

Guide notes: Social Studies Values Achievement Standards

The Social Studies Values based achievement standards have been a source of a number of interpretations through assessment exemplars on TKI and teacher designed assessment activities. These interpretations have been helpful in some instances and have created confusion in others. As a consequence, the following guide notes have been developed.

Note that the achievement criteria and the explanatory notes in the Values achievement standards (90218, 90274, 90692) provide the definitive guidance regarding the interpretation of the achievement standards. The purpose of these guide notes is to provide an interpretation of the achievement standards to provide further clarification for assessors.

These guide notes have been prepared by lead teachers of Senior Social Studies identified by the Ministry of Education and the New Zealand Qualifications Authority under the Beacon Schools initiative.

Social Studies 1.4 (AS90218 version 3)
Explain differing values positions

This achievement standard requires candidates to explain why people hold differing values positions and the consequences of this for society, using social studies concepts.

Values positions are described in the achievement standard as points of view.

A values position (point of view) can be expressed using introductory phrases such as

- He/she thinks that...
- They think...
- They believe...
- They like...
- They value...

Identification of the point of view is necessary before comment can be made about the reasons why people hold the values position (point of view)

Achievement Criteria One (90218 v3)

This achievement criteria requires learners to explain why people hold differing values positions.

Note:

Criteria one does not provide a discriminator between achievement, achievement with merit and achievement with excellence. If the learner can explain why people hold values positions he/she has satisfied the requirements of all levels of achievement. This is because at level one a perspective (the requirement for achievement with excellence) is expressed as a values position

(see *Guide notes: Assessment of the Perspectives in Senior Social Studies*. The guide notes can be found on TKI:

http://www.tki.org.nz/r/ncea/socstud-perspectiveguidenotes_28feb07.doc)

The reasoning behind people's values positions can be expressed using such phrases as:

- Thinks thatbecause...
- They thinkbecause...
- They believe because...
- They like because...

Note: The requirements set within this achievement standard take the use of perspectives beyond that which is suggested at level one within the *Guide notes: Assessment of the Perspectives in Senior Social Studies*.

The requirements of the achievement standard take precedence over the guide notes.

Achievement Criteria Two (90218 v3)

Criteria two provides the discriminator between levels of achievement. Learners must use:

- supporting evidence and concepts for merit
- supporting evidence, concepts AND perspectives for excellence.

This achievement criteria requires that learners identify the **consequences for society** of people holding different values positions (points of view).

A consequence is an outcome or effect, e.g. long-term short-term, positive, negative, economic, political, etc.

Consequences can fall into one of two groupings:

1. Consequences that are related to desired outcomes. For example in the TKI exemplar *The Mighty Mall*: *“The developer’s plans may be implemented even though other people oppose the building of a mall and the mall may be built”*.

This is a direct consequence of the Mall developer's values position.

2. Consequences can be related to interpersonal relationships between people who hold different values positions (points of view) i.e. Using the *Mighty Mall* example “*After the mall had been approved, the members of the environmental group refused to shop at the **developer** Mall and would not attend any functions that were held within the Mall facilities. This short term consequence created unease in the community as all of the people concerned lived within the small village.*”

Consequences for society:

Consequences should not focus on individual persons. The wording “*For society*” indicates that the consequences of people holding differing values positions are likely to impact on a large number of people.

For example the *Mighty Mall* activity should be designed to include consequences for whole groups within the community e.g. “*Caregivers will benefit from the provision of a crèche in the mall as it will allow them more opportunity to accept paid employment.*”

Note:

The intention of EN 13 does not require level 1 students to write from a world view perspective. (see *Guide notes: Assessment of the Perspectives in Senior Social Studies*. The guide notes can be found on TKI: http://www.tki.org.nz/r/ncea/socstud-perspectiveguidenotes_28feb07.doc

Social Studies 2.4 (AS90274 version 2)
Describe responses to values positions

This achievement standard requires candidates to describe ways people can respond to values position(s), and describe possible reasons people choose particular responses to values position(s).

Assessment Task Design

It is recommended that assessment tasks are designed so that the requirements of both achievement criteria are combined within one task.

An example of how such a task could be worded is: *Describe ways people respond to values position(s) and explain why they respond this way.*

Achievement Criteria One (90274 v2)

Ways people can respond to values positions could be described:

- through a description of an emotional response to a values position – support, oppose with anger, embarrassment etc;
- through a description of actions that people take in response to a values position – write letters, protest march etc;
- or both.

Achievement Criteria Two (90274 v2)

Why people choose particular responses to values position(s) could be described and explained through the analysis (using social studies concepts and perspectives) of the reasons behind the types of responses to values positions.

Reasons could include: personal gain; belief in a particular view on life; support for a particular project; knowledge of past events; analysis of the current situation based on costs and benefits etc.

A simple example of analysis (using social studies concepts and perspectives) of responses to values positions:

“The reasons for the scale of the public’s participation in the protest marches against the Springbok tour were varied. Organisations such as those associated with Christian churches chose to participate in protest marches so that their opinion could be made obvious to the wider community. Their world view that the support of human rights is an essential part of society influenced their decision. They saw the apartheid system in South Africa as being against the principles of human rights and disagreed with having sporting contact with South Africa as they saw this contact as providing tacit support of the apartheid policies.”

Social Studies 3.4 (AS90692 version 2) Explain a values system

This achievement standard requires candidates to explain and analyse relationships between values positions within a **values system** and explain the **significance** of these **relationships** for society.

Values System

The achievement standard defines a “values system” as *an integrated set of shared values* (EN5).

Understandings behind a values system as being an integrated set of shared values are that:

- each of these shared values can hold a greater or lesser influence on the values system;
- values systems are dynamic. They change and adapt, like the societies within which they operate and influence. Many factors such as migration; the influence of other parts of the culture; geographic location and technology act on the values systems to produce a dynamic entity.

Assessment Task Design: A Values System

There are two possible approaches to the exploration of relationships between values positions within a values system and an explanation of the significance of these relationships for society:

1) The values system is unpacked via a web like diagram which allows learners to build up a **visual** representation of how each values position relates to the other values positions.

2) The values system is unpacked via a linear system which identifies a spread of values positions (i.e. from Fundamentalist through to Liberal) within the values system on one or more issues (e.g food, education, place of women in society etc.) and allows learners to build up a linear representation of how each values position relates to the other values positions.

The relationship between the spread of values positions can be expressed through the identification of the origin of commonly held beliefs and/or identification of the origin of different beliefs and major sources of conflict.

Values positions

Values within a values system are evidenced through values positions which people within the system adopt when addressing issues within society.

Relationships

The achievement standard requires candidates to explore, explain and analyse the relationships between the values positions. The emphasis is clearly placed on the relationships rather than on the values positions themselves.

Relationships in this context refers to how each values position within a values system is affected by and or is connected to other values positions within the values system.

For **achievement** candidates are required to explain a values system; which means that they must demonstrate an ability to explore relationships between the values positions within the values system through the use of social studies concepts and perspectives.

For **achievement with merit** candidates are required to explore relationships between the values positions within the values system through the use of social studies concepts and perspectives, add detail and break down the relationship into its essential parts or features (examine: EN7).

For **achievement with excellence** candidates are required to explore relationships between the values positions within the values system through the use of social studies concepts and perspectives, add detail and break down the relationship into its essential parts or features (examine) and explain the significance of the relationship for society (in depth: EN7). Significance in this context means an examination of the degree to which the outcomes of the relationship between the values positions affect and/or interact with the society within which the values system

operates. The explanation of significance does not require the use of perspectives.

Simplified examples an explanation of significance could include:

“The conflict created by the owners of McDonalds (Liberal Hindus) and the fundamental political group Shiv Sena is significant for society in many ways. The conflict influences the process of globalisation in food industry. It limits the opportunities that western multinational companies like Burger King and McDonalds have in establishing themselves in a Hindu dominated society such as India.”

OR

”Because Hindus believe that cows are sacred and therefore they choose not to eat any beef, this is significant for society because it influences the process of globalisation in food industry. It limits the opportunities that western multinational companies like Burger King and McDonalds have in establishing themselves in a Hindu dominated society such as India.”