to, the *Social Studies* standards see the appendix at the end of this report.

## Impact on Consent and Moderation Requirements (CMR) (Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233.

## Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Excluded against each of these standards
91280	90273
91282	90275

## Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category
<b>A</b> Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</b> Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
<b>C</b> Major changes that necessitate the registration of a replacement achievement standard with a new ID
<b>D</b> Achievement standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category D expire at the end of</b>	<b>December 2011</b>
---	----------------------

<b>Internally assessed achievement standards categorised as category C or D expire at the end of</b>	<b>December 2012</b>
--	----------------------

Social Sciences > Social Science Studies > Social Studies

ID	Title	Level	Credit	Review Category
90271	Describe the effect of an aspect of society on people	2	5	D

ID	Title	Level	Credit	Review Category
90272	Describe how peoples actions influence society	2	5	D
90273	Conduct an advanced social studies inquiry	2	6	C
<b>91280</b>	<b>Conduct a reflective social inquiry</b>	<b>2</b>	<b>5</b>	
90274	Describe responses to values position(s)	2	4	D
90275	Plan social action in relation to a social issue	2	4	C
<b>91282</b>	<b>Describe personal involvement in a social action related to rights and responsibilities</b>	<b>2</b>	<b>5</b>	
<b>91279</b>	<b>Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas [Externally assessed]</b>	<b>2</b>	<b>4</b>	<b>New</b>
<b>91281</b>	<b>Describe how cultural conflict(s) can be addressed [Externally assessed]</b>	<b>2</b>	<b>4</b>	<b>New</b>
<b>91283</b>	<b>Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights</b>	<b>2</b>	<b>4</b>	<b>New</b>

## Appendix

### Development of Social Studies Standards

#### Process of Aligning the Standards with *The New Zealand Curriculum*

Standards derived from both achievement objectives at each level of the curriculum have been included in the matrix. For the purposes of ease of assessment each achievement objective has been divided into its component parts.

The increasing complexity of the achievement standards (NZQF Levels 1 to 3) is reflected through the use of the achievement objectives. The achievement objectives invite the development of more complex understandings about society as we move through NZC Levels 6 to 8.

The matrix for standards relating to the social action strand was developed to reflect the increasing level of personal involvement required of students when engaging in assessments at higher levels. For example, within the social action strand, Level 1 requires students to work within an existing social action whereas Level 2 requires students to plan their own action and at Level 3 students are required to plan and carry out a campaign of social actions. Therefore, the grades are stepped through the levels to reflect the increased demands of personal involvement.

Within standards involving social inquiry, Level 1 requires students to follow the social inquiry process to consider responses and decisions, Level 2 requires students to reflect and evaluate, and Level 3 requires students to apply their findings to consideration of further steps.

Terms relating to perspectives such as points of view and values are used to identify the appropriate contexts for use of perspectives within the achievement standards. The integration of points of view is considered to be essential to the demonstration of social studies knowledge. Perspectives are seen as a concept in the teaching and learning guides.

Social Studies concepts are the ideas which describe the fundamental and enduring relationships between people in a society. They are integral to the unpacking of Social Studies understandings within the curriculum and this is reflected within the achievement standards by their central place in the development of responses to the assessment tasks.

#### Duplication of Standards

No duplication of achievement standards with existing unit standards has been identified.

#### Credit Parity

The guideline of 10 hours of student learning, practice and assessment time per credit was used in the allocation of credits to each of the reviewed achievement standards.

## A Summary of the Changes to the Standards

The 'step-ups' in level of difficulty between levels have been constructed through the use of achievement objectives and within the levels via the use of perspectives, the provision of reasons and impacts. The terms that reflect these step-ups at Merit and Excellence are 'in depth' and 'comprehensive' respectively.

The decision to divide the existing social action achievement standard (AS90275) into two separate achievement standards 2.4 (AS91282) and 2.5 (AS91283) has been made to provide maximum flexibility for teachers within the parameters set by the school and their community. Some schools may prefer to focus on an academic consideration of social action where as others may be prepared to also include the provision of the opportunity for students to take an active involvement in a social action.

### Comments on Individual Standards

#### **Social Studies 2.1 (AS91279)**

*Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas*

This achievement standard involves describing how conflict(s) develop from cultural beliefs and ideas. The standard is focussed towards an emphasis on cultural beliefs and ideas being the source of conflict for the purposes of assessment.

#### **Social Studies 2.2 (AS91280)**

*Conduct a reflective social inquiry*

This achievement standard can be used to assess learning derived from either of the two curriculum achievement objectives at this level. 'Reflective' is used as a step-up from the corresponding Level 1 standard.

#### **Social Studies 2.3 (AS91281)**

*Describe how cultural conflicts can be addressed*

The intent of this achievement standard is that the focus of the standard be on the ways of addressing the conflict.

#### **Social Studies 2.4 (AS91282)**

*Describe personal involvement in a social action related to rights and responsibilities*

The intention of this achievement standard is that the student actively participates in a social action. The social action would need to be one which has been set up within an agreed framework that has been negotiated with the school.

#### **Social Studies 2.5 (AS91283)**

*Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights*

It is intended that the social action in this achievement standard be a different one from that used in the assessment of 2.4 (AS91282).