Field Social Sciences

Review of Social Studies Level 2 achievement standards

Achievement standards

Domain	ID	Subject reference
Social Studies	90271	Social Studies 2.1
	90272	Social Studies 2.2
	90273	Social Studies 2.3
	90274	Social Studies 2.4
	90275	Social Studies 2.5

The Ministry of Education has completed a review of the achievement and unit standards listed above.

New Registration date	November 2011
Date new versions published	November 2011
Planned review date	December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Principles for Standards Review. A copy of the NZC is available at: http://nzcurriculum.tki.org.nz/Curiculum.tki.org

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 2 achievement standards was completed in time for implementation in schools in 2012. The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

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 <u>table</u> 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 <u>NCEA Exclusions List</u>

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]**.

Ke	y to review category
Α	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new
	version number

В	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID
	and a new version number
-	··· · · · · · · · · · · · · · · · · ·

C Major changes that necessitate the registration of a replacement achievement standard with a new ID

D Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as	December 2011
category D expire at the end of	

Internally assessed achievement standards categorised as	December 2012
category C or D expire at the end of	

Social Sciences > Social Science Studies > Social Studies

ID	Title	Level		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	С
91280	Conduct a reflective social inquiry	2	5	
90274	Describe responses to values position(s)	2	4	D
90275	Plan social action in relation to a social issue	2	4	С
91282	Describe personal involvement in a social	2	5	
	action related to rights and responsibilities			
91279	Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas [Externally assessed]	2	4	New
91281	Describe how cultural conflict(s) can be addressed [Externally assessed]	2	4	New
91283	Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	2	4	New

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).