

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Social Studies Level 2**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Social Studies Level 2

Product	What's changed?
AS2.2 91280 Internal Assessment Activities	Updated to align with changes to the Achievement Standard.

Contents

Product	Page
AS2.2a 91280 Internal Assessment Activity	2
AS2.2b 91280 Internal Assessment Activity	8



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

Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:
Achievement Standard 91280 version 3
Conduct a reflective social inquiry

Resource title: Two sides to every story

5 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by
Ministry of Education

October 2025 Version 3

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2A v3

Resource title: Two sides to every story

Credits: 5

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Social Studies 91280. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

A leading cause for cultural conflict has been the support for different systems of government, primarily democracy and dictatorship. Students will select their own cultural conflict for this task. Use examples from the Arab Spring to explore how groups fought for change within Libya, Egypt, Tunisia and Syria.

Before beginning this assessment, you will need to provide opportunities for the students to gain understanding of:

- the social inquiry process
- viewpoints, values, and perspectives
- recent conflicts caused by different beliefs about systems of government
- the concepts *conflict*, *culture*, *systems of government*, *beliefs*, *democracy*, *dictatorship*, and *ideas*.

Conditions

This assessment will be completed individually over 4 weeks, either following or concurrently with teaching of the inquiry process, with the framework, presentation, and evaluation being handed in at the end of the 4 weeks.

This is a suggested timeframe and can be changed to better suit your class, and resources available.

Resource requirements

None.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2A v3

Resource title: Two sides to every story

Credits: 5

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a reflective social inquiry.	Conduct a reflective social inquiry in depth	Conduct a reflective social inquiry comprehensively.

Student instructions

Introduction

This assessment activity requires you to conduct a social inquiry into a cultural conflict between people who want their country to be governed as a democracy, and those who support the current system of dictatorship. You will present the findings of your inquiry in the form of a poster or newspaper front page.

Your inquiry will aim to show how different beliefs and ideas about systems of government have led to cultural conflict and have been addressed in different ways with differing outcomes.

You will have four weeks of in and out-of-class time to complete this assessment.

You will be assessed on the depth and comprehensiveness of your inquiry.

Task

Select a conflict in which a country has been split between those wanting a democratic form of government and those supporting dictatorship. You might consider selecting a recent conflict in countries such as Turkey, Libya or Venezuela.

Follow these steps:

- **Establish the framework for your inquiry**
 - Decide on the focus for your inquiry
 - Develop two or more research questions to guide your inquiry
 - Plan where you will obtain the information you need.
- **Carry out your research**
 - Gather and record information from a range of primary and secondary sources, using an acceptable ethical framework and reflecting a variety of relevant perspectives.
- **Present the findings of your inquiry** in the form of a poster or newspaper front page. Your presentation must clearly identify the two sides of the story – those that support democracy and those that support dictatorship. Your presentation will:

- Include a brief summary of the cultural conflict
- Describe and explain in detail the different points of view that people hold/have held concerning the focus issue.
- Make justified generalisations of ideas that you have gained from your social inquiry and explain how they could be applied to other contexts.
 - Prompts:
 - If another country were to find itself in a similar situation, what recommendations would you make – based on the information and understandings you have gained from your inquiry – on how to better address the issues, minimise the number of people hurt, get the message across, gain international support, etc.?
 - Are there other areas of society where the understandings you have gained about protest, change, systems of government, etc., could be applied and, if so, how?
- Evaluate in detail the social inquiry process you have followed. You could consider, for example, these questions: What are the strengths and weaknesses of my inquiry? Is there anything more I need to know (about points of view, information, and participation)? Have I missed something really important? How could I have gone about my inquiry more effectively? How reliable are my sources?

Include a bibliography that identifies all of your sources.

Hand in:

- Your framework and evaluation, typed or handwritten.
- Your presentation of findings (poster or newspaper front page).

Assessment schedule: Social Studies 91280 Two sides to every story

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student conducts a reflective social inquiry. In their newspaper front page, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers information from both primary and secondary sources that can shed light on the focus of the inquiry Describes points of view that relate to the focus of the inquiry Shows evidence of evaluation of the process, for example: <p><i>Worried that President Mubarak might not run for re-election, and that their jobs might be at risk, after his speech to the nation the previous evening, on the 2nd of February 2011 a flood of his supporters – made up in part by citizens employed by the government and also hired thugs - headed towards Tahrir Square where they clashed violently with anti-Mubarak protesters. Some supporters rode camels and horses into the square and carried sticks and swords. Throughout the day the violence escalated with anti-Mubarak protesters being whipped, having blocks of concrete dropped on them and Molotov cocktails thrown at them.</i></p> <p>The examples above relate to only part of what is required and are indicative only.</p>	<p>The student conducts a reflective social inquiry in depth. In their newspaper front page, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers information from a variety of sources, both primary and secondary, that can shed light on the focus of the inquiry Explains points of view that relate to the focus of the inquiry Shows detailed evidence of evaluation of the process, for example: <p><i>While Egypt is technically a semi-presidential democracy, for decades this has been a façade offering the Egyptian government a sense of legitimacy. President Mubarak has led a dictatorial government accused of corruption, coercion to not vote, and manipulation of the election results since 1981.</i></p> <p><i>In late January 2011 an uprising of millions of protestors from a variety of socioeconomic and religions began in Egypt to force the removal of President Mubarak from office. Opposing his rule, protestors wanted an end to state of emergency law, lack of free elections, and freedom of speech.</i></p> <p><i>Anti-government protesters, who had been assembling to protest against Mubarak's regime relatively calmly for days found themselves (on the 2nd of February 2011) under attack by demonstrators in favour of President Hosni</i></p>	<p>The student conducts a reflective social inquiry comprehensively. In their newspaper front page, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers a comprehensive range and depth of information from a variety of sources, both primary and secondary, that can shed light on the focus of the inquiry Explains in detail different points of view that relate to the focus of the inquiry Shows detailed evidence of evaluation of the process Provides justified generalisations of ideas gained from the inquiry and explains how they could be applied to other contexts, for example: <p><i>Despite violent attacks that led to multiple deaths and injuries, protestors opposed to President Mubarak persisted in assembling publicly in tens of thousands to try and force Mubarak to step down from power. On the 11th of February 2011, President Mubarak resigned from his position and handed temporary power over to the military.</i></p> <p><i>Perseverance on the part of protestors for any issue that they believe in strongly enough, along with the number of participants involved in a protest significantly improves the spread of awareness about an issue and its speedy resolution. Organisations such as Amnesty</i></p>

	<p><i>Mubarak. Demonstrators who oppose the President and his government believe Mr Mubarak was guilty of orchestrating this attack in a desperate bid to cling to power, saying he hoped to make Egyptians fear that an abrupt end to his 30-year rule would cause huge security issues within the country. In response to this, anti-government protesters continued to rally in Cairo. On the 4th, thousands gather in Tahrir Square to again press for an end to Mubarak's rule in a "Day of Departure". Protests continued across the nation until at 6pm on the 11th of February, President Mubarak's resignation is announced.</i></p> <p>The examples above relate to only part of what is required and are indicative only.</p>	<p><i>International use this approach to target human rights abuses around the world. I have found that if enough people write letters for long enough targeting a specific issue, changes will happen. Whether it is the release of a prisoner of conscience, changes to laws, or a shift in social attitude, change will happen and a lot faster than if nobody or only a few people persevered in protesting.</i></p> <p>The examples above relate to only part of what is required and are indicative only.</p>
--	--	---

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



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

Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:
Achievement Standard 91280 version 3
Conduct a reflective social inquiry

Resource title: Our community, our problem, our solution

5 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by
Ministry of Education

October 2025 Version 3

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2B v3

Resource title: Our community, our problem, our solution

Credits: 5

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Social Studies 91280. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

Every community has issues that are significant to its members. This activity requires students to conduct an evaluated social inquiry focused on a local issue of the student's choice for which members of their community have sought to meet their responsibilities and exercise their rights to bring about change.

Before beginning this assessment, you will need to provide opportunities for the students to gain understanding of:

- The Social Inquiry process
- Points of view, values and perspectives in relation to a relevant case study e.g. after-balls, graffiti, teenage parents, gangs, youth street racing
- Conceptual understanding of - *community, responsibilities, change and exercising rights.*

Conditions

This assessment will be completed individually over 4 weeks either following or interspersed with teaching of the inquiry process with the report being handed in at the end of the 4 weeks.

Resource requirements

None.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2B v3

Resource title: Our community, our problem, our solution

Credits: 5

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a reflective social inquiry.	Conduct a reflective social inquiry in depth.	Conduct a reflective social inquiry comprehensively.

Student instructions

Introduction

This assessment activity requires you to conduct a social inquiry into a local issue of your choice and to write up your inquiry as a report.

Your inquiry will aim to show how members of your community have been able to meet their responsibilities and exercise their rights in relation to your chosen issue.

Teacher note. Rather than allowing open-ended choice, students could be provided with a list of community issues to choose from. Alterations would need to be made to the student instructions in this case and possibly the assessment schedule.

Issues could include communities exercising their rights:

- Law change. Making submissions for local law introductions.
- Protesting for democracy over dictatorship. Freedom of speech, right to give and receive information.
- Media controls. Right to safety, to say what they think.
- Internet controls. Privacy issues/security.

You will have four weeks of in and out-of-class time to complete this assessment.

This is a suggested timeframe and can be changed to better suit your class, and resources available.

You will be assessed on the depth and comprehensiveness of your inquiry.

Task

Undertake the following steps to complete your evaluated social inquiry:

- **Establish the framework for your inquiry:**
 - Decide on the focus for your inquiry
 - Develop two or more research questions to guide your inquiry

- Plan where you will obtain the information you need.
- **Carry out your research**
 - Gather and record information from a range of primary and secondary sources, using an acceptable ethical framework and reflecting a variety of relevant perspectives e.g. local MPs, community groups, individuals in the community affected by the issue etc.
- **Write up your inquiry in the form of a report. Make sure that the report:**
 - Includes a brief summary of your chosen local issue
 - Describes and explains in detail the different points of view that people hold/have held concerning the focus issue
 - Makes justified generalisations of ideas that you have gained from your social inquiry and explains how they could be applied to other contexts
 - Evaluate in detail the social inquiry process you have followed.
Considerations for your evaluation could include:
 - What are the strengths and weaknesses of your inquiry?
 - Is there anything more I needed to know (about points of view, information, and participation)?
 - How could the inquiry process I have been using be improved?
 - How reliable are the sources I used?
 - Includes a bibliography that identifies all of your sources.

Assessment schedule: Social Studies 91280 Our community, our problem, our solution

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student conducts a reflective social inquiry. In their report, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers information from both primary and secondary sources that can shed light on the focus of the inquiry Describes points of view that relate to the focus of the inquiry Shows evidence of evaluation of the process. <p>The report will cover all of the above; however, information used to answer the research questions may lack in detail and specific evidence. Reasons for these may be insufficient or not presented at all, for example:</p> <p><i>Many people in the Manukau community have differing values on the issue of graffiti. The 'Beautiful Manukau Trust' values the Manukau region and wants to make it a beautiful place to live and work in. They have programme called 'Adopt a Spot' where volunteers watch out for graffiti or tagging on fences and public places and are provided with paint and brushes to paint it out.</i></p> <p>The examples above relate to only part of what is required, and are indicative only.</p>	<p>The student conducts a reflective social inquiry in depth. In their report, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers information from a variety of primary and secondary sources, that can shed light on the focus of the inquiry Explains points of view that relate to the focus of the inquiry Shows detailed evidence of evaluation of the process. <p>For example:</p> <p><i>The charitable trust 'Beautiful Manukau Trust' was formed and is supported by Manukau City Council to provide and promote projects that enhance the visual beauty of the Manukau region. It values the Manukau region and wants to make it a beautiful place to live and work in. The trust has discovered from past experience that the sooner graffiti and tagging is painted out the less likely it is to attract other tagging marks.</i></p> <p><i>Others members of society have different values in relation to the issue of graffiti and tagging. A celebrated New York graffiti artist Eric Orr who visited Auckland in 2007 believes that graffiti can be art. "You don't have to tag up and do these mindless tags that have no meaning. If you're gonna do something, think about it, cos if it's beautiful most people will be more receptive to it". Manukau ratepayers 'booed' the council's</i></p>	<p>The student conducts a reflective social inquiry comprehensively. In their report, the student:</p> <ul style="list-style-type: none"> Identifies the focus for the social inquiry Specifies research questions Gathers a comprehensive range and depth of information from a variety of primary and secondary sources that can shed light on the focus of the inquiry Explains in detail different points of view that relate to the focus of the inquiry Shows detailed evidence of evaluation of the process Provides justified generalisations of ideas gained from the inquiry and explains how they could be applied to other contexts. <p>For example:</p> <p><i>The charitable trust 'Beautiful Manukau Trust' was formed and is supported by Manukau City Council to provide and promote projects that enhance the visual beauty of the Manukau region. It values the Manukau region and wants to make it a beautiful place to live and work in. The trust has discovered from past experience that the sooner graffiti and tagging is painted out the less likely it is to attract other tagging marks.</i></p> <p><i>Others members of society have different values in relation to the issue of graffiti and tagging. A celebrated New York graffiti artist Eric Orr who visited Auckland in 2007 believes that graffiti can be art. "You don't have to tag up and do these</i></p>

	<p><i>invitation to Eric Orr to talk to local youths, as they are sick of their area being tagged and say that this will only encourage more with taggers believing they are 'artists'.</i></p> <p>The examples above relate to only part of what is required, and are indicative only.</p>	<p><i>mindless tags that have no meaning. If you're gonna do something, think about it, cos if it's beautiful most people will be more receptive to it". Manukau ratepayers 'booed' the council's invitation to Eric Orr to talk to local youths, as they are sick of their area being tagged and say that this will only encourage more with taggers believing they are 'artists'.</i></p> <p><i>The charitable trust 'Beautiful Manukau Trust' has shown that many members of the community are willing to give up their own time to help address issues in their area like graffiti and tagging. However, many people are discouraged from doing this by other factors involved like cost and the overwhelming size of the problem. The 'Beautiful Manukau Trust' has made volunteering to take action easier by providing supplies and support for volunteers to address graffiti in their area.</i></p> <p><i>It is easy to see from this example that if you want people to volunteer, provide information or take action of some form you have to make it is as easy as possible for them. Interviews help to gain important information on community issues. However, interviews can take considerable time to conduct that people can resent and a better way to get similar information might be a tick box survey that only takes moments to complete.</i></p> <p>The examples above relate to only part of what is required, and are indicative only.</p>
--	---	---

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.