

Guide notes: Assessment of the Perspectives in Senior Social Studies

RATIONALE

In the past there have been many interpretations of the perspectives by different groups as the Senior Social Studies subject has continued to evolve since the introduction of NCEA. These various interpretations have created some confusion amongst teachers. As a consequence, and to move forward, build capability, confidence in the teaching, learning, and assessment of Senior Social Studies these guide notes have been developed.

Note that the SSINZC remains the mandated curriculum document. These guide notes provide an interpretation of pages 21-22 for the purposes of assessment of perspectives at NQF Levels 1, 2 and 3.

This document has been formulated and reviewed by lead teachers of Senior Social Studies identified by the Ministry of Education, NZQA contractors and Beacon Schools.

Background

There has been considerable discussion and need for common understanding around the 'perspectives' as used in the social studies achievement standards and curriculum. While it has been part of the social studies curriculum, perspectives have received more attention since it became a requirement of achievement standards. With the implementation of NCEA, Social Studies was assessed for national qualifications for the first time. This meant that there was a requirement for a common, national standard and interpretation of what was required for settings, concepts and perspectives as they are worded in the achievement standards.

Feedback from moderators, teachers and the examiner reports from externally assessed standards indicated that there was not a common interpretation of what was required and this was particularly the case in terms of perspectives.

Perspectives are distinctive to the social sciences but have varying interpretations by the individual subjects (geography, economics

and history perspectives are different from each other and from those for social studies). In social studies, perspectives are developed on a progression of understanding from level one being viewpoints to level 3 being worldviews.

KEY MESSAGES:

The perspectives in the Curriculum document (SSINZC) were written to guide programme planning from L1-8 SS and should continue to be used with flexibility.

To achieve the standard at level 3 the students need to understand and demonstrate that a perspective is “bigger” than a personal or even a community group viewpoint. It represents a worldview, ideology or theoretical position, which is backed by ideas and substantial and well recognised theories. Other words used that mean the same as worldviews or ways of looking at the world are lenses, paradigms, ideologies, theoretical frameworks.

Some examples of worldviews are: feminism, political ideologies, environmentalism, religious ideologies, economic ideologies, cultural belief systems. The five perspectives categories on pages 21 and 22 of SSINZC could encompass worldviews such as these.

This document is to clarify for teachers the application of perspectives within an internal and external assessment framework. The intention is to describe and show what evidence the assessors are looking for in student responses that demonstrate the candidates understanding of perspectives across levels.

Note: Perspectives is only **one** factor markers are assessing in the internal and external achievement standards. Please refer to Explanatory Notes for each Achievement Std and annual Assessment Specifications for external achievement standards.

Examples to Guide the assessment of perspectives:

Please note the following examples do not apply to all achievement standards and Achievement Objectives. These evidence statements have been developed as a guide for professional development purposes only and are **not** necessarily authentic or complete. Teachers are advised to use the information **as a guide only** to inform effective teaching and learning and assessment. It is a requirement that students use real people and specific contexts to express their understanding of perspectives.

The table below suggests **possible** contexts and progressions of evidence. These have been determined by the evidence that successful candidates across NZ are currently producing in internal and external assessment.

Perspective from SSINZC		Level 1 Evidence required to gain Achievement with Excellence Thinks that (viewpoint) ...	Level 2 Evidence required to gain Achievement, Achievement with Merit and Achievement with Excellence Thinks that (viewpoint) ... because (reason) ...	Level 3 Evidence required to gain Achievement, Achievement with Merit and Achievement with Excellence Thinks that (viewpoint) ... because (reason) ...shaped by (worldview) ...
Bicultural Perspectives	Bicultural perspectives must relate clearly to a New Zealand context . Awareness of more than one perspective is essential.	Context: Seabed and Foreshore (AO: SO 6.1) A (name) thinks that Iwi need to be given customary rights to the NZ seabed and foreshore. B (name) thinks that the government should move forward with	Context: Seabed and Foreshore (AO: CH 7.1) A (name) thinks that Iwi need to be given customary rights to the NZ seabed and foreshore because this would honour the Treaty of Waitangi . B (name) thinks	Context: Seabed and Foreshore (AO: SO 8.2) A (name) thinks that Iwi need to be given customary rights to the NZ seabed and foreshore because this would honour the Treaty of Waitangi. This viewpoint is shaped by A's

		<p>the law to customary rights so that all New Zealanders can have 'ownership' of the seabed and foreshore resources</p>	<p>that the government should move forward with the law to customary rights so that all New Zealanders can have 'ownership' of the seabed and foreshore resources because all New Zealanders should have equal rights and there should not be preferential treatment for certain groups.</p>	<p>Maori cultural belief system that as Tangata Whenua they are kaitiaki of the environment.</p> <p>B (<i>name</i>) thinks that the government should move forward with the law to customary rights so that all New Zealanders can have 'ownership' of the seabed and foreshore resources because all New Zealanders should have equal rights and there should not be preferential treatment for certain groups. B's viewpoint is shaped by her democratic worldview that all people should have access to the same rights and responsibilities.</p>
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<p>Multicultural Perspectives</p>	<p>Multicultural perspectives must relate clearly to a New Zealand context. Awareness of more than one perspective is essential.</p>	<p>Context: Changing Tastes – The Impact of Cultural Diversity on Food AO CH 6.1</p> <p>Person A (<i>name</i>) thinks that going out for a meal is so much more exciting these days because we have so much choice with the arrival of new cultures in New Zealand.</p> <p>Person B (<i>name</i>) from Samoa thinks that it is great that she now has access to palusami at the local shop rather than having to make it herself.</p>	<p>Context: Haka Hoopla AO CH 7.2</p> <p>Person A (<i>name</i>) thinks that the haka is an iconic representation of New Zealand’s culture because it exemplifies challenge, courage, commitment and unity and these qualities are part of New Zealand’s identity.</p> <p>Person B (<i>name</i>) thinks that the haka is a great way of unifying New Zealanders who are overseas regardless of their ethnicity because it provides a link to back home and a sense</p>	<p>Context: Census 2006 AO TCC 8.1</p> <p>A fourth generation New Zealander (<i>name</i>) thinks that the census should not categorise people according to their European ethnicity because they identify themselves solely as a New Zealander. This viewpoint is shaped by a cultural worldview which defines ethnicity by their current sense of belonging. A group of Islamic people (<i>name</i>) identify themselves by their religion, even though they have been born and</p>

			of belonging.	raised in New Zealand, because they identify more strongly with their religious and cultural background. This viewpoint is shaped by a cultural and religious worldview that places greater importance on religious beliefs.
Gender Perspectives	Gender perspectives enable students to examine issues from the viewpoint of males and/or females. Awareness of more than one perspective is essential. [Factors that impact on Gender perspectives could include sex, age, role, status, education)	Context: Looking After The Kids AO SO 6.2 A female university graduate (<i>name</i>) earns more than her partner and therefore she thinks it makes more economic sense for her to continue working. An older woman (<i>name</i>) thinks that traditionally women have been at home	Context: Islamic Woman AO CH 7.1 An older Afghani Islamic man (<i>name</i>) believes that women do not have the same status and equality as men and therefore do not require equal access to education because women fulfil different roles in the community. A western woman	Context: Islamic Woman AO SO 8.1 An older Afghani Islamic man (<i>name</i>) believes that women do not have the same status and equality as men and therefore do not require equal access to education because women fulfil different roles in the community. This is shaped by a religious worldview

		looking after children and disagrees with the modern trend for women to go out to work and leave their children in the care of others.	(<i>name</i>) working in an aid organisation in Afghanistan believes improving women's access to education is critical, because this is key to improving Afghanistan's rank in the Human Development Index used to measure quality of life.	which defines the role of women in a patriarchal society. A western woman (<i>name</i>) working in an aid organisation in Afghanistan believes improving women's access to education is key to improving Afghanistan's rank in the Human Development Index used to measure quality of life. This is shaped by a socio-economic worldview that determines equal access to resources for men and women.
Perspectives on Current Issues	Perspectives on Current Issues enable students to examine contemporary issues from viewpoints other than their own. Awareness of more than one perspective is essential	Context: Youth Pay Rates (AO: REA 6.2) A (<i>name</i>) runs her own business and is reliant on cheap labour. She thinks that young people should be paid at a	Context: Youth Pay Rates (AO: REA 7.2) A (<i>name</i>) thinks that young people should be paid at a lower rate to adults because she employs many	Context: Youth Pay Rates (AO: REA 8.1) A (<i>name</i>) thinks that young people should be paid at a lower rate to adults because she employs many

		<p>lower rate to adults.</p> <p>B (<i>name</i>) thinks that youth should be paid according to their experience, level of responsibility and work ethic in their place of work.</p>	<p>young people in her business and this means she can make more profit.</p> <p>B (<i>name</i>) thinks that youth should be paid according to their experience, level of responsibility and work ethic in their place of work because she only earns the youth rate and works just as hard as adults that are paid more than her.</p>	<p>young people in her business and this means she can make more profit. A's viewpoint is shaped by her capitalist worldview that puts profit over people and their rights.</p> <p>Trade unionists think that youth should be paid according to their experience, level of responsibility and work ethic in their place of work because the workers that earn the youth rate work just as hard as adults that are paid more. This viewpoint is shaped by a socialist worldview that puts the rights of workers over profit.</p>
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Perspectives on the Future	Perspectives on perspectives on the future enable students to examine issues that have implications from now into the future , from viewpoints other than their own. Awareness of more than one perspective is essential	<p>Content: New Arrivals AO CH 6.2</p> <p>Many people (<i>organisation or name</i>) think that too many new migrants to New Zealand will change the nature of our society and this will have a negative impact on our identity as a nation in the future. Other people (<i>organisation or name</i>) think that these new arrivals will help to create a dynamic and exciting country that values diversity.</p>	<p>Content: Seabed and Foreshore AO PE 7.1</p> <p>Iwi (<i>name</i>) are concerned about the future impact of this legislation on their ability to have the same level of access to kaimoana in the future as their ancestors did in the past because legislation has redefined their customary right to the seabed and foreshore.</p> <p>Commercial fishing operators are supportive of the new legislation because it safeguards their future access to the seabed and foreshore which allows them to</p>	<p>Content: Booming Markets AO REA 8.2</p> <p>Multinationals are increasingly interested in the markets in China and India because they see opportunity to grow their business and increase their profits through involvement in these expanding consumer societies. This viewpoint is shaped by a capitalistic worldview that opportunities need to be identified and developed to create profit.</p> <p>Campaigners against child labour are becoming increasingly concerned over the</p>

			establish and maintain commercial operations along the coastline.	continued use of children in the production of goods in developing countries because they are concerned about the negative impact this has on children and the economic and social future of these societies. This viewpoint is shaped by a social justice worldview.
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