NZQA Assessment Support Material

Unit standard	8999				
Title	Evaluate a social structure				
Level	3	**Credits**	4	**Version**	3

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.

Students undertaking an assessment activity for this standard will require an understanding of the characteristics and nature of social structures in general. This should be part of the teaching and learning prior to the assessment.

Teacher guidelines

Context/setting

In this activity students will evaluate a social structure in terms of its influence on individuals and on society. Evaluating a social structure requires analysing it (breaking it down into parts and showing how these relate to make a whole) and assessing its influence. This means going beyond identifying and explaining to come to some conclusion(s) about the wider social significance, meanings and implications of a social structure.

Social structures are enduring, orderly and patterned relationships that organise social life. Social structures may be thought of as the glue or scaffolding that holds societies together. The idea of social structure points to the way in which societies, and institutions within them, exhibit predictable patterns of organisation, activity and social interaction.

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Teacher guidelines

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Social structures shape identities and social interactions. Social structures link social institutions and networks of social relationships, which combine to build up the structure of society. Social structures set the pattern of inequality and the social roles and positions within social institutions. Examples of social structures include, but are not limited to: class, ethnicity, gender and identity.

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

AWARD OF GRADES

- For award with *Achieved*, students must be able to form a critical opinion, based on reason and evidence, of a social structure in terms of its key aspects and of its influence on individuals and on society.

- For award with *Merit*, students must be able to form a critical opinion, based on reason and evidence, of the social structure; to explain its key aspects and the extent of its influence; and to recognise variations across time and place. The evaluation will be supported with appropriate evidence and examples.

- For award with *Excellence*, the evaluation means to form a critical opinion, based on reason and evidence, through a comprehensive understanding of a social structure and its key aspects, including an assessment of its influence on society, and how and why the structure has changed or stayed the same. The evaluation will 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
The teacher may select the social structure to be evaluated, or students may be given a choice as to which social structure they will evaluate.

Task One
Students evaluate a social structure. This means analysing the main ideas, characteristics or components of the social structure and explaining its influence on individuals, groups and society.

Task Two
Students evaluate the influence of the social structure on individuals, groups and on society as a whole. This will be supported by an example(s) from New Zealand and/or other societies.

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

Possible topics
Any social structure can be examined for the purposes of this standard, including class, ethnicity, gender and identity. Possible approaches to assessing this standard are outlined below.

Social structure and stratification
Social categories such as class, gender, ethnicity or race could be related directly with social stratification and patterns of inequality. Students would discuss sociological explanations of stratification by connecting the ways in which society is structured. This would require explaining the concept of social structures in general and how processes of stratification occur. This discussion could be grounded in examples from New Zealand and/or other societies. The clearest example would be to evaluate the stratification in New Zealand society between Maori and Pakeha ethnic groups. The students will need to make historical, political, economic and cultural connections between the past and present to demonstrate how and why particular social structures arise, persist and change over time. They could also be asked to offer their own critical evaluation of stratification.

Social structure and discrimination
Students could explore various cases where certain minority groups' social status has been significantly and adversely affected by their ethnicity or race. This would require explaining the historical background of various groups and their interactions with other, dominant groups, and how the society is structured. The student would need to discuss how the dominant groups attitudes, ideas and beliefs about ethnicity and/or race influenced the situation. Lastly, students would evaluate the contemporary situation of the minority group, discussing how social structures have changed and/or remained the same and why.

Possible examples of minority groups: Aboriginal Australians, Burakumin or Eta of Japan, Maori in Aotearoa/New Zealand, Native Americans, Blacks in South Africa, Mapuche in Chile, Jews in Nazi Germany.

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 evaluate a social structure in terms of its influence on society. Evaluating social structures requires analysing (breaking down their parts and showing how these relate to make a whole) and assessing their influence. This means going beyond identifying and explaining to come to some conclusion(s) about the wider significance, meanings and implications of social structures.

Social structures are enduring, orderly and patterned relationships that organise social life. Social structures may be thought of as the glue or scaffolding that holds societies together. The idea of social structure points to the way in which societies, and institutions within them, exhibit predictable patterns of organisation, activity and social interaction. Social structures include (but are not limited to): class, ethnicity, gender and identity.

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

AWARD OF GRADES

- For award with *Achieved*, you must be able to evaluate a social structure in terms of its key aspects and influence on individuals and on society.

- For award with *Merit*, you must be able to evaluate the social structure in detail. You should support your evaluation with relevant detail, such as, connecting the general sociological concept of social structure to a particular social phenomenon and applying sociological concepts, such as inequality, power, stratification, roles, norms, culture, and social processes to the social structure considered. Your evaluation should be supported with appropriate evidence and examples.

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

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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
Evaluate a social structure. This means analysing the main ideas, characteristics or components of the social structure and explaining its influence on individuals, groups and society.

Task Two
Evaluate the influence of the social structure on individuals, groups and on society as a whole. Your evaluation must be supported by an example(s) from New Zealand and/or other societies.

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