



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Social Studies

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

The moderation process identified many examples of accurate innovative interpretations of the standards especially where schools had developed their own materials.

Schools using published materials need to critique these activities and assessment schedules, prior to use, to make sure that they allow their learners to meet the requirements of the standard.

Social Studies standards have been used to measure achievement in other curriculum areas. This practice should take note of the requirements of the *Social Studies in the NZ Curriculum*, which are imbedded within the Social Studies standards, so that learners are provided with the opportunity to meet the requirements of the standards.

Level One

90217 *Conduct a social studies inquiry*

This standard focuses on the inquiry process, putting emphasis on the development, with direction, of a framework for a social studies inquiry, the communication of relevant information, the drawing of conclusions based on the information and the evaluation of the process.

Assessment activities have placed emphasis on the communication of relevant information at the expense of looking at the entire process. A significant number of aspects of Explanatory Notes 3 and 5 (detailing the requirements of a social studies inquiry) were often not present in the assessment activity, which did not provide learners with the opportunity to complete the process.

The focus of the inquiry process must be derived from within the Level 6 achievement objectives of the *Social Studies in the New Zealand Curriculum* and should give learners the opportunity to demonstrate understanding of "Significant ideas about Society" (see Explanatory Notes 1, 2 and 10).

The methods used by learners to communicate relevant information have been appropriate and have been supported by graphs, timelines, maps and visuals. However, some learners need to further develop the conventions associated with support information.

Those learners who had been given a detailed planning format and who had clear milestones that were checked by their assessors, tended to produce work that was well organised and had a clear focus, and achieved according to the requirements of the standard.

Assessment schedules need to be transparent and provide opportunities for consistent application of the standard by the assessor. This is facilitated by description of the acceptable responses required (judgement statements) and specific examples of the information expected from learners (evidence statements).

90218 *Examine differing values positions*

This standard focuses on the development of why people hold differing values positions and the consequences of these. The capacity of learners to demonstrate their knowledge and understanding of one of the listed perspectives underpins *development of the explanation* (Explanatory Note 3 and 5).

Whilst learners are being given guidance explaining why people hold differing values positions, little evidence was provided of learners having developed understanding of differing perspectives.

90219 *Decide on social action(s) in relation to a social issue*

This standard focuses on the development of a variety of social actions that could be undertaken in relation to a social issue, the ensuing consequences of each action and the identification of preferred actions. Assessment activities have frequently required learners to present more evidence than is required by the standard.

Explanatory note 4 states that a range is at least three possible social actions. Three is enough. The discriminator for excellence focuses on a wide range, which is defined in Explanatory Note 5 as four possible social actions, not coverage of all possibilities.

Level Two

90273 *Conduct an advanced social studies inquiry*

This standard focuses on the development of an advanced social studies inquiry and the reporting of its findings. A significant number of aspects of Explanatory Note 4 (detailing the requirements of an advanced social studies inquiry) are often not present in the assessment activity, making the process incomplete.

The focus of the inquiry process must be derived from within the Level 7 achievement objectives of the *Social Studies in the NZ Curriculum* and should give the learner the opportunity to demonstrate understanding of *Significant ideas about Society* (see Explanatory Note 1, 2 and 8). The moderation process has identified that this standard has been used to measure achievement in programmes that are not based on the *Social Studies in the NZ Curriculum* document. This use of the standard will preclude learners being able to achieve.

90274 *Examine responses to values position(s)*

This achievement standard requires the examination of ways people can respond to values position(s) and analysis of possible reasons people choose particular responses to values position(s). The capacity of learners to demonstrate their knowledge and understanding of one of the listed perspectives underpins the development of the explanation (Explanatory Note 4, 5 and 6).

Most assessment activities and schedules have required learners to identify values and have failed to recognise that the achievement standard requires the learner to respond to a values position through the perspective of other groups and individuals. The concepts and ideas used in assessment activities often did not link to the *Social Studies in the NZ Curriculum* and the Level 7 achievement objectives.

90275 *Plan social action in relation to a social issue*

This achievement standard focuses on the development of a plan of social action in relation to a social issue, and analysis of social action and its likely consequences. The social issue should be identified from within the requirements of the *Social Studies in the NZ Curriculum* level 7 achievement objectives.