



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

Exemplar for Internal Achievement Standard Social Studies level 2

This exemplar supports assessment against:

Achievement Standard 91282

Describe personal involvement in a social action related to rights and responsibilities.

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 personal involvement in a social action related to rights and responsibilities.</p> <p>This involves identifying more effective means of personal involvement to improve the social action in relation to the rights and responsibilities of those involved.</p> <p>This student has comprehensively identified more effective means of personal involvement (1), such as being more committed to raising the money for the Red Cross, to improve the social action in relation to the rights and responsibilities (2) of those involved.</p> <p>For a more secure Excellence, the student could identify more clearly how the effective means of personal involvement would improve the social action in relation to the rights and responsibilities of those involved.</p>

Student 1: Low Excellence

NZQA Intended for teacher use only

I believe that there are many ways that I could have improved my personal involvement. My personal involvement in the planning could have been more effective if I had been present at school every day. On Friday the 18th I had a prior engagement to run a young leader's day at our local council while members of my group were left behind to continue preparing for our action. I did not take work home to catch up for my day away so I found myself rushing when I came back to make sure everything was up to date. By improving on this and making sure I was completely active in the planning process I would be fulfilling my responsibilities to my group to do as much as I could so that they were also able to make our action as good as it could be.

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It was my responsibility to educate others about what our social action was and why we were doing it. I could make an improvement to my participation in the social action by putting more of a focus on educating people about what the Red Cross does and how the money helps. I think that maybe people may have given more if they had known how much poverty there is in NZ and that we all have a responsibility to support those in need. I guess, this may have meant that the Red Cross had more money to help people get their basic rights of food and shelter.

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If I was to do this again I think I could have been more proactive with raising money. I had a responsibility to this organization, who had helped us with information and guided us in the best way to support, to really try and make as much money as possible. I mucked around a lot and in the end we really didn't raise a significant amount to support the Red Cross.

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	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to describe, in depth, personal involvement in a social action related to rights and responsibilities.</p> <p>This involves describing the strength(s) and/or weakness(es) of personal involvement in relation to the rights and responsibilities of those involved.</p> <p>This student has described, in depth, the strengths (1) and weaknesses (2) of their personal involvement, working in the Salvation Army foodbank, in relation to the rights and responsibilities of those involved (3).</p> <p>To reach Excellence, the student could identify effective means of personal involvement to improve the social action in relation to the rights and responsibilities of those involved.</p>

Student 2: High Merit

NZQA Intended for teacher use only

A weakness of my involvement in planning the social action to help the Salvation Army foodbank was that I left a lot of it up to my group mates. Aside from agreeing to do the task I sat back and allowed them to do all the ringing and organizing. I did do some of the paperwork but really in organizing the action my participation was really non-existent. It was my responsibility to be involved fully in the whole action and I really let my team down.

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A strength of my involvement in the planning is that I did the off out of school paperwork that had to go to the principal for approval. This meant that we could actually go and do the social action.

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A real strength of my planning was to connect with the house in our school that collects cans for the foodbank. I think I convinced them to extend the can drive next year so that even more help goes to the Salvation Army. I felt that this ongoing support for the Salvation Army will help those in need in the community gain their right to an adequate standard of living starting with being able to provide food on the table.

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On agreeing to allow us to be a part of the organization it was our responsibility to do a good job. A strength of my involvement was that I was very productive while we were there and this was proven as we began to run out of work to do while we were there. We managed to complete all the tasks the Salvation Army wanted us to do. I think this is a great thing because then we got to show some initiative and do other tasks like cleaning that would have helped in the long run.

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One important weakness of our social action was that we only did the action once. This was quite selfish of us and meant that we were only partially effective. I should have done it on a regular basis over a few months. The Salvation Army are always looking for volunteers and we could have helped them more fully over an extended period of time. A responsibility of good citizens in a community is to support those in need.

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	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to describe, in depth, personal involvement in a social action related to rights and responsibilities.</p> <p>This involves describing the strength(s) and/or weakness(es) of personal involvement in relation to the rights and responsibilities of those involved.</p> <p>This student has described, in just enough, detail the strengths (1) and weaknesses (2) of their personal involvement in getting a speaker from the LGBTQ+ community to speak to the school, in relation to the rights and responsibilities of those involved (3).</p> <p>For a more secure Merit, the student could provide more detailed information to describe the strengths and weaknesses of their personal involvement in relation to the rights and responsibilities of those involved.</p>

Student 3: Low Merit

NZQA Intended for teacher use only

I choose the issue of LGBTQ+ rights because it is a huge problem in Aotearoa. It is wrong for someone to be treated differently because of their chosen gender identity. A real strength of my social action was to choose to get someone in to speak from Rainbow Youth. I think getting the speaker in was highly effective and it really helped raise peoples' understanding of the issues affecting the LGBTQ+ community. One reason this was a real strength is because they are a very inclusive organisation that helps people from all elements of the LGBTQ+ community and I wanted our social action to show solidarity with inclusiveness and the rights of this community.

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A weakness of this social action was not advertising it enough and therefore the turn out to receive the information was pretty low. I could have done better.

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A strength of getting the speaker in was that I think it raised awareness amongst those that were there. I have to admit I learnt a lot too. This helped me have a better understanding and acceptance of people from all walks of life, which is our personal responsibility.

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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to describe personal involvement in a social action related to rights and responsibilities.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the issue the social action relates to • describe points of view, values and perspectives that relate to the social action and justify personal position • develop a plan for the action that considers the rights and responsibilities of others • give reasons for the action. <p>This student has used social studies concepts (8) and provided specific evidence (9) to describe the issue of poverty and affordable housing that the social action relates to (1). They have described the points of view (2), values (3) and perspectives (4) that relate to the social action of helping Habitat for Humanity and justified their personal position (5). They have developed a personal plan that considers the rights and responsibilities of others (6) and given reasons for the action (7).</p> <p>To reach Merit, the student could describe the strengths and/or weaknesses of their personal involvement in relation to the rights and responsibilities of those involved.</p>

Student 4: High Achieved

NZQA Intended for teacher use only

The social issue I am focusing on is the problems for people who are on low incomes in NZ that cannot afford homes of their own. As a result of unaffordable housing, overcrowding issues and a poor housing stock 300,000 New Zealand families are living in unacceptable housing conditions.

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A recent international survey rated housing in New Zealand as severely unaffordable. 360 Cities worldwide - of which eight are in New Zealand - were surveyed and ranked by affordability. New Zealand ended up at the bottom of the list, with Auckland being most unaffordable. Even London was considered more affordable than Auckland.

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Rents and house prices in New Zealand have increased over the past twenty years at a much faster rate than household incomes. These days an average New Zealand house can cost six to eight times higher than household income, while three times is considered affordable.

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A large number of people on low incomes live in older housing stock, which are most often cold and damp. Lack of heating and insulation means that homes are ill-equipped to deal with winter temperatures. These poor conditions are linked to increased illnesses and infections, especially in young children. The flow-on effects from this unhealthy environment erodes families' hope and self-worth, and impairs children's ability to succeed in school. In addition, cold, damp homes cost a lot to heat, which is unaffordable for many low income families.

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Many New Zealand families share their home with other families to save money, which leads to overcrowding. The most recent statistics show that 10% of New Zealand households are overcrowded. Overcrowding is more common for Māori (23%) and Pacifica people (43%).

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Habitat for Humanity is a place where you can donate things you no longer need which they sell in order to make money to build homes for people living in poverty. They also work to upgrade people's house if they have difficulty doing so. They believe that no matter what housing solution we provide; the outcomes are the same: a foundation for a better life.

My group and I are going to volunteer at the Habitats for Humanity store and help them sort through all their clothing and things they are donated that they give to people in need and sell in the store, profit made from the store sales are donated to charities and used for the houses that Habitats for Humanity build, every 24 hours they complete 115 houses around the world. The action we are going to take is to go to Habitat for Humanity located at 29 Bryant Rd, Te Rapa on 7th September 2016.

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One of the rights of the people in poverty in NZ have is to be treated with respect and feel as if they are part of the community even if they don't have somewhere to live or somewhere to even stay. They have the right to feel as if they still matter to the community. They should be treated equally as others in the community and not be treated differently because they are in poverty.

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The people who run Habitats for Humanity have the right to be treated with consideration and respect as they are trying to do a good thing by helping the community with their store. we will make sure that we thank them at the end of the day and that we do what they want us to do as we are there helping out.

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They also have responsibilities to meet health and safety requirements and this we need to make sure that we are wearing suitable clothing and following their rules as we are in their store.

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They have a right, as a manager, to tell us what to do and making sure that we follow all the instructions that we are given at Habitats for Humanity so that we will be able to meet our responsibilities as volunteers at the store.

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One reason for selecting this action is that once I found out more about Habitats for Humanity I felt the need to find out more and help them out. I found out that although they are a nonprofit place they help the community by having the big warehouse full of clothes, DVD's/CD's, toys/games and household furniture for cheap prices that are affordable for families who don't have a lot of money. Another reason for selecting the action is that I believe that Habitat for Humanity is making a difference in people's lives and getting them their rights to a home that is adequate. My action in helping at Habitats for Humanity will help the community in need to meet their responsibilities in caring for people in poverty. The main aim of this organisation is improved housing positively impacts all these factors within a family's life. These outcomes benefit not only the family but the wider community, the economy, and society as a whole. Addressing the housing issue is more than an act of charity, it is an investment in the future of our society. By our action of helping out in the local store we will help not only the community but also the wider community by taking time out of our day to help out where we were needed within the store.

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Michael Anthony O'Brien, an associate professor from the school of social work at Auckland University, who is also a member of the Child Poverty Action Group believes that the government is doing as little as they can but that groups like Habitat for Humanity are making the right moves in order to support people's right to have a house and shelter. Helping out Habitat for Humanity means that the group can in turn help many others. He believes it is important to help others and values organisations that are trying to change the circumstances for those below the poverty line. He is influenced by a human rights ideology, where he sees the importance of everyone being allowed to get their human rights especially the right to a decent standard of living

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■■■■■, a habitat for humanity volunteer thinks it is great that others are getting involved in the organisation by helping out. She believes in supporting those less fortunate than themselves and thinks that it is important to be altruistic. She like the fact that we are volunteering. She has a human rights perspective whereby she values the importance of helping people get their rights and allowing them the dignity of a good life with appropriate shelter and support.

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	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to describe personal involvement in a social action related to rights and responsibilities.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the issue the social action relates to • describe points of view, values and perspectives that relate to the social action and justify personal position • develop a plan for the action that considers the rights and responsibilities of others • give reasons for the action. <p>This student has provided social studies concepts (8) and some specific evidence (9) to describe the issue of a lack of Māori Tikanga being used in the school that the social action relates to (1). They have described points of view (2), and provided some evidence of values (3) and perspectives (4) that relate to the social action of teaching others Māori Tikanga to make it more widespread and briefly justified their personal position (5). They have developed a personal plan for the action that considers the rights and responsibilities of others (6) and given reasons for the action (7).</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • use more specific evidence • provide a more detailed description of the values and perspectives that underpin the points of view • provide more evidence of a justification of their personal position.

The issue my group is focusing on is a lack of Māori Tikanga being used in our school. We were disappointed to see and hear during Māori language week the lack of use of Te Reo Māori, a lack of understanding of pronunciation and how to participate in some of the basic Māori games, Hapa Haka and Mau rākau. ①

We decided that it was an opportunity for us as the older students to help out the younger ones. This is the concept of Tuakana Teina. The tuakana-teina relationship, an integral part of traditional Māori society, provides a model for buddy systems. An older or more expert tuakana helps and guides a younger or less expert teina. (Ref: TKI) We decided that through the use of Mau rākau, (Mau rākau means "to bear a weapon", and is a martial art based on traditional Māori weapons.) we would share some Te Reo, some skills and some knowledge so that the information could be spread to other students in the hope that it increases Māori Tikanga throughout the school. ⑨

Our plan was to approach Matua R and see if he would allow us to use his Building Aotearoa class to be the guinea pigs for our idea. We thought a year 9/10 class may be receptive to the ideas and also the idea of the module building Aotearoa is about what people have brought to New Zealand and how they retain it. Matua R believed that this was a great idea to spread knowledge and understanding of skill largely lost but also to encourage the use of Te Reo. He values the importance of holding onto culture. He has a Māori cultural perspective. Whaea N believes that we should be using Te Reo extensively in teaching and that it should be smoothly intertwined with English everyday. She sees Te Reo as important and likes the fact older students are trying to encourage its use with younger students. She has a Māori cultural perspective. I believe the less we use it the more we lose it and therefore it is important to teach the young ones. ② ③ ④ ② ③ ④ ⑤

We decided to see the students once a week for the whole 100minute block. We were responsible for designing a program which through doing a task (Mau Rakau) encouraged them to use Te Reo – one of our National Language's. We all have a responsibility to use Māori and if we use it the more it becomes ingrained in our everyday usage. We had a responsibility to the teachers and the students to present a reasonable lesson that kept the students engaged, focused and having fun as well as learning. This was their right and we had to be responsible for making sure that it met the curriculum objectives for the learning in the class. We hoped the students would take their responsibility of passing the knowledge on seriously otherwise the social action wouldn't work. ⑥ ⑧ ⑥ ⑧ ⑥ ⑧

There were several reasons we chose this social action. We were already learning Mau Rakau for NCEA credits so the skills were already being developed. We were so upset by the lack of enthusiasm for using Te Reo, even basic words during Māori language week that we decided to combine our newly learnt skills which is really fun and engaging with the art of speaking Te Reo. Kinda like two birds with one stone. ⑦

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to describe personal involvement in a social action related to rights and responsibilities.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the issue the social action relates to • describe points of view, values and perspectives that relate to the social action and justify personal position • develop a plan for the action that considers the rights and responsibilities of others • give reasons for the action. <p>This student has provided social studies concepts (5) and some specific evidence (6) to describe the issue of poverty in New Zealand, which the social action relates to (1). They have described the points of view that relate to the social action (2). They have developed a plan for the action that briefly considers the rights and responsibilities of others (3) and given reasons for the action (4).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • describe values and perspectives that underpin the points of view that relate to the social action • further consider the rights and responsibilities of others related to the social action • justify their personal position • include further specific evidence.

Student 6: High Not Achieved
NZQA Intended for teacher use only

The social issue my group is focusing on, by volunteering for the Red Cross Annual Book Fair, is poverty in New Zealand society. Thousands of citizens both adults and children throughout NZ are living in poverty and are going without their basic human rights; simple things like food, water, clothing and shelter. In NZ there are 622,00 people living in poverty according to statistics NZ.... that is one in seven households, including 320,000 children. My group wants tackle this issue head on by volunteering for the Red Cross Annual Book Fair to help them raise money. This social action will take place at the Te Rapa racecourse on the 5th and 6th of September.

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My personal reasons for selecting this action is that I really care about the people that this action is meant to targeting. I am all for those who cannot help themselves and I think that by getting involved I may be able to make a small difference to those who are in poverty. These people all have rights that aren't being met and it is important that someone like me who has so much, should actually give back to others. It saddens me that we have to do social actions to feed people but if it helps I am there.

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Ms M a social Studies teacher has an opinion on the issue of poverty. She believes it can be helped by social actions like volunteering.

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The Red Cross organisation has an opinion on the issue of poverty. They believe that everybody as a right to basic human rights and that nobody should be without food or shelter. They believe that they have a responsibility to help these people.

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We have contacted the red cross and have been instructed about the time and place that we need to turn up. We have two days to work at the book fair. My social action is ensuring that people in poverty have a chance to gain their human rights. Red Cross is trying to raise enough money to feed a range of pole throughout the year. This means that people in poverty could exercise their rights to food.

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I have a responsibility to the Red Cross to turn up and try and make as much money as possible so that they can provide these meals throughout the year. I must turn up on time and listen to the Red Cross staff so that I am meeting my responsibilities and the Red Cross staff are meeting theirs.

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