

# 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 inquiry (5 Credits)

What is being assessed	Subject Learning Outcomes
Findings of an inquiry	<p>Students are able to:</p> <ul style="list-style-type: none"><li>use a culturally and ethically sound inquiry framework to produce findings</li><li>use a single question which is 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"><li>the impacts of a global flow</li><li>diversity and inclusion in society</li><li>the views on and application of human rights</li><li>the dynamic nature of identity and culture.</li></ul></li></ul> <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"><li>describe findings that relate to a question 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.</li></ul> <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"><li>explain findings that address the focus of the inquiry. 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.</li><li>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.</li></ul>

Use of evidence from primary and secondary sources	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>For higher levels of achievement, students are able to use this evidence to back up and strengthen their explanation.</li> </ul>
----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Achievement Standard 1.2 (92051): Describe a social action undertaken to support or challenge a system (5 Credits)

What is being assessed	Subject Learning Outcomes
Carrying out a social action	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Supporting or challenging a system	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>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, describing how sharing content from the Ministry of Health's 'Vaping Facts' initiative for youth established in 2022 supports the health system.</li> </ul> <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> <li>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, sharing content from the Ministry of Health's Vaping Facts' initiative for youth established in 2022 supports the health system by helping get the information to a wider audience. Young people could be more likely to pay attention to social messages when they are devised by their peers rather than the Ministry of Health.</li> <li>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,</li> </ul>

	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"> <li>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"> <li>For higher levels of achievement, students will be able to use this evidence to back up and strengthen their explanation.</li> </ul> </li> </ul>

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

<b>What is being assessed</b>	<b>Subject Learning Outcomes</b>
Understanding a social issue	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>describe a current social issue affecting people and places. The issue could be related to one or a combination of the following social issues: <ul style="list-style-type: none"> <li>the inclusion of diverse identities</li> <li>the impact on people's rights</li> <li>the responsibilities and roles of social organisations</li> <li>the nature of power.</li> </ul> </li> </ul> <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"> <li>describe decisions made in relation to an issue. Decisions are potential solutions or resolutions to an issue. An example of a decision made for the social issue of food insecurity could be the decision for a business to donate their excess food to organisations such as Aotearoa Food Rescue Alliance and New Zealand Food Network</li> <li>describe the intended outcome of decisions made, including consideration of the objectives of the decision and what they hope to achieve in relation to the social issue. For example, for a business donating excess food, the intended outcome of this decision is to redistribute surplus food in order to alleviate hunger and contribute to addressing food insecurity.</li> </ul>

	<p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> <li>• explain the rationale for decisions made with reference to the social issue. This includes the reasoning and purpose behind the decision. For example, the rationale for a business making the decision to donate surplus food was to take positive community action and to be part of a solution to the contemporary social issue of food insecurity. Further reasoning included the reduction of food waste and minimising the business' carbon footprint by keeping food out of landfills.</li> <li>• discuss how decisions relate to each other, with reference to their rationale and the social issue. In their discussion, students will recognise that sometimes decisions complement each other to address the social issue more thoroughly, but sometimes decisions may interact in ways that are less effective or even adverse. For example, a business may decide to donate surplus food to help with the issue of food insecurity by feeding hungry people. Another decision for the business was to sponsor the local community māra kai who grow food and run workshops on growing food. While both decisions shared the aim to address food insecurity, donating food responds to immediate needs of alleviating hunger, whereas supporting the local māra kai contributes to long-term, sustainable solutions. Together, these decisions are complementary solutions for the issue of food security, addressing both immediate and long-term needs.</li> </ul>
Use of evidence	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>For higher levels of achievement, students will be able to use this evidence to back up and strengthen their explanations.</p>

Achievement Standard 1.4 (92049): Demonstrate understanding of perspectives on a contemporary social issue (5 Credits)

What is being assessed	Subject Learning Outcomes
Understanding of a social issue	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
Perspectives and viewpoints	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>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. For example, 'Make it 16' have a social justice perspective, and as such their viewpoint is that voting rights should be extended to 16- and 17-year-olds because they feel it goes against the Bill of Rights.</li> </ul> <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> <li>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, that Paul Goldsmith is a member of the National party and has a conservative perspective, as he values upholding the status quo and prioritising issues like law and order. Therefore, his viewpoint is that the vote shouldn't be extended to 16/17 year olds, particularly as there are other political priorities for the National party that involve youth.</li> <li>examine implications of the differing perspectives on society. Implications are wider consequences for society.</li> </ul>
Responses to a social issue	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>describe differing actions or responses in relation to the contemporary social issue. For example, the social justice perspective and viewpoint of the Make it 16 campaign saw them lodge an appeal with the Supreme Court of New Zealand</li> </ul>

	<p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> <li>• explain the responses and their impacts. Impacts are direct effects of a response on individuals, groups, or places, and can be short or long term, positive or negative. The social justice perspectives and viewpoint of the Make it 16 campaign saw them respond to the issue by lodging an appeal with the Supreme Court of New Zealand.</li> <li>• Implications are the wider consequences for society, this may include real and possible consequences. A possible implication could be 'Make it 16' being negatively affected by a government response to rule out lowering the voting age to 16, as if a bill were to make it to parliament it would not gain enough support to become legislation".</li> </ul>
Use of evidence	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use relevant evidence such as appropriate names, dates, quotes, or statistics. <ul style="list-style-type: none"> <li>○ For higher levels of achievement, students will be able to use this evidence to back up and strengthen their explanation.</li> </ul> </li> </ul>