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**NCEA Level 2 Social Studies**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Social Studies |
| **Domain** | Social Studies |
| **Level** | 2 |

This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

NB: It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

For All Standards

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs or film) or a portfolio of evidence.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students and be valid and fair.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91280 Social Studies 2.2** |
| **Title** | Conduct a reflective social inquiry |
| **Number of Credits** | 5 |
| **Version** | 2 |

The focus of the enquiry may be provided by the teacher or selected by the student. Templates may be provided by teachers. Questions should be written by the student.

Evidence for this achievement standard would be expected to be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  This evidence may be generated from discussion, group work, research, decision making and/or reflection and will be presented in any media that clearly communicates the student’s understanding of the investigation. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

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| **Achievement Standard Number** | **91282 Social Studies 2.4** |
| **Title** | Describe personal involvement in a social action related to rights and responsibilities |
| **Number of Credits** | 5 |
| **Version** | 2 |

Planning for a social action can be done within a group. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

Asocial action is an action which has been set up within an agreed framework that has been negotiated with the assessing school. It could include working with community groups, regional, national organisations, or NGOs and so on. The action will encourage active participation by members.

The *personal involvement* should be based on negotiated participation in an action approved by the assessing school.

*Personal involvement* meansactively participating in a social action. It is recommended that evidence of participation is recorded. This record could be presented in a range of media (for example a written or visual log or in a portfolio format). A portfolio could include a variety of media (for example, written notes, annotations, blog entries, video, graphics, photographs, podcasts, interactive mindmaps and other online presentations) in any format.

The record should contain specific examples of how the student has participated in the social action.

Organisations and groups involved could provide resource support and logistic support.

A plan can be based upon an existing framework.

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| **Achievement Standard Number** | **91283 Social Studies 2.5** |
| **Title** | Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights |
| **Number of Credits** | 4 |
| **Version** | 2 |

The social action used in this Achievement Standard is intended to be different from the social action used by a student as a basis for assessment in AS 2.4.

Evidence for this achievement standard would be expected to be gathered from in and out of class activities to be completed by students over a period of time specified by the teacher.  This evidence may be generated from discussion, group work, research, decision making and/or reflection and will be presented in any media that clearly communicates the student’s understanding of the investigation. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.