



The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internally assessed standards in 2023. It also provides further insights from moderation material viewed throughout the year and outlines the Assessor Support available for Social Studies.

Insights

91597: Conduct a critical social inquiry

Performance overview:

The standard requires students to undertake a critical inquiry. This involves developing focus questions and reporting their findings. This would include people's points of view, values and perspectives underpinning both their participation and/or action in society, and relating to the focus of the student's inquiry. Students are also required to evaluate their findings and their research process.

Students were successful in meeting the expectations of the standard when different perspectives and ideologies were clearly integrated into the focus question(s). This helped to ensure that their report on findings clearly included a description of people's points of view, values and perspectives that underpinned their participation and/or action in society as required for Achieved. Doing so helped provide appropriate scaffolding towards meeting the Merit and Excellence criteria.

For example:

- Inquiry focus: Housing affordability
- Inquiry questions:
 - How has the libertarian perspective of the ACT party influenced their proposed solutions and policies to housing affordability in New Zealand?
 - How has a social justice perspective of the Green party influenced their proposed solutions and policies to housing affordability in New Zealand?

This further helped to reduce the volume of evidence, as students were only reporting on findings that directly supported them to meet the standard criteria.

Practices that need strengthening:

To achieve the standard, the description of people's points of view, values and perspectives that underpin their participation and/or action in society must clearly include all four aspects outlined in the criteria.

For the purposes of all Social Studies standards, the terms points of view and perspectives have different meanings and must be addressed separately. Points of view are what people think about something (their opinion or attitude towards an issue, action, or event), whereas perspectives are often the ideologies or 'big umbrellas' under which they think a particular way about something – e.g. conservative, feminist, te āo Māori, nationalist.

It is expected that at Level 3 students will be able to distinguish between points of view, values and perspectives and explain the connection between them and how they influence the actions taken by different individuals or groups.

Further support on an approach to scaffolding students to ensure they cover all three aspects can be found in the points of view, values and perspectives clarification document, and in the short online course 'Points of View' available on Pūtake.

For Merit, students are required to explain, compare and contrast points of view, values and perspectives. To successfully meet these criteria, the comparison of the viewpoints must be explicit and go beyond merely presenting two contrasting viewpoints on an issue. This is successfully achieved when students are supported through task design to dedicate a separate section of their response towards a comparison. For example, after articulating the different perspectives, values and viewpoints of Zelensky and Putin towards the Russian invasion of Ukraine, a student would explicitly compare the two viewpoints and may identify that while Zelensky's and Putin's view towards the Russian invasion is shaped by a nationalist perspective/ideology, the response of Zelensky and the Ukrainian people has also been strongly shaped by a perspective/ideology of patriotism.

Insights

91599: Examine personal involvement in a social action(s) that aims to influence policy change(s)

Performance overview:

The standard requires students to carry out and report on personal involvement in social action that aims to influence policy. To achieve the standard, the student must develop a plan for social action which is justified by considering the points of view, values and perspectives of self and others. Students are required to provide evidence of their own participation in the planning and carrying out of the social action. To achieve at higher levels, students need to evaluate their actions by considering strengths, weaknesses, and the effectiveness of their actions, as well as considering real and potential consequences of their actions.

Students were successful if they selected an issue and policy that they had real potential to tangibly influence. While often these were national/global issues, the policy students were aiming to influence would frequently be centred at a regional or local level. Focusing on regional/local policy was successful by enabling students to be highly specific and considered in their planning of the social action, and their selection and justification of the issue would frequently involve them having to find out the points of view, values and perspectives through talking to people in their community who were genuinely affected by the issue and/or policy. Therefore, a clearer link was made between the issues and policy, the viewpoints of self and others, and the selection of appropriate social actions.

Some successful examples included:

- Addressing road safety issues around school pick up times near a local primary school.
- Introduction of civics education within the school's Yr 13 careers programme.
- Safe staffing numbers at local health services.

Practices that need strengthening:

Ensuring that the social action is targeted at a specific policy will help to make sure students have the appropriate scope to meet the requirements of this standard. The social action should have an explicit and clearly identifiable policy focus, as opposed to being aimed at a broad social issue.

A policy is a rule, a law, a strategy, a procedure or a plan. The selected policy may be international, national, regional or local (i.e. school/sports club, etc).

For example, if a student is passionate about the issue of animal rights related to greyhound racing, examples of suitable policies that would meet the standard could be influencing the government to ban greyhound racing nationally or lobbying their local sports track/bowl to end greyhound racing at that venue. The planning and carrying out of the social action should reflect an understanding of the type of policy they are aiming to influence.

As such, while raising awareness for an issue may be part of the student plan to influence a policy, it should not form the entirety of a social action. At curriculum level 8 it is expected that students select social actions that reflect a more sophisticated understanding of how to influence policy. If raising awareness is part of the overall social action campaign, students should be able to articulate how increased awareness will support their ability to influence their selected policy. For example, the student may explain how a social media account highlighting the treatment of racing greyhounds could address a lack of awareness that people have around the issue, and therefore help gain support for the petition that they would like to present to their local sporting body.

Insights

91600: Examine a campaign of social action(s) to influence policy changes(s)

Performance overview:

The key requirement of this standard is for students to examine a campaign of social action(s) focused on influencing specific policy change.

As in 2022, the campaign chosen continues to be essential in helping to ensure students can achieve the standard at each grade. Social action campaigns which clearly have a policy change goal helped students provide the types of evidence required to meet the standard.

Some examples of successful examples included:

- School Strike 4 Climate (ensure New Zealand's domestic climate policies align with the Paris Agreement 1.5 goal).
- End Conversion Therapy (the Conversion Practices Prohibition Legislation Act 2022).
- Make it 16 (extending the vote to 16- and 17-year-olds).

Practices that need strengthening:

To meet the requirements of the standard, the response must articulate both reasons for individuals' and or groups involvement in the campaign and individuals' and/or groups reasons for selecting particular actions within the campaign.

"Reasons for involvement" requires students to identify the different motivations and reasons for why at least two different individuals and/or groups chose to be involved in the social action. For example, if students were exploring 'Protect Ihumātao - SOUL campaign' they could explain the different reasons for the involvement of Pania Newton and the Kīngitanga.

"Reasons for actions" requires students to explain what actions were taken by individuals and/or groups, and then explain why these individuals and/or groups selected the actions they did within the campaign. These do not need to necessarily be the same individuals or groups discussed under "reasons for involvement". For example, the response could explain that as part of the Ihumātao campaign, one of the actions taken by the Kīngitanga was to lead talks with the Crown on behalf of mana whenua and the reason for this particular action

is that the Kīngitanga's position within Māoridom meant he was able to bring together divided groups and help present a united front, which would strengthen mana whenua's ability to successfully negotiate with the Crown.

Assessor Support:

Online

NZQA's learning management system (Pūtaka) offers 150+ easy to access courses, materials and products. These are designed to support teachers, as assessors, to improve their assessment of NCEA standards.

Online, subject-specific or generic, bite-sized learning modules and short courses are now available to complement the traditional face-to-face workshops that NZQA offers. These online courses can be accessed using your Education Sector Logon.

Subject-specific course/workshops available for Social Studies include:

- Points of View

Online Making Assessor Judgements workshops are also available throughout the year. These workshops are structured to guide teachers to improve their understanding of each grade level by examining several full samples of student work. The following standards are available for enrolment in 2024:

- 91282: Describe personal involvement in a social action related to rights and responsibilities
- 91283: Describe a social action that enables communities and/or nations to meet their responsibilities and exercise rights

Feedback from teachers for these workshops indicates that more than 74% of participants agreed or strongly agreed that the content in the module was beneficial:

“Although I was a bit skeptical that this was going to provide me with better understanding of the standard (and marking it), I found I've picked up more certainty about making judgements about the work my students might produce. I'm also more secure about guiding them through the selection of their topic and setting it up so that they are able to complete a successful investigation.”

Exemplars of student evidence for all standards at each level of achievement are available on the NZQA subject page for Social Studies

NZQA will continue to provide generic modules and workshops designed to improve general assessment practice. The following modules and workshops will be available in 2024:

- Assessment Approaches, an online workshop exploring different methods of assessment
- Culturally Responsive Assessment
- Assessment Guidance – Reviewing Your Practice
- Tāku Reo, Tāku Mahi – My voice, My work, a guide to managing authenticity
- Why Less is More, a guide to reducing volumes of student evidence
- Integrated Assessment
- Modes of Assessment
- Alternative Assessment
- Acknowledging Sources

“This was great! I liked that I could choose from different scenarios, see how sources are used and the way the student answered the question.”

“Reassuring and very thorough. Easy to use/follow.”

We will also continue to offer the Transforming Assessment Praxis programme, an online workshop relevant to all subjects which helps assessors learn about re-contextualising assessment resources and collecting evidence in different ways, in order to better meet the needs of students.

Check the NCEA subject pages on the NZQA website regularly, as more online modules, workshops and courses will be added throughout 2024.

Assessor Practice Tool

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards. The purpose of the APT is to allow assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel. The APT will initially have material for some existing Level 3 standards, with moderated samples for the new Level 1 NCEA standard subjects being added as material becomes available. Material for the new Level 2 and Level 3 standards will be added over time, and all material for the old NCEA standards will be archived.

Material is currently available for:

- 91599: Examine personal involvement in a social action(s) that aims to influence policy change(s)
- 91600: Examine a campaign of social action(s) to influence policy changes(s)

Workshops and Presentations

The Best Practice Workshops offered by Assessment and Moderation continue to be viewed by the sector as significantly contributing to improved assessor practice:

“I thought the workshop was very clear and helpful, there were a lot of varied examples of ākonga work discussed and opportunity for participants to discuss and ask questions.”

We offer several options of online workshops and presentations for events to support assessors with the assessment of internally assessed standards. These can be subject-specific, or general assessment support, and tailored to the audience. Virtual presentation slots, online workshops or webinars can be requested to provide targeted support to local, regional or national audiences.

To give feedback on this report click on [this link](#).