NZQA Assessment Support Material

Unit standard	28120				
Title	Examine a social process				
Level	2	**Credits**	4	**Version**	1

Note

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource. In time, as quality examples of assessment activities become available naturally through the moderation process, these materials may be modified to include a variety of assessment activities and assessment schedules.

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or to student exemplar material.

This assessment resource will need to be modified before it is used. The teacher needs to ensure that the assessment materials given to the student state the unit standard number, the title and the version of the standard being assessed, and the conditions under which the assessment is to take place (for example, as an in-class test or as a homework activity). The teacher may need to set an appropriate context, select relevant resources and modify tasks. The teacher will need to develop an appropriate assessment schedule by adding evidence and judgement statements.

Teacher guidelines

Context/setting

In this activity students will examine a social process, focusing particularly on its influence on individuals and on society. To examine means to investigate, identify and describe key aspects of the social process and draw some conclusions.

Social processes are the means through which individual and social identities and relationships are shaped. They include but are not limited to socialisation, stratification, segregation, globalisation and social control.

Social processes involve interactions between social structures, institutions, groups and individuals. They can account for both the relative stability and predictability of social life, as well as social change. For instance, through socialisation children undergo a process of cultural education, including learning language, rules and norms, and assuming various roles, such as of son or daughter, student, team member, and so on. Large-scale processes like globalisation and migration signify changes to social structures and institutions as different cultural groups interact and people become dispersed from their homelands.

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Teacher guidelines

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AWARD OF GRADES

- For award with *Achieved*, students must be able to examine a social process in terms of its influence on individuals and society.

- For award with *Merit*, students must be able to examine a social process in detail, including: identifying and describing the interaction of various social structures, institutions, groups and individuals involved in the social process; identifying and explaining the reasons and/or functions for the processes repetition or continuity, as well as the role of power. Students should come to some conclusions about the extent of the processes influence. The examination should be supported with appropriate evidence and examples.

- For award with *Excellence*, the examination demonstrates comprehensive understanding of the social process and its influence on individuals and on society, including the power dynamics of the social process. The examination must be supported with a range of appropriate evidence and examples.

Conditions of assessment
The timeframe and conditions for assessment will be set by the teacher.

Assessment activity
This assessment activity has two tasks.

Task one
Students examine the social process to identify and explain the main ideas, components and issues involved in the social processes.

Task two
Students examine the social process in terms of its influence on individuals and on society. This will require investigating, identifying describing the interactions between the social structures, institutions, groups and individuals involved in the process. Students will need to recognise who the 'agents' are who reinforce or perpetuate the process, and who are more passive participants. This means examining the power dynamics of the social process.

Resource requirements
There are no specific resources required for this assessment.

Possible topics
Any social process can be examined for the purposes of this standard, including socialisation, stratification, globalisation and urbanisation. Two of these are outlined below.

Globalisation
Large-scale processes like globalisation and migration signify changes to social structures and institutions as different cultural groups interact and people become dispersed. Globalisation and migration also affects processes of socialisation and stratification. Students could reflect and write upon the impact of globalisation on New Zealand society. This would mean considering the history of the country, and particularly the recent history of the past twenty years. This period has been marked by accelerated globalisation processes, such as immigration waves, changes to the economy, and the increased availability of commodities and information. By stepping out of the present, students should be encouraged to see that many aspects of everyday life in a globalised world were not always the case. Along with individual research, they could be asked to interview or speak to an older person (e.g. a parent, aunt/uncle, grandparent, or teacher) about how New Zealand was in the past.

Urbanisation
Urbanisation refers to the development of towns and cities and the process by which an increasing percentage of a society's population comes to be located in relatively densely populated urban areas. The urbanisation process has been central to sociological analysis of modernisation. Until very recently, the world has been predominantly rural; even by 1800 there was only a handful of large urban areas in the world. As late as 1850 only about 2% of the world's population lived in cities of more than 100,000 residents. Urban areas have rapidly grown since, and between 2000 and 2010 a watershed in human history occurred: for the first time the urban population of the earth outnumbered the rural population. However, there are great differences among nations in terms of urban development. In the U.K., for instance, 90% of the population is urban, while only 5% of Rwanda's population is urban. By 2010, 70% of the population in Oceania was urban.

Given the importance of cities (understood as large, permanent and spatially concentrated human settlements) has progressively increased, students may be encouraged to do some historical research on the rise of the city. Cities, even when there were not many of them, were at the heart of many societies. The sociologist Max Weber accorded great importance to the rise of the city in the West during the Middle Ages. The city has become increasingly central today with "global" and "mega-cities". Students should consider how social life and cultures changes during processes of urbanisation.

For instance:

- The types of work people do in cities do versus in rural areas.
- The kinds of skills and knowledge required to live in the city versus the country.
- The differences in interpersonal relationships and social interactions.

This task could cover urbanisation and the rise of the city more broadly, or could take a specifically New Zealand context. For instance, about one quarter of the New Zealand population lives in the Auckland region, also known as the 'Auckland supercity'. There are proposals to increase the dwelling capacity of Auckland by building more high-rise apartment buildings in order to facilitate compact, high-density urban living. Students could examine the impacts this process would have on Aucklanders, as well as what the continued growth the dominance of the Auckland region means for the rest of New Zealand.

Additional information
Teaching and learning guidelines that inform sociology as it is taught in New Zealand can be found at www.nzqa.govt.nz/sociology.

Assessment Schedule

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Teachers will need to develop an assessment schedule that is appropriate to the assessment activity and the context, by adding evidence and judgement statements. Evidence is examples of acceptable student responses to the various tasks being assessed; judgements indicate the quality and/or quantity of the student response needed to meet the requirements of the unit standard.

It may be convenient (but it is not compulsory) to format an assessment schedule as a table.

Judgements and evidence for Achievement	Judgements and evidence for achievement with Merit	Judgements and evidence for achievement with Excellence
[Teacher to insert judgement and evidence statements.] **Examples of acceptable student responses:**	[Teacher to insert judgement and evidence statements.] **Examples of acceptable student responses:**	[Teacher to insert judgement and evidence statements.] **Examples of acceptable student responses:**

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Student Instructions Sheet

Introduction

In this activity you will examine a social process. To examine means to investigate, identify and describe key aspects of a social process in order to explain its influence on individuals and on society.

Social processes are the means through which individual and social identities and relationships are shaped. They include but are not limited to socialisation, stratification, globalisation and social control.

You will be assessed on your ability to examine a social process, focusing particularly on its influence on individuals and on society.

THIS UNIT STANDARD CAN BE AWARDED WITH AN ACHIEVED, MERIT, OR EXCELLENCE GRADE

AWARD OF GRADES

- For award with *Achieved*, you must examine a social process in terms of its influence in individuals and society.

- For award with *Merit*, you must examine a social process in detail, including: Identifying and describing the interaction of various social structures, institutions, groups and individuals involved in the social process, and identifying and explaining the reasons and/or functions for the processes repetition or continuity, as well as the role of power. You should come to some conclusions about the extent of the processes influence. Your examination should be supported with appropriate evidence and examples.

- For award with *Excellence*, your examination demonstrates comprehensive understanding of the social process. Your examination must be supported with a range of appropriate evidence and examples.

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Student Instructions Sheet

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Conditions of assessment

The timeframe and conditions for assessment will be set by your teacher.

Assessment activity

This assessment activity has two tasks.

Task one

Examine the social process to identify and explain the main ideas, components and issues involved in the social processes.

Task two

Examine the social process in terms of its influence on individuals and on society. This will require investigating, identifying and describing the interactions between the social structures, institutions, groups and individuals involved in the process. You need to recognise who the 'agents' are who reinforce or perpetuate the process, and who are more passive participants. This means examining the power dynamics of the social process.