

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>8998</b>				
<b>Title</b>	Examine a social structure				
<b>Level</b>	2	<b>Credits</b>	4	<b>Version</b>	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 examine a social structure in terms of its influence on individuals, groups or on society as a whole. To examine means to investigate the main ideas, characteristics or components of social structures in order to provide an explanation of their influence on individuals, groups and society.

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 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 examine the social structure in terms of its influence on individuals or on society.
- For award with **Merit**, students must be able to examine the social structure in detail to explain how the social structure shapes and influences identities and behaviours; the individuals and groups involved; and provide an example(s) from New Zealand and/or other societies. The examination should be supported with appropriate evidence and examples.
- For award with **Excellence**, students must comprehensively examine social structure. The examination must 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 examined, or students may be given a choice of several social structures.

This assessment activity has two tasks.

#### Task One

Students examine a social structure. To *examine* means investigating the main ideas, characteristics or components of the social structure.

#### Task Two

Students examine the social structure in terms of its influence on individuals, groups or on society as a whole. This examination will be supported by an example(s) from New Zealand 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, age and gender. Three possible topics are outlined below.

### Age

What kinds of structural roles and expectations come with being a certain age? Why are certain behaviours appropriate at certain ages and not others? What kinds of institutions do individuals interact with at particular ages and how do these socialise people? What does being a teenage secondary student imply in New Zealand society?

### Ethnicity

How does being a member of a particular ethnic group shape a person's identity and behaviour? What kinds of behaviours characterise (and also stereotype) particular ethnic groups in New Zealand?

### Gender

How does being male or female influence identity and behaviour at school, in the family, wider community and society as a whole? What kinds of structural roles and expectations are imposed on females and males in New Zealand society?

## **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](http://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.

<b>Judgements and evidence for Achievement</b>	<b>Judgements and evidence for achievement with Merit</b>	<b>Judgements and evidence for achievement with Excellence</b>
[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]	[Teacher to insert judgement and evidence statements.]
<b>Examples of acceptable student responses:</b>	<b>Examples of acceptable student responses:</b>	<b>Examples of acceptable student responses:</b>

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## Student Instructions Sheet

### Introduction

In this activity you will examine a social structure. To examine means to investigate, identify and describe key aspects of a social structure in order to provide an explanation of its influence on individuals and on society.

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 exhibit predictable patterns of organisation, activity and social interaction. Examples of social structures include: class, ethnicity, age, gender and identity.

You will be assessed on your ability to examine a social structure in terms of its influence on individuals, groups or society as a whole.

**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 examine social structure in terms of its influence on individuals or on society.
- For award with **Merit**, you must examine the social structure in detail to explain how the social structure shapes and influences identities and behaviours; the individuals, groups and institutions involved; and provide an example(s) from New Zealand and/or other societies. Your examination should be supported with appropriate evidence and examples.
- For award with **Excellence**, you must comprehensively examine social structure. Your examination must 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**

This assessment activity has two tasks.

**Task One**

Examine a social structure. To *examine* means investigating the main ideas, characteristics or components of the social structure.

**Task Two**

Examine the social structure in terms of its influence on individuals, groups or on society as a whole. This examination will be supported by an example(s) from New Zealand or other societies.