

Social Studies NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Social Studies Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Achievement Standard 1.1 (92048): Demonstrate understanding of findings of a social studies inquiry (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Findings of an inquiry | <p>Students are able to:</p> <ul style="list-style-type: none"> • use a culturally and ethically sound inquiry framework to produce findings • use a single question or multiple questions which is/are focused, specific, and could include a social studies concept or concepts. The question will relate to one or a combination of the given themes. These are: <ul style="list-style-type: none"> ○ the impacts of a global flow ○ diversity and inclusion in society ○ the views on and application of human rights ○ the dynamic nature of identity and culture. <p>For example, how are Indigenous young people using a specific social media platform to express themselves and address the injustices they have faced?</p> |
| Communicate findings | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe findings that relate to a question or questions about one or a combination of the given themes. Findings are understandings gained from processing primary and secondary sources. For example, describe a select group of young people and what they are sharing or engaging with on social media to express their Indigenous identities and cultures. Students could use social studies concepts in the description. For example, diversity, inclusion, identity, hononga, and culture. <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to explain findings that address a question. For example, what is being shared to express Indigenous identities and cultures gives a voice to underrepresented groups to highlight injustices or engage in social activism. Students will also be able to evaluate findings that examine the focus of the inquiry. This includes making judgements by critically connecting ideas and drawing well-reasoned conclusions. For example, critically connecting ideas such as human rights, power, and global flows. |
| Use of evidence from primary and secondary sources | <p>Students are able to:</p> <ul style="list-style-type: none"> • use relevant evidence from primary and secondary sources. Evidence refers to information that is collected and processed from sources to develop findings on an inquiry focus. For example, sources can include oral sources, artefacts, written sources, and visual sources. |

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| | <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to use this evidence to support and develop their explanation. |
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Achievement Standard 1.2 (92049): Demonstrate understanding of perspectives on a contemporary social issue (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Understanding of a social issue | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe a current social issue affecting people and places. This could include using social studies concepts. For example, the rising the cost of living creates further inequity between groups within Aotearoa New Zealand. |
| Perspectives and viewpoints | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe how two or more different perspectives influence viewpoints. Perspectives can be broad such as liberal, environmental, or Indigenous. They are not always directly opposed. Viewpoints are what people think about a contemporary social issue. Within everyday actions, people express an opinion or viewpoint. <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to discuss how differing perspectives have influenced responses. Discussion of perspectives typically includes consideration of values and beliefs that influence a viewpoint and related actions or responses. For example, a response would begin to develop the following ideas: 'Make It 16' is a group that values equity. A social justice perspective shaped their belief that voting at 16 is their right. It led to the group lodging an appeal with the Supreme Court of New Zealand. ○ Students will also be able to examine implications of the differing perspectives and responses on society. Implications are wider consequences for society. |
| Responses to a social issue | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe differing actions or responses in relation to the contemporary social issue. <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to explain the responses and their impacts. They will also examine the implications of responses on society. Impacts are direct effects of a response on individuals, groups, or places, and can be short or long term, positive or negative. For example, 'Make it 16' could be negatively impacted by a government response to rule out lowering the voting age to 16. Implications are the wider consequences for society, this may include real |

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| | and possible consequences. A response could begin to develop the following ideas: the issues that gain political attention could be influenced by an increase in youth political engagement with youth vaping regulations. |
| Use of evidence | <p>Students are able to:</p> <ul style="list-style-type: none"> • use relevant evidence such as appropriate names, dates, quotes, or statistics. <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to use this evidence to support and develop their explanation. |

Achievement Standard 1.3 (92050): Demonstrate understanding of decisions made in relation to a contemporary social issue (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Understanding a social issue | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe a current social issue affecting people and places which could include social studies concepts. The issue could be related to one or a combination of the following social issues: <ul style="list-style-type: none"> ○ the inclusion of diverse identities ○ the impact on people's rights ○ the responsibilities and roles of social organisations ○ the nature of power. <p>For example, a description of the social issue of food insecurity may use the concepts of human rights, inequality in access to food, or responsibilities of NGOs.</p> |
| Decision-making | <p>Students are able to:</p> <ul style="list-style-type: none"> • describe decisions made in relation to the issue, focusing on proposed solutions or resolutions. A solution is an act, plan, or other means used to solve an issue or conflict. A resolution can be a statement of intent with the aim of solving an issue or conflict. For example, one decision made has been for businesses with excess food supply to donate that, in bulk, to food distribution centres and organisations such as Aotearoa Food Rescue Alliance and New Zealand Food Network as a solution to food security. <ul style="list-style-type: none"> ○ For higher levels of achievement, students will be able to explain impacts of decisions made considering the direct effects of the decision on individuals, groups, or places. These could be short or long term, positive or negative. For example, food rescue organisations have both short |

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| | term and long-term impacts as they distribute food parcels to people in need of food. This also prevents over 33 million kilograms of CO ₂ from entering the atmosphere to help reduce global warming. Students will also be able to examine implications of decisions made, considering the wider consequences for society. These include real or potential consequences arising from the decisions made. For example, wider consequences on society of distributing food could be greater food dependency in those low-income areas where the root causes for the inability to access enough good food are not being addressed by the distribution model. |
| Ethical consideration | <p>Students are able to:</p> <ul style="list-style-type: none"> describe ethical considerations that may have factored in the decisions made. This includes looking at principles that promote fairness and respect in the solutions or resolutions, such as justice, inclusivity, equity, self-determination, or integrity. In an Aotearoa New Zealand context, this includes ethical considerations that are guided by Te Tiriti o Waitangi. For example, hapū decisions to grow food in local communities through māra kai means that mātauranga is being passed down through generations. Such decisions show tino rangatiratanga has been considered. <ul style="list-style-type: none"> For higher levels of achievement, students will be able to discuss the ethical considerations in the decisions made, for example by giving detailed information about the considerations and making connections between their ideas. Students will also be able to compare the ethical considerations, for example by showing how they are similar or different across decisions made or within a decision made. |
| Use of evidence | <p>Students are able to:</p> <ul style="list-style-type: none"> use relevant evidence from previously unseen resources. Examples of relevant evidence include appropriate names, dates, quotes, or statistics related to the social issue and details of the proposed solutions or resolutions of decisions made. <ul style="list-style-type: none"> For higher levels of achievement, students will be able to use this evidence to support and develop their explanations. |

Achievement Standard 1.4 (92051): Describe a social action undertaken to support or challenge a system (5 Credits)

| What is being assessed | Subject Learning Outcomes |
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| Carrying out a social action | Students are able to: |

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| | <ul style="list-style-type: none"> describe a social action they have undertaken and its aim in relation to a social issue. For example, establishing a social media page, creating and sharing content to inform young people about the negative effects of vaping among youth in Aotearoa. |
| Supporting or challenging a system | <p>Students are able to:</p> <ul style="list-style-type: none"> describe a system supported or challenged by their social action. Systems can exist in social, political, economic, or organisational contexts such as an environmental system, a media system, a local health system, a school system. For example, sharing content from the Ministry of Health's 'Vaping Facts' initiative for youth established in 2022 supports the health system. <ul style="list-style-type: none"> For higher levels of achievement, students will be able to explain the impacts of the social action in supporting or challenging the system. Impacts are direct effects on individuals, groups, or places and can be short or long term, positive or negative. For example, explaining the long term positive effects of educating youth about the side effects of vaping through sharing factual information on the impact it can have on one's health. Students will also be able to evaluate the suitability of the social action in supporting or challenging the system. This includes evaluating the planning, organising, and carrying out of the social action, to what extent those were suitable, and may consider alternative social actions that could have been more suitable. For example, evaluating the suitability of a social media page as a fast, convenient way to share information to a young demographic shows there has been an evaluation of what is an appropriate mode of communication for the targeted stakeholder. |
| Use of evidence | <p>Students are able to:</p> <ul style="list-style-type: none"> use relevant annotated visual evidence from the action to demonstrate their individual participation. For example, photographs, screenshots, videos, and/or audio recordings. <ul style="list-style-type: none"> For higher levels of achievement, students will be able to use this evidence to support and develop their explanation. |