



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2008

Internal Assessment Resource

Subject Reference: **Social Studies 1.3**

Internal Assessment Resource Number:
SocStud/1/3_J5

Ronald Rulz?

Supports internal assessment for:

Achievement Standard: 90217 v3
Conduct a social studies inquiry to communicate conceptual understandings about society

Credits: 6

Date version published:

August 2008

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2008

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out a valid and consistent assessment using this internal assessment resource.

Context/Setting:

The Focus of this inquiry is derived from level 6 Achievement Objectives and can either compliment a teaching unit or provide learners with the opportunity to explore a Significant Idea about society that interests them.

The **setting** for this inquiry is [*insert*] in [*insert*]

Students will also require an understanding of **perspectives** [*insert*] to complete this assessment task.

Conditions:

- This Inquiry is to be completed individually with guidance from teaching staff.
- Students will have **3 weeks** to complete this activity.
- Teachers will need to schedule regular progress checks to ensure authenticity of students' work.
- Late submissions will not be accepted without the permission of the school's Assessment Co-ordinator.

Resource Requirements:

- Each student needs a copy of the templates provided in this student workbook.
- Materials needed to produce their final communication of conceptual understandings about society.
- Students will need access library resources, ICT and websites.
- Students will also need access to any learning materials that have been used in preparation for this inquiry.

Additional information:

This unit gives students the opportunity to demonstrate knowledge and understanding of the **level 6 SSNZC** Achievements Objectives of [*insert appropriate level 6 achievement Social Studies objectives*]

Exploration of some key concepts derived from these achievement objectives will help learners formulate appropriate research questions in the next stage of the inquiry.

Exploration and methods of incorporation of perspectives relevant to this inquiry will help learners to develop an understand how to use perspectives effectively in their final product.

- *Guide notes: Assessment of concepts in senior social studies.* These guide notes can be found on TKI:
http://www.tki.org.nz/r/ncea/socstud-conceptguidenotes_28feb07.doc
- *Guide notes: Assessment of the Perspectives in Senior Social Studies.* These guide notes can be found on TKI:
http://www.tki.org.nz/r/ncea/socstud-perspectiveguidenotes_28feb07.doc

Before attempting this task **students will need** to:

- i know how to **develop**:
 - research and/or data-gathering questions which reflect appropriate level 6 SSNZC Achievement Objectives and concepts derived from these achievement objectives.
- ii know what the **appropriate conventions** are for:
 - constructing questionnaires;
 - conducting interviews;
 - protecting privacy (and/or other relevant ethical issues);
 - acknowledging sources;
 - collecting, recording and processing information using tools such as tally charts, graphs and mind maps;
 - communicating conceptual understandings about society using findings from the inquiry.

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Conduct a social studies inquiry to communicate conceptual understandings about society

Credits: 6

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Conduct a social studies inquiry using an appropriate framework.Communicate conceptual understandings about society using findings from the inquiry.	<ul style="list-style-type: none">Conduct a social studies inquiry using an appropriate and detailed framework.Communicate, in detail, conceptual understandings about society using findings from the inquiry.	<ul style="list-style-type: none">Conduct a social studies inquiry using an appropriate and detailed framework.Communicate, in depth, conceptual understandings about society using findings from the inquiry.

Student Instructions Sheet

This inquiry requires you to investigate ... [*insert a significant idea about society*] through developing your own inquiry.

Context/setting:

[*Insert the context and the setting*]

Conditions:

- You have **three weeks** to complete this activity.
- Your teacher will schedule regular progress checks to ensure the authenticity of your work.
- This inquiry is to be completed **individually**.
- Late submissions will not be accepted without the permission of the school's Assessment Co-ordinator.
- You will need to complete all the **Tasks** in this booklet to achieve this standard.

Resource requirements:

You will need:

- A copy of the **Student work booklet**.
- Access to a library and ICT.
- Access to respondents (if required).
- Prior learning/notes on
 - i know how to **develop**:
 - research and/or data-gathering questions which reflect appropriate level 6 SSNZC Achievement Objectives and concepts derived from these achievement objectives.
 - ii know what the **appropriate conventions** are for:
 - constructing questionnaires;
 - conducting interviews;
 - protecting privacy (and/or other relevant ethical issues);
 - acknowledging sources;
 - collecting, recording and processing information using tools such as tally charts, graphs and mind maps;
 - communicating conceptual understandings about society using findings from the inquiry.

Tasks

You will need to complete **all** of the following tasks as part of this inquiry process.

- 1 Use the detailed framework to conduct your Social Studies Inquiry.
- 2 Communicate conceptual understandings about society using findings from the inquiry.

Task 1: Use a detailed Inquiry Framework

- 1 Design and agree to a time frame for completion of your inquiry and establish check points, targets and feedback dates that your teacher will use to help you to keep track of your progress.
- 2 State the **Focus** for your inquiry which will be drawn from your Significant Idea about Society and the supporting concepts and perspectives.
- 3 Develop your research questions that facilitate the gathering of information about the focus of your inquiry.
- 4 Apply methods agreed to with your teacher within your inquiry plan to: collect, record and process information in order to strengthen your findings.

Check points, targets and feedback			
Inquiry Tasks	Targets	Target Hand in dates	Feedback from teacher
Task 1: Using an Inquiry Framework	Decide on a focus for my inquiry		
	Write research questions that will help investigate my focus (include a social studies concept)		
	Collect Information		
	Record Information		
	Process information		
Task 2: Communicate findings	Select a method of communicating findings		
	Communicate findings		

Methodology template: Collecting, recording and processing information

Significant Idea(s) about Society:	Focus for the Inquiry:
Concepts that support the focus of the inquiry:	Perspectives:

Collecting information

- a Where will I collect my information from?
(e.g. : Interviews, surveys, newspaper files, book resources, web resources, videos etc.)

- b How will I make sure that the material I'm collecting is relevant to my inquiry?

Recording Information

- a I will use the following methods to record my information ...
(e.g. Notes, mind maps, cut and paste, photocopies, etc.)

- b What do I need to consider when I'm recording my information?
(e.g. referencing, the organisation of my notes, how to show links to my focus and significant ideas.)

Processing Information

I will use the following methods to process my information ...
(e.g. Sequence the information, organise notes under headings, draw star diagrams, graph data, analyse questionnaires, summarise interview notes.)

Communicate Findings Template

Significant Idea(s) about Society:	Focus for the Inquiry:
Concepts that support the focus of the inquiry:	Perspectives:
<p><i>Findings from research question one (include concepts):</i></p> <p><i>Findings from research question two (include concepts):</i></p> <p><i>Findings from research question three(include concepts):</i></p> 	

Assessment Schedule: SocStud/1/3_J5 – Ronald Rulz?

Task	Judgements for Achievement	Judgements for Achievement with Merit	Judgements for Achievement with Excellence
<p>Task 1: Developing a framework for the inquiry</p> <ul style="list-style-type: none"> b Research Questions c Ethical Procedures d Methodology e Sources f Strategies and relevance g Time frame 	<p><i>Students will ...</i> Develop an appropriate framework for a Social Studies Inquiry.</p> <p>Appropriate means students will have completed some of the sections of the planning framework template.</p> <p>Some means students will have completed the minimum requirements outlined in the evidence statements for Tasks b, d e and g.</p>	<p><i>Students will ...</i> Develop an appropriate and detailed framework for a Social Studies Inquiry.</p> <p>Detailed means the students will have completed most of the planning framework template.</p> <p>Most means students will have completed the minimum requirements outlined in the evidence statements for each task.</p>	

	Evidence Statements for Achievement	Evidence Statements for Achievement with Merit	Evidence Statements for Achievement with Excellence
<p><i>*evidence of use can be assessed by the teacher during Task 2 or from the material submitted with the final report</i></p>	<p>b Research Questions <i>Students will have included at least two questions similar to these:</i></p> <ul style="list-style-type: none"> • How has McDonaldisation changed people's lives here? • How has McDonaldisation changed the jobs people do? 	<p>b Research Questions <i>Students will have included at least two questions which have quite an 'open style' similar to these:</i></p> <ul style="list-style-type: none"> • What are the McDonaldised attributes of businesses in town? Why do they have these? • What changes have people noticed since these companies have opened here? • What role do McDonaldised companies play in people's lives? • How has McDonaldisation changed people's job opportunities and work here? • How has McDonaldisation changed society? 	

<p><i>*evidence of use can be assessed by the teacher during Task 2 or from the material submitted with the final report</i></p>	<p>d Methodology Collecting <i>Students will have outlined and used* at least two different methods of collecting information such as:</i></p> <ul style="list-style-type: none"> • I'm going to write a questionnaire and interview 10 people. • I'm going to walk around town and take photos of McDonaldised businesses. • I'm going to use my class notes to help me write up what a McDonaldised business is. • I'm going to look at the McDonalds' website to find out how their company works. <p>Recording <i>Students will have outlined</i></p>	<p>c Ethical Procedures <i>Students will have included at least two of these ideas:</i></p> <ul style="list-style-type: none"> • I have to get written permission from people if I take their photo. • If I use a questionnaire I have to include permission slips with my work when I hand it in. • When I quote people I have to ask their permission and quote their name as evidence or change their name as they are anonymous. • I must include a bibliography which states all the sources of my information. • I will avoid plagiarism by rewriting ideas in my own words. <p>d Methodology Collecting <i>As for Achievement but they will have included more detail in their answers in qu. i (a) such as:</i></p> <ul style="list-style-type: none"> • I'm going to write a questionnaire and interview 10 people to find out how they think McDonaldisation has changed their lives and affected their jobs and work opportunities. • I'm going to interview the owners, managers and people who work at McDonaldised businesses. • I'm going to interview, Mr Stanley, the CEO of the Chamber of Commerce to find out what he thinks about McDonaldisation • I'm going to the council to get a map of the business area 10 years ago and one for today to see what's changed. <p><i>Plus given one reason in qu. i (b) such as:</i></p> <ul style="list-style-type: none"> • I can make sure my information is relevant by linking my questionnaire questions to the significant ideas about society <p><i>And/Or outlined 2+ questions in qu. i (c) such as:</i></p> <ul style="list-style-type: none"> • When you buy takeaways where do you go and why? • What impact do you think McDonalds has had on our town? <p>Recording</p>
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<p><i>*evidence of use can be assessed by the teacher during Task 2 or from the material submitted with the final report</i></p>	<p>and/or <u>used</u>* at least two different methods for recording information such as:</p> <ul style="list-style-type: none"> • I'm going to use a tape recorder to record interviews. • I'm going to make notes on separate sheets for each person I interview. • I'm going to keep all my notes and printouts in a file box. • I'm going to take photos and keep a list of what I've taken. • I'm going to get a map of the town and mark the location of all McDonaldised businesses on it. <p>Processing <i>Students will have outlined and/or used* at least two methods to process their information such as:</i></p> <ul style="list-style-type: none"> • I'm going to use my computer graphics programme to graph the data I collect in my interviews. • I'm going to organise my notes under headings. <p>e Sources <i>Students will have included at least two primary and/or secondary sources such as:</i></p>	<p><i>As for Achievement plus students will have outlined at least one consideration they have to make in qu. ii (b) such as</i></p> <ul style="list-style-type: none"> • I need to put the date and source on newspaper articles when I cut them out of the newspaper • I need to keep a record of people's names and details when I interview them and their permission slips so I can make sure I quote them correctly • I must keep all my information together so I can find it at the end <p>Processing <i>As for Achievement</i></p> <p>e Sources <i>As for Achievement but students will have included at least four primary and/or secondary sources such as:</i></p> <ul style="list-style-type: none"> • People I could interview:
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	<ul style="list-style-type: none"> • People I could interview: <ul style="list-style-type: none"> ○ adults from my church; ○ the boss of McDonalds; ○ kids in my class. • McDonald's website. • Do a Google search on McDonaldisation. <p>g Time frame <i>Students may have outlined what they need to do for each task but will have set some target dates.</i></p>	<ul style="list-style-type: none"> ○ adults who've lived in town for at least 10 years; ○ the boss of McDonalds and people who work there; ○ kids at school. • Websites I could use: <ul style="list-style-type: none"> ○ McDonald's website; ○ The ones listed in my work booklet; ○ I could do a Google search on McDonaldisation. • Back issues of our local newspaper. <p>f Strategies and relevance <i>Students will have included at least two ideas like this:</i></p> <table border="1" data-bbox="989 630 1965 950"> <tr> <td data-bbox="989 630 1478 950"> <p>Possible problems</p> <ul style="list-style-type: none"> • My neighbours won't want to be interviewed. • Can't get on the computers to use Inspiration or the word processor. • My Boss will want me to work during the week. • Take too long finding information. </td> <td data-bbox="1478 630 1965 950"> <p>Strategies to deal with problems</p> <ul style="list-style-type: none"> • Have alternatives ready • Draw my mind maps by hand. Write my Report by hand. • Have to get Mum to help me. • Ask for help and really stick to my Time Plan. </td> </tr> </table> <p>g Time frame <i>As for Achievement but students will have outlined what they need to do for most tasks.</i></p>	<p>Possible problems</p> <ul style="list-style-type: none"> • My neighbours won't want to be interviewed. • Can't get on the computers to use Inspiration or the word processor. • My Boss will want me to work during the week. • Take too long finding information. 	<p>Strategies to deal with problems</p> <ul style="list-style-type: none"> • Have alternatives ready • Draw my mind maps by hand. Write my Report by hand. • Have to get Mum to help me. • Ask for help and really stick to my Time Plan.
<p>Possible problems</p> <ul style="list-style-type: none"> • My neighbours won't want to be interviewed. • Can't get on the computers to use Inspiration or the word processor. • My Boss will want me to work during the week. • Take too long finding information. 	<p>Strategies to deal with problems</p> <ul style="list-style-type: none"> • Have alternatives ready • Draw my mind maps by hand. Write my Report by hand. • Have to get Mum to help me. • Ask for help and really stick to my Time Plan. 			

Task	Judgements for Achievement	Judgements for Achievement with Merit	Judgements for Achievement with Excellence
Task 3b: Communicating Information	<p><i>Students will ...</i></p> <p>Communicate relevant information from the inquiry using appropriate conventions.</p> <p>Relevant means the information communicated links to the research questions and the inquiry focus.</p> <p>Appropriate conventions means the students will use the standard conventions for communication of tables, graphs, reports, etc.</p>		

	Evidence Statements for Achievement	Evidence Statements for Achievement with Merit	Evidence Statements for Achievement with Excellence
	<p><i>Students will have written a report which follows the appropriate report writing conventions as outlined by their teacher during task 3a (see suggestions below). They will have also used appropriate conventions for any visuals or graphics they've included (do not penalise them if there are minor omissions such as a missing title, source or date).</i></p> <p>Appropriate Conventions: Reports: title, introduction, conclusion, balance of text and graphics, includes and refers to visuals, page layout, number of pages, visuals, etc. Photos: source, date. Graphs: accurate title, labelled axis, accurate plotting of data.</p> <p>The Contents of the Report <i>Students need to have attempted to link the information they've communicated to their research questions and the inquiry focus. They will have included ideas such as:</i></p> <p>Closure of corner dairies/shops; changing work – part-time and casual jobs; arrival of big shops like supermarkets, the Warehouse; advent of malls; decline of main streets; closure of small industries; chains</p>		

	<p>and franchises have appeared; dominance of fast food chains like McDonalds; few families eat together; more young people with part-time jobs; faster pace of life; more convenient for some things like getting money 24 hours a day from ATMs; self service at places like petrol stations etc.</p> <p>Note: look for words signalling change e.g. then....now, was....but now, once....today etc.</p> <p>These ideas should be contextualised to the specific city or town that was the focus of their inquiry.</p>
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Task	Judgements for Achievement	Judgements for Achievement with Merit	Judgements for Achievement with Excellence
<p>Task 3b: Conclusions</p>	<p><i>Students will ...</i></p> <p>Draw valid conclusions based on information from the inquiry.</p> <p><i>Valid means there is a link to the focus of the inquiry.</i></p>		<p><i>Students will ...</i></p> <p>Draw valid conclusions based on information from the inquiry that link to significant idea(s) about society.</p> <p>Significant idea(s) about society could include:</p> <ul style="list-style-type: none"> • 'McDonaldised' organisations play a huge role in our lives. • 'McDonaldisation' has changed society and continues to change it • People's work opportunities and conditions are being affected by 'McDonaldisation'. • 'McDonaldised' businesses have some specific and common attribute.

	Evidence Statements for Achievement	Evidence Statements for Achievement with Merit	Evidence Statements for Achievement with Excellence
	<p><i>Students' conclusions need to be based on their research and be linked to the inquiry focus. For example:</i></p> <ul style="list-style-type: none"> • “McDonaldisation has changed our town. As I stated earlier the multilevel Union St Mall is now the focus of our commercial and retail sectors and has helped to boost our local economy.” • “Retailers want to open stores there as that is where the shoppers go so the competition (demand) for vacant sites is huge which means rentals are high.” • “You’ve also seen that with businesses like the McShop supermarket coming to town teenagers now have much more chance of getting an after school job. Companies like this have also helped lots of Mums return to work as they are able to get a part time job with flexible hours to suit their individual needs. This has also meant that Babywise Daycare had to open a second building to cope with the demand for more daycare facilities in town. So we now have more working Mum’s in town and more kids in daycare. 		<p><i>As for Achievement with merit plus students will link their conclusions to significant ideas about society. For example:</i></p> <p>“As you can see McShop supermarket is a great example of a ‘McDonaldised’ business as it runs efficiently as part of a national supermarket chain with a predictable and well known supermarket layout and company structure. Customers know what they’re getting and staff feel valued as they’re acknowledged and supported as members of the “McShop family”.</p> <p>This McDonaldised organisation definitely plays a huge role in our lives, not only here in ‘x’ville, but nationally as the introduction of their 23 outlets around the country has definitely changed they way we work and shop.”</p>

Task	Judgements for Achievement	Judgements for Achievement with Merit	Judgements for Achievement with Excellence
<p>Task 4: Evaluation</p>	<p><i>Students will ...</i></p> <p>Evaluate the Inquiry</p> <p>Evaluate means the student will..</p> <p><i>Identify the strengths and weaknesses for the</i></p> <ul style="list-style-type: none"> • Framework • Information • Conclusions <p>And <i>Suggest appropriate steps for improvement</i></p> <p>And <i>Recommend possibilities of further investigation</i></p>	<p><i>Students will ...</i></p> <p>Evaluate the Inquiry and also show an understanding of the inquiry process</p> <p>Understanding of the inquiry process means the students will...</p> <p><i>Comment on the relevance and accuracy of information</i></p> <p>Or <i>Acknowledge ways in which conclusions are tentative</i></p> <p>Or <i>Comment on the Significance of their findings and conclusions</i></p> <p>Or <i>Outline areas and/or means for further development of the inquiry</i></p>	<p><i>Students will ...</i></p> <p>Evaluate the Inquiry and also show a depth of understanding of the inquiry process</p> <p>Depth of understanding of the inquiry process means the students will...</p> <p><i>Comment on the relevance and accuracy of information</i></p> <p>And /or <i>Reflect on the significance of findings and conclusions</i></p> <p>And /or <i>Acknowledge ways in which conclusions are tentative</i></p> <p>And/Or <i>Outline areas and/or means for further development of the inquiry</i></p>

	Evidence Statements for Achievement	Evidence Statements for Achievement with Merit	Evidence Statements for Achievement with Excellence
	<p>Framework <u>Strengths of the framework could include:</u></p> <ul style="list-style-type: none"> * It was a useful checklist which made sure I completed all the tasks; * It was a good planning tool as long as I remembered to look at it. <p><u>Weaknesses could include:</u></p> <ul style="list-style-type: none"> * Some of the headings weren't clear – I wasn't sure what they meant; * There wasn't enough space to write in for some of the sections. <p>Information <u>Strengths could include:</u> By taking a tape recorder with me I was able to make sure that I had an accurate record of what people said so there was no problem with accuracy.</p> <p><u>Weaknesses could include:</u> I need to work on developing questionnaire skills because some of the answers people gave me weren't really much use when it came to answering the research question.</p> <p>Conclusions</p>	<p><i>As for Achievement plus... Students will complete at least one of the following tasks...</i></p> <p><i>Comment on the relevance and accuracy of information by ticking boxes in c(i) and stating something like: "A lot of my interviews weren't very useful or relevant as my questions needed to be more specific" in c(ii)</i></p> <p>Or</p> <p><i>Acknowledge ways in which conclusions are tentative, such as: "My conclusions might change if I surveyed more people or a wider range of the population as my respondents were mainly under 45."</i></p> <p>Or</p> <p><i>Outline areas and/or means for further development of the inquiry, such as: "I would have liked to have time</i></p>	<p><i>As for Achievement with merit plus...</i></p> <p><i>Students will complete at least two of the tasks outlined in the Achievement with merit column...</i></p>

	<p><u>Strengths could include:</u> Because I interviewed customers, employees and the managers at McShop and looked at their website I felt I was able to make good conclusions coz I had heaps of evidence.</p> <p><u>Weaknesses could include:</u> My sample was not really enough to make valid generalizations, but if three of us combined our information I think we could make our findings more valid</p> <p><u>Appropriate steps for improvement such as:</u> I need to rewrite question 2 and 4 in my survey as people were a little confused and I had to explain what I meant.</p> <p><u>Possibilities of further investigation such as:</u> It would be interesting to interview employees from McShop supermarkets in other places so that I could see if my results are typical of the rest of the country or not.</p>	<p>to interview more people who work for McDonaldised companies as I would have got a better picture of some of the differences there are between different McDonaldised companies.”</p> <p>“While I collected lots of information in my surveys I could have analysed the data in more ways like scatter graphs and dot maps etc. I would have also liked to have been able to find a map of the Campbell Street in the 1960s so I could have shown how it’s changed in map form.”</p>	
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