

Achievement Standard

Subject Reference Social Studies 2.5

Title Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights

Level 2 **Credits** 4 **Assessment** Internal

Subfield Social Science Studies

Domain Social Studies

Status Registered **Status date** 17 November 2011

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This achievement standard involves describing a social action that enables communities and/or nations to meet responsibilities and exercise rights.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights. 	<ul style="list-style-type: none"> Describe, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights. 	<ul style="list-style-type: none"> Describe comprehensively a social action that enables communities and/or nations to meet responsibilities and exercise rights.

Explanatory Notes

- This achievement standard is derived from the Level 7 Social Studies achievement objectives from the Social Sciences learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007
 - understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts
 - understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes
 and is related to the material in the *Teaching and Learning Guide for Social Studies*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Describe a social action* involves using social studies concepts and giving specific evidence to:
- describe the social action within the context of the issue, including the key features of the action
 - describe points of view, values and perspectives that relate to the group(s)/individual(s) that shaped the social action
 - describe how this social action enables communities and/or nations to meet responsibilities and exercise rights.

Describe, in depth, a social action involves describing the consequences for individual(s) and society of the social action.

Describe comprehensively a social action involves an evaluation of the effectiveness of the social action, including strengths, weaknesses, and appropriateness of the social action.

- 3 *Social action* refers to the ways that people participate in shaping society for the common good.

Social studies concepts are the ideas which describe the fundamental and enduring relationships between people in a society. These include but are not limited to such ideas as: society, culture, change, perspectives, rights, values, sovereignty, government, religion, laws, roles, responsibilities, community, diversity, and social justice.

Rights relate to contested ideas between individuals/groups/society(s). Nations may exercise their rights through, for example, international treaties or agreements. Communities may exercise their rights through, for example, advocacy, lobbying, or protesting.

Responsibilities relate to obligations of or duties on individual(s)/group(s). These can be interpreted in different ways in different societies and cultures.

- 4 Information about points of view, values and perspectives can be found in the *Teaching and Learning Guide for Social Studies*.

- 5 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.