



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

Exemplar for Internal Achievement Standard

Social Studies level 1

This exemplar supports assessment against:

Achievement Standard 91042

Report on personal involvement in a social justice and human rights action.

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to comprehensively report on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • a reflection on personal involvement that includes alternative and/or additional actions • an evaluation of the effectiveness of these alternative and/or additional actions. <p>The student has reflected on personal involvement, explaining that they did a good job of raising awareness of LGBTQ+ issues by bringing in a speaker from Rainbow Youth to talk to their Social Studies class. They also thought that their involvement was effective because they were polite in all forms of communication (1).</p> <p>The student has included alternative actions such as getting the speaker for a whole assembly instead of just the Social Studies class (2).</p> <p>The student has provided a brief evaluation of the effectiveness of the alternative action of getting the speaker into assembly by suggesting that more people would have been educated about the LGBTQ+ community (3).</p> <p>For a more secure Excellence, the student could provide more evidence of an evaluation of the effectiveness of the alternative and additional actions.</p>

Student 1: Low Excellence

In all the tasks I did I was quite effective. My personal involvement in the social action was good because I helped raised a lot of awareness about LGBTQ+ issues. We educated a lot of people about the human rights abuses that some LGBTQ+ people face every day.

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I think I did really well in this social action and maintained my focus throughout the process. I felt I kept other people focused by reminding them of the importance of this issue and how it affects so many people we know and care about.

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By getting a speaker in from Rainbow Youth I helped educate people about LGBTQ+ rights and I learnt a lot from them as well. By organising an expert to talk to us it was a lot more effective than if we spoke to people about the issue because they knew so much more than us, they also spoke a lot confidently so everyone listened. Another reason it was a good move to get someone in from Rainbow Youth was because it had a high novelty factor. My classmates all listened to what they said because it was someone different to our teacher or classmates. It was my idea to get a speaker in from Rainbow Youth and I think this is something that made our action really good. I think I did really well when organising the

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speaker, it was intimidating having to contact a big organisation like Rainbow Youth, as I didn't know if they cared about our action or if they would want to help us. I made sure I was really polite in my emails and asked my teacher to check them before I sent it to Rainbow Youth. If I was rude or didn't explain what I was trying to achieve they would have just ignored my email or not wanted to help us. If I was to make one change to what I did, I would have asked the deans if I could have organised the speaker for a whole school assembly rather than just our Social Studies class.

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I would have also made a pledge for people to sign after the speaker, committing to helping to stop bullying and discrimination.

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I think getting the speaker from rainbow Youth to talk at assembly would have been much more effective than just speaking to my Social Studies class. This would have been better because they would have educated a lot more students and teachers about bullying and discrimination which would have created a much larger change in our school. This would have meant over a thousand students would have been encouraged to make a change for the better rather than just 30 students in my class.

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It would be more effective to get the students to sign a pledge to stop bullying because it would make them commit to helping make our school a safer place.

3

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to report in-depth on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• personal reasons for involvement• an evaluation of personal involvement. <p>The student has reported on their personal reasons for their involvement such as getting involved because they wanted others to feel accepted at school (1).</p> <p>The student has evaluated their personal involvement, stating that they did a good job by keeping focussed on the issue and helping others to learn more about the issue (2).</p> <p>To reach Excellence, the student could provide further explanation of the reflection on personal involvement that includes alternative and/or additional actions, as well as providing an evaluation of the effectiveness of these alternative and/or additional actions.</p>

I choose the issue of LGBTQ+ rights because it is a huge problem in Aotearoa and a lot of the rest of the world. It is wrong for someone to be treated differently because of their sexuality or gender identity. I choose to support Rainbow Youth because they are a very inclusive organisation that helps people from all elements of the LGBTQ+ community and I wanted our social action to be inclusive too. ①

I wanted to get involved in this issue because I had heard about people coming out at school and some of them were worried that it would affect the way they were treated. ①

In a study based in New Zealand in 2012, 58% of LGBTI students had been afraid that someone would hurt or bother them at school. It also found that of those students who have been bullied, 46% believed they were bullied because they were gay or because people thought they were gay. This really surprised me because I thought New Zealand was really accepting. I hoped that by raising awareness about LGBTQ+ issues I could reduce some of this fear in my school. ①

I think I did really well in this social action and maintained my focus throughout the process. I felt I kept other people focused by reminding them of the importance of this issue and how it affects so many people we know and care about. ②

By getting a speaker in from Rainbow Youth I helped educate people about LGBTQ+ rights and I learnt a lot from them as well. By organising an expert to talk to us it was a lot more effective than if we spoke to people about the issue because they knew so much more than us, they also spoke a lot confidently so everyone listened. ②

I think I did really well when organising the speaker, it was intimidating having to contact a big organisation like Rainbow Youth, as I didn't know if they cared about our action or if they would want to help us. I made sure I was really polite in my emails and asked my teacher to check them before I sent it to Rainbow Youth. ②

If I was to make one change to what I did, I would have the speaker in at assembly rather than just our Social Studies class

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to report in-depth on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• personal reasons for involvement• an evaluation of personal involvement. <p>The student has reported on their personal reasons for their involvement in the LBGQT+ cause (1).</p> <p>The student has evaluated their personal involvement, stating that they did a good job by keeping focussed on the issue and helping others to learn more about the issue (2).</p> <p>For a more secure Merit, the student could provide further explanation of their personal reason for their involvement in the social action.</p>

I choose the issue of LGBTQ+ rights because it is a huge problem in Aotearoa and a lot of the rest of the world. It is wrong for someone to be treated differently because of their sexuality or gender identity. I choose to support Rainbow Youth because they are a very inclusive organisation that helps people from all elements of the LGBTQ+ community and I wanted our social action to be inclusive too

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I think I did really well in this social action and maintained my focus throughout the process. I felt I kept other people focused by reminding them of the importance of this issue and how it affects so many people we know and care about.

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By getting a speaker in from Rainbow Youth I helped educate people about LGBTQ+ rights and I learnt a lot from them as well. By organising an expert to talk to us it was a lot more effective than if we spoke to people about the issue because they knew so much more than us, they also spoke a lot confidently so everyone listened.

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I think I did really well when organising the speaker, it was intimidating having to contact a big organisation like Rainbow Youth, as I didn't know if they cared about our action or if they would want to help us. I made sure I was really polite in my emails and asked my teacher to check them before I sent it to Rainbow Youth.

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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to report on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using social studies concepts • identifying the issue and providing background information, including the intended purpose of the action • describing how the social action promotes social justice and human rights • giving an account of personal involvement in the social justice and human rights action. <p>The student has identified the issue of poverty and hunger in Aotearoa (1).</p> <p>The student has provided background information including the intended purpose of the action (2).</p> <p>The student has used social studies concepts (3).</p> <p>The student has described how KidsCan promotes social justice and human rights (4).</p> <p>The student has given an account of their personal involvement in the action, which involved doing a can drive and raising money for KidsCan (5).</p> <p>To reach Merit, the student could provide personal reasons for their involvement, and an evaluation of personal involvement.</p>

Student 4: High Achieved
NZQA Intended for teacher use only

I decided to raise awareness for hunger and poverty in Aotearoa. I think that these malnourished, deprived children need support to gain their human rights, like their right for food and shelter as many of them do not have enough money for these basic things. 290,000 kiwi kids live in hardship, this is too many for our small nation. (Paragraph continues)

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One organisation that is trying to help these children is KidsCan. They were founded in 2005. They provide food, clothing and health items to schools in poor areas. So far they have donated over 21 million food items and supported over 700 schools in New Zealand, this has created a huge amount of positive change for these children. (Paragraph continues)

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Our social action is aiming to raise money and food for KidsCan. We want to raise money for KidsCan so they can continue to support children in getting an education. We want to do a can-drive for them so they have food to donate to hungry families. (Paragraph continues)

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For our action we will raise money and do a can-drive for KidsCan. This will promote social justice and human rights because KidsCan will use the money to buy things that children living in poverty need. They have already brought over 522,000 health items like toothpaste, but with our money they could buy even more to help these children get their right to healthcare. They will also give the cans to families who cannot afford food which means they will gain some of the human rights back, they also hope that the food will help their children focus at school and gain an education which means they can eventually break out of the poverty cycle. (Paragraph continues)

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For our action I was in charge of putting up the posters for our can-drive. I had to print the posters that my group mate emailed me at lunchtime in the Library. I put them up around our school at places like the tuckshop and in the hallways, these are places that people go often which means there will be a lot of people that learn about our social action. I also asked my teachers if I could put them up in their classrooms so people could read them when they were in class rather than just trying to get their attention when they were walking around school. (Paragraph continues)

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	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to report on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using social studies concepts • identifying the issue and providing background information, including the intended purpose of the action • describing how the social action promotes social justice and human rights • giving an account of personal involvement in the social justice and human rights action. <p>The student has identified the issue of poverty and hunger in Aotearoa (1).</p> <p>The student has provided some background information including the intended purpose of the action (2).</p> <p>The student has used social studies concepts (3).</p> <p>The student has briefly described how KidsCan promotes social justice and human rights (4).</p> <p>The student has given an account of their personal involvement in the action, which involved doing a can drive and raising money for KidsCan (5).</p> <p>For a more secure Achieved, the student could provide further background information on the action including the intended purpose. They could also further explain how KidsCan promotes social justice and human rights.</p>

Student 5: Low Achieved
NZQA Intended for teacher use only

I decided to raise awareness for hunger and poverty in Aotearoa. I think that these malnourished, deprived children need support to gain their human rights, like their right for food and shelter as many of them do not have enough money for these basic things. 290,000 kiwi kids live in hardship. (Paragraph continues)

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One organisation that is trying to help these children is KidsCan. They provide food, clothing and health items to schools in poor areas. Our social action is aiming to raise money and food for KidsCan.

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This will promote social justices and human rights because KidsCan will use the money to buy things that children living in poverty need. They will also give the cans to families who cannot afford food which means they will gain some of their human rights back

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For our action I was in charge of putting up the posters for our can-drive. I had to print the posters that my group mate emailed me at lunchtime in the Library. I put them up around our school at places like the tuckshop and in the hallways. I also asked my teachers if I could put them up in their classrooms so people could read them when they were in class rather than just trying to get their attention when they were walking around. (Paragraph continues)

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to report on personal involvement in a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using social studies concepts • identifying the issue and providing background information, including the intended purpose of the action • describing how the social action promotes social justice and human rights • giving an account of personal involvement in the social justice and human rights action. <p>The student has partially identified the issue of poverty and hunger in Aotearoa (1).</p> <p>The student has used some social studies concepts (2).</p> <p>The student has partially described how KidsCan promotes social justice (3).</p> <p>The student has given an account of their personal involvement in the action, which involved doing a can drive and raising money for KidsCan (4).</p> <p>To reach Achieved, the student could use more social studies concepts, and provide background information including the intended purpose of the action.</p> <p>In addition, the student could provide more information about how KidsCan promotes social justice and human rights.</p>

Student 6: High Not Achieved

NZQA Intended for teacher use only

I decided to raise awareness for hunger and child poverty in Aotearoa. I think that these malnourished, deprived children need support to gain their human rights for food and shelter as many of them do not have enough money for these basic things.

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Our action promotes social justice by raising awareness about the problem.

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For our action I was in charge of putting up the posters for our can-drive. I had to print to posters that my group mate emailed me. I put them up around our school and asked my teachers if I could put them up in their classrooms. (Paragraph continues)

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