



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

Exemplar for Internal Achievement Standard Social Studies Level 1

This exemplar supports assessment against:

Achievement Standard 91043

Describe 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 describe a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• describing the significance of the consequences of the action for society• describing the degree to which the social justice and human rights action met its intended purpose. <p>The student has comprehensively described the significance of one of the consequences of the Dakota access pipeline protests for society (1), and briefly described another one of the consequences of the Dakota access pipeline protests for society (2).</p> <p>In addition, the student has described how the social justice and human rights action, which included protest and sit ins, did not meet its intended purpose (3).</p> <p>For a more secure Excellence, the student could describe the significance of both of the consequences of the action for society more comprehensively.</p>

The consequence of protesters being met with water cannons, pepper spray, tear gas, and rubber bullets is significant for society because twenty-six people were hospitalized and more than 300 were injured. The Standing Rock Medic & Healer Council said that injuries from the “mass casualty incident” included multiple bone fractures from projectiles fired by police, a man with internal bleeding from a rubber bullet injury, a man who suffered a grand mal seizure, and a woman who was struck in the face with a rubber bullet and whose vision was compromised. The majority of the patients suffered hypothermia, a result of being soaked by water cannons, the group said. Civil rights groups are upset by the use of water cannons in below-freezing weather. “It’s absolutely a blatant disregard for the safety and humanity of unarmed protesters,” said Jen Cook, policy director for the ACLU of North Dakota. “In combination with other tactics, it’s a misuse of less-than-lethal weaponry ... It’s unjustifiable.”

1

The consequence of the Standing Rock Sioux being able to attract support from hundreds of people all over the country and internationally is significant for society because it has made the world more aware about the issue of the pipeline and consequently had the construction of the pipeline temporarily put on hold. In 2017, unfortunately, the construction continued.

2

The social action has not met its intended purpose.

Awareness had been raised about the issue of the Dakota Access pipeline with a lot of local attention and support from Native American organizations, politicians, environmental and civil rights groups including the Black Lives Matter movement, indigenous leaders from the Amazon Basin of South America, Vermont Senator Bernie Sanders, and the 2016 Green Party presidential candidate Jill Stein and her running mate Ajamu Baraka. This resulted in the pipeline construction being temporarily halted by the Obama administration to allow for talks between tribal leaders and the pipeline company. Barack Obama said “We’re monitoring this closely. My view is that there is a way for us to accommodate sacred lands of Native Americans. And I think that right now the Army Corps is examining whether there are ways to reroute this pipeline. We’re going to let it play out for several more weeks and determine whether or not this can be resolved in a way that I think is properly attentive to the traditions of First Americans.”

3

However, on January 24, 2017, President Donald Trump, signed a presidential memorandum to advance approval of the pipeline construction. The pipeline was granted permission to go ahead. The protesters were asked to leave the protest site. Although many left voluntarily, ten people were arrested. The protesters had lost. Construction of the pipeline was completed by April.

3

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to describe, in depth, a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• the consequences of the action• contrasting points of view on the action. <p>The student has described, in depth, contrasting points of view of LaDonna Brave Bull Allard and Morton County Chairman Cody Shultz on the protests of the Dakota pipeline (1), the consequences of the protests (2), and the significance of the consequences of the action for society (3).</p> <p>To reach Excellence, the student could describe the degree to which the social justice and human rights action meets its intended purpose.</p>

LaDonna Brave Bull Allard, the Standing Rock Sioux historian who had allowed the first tepees to stand on her land believes that that they have to stand up and protest so as to protect the land for the future. She said "We are expendable people. We always have been. But we have the answers on how to save the world. We have the answers on how to live with this earth. We have to stand up and share that knowledge." Another person involved in the social action was Vic Camp. Vic Camp, referring to himself a water protector, believes that the sacrifices his relatives made for the land need to be fought for now. He said "Today we stand in solidarity with our relatives who have made a sacrifice on behalf of the land and water. We're here to protect our treaty land." However, Morton County Chairman Cody Shultz has a different viewpoint. He believes that the protesters should be shut down as they are turning violent. He said ".....affords the opportunity to the out-of-state militant faction of this protest to keep escalating their violent activities". Warren, the chief executive of Energy Transfer Partners, the company constructing the pipeline agrees with Cody and thinks that the protesters should stop. Warren said: "Pipelines are eminently cheaper and safer than shipping by rail. I don't think it's fair for a few activists to decide what the American people want"

1

One consequence of this social action is that the Standing Rock Sioux were able to attract support from hundreds of people all over the country and internationally, not just in places that would be directly affected. Environmentalists and activist groups like Black Lives Matter and Code Pink have also stepped in as allies. In December, U.S. military veterans were arriving on at the camps to join thousands of activists. Matthew Crane, a 32-year-old Navy veteran said the veterans joining the protest were "standing on the shoulders of Martin Luther King Jr and Gandhi" with their plans to shield protesters.

2

Another consequence of this social action is that protesters were met with water cannons, pepper spray, tear gas, and rubber bullets. According to the Morton County Sheriff's department an estimated 400 protesters mounted the Backwater Bridge just north of Cannon Ball, North Dakota, and attempted to force their way past a police barricade. However, several activist groups said protesters were trying to remove burned vehicles blocking Backwater Bridge in order to restore access to the nearby Standing Rock Sioux encampments so emergency services and local traffic can move freely. Regardless of what occurred police responded by firing volleys of tear gas at the protesters to prevent them from crossing the bridge. Law enforcement also fired rubber bullets and sprayed protesters with water in temperatures that reached as low as minus 8 Celsius overnight.

2

The consequence of the Standing Rock Sioux being able to attract support from hundreds of people all over the country and internationally is significant for society because it has made the world more aware about the issue of the pipeline and consequently had the construction of the pipeline temporarily put on hold. The Barack Obama administration said "Construction of the pipeline on Army Corps land bordering or under Lake Oahe will not go forward at this time. We request that the pipeline company voluntarily pause all construction activity within 20 miles east or west of Lake Oahe. This was done so that the tribes could be invited to talks about the pipeline and any further construction. In 2017, unfortunately, the construction of the pipeline continued

3

The consequence of protesters being met with with water cannons, pepper spray, tear gas, and rubber bullets is significant for society because twenty-six people were hospitalized and more than 300 were injured. The Standing Rock Medic & Healer Council said that injuries from the "mass casualty incident" included multiple bone fractures from projectiles fired by police, a man with internal bleeding from a rubber bullet injury, a man who suffered a grand

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mal seizure, and a woman who was struck in the face with a rubber bullet and whose vision was compromised. The majority of the patients suffered hypothermia, a result of being soaked by water cannons, the group said. Civil rights groups are upset by the use of water cannons in below-freezing weather. "It's absolutely a blatant disregard for the safety and humanity of unarmed protesters," said Jen Cook, policy director for the ACLU of North Dakota. "In combination with other tactics, it's a misuse of less-than-lethal weaponry ... It's unjustifiable."

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to describe, in depth, a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• the consequences of the action• contrasting points of view on the action. <p>The student has described, in depth, the contrasting points of view on the protest action (1), and the consequences of the protests such as the support gained in places not directly affected by the building of the pipelines (2).</p> <p>For a more secure Merit, the student could provide more detailed information to explain the contrasting points of view on the action, and in particular, consequences of the action for society.</p>

Student 3: Low Merit

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LaDonna Brave Bull Allard, the Standing Rock Sioux historian who had allowed the first tepees to stand on her land believes that that they have to stand up and protest so as to protect the land for the future. She said "...we have the answers on how to save the world. We have the answers on how to live with this earth. We have to stand up and share that knowledge." However, Morton County Chairman Cody Shultz disagrees with Allard as he believes that the protesters should be shut down as they are turning violent. He said ".....affords the opportunity to the out-of-state militant faction of this protest to keep escalating their violent activities'.

1

One consequence of this social action is that the Standing Rock Sioux were able to attract support from hundreds of people all over the country and internationally, not just in places that would be directly affected. Environmentalists and activist groups like Black Lives Matter and Code Pink have also stepped in as allies. In December, U.S. military veterans were arriving on at the camps to join thousands of activists. Matthew Crane, a 32-year-old Navy veteran said the veterans joining the protest were "standing on the shoulders of Martin Luther King Jr and Gandhi" with their plans to shield protesters. (2)

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Another consequence of this social action is that protesters were met with water cannons, pepper spray, tear gas, and rubber bullets. Twenty-six people were hospitalized and more than 300 were injured. (2)

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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to describe a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • the intended purpose of the action • the social justice and human rights action • other people’s involvement in the action • points of view of the participants in the action • the use of relevant social studies concepts. <p>This student has used relevant social studies concepts (1) to describe the social justice and human rights action involving protests and litigation in an attempt to slow and eventually stop the Dakota pipeline (2). The student has also described the intended purpose of the action (3) and other people’s involvement in the action (4).</p> <p>In addition, the student has described the points of view of the participants in the action such as LaDonna Brave, Bull Allard and Vic Camp (5).</p> <p>To reach Merit, the student could provide:</p> <ul style="list-style-type: none"> • the consequences of the action • contrasting points of view on the action.

Student 4: High Achieved

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The Dakota Access pipeline, funded by the Energy Transfer Partners corporation, was to be built from the Bakken oil fields of North Dakota through South Dakota, Iowa, and Illinois. It is meant to transport up to 570,000 tons of crude oil per day along a 1,172-mile route. If completed, its path would cut through grounds sacred to the Standing Rock Sioux tribe. It would travel twice underneath the Missouri River, which the Lakota and Dakota people of the Standing Rock Sioux reservation depend on for drinking water, along with 17 million other people throughout the country.

Pipeline protests were reported as early as October 2014, when Iowa community and environmental activists presented 2,300 petitions to Iowa Governor Terry Branstad asking him to sign a state executive order to stop it. The Sac & Fox Tribe of the Mississippi in Iowa also objected to the route and formally lodged their opposition in early 2015. In a letter to the Iowa Utilities Board, Tribal chairwoman Judith Bender wrote: "As a people that have lived in North America for thousands of years, we have environmental concerns about the land and drinking water...Our main concern is Iowa's aquifers might be significantly damaged. And it will only take one mistake and life in Iowa will change for the next thousands of years. We think that should be protected, because it is the water that gives Iowa the best way of life."

On April 1st 2016, a group of people erected tepees and tents near the Standing Rock Sioux Reservation to try and stop the gas pipeline operator from bulldozing what they say are sacred sites to construct the pipeline. The tribes also want to protect the Missouri River, the primary water source for the Standing Rock Reservation, from a potential pipeline leak.

In July 2016, a group of youth from Standing Rock Indian Reservation created a group called ReZpect our Water and organized a cross-country spiritual run from North Dakota to Washington, D.C., to present a petition in protest of the construction of the Dakota Access Pipeline. Upon their arrival they delivered a petition to the U.S. Army Corps of Engineers.

By August, the social justice and human rights action had grown. There was now a "spirit" camp, Rosebud, near Sacred Stone, and many camps within camps, to accommodate a population that had swelled to at least 3,000. Another large camp, Oceti Sakowin, or Seven Council Fires, was set up across the Cannonball River, most of them from Native American tribes across the country.

The pipeline has united a number of different interest groups with a variety of objections, but Native Americans have been at the center of the opposition, particularly the Standing Rock Sioux tribe. Environmental activists are involved as they say the pipeline would contribute man-made climate change by building up the country's oil infrastructure. Celebrities and public figures like actor Shailene Woodley, actor Mark Ruffalo and civil rights activist Jesse Jackson have also travelled to North Dakota in solidarity with the Standing Rock Sioux.

LaDonna Brave Bull Allard, the Standing Rock Sioux historian, who had allowed the first tepees to stand on her land believes that that they have to stand up and protest so as to protect the land for the future. She said "We are expendable people. We always have been. But we have the answers on how to save the world. We have the

answers on how to live with this earth. We have to stand up and share that knowledge.”

Another person involved in the social action was [REDACTED] who has a point of view about the protests [REDACTED], referring to himself a water protector, believes that the sacrifices his relatives made for the land need to be fought for now. He said “Today we stand in solidarity with our relatives who have made a sacrifice on behalf of the land and water. We’re here to protect our treaty land.”

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	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to describe a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none">• the intended purpose of the action• the social justice and human rights action• other people's involvement in the action• points of view of the participants in the action• the use of relevant social studies concepts. <p>This student has used relevant social studies concepts (1) to describe the social justice and human rights action (2) and the intended purpose of the action, which was to stop the Dakota pipeline from crossing sacred Native American land (3). The student has also described other people's involvement in the action, such as environmentalists and celebrities (4). The student has described the points of view of the participants in the action (5).</p> <p>For a more secure Achieved, the student could provide more detailed information about:</p> <ul style="list-style-type: none">• the intended purpose of the action• other people's involvement in the action.

Student 5: Low Achieved
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Pipeline protests were reported as early as October 2014, when Iowa community and environmental activists presented 2,300 petitions to Iowa Governor Terry Branstad asking him to sign a state executive order to stop it. The Sac & Fox Tribe of the Mississippi in Iowa also objected to the route and formally lodged their opposition in early 2015. On April 1st 2016, a group of people erected tepees and tents near the Standing Rock Sioux Reservation to try and stop the gas pipeline operator from bulldozing sacred sites and polluting the water to construct the pipeline. By August, the social justice and human rights action had grown. There was now a "spirit" camp, Rosebud, near Sacred Stone, and many camps within camps, to accommodate a population that had swelled to at least 3,000. Another large camp, Oceti Sakowin, or Seven Council Fires, was set up across the Cannonball River, most of them from Native American tribes across the country.

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The pipeline has united a number of different interest groups with a variety of objections, but Native Americans have been at the center of the opposition, particularly the Standing Rock Sioux tribe. Environmental activists were involved as were celebrities and public figures.

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LaDonna Brave Bull Allard, the Standing Rock Sioux historian who had allowed the first tepees to stand on her land believes that that they have to stand up and protest so as to protect the land for the future. She said "We are expendable people. We always have been. But we have the answers on how to save the world. We have the answers on how to live with this earth. We have to stand up and share that knowledge." Another person involved in the social action was Vic Camp who has a point of view about the protests. Camp, referring to himself a water protector, believes that the sacrifices his relatives made for the land need to be fought for now. He said "Today we stand in solidarity with our relatives who have made a sacrifice on behalf of the land and water. We're here to protect our treaty land."

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to describe a social justice and human rights action.</p> <p>This involves:</p> <ul style="list-style-type: none"> • the intended purpose of the action • the social justice and human rights action • other people’s involvement in the action • points of view of the participants in the action • the use of relevant social studies concepts. <p>This student has used relevant social studies concepts (1) to describe the social justice and human rights action (2) with the intended purpose to stop the Dakota pipeline going through tribal Sioux lands (3), and other people’s involvement in the action (4).</p> <p>In addition, the student has described the point of view of one participant in the action (5).</p> <p>To reach Achieved, the student could provide:</p> <ul style="list-style-type: none"> • a description of more than one point of view, beyond just a quote • more detailed information on the intended purpose of the action • more detailed information on other people’s involvement in the action.

Student 6: High Not Achieved

NZQA Intended for teacher use only

The Dakota Access pipeline, funded by the Energy Transfer Partners corporation, is supposed to be built from the Bakken oil fields of North Dakota through South Dakota, Iowa, and Illinois. It is meant to transport up to 570,000 tons of crude oil per day along a 1,172-mile route. If completed, its path would cut through grounds sacred to the Standing Rock Sioux tribe.

Pipeline protests were reported as early as October 2014, when Iowa community and environmental activists presented 2,300 petitions to Iowa Governor Terry Branstad asking him to sign a state executive order to stop it. The Sac & Fox Tribe of the Mississippi in Iowa also objected to the route and formally lodged their opposition in early 2015. On April 1st 2016, a group of people erected tepees and tents near the Standing Rock Sioux Reservation to try and stop the gas pipeline operator from bulldozing sacred sites and polluting the water to construct the pipeline. By August, the social justice and human rights action had grown. There was now a "spirit" camp, Rosebud, near Sacred Stone, and many camps within camps, to accommodate a population that had swelled to at least 3,000. Another large camp, Oceti Sakowin, or Seven Council Fires, was set up across the Cannonball River, most of them from Native American tribes across the country.

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