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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Social Studies RAS 2023

92051 Describe a social action undertaken to support or challenge a system

EXEMPLAR

Merit

TOTAL 06

Instructions

Complete parts (a)–(d) of the task to describe a social action undertaken to support or challenge a system.

You should aim to write no more than **800 words in total**. (Where an oral response is submitted, it should not exceed **4 minutes in total**.)

Include visual evidence of participation in your chosen social action, such as annotated photos or social media screenshots, media releases, or journal entries.

Assessment Task

- (a) Describe a social action you have undertaken this year and its aim in relation to a social issue.

For the past term in our Social Studies class, we have planned, organised and held an event to bring awareness to fast fashion and to help stop the cycle of unsustainable consumerism. As a class we decided on what event we would be holding and settled on holding an event where people could fill a bag of clothes for one dollar that we had named '██████████'. We had separate groups organising the clothes into pants, shirts etc. By the time of the event, we had worked together creating pamphlets, putting them around school and placing them in mailboxes around ██████████, and the social media group and I created an Instagram account to promote our '██████████' event in the hall. Many families attended and were able to get sustainable clothing for cheap and in multiples. This felt much like the effect fast fashion had on individuals, people were able to get a bunch of clothing but only had to pay a small amount of money, but in this way, no one was doing harm to our environment or global flow. The clothes that weren't taken to new homes and were left with us were donated to a non-profit organisation that gives clothes to homeless individuals for free. The money that we had earned from the ██████████ event also went to this organisation. This meant we did not have to use clothing bins that are very bad for the environment and the clothes went to good and fair use.

- (b) Describe how the social action has challenged or supported your chosen system.

This social action challenged the idea of fast fashion by educating us on what is better for ourselves and for our environment. Our whole class was able to learn what brands were harmful, what we can do to make our environmental footprint smaller and how we can stop the cycle of unsustainable consumerism by educating other individuals. In particular, with the Instagram account, me and ██████████ were able to create many videos educating people on separate brands that are harmful to our environment, the places sweatshop workers have to work in and what they have to deal with. Not only were we educating ourselves in this process by researching and creating the posts, we were also able to educate our community/followers on our Instagram page on what they can do to reduce their unsustainable consumerism and how to stop the cycle of fast fashion if we want a healthy and happy home on planet earth.

(c) Discuss how appropriate your social action was in challenging or supporting your chosen system.

Our event was appropriate for challenging fast fashion because it supported the idea of sustainable consumerism. All of our clothing was sustainably sourced (donated), meaning that all of this clothing was sourced without putting the environment or any workers at risk, we simply were donated clothes and organised them into segregated piles. No students were put in unhealthy working conditions, we were able to choose what we did, who we did it with and where we worked. While we were working on this event, we only worked on it during class time (besides the day of the actual event where we had to be present setting the hall up and throughout the [redacted] event). This challenges fast fashion because the workers in the factories are forced to work all day with no say in what they do and our so-called 'workers' were given freedom. No clothing went to the dump, in fast fashion factories, if clothing is not up to par or doesn't sell in time, it is immediately thrown out. All of our clothing was set up for people to obtain and the clothing that was not claimed was given to a non-profit company that gifts clothes to the less fortunate. We didn't put any extra clothes in the clothing bin because this is unsustainable and gets sent to the dump half of the time. If people buy clothes from brands that support fast fashion and follow fast fashion policies, this is mostly because their clothing is affordable and it is easy to get clothes that support the current trends in mass. We wanted to give people the same feeling without creating a harmful environmental footprint, this is why we made it affordable for the community to obtain and make it available for people to take more 'bang for their buck'.

(d) Evaluate the short-term and potential long-term impact(s) of your social action in challenging or supporting your chosen system.

We hope in the short term, this helped communities to be able to get clothing for their family and/or themselves in a time of need like price inflation, that it helps people feel abundant and stable for the amount of time they can wear these clothes. In the long term, I hope this has made our school and [redacted] community more aware in the way that they shop. By people watching our videos and attending our [redacted] event I hope that they have learned that even if fast fashion seems great, that there is more than meets the eye and that one trendy shirt that you purchase puts workers and our planet at risk. In the long term impacts I look forward seeing our class be more aware of how they purchase clothing and attend more garage sales, thrift stores/op-shops and, shop from more sustainable brands for trendy clothing.

Evidence of Participation


What do you need?

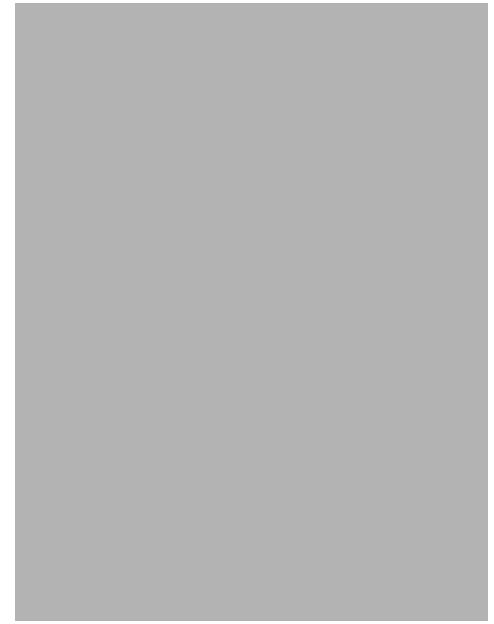
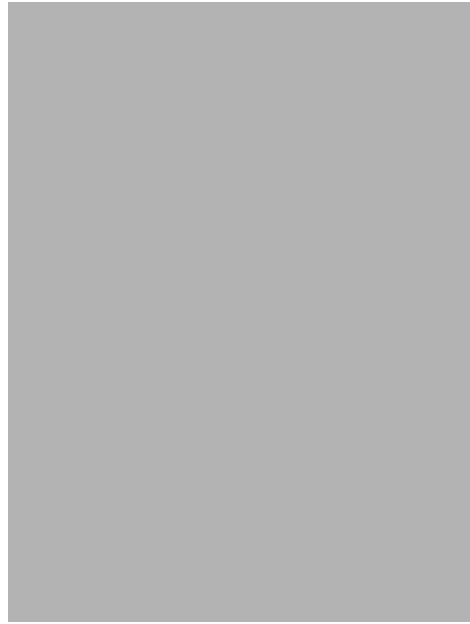
In these slides, you need..

- 6 DIFFERENT pieces of evidence to show what you did
 - These MUST have photo evidence
 - AND annotations (detailed captions) to explain what you are showing in the photo

Link to our class shared folder - [Photos are in here](#)

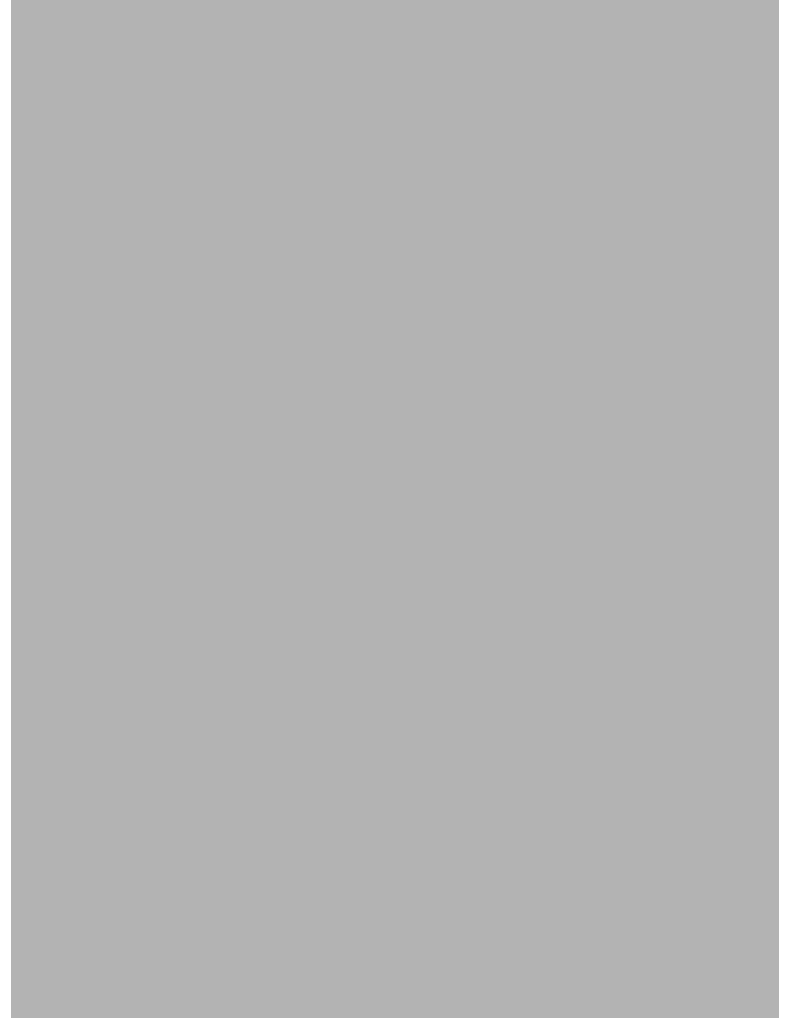
log one:

 and I worked together seeing what clothes were in good shape, folding and organizing the second-hand clothes that were donated to our Social Studies class by the teachers at our school. Together, we sorted all the clothes into piles of jackets, pants, skirts etc. and then folded them and placed the piles on the labeled shelves in the staff room.



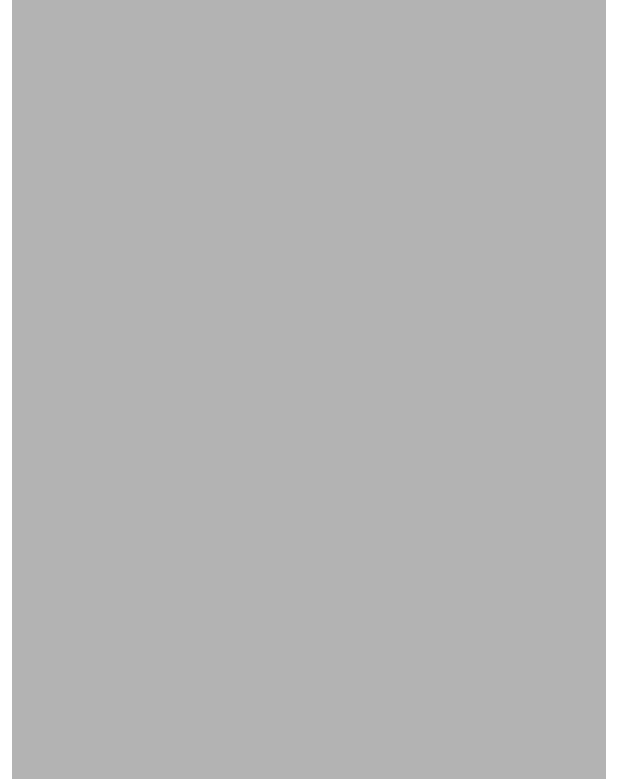
log two:

I worked on writing the 'outcome' section with [REDACTED] on our 1.4 Class Project Proposal that we are sending to the SLT of our school to see if we can put on our project. This was two weeks before the event being held and was so we could get formal permission to use the school hall to hold this event. [REDACTED] and [REDACTED] worked on the other sections of the document as I worked on this part to explain why we wanted to the event and what our expected outcome would be.



log three:

Although my classmate [redacted] created the final product of our [redacted] logo, I decided on the font and background picture and sent it to him to 'tweak' (change background colours and font colours). We created this logo to use as our branding and the profile picture of our Instagram account. The photo on the right is me listing my research on what creates a good logo, the photo on the bottom is what we collectively came up with.



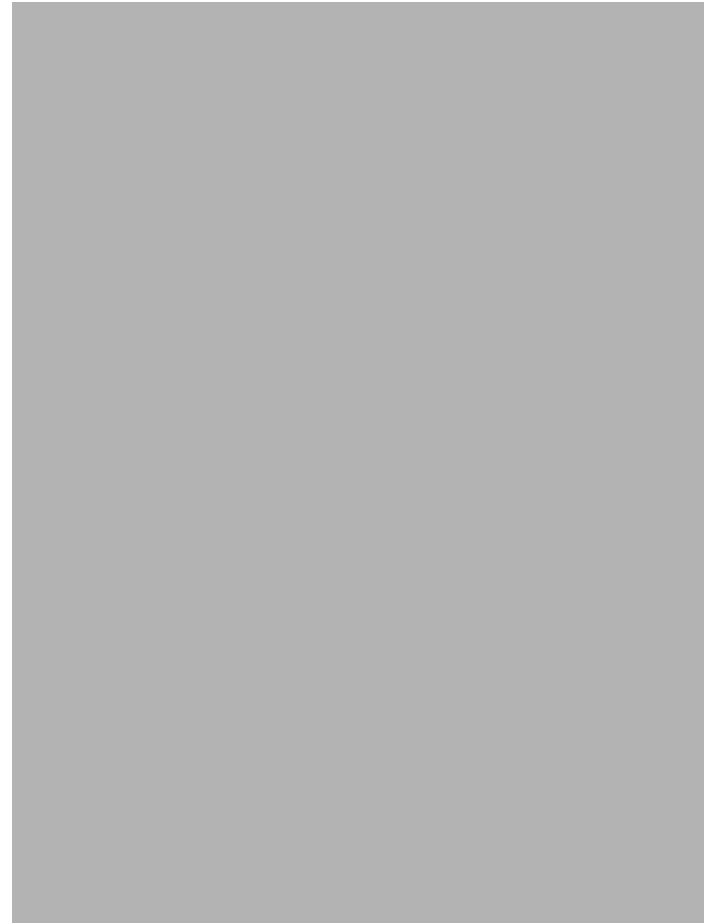
log four:



I worked on writing some of the captions that would be posted alongside many of the @ [redacted] posts on the Instagram account. Most of these captions were explaining the photos or many edited videos we worked on, I used 'hashtags' to describe the video and to reach a wider audience than just our school. Our highest performing video ended up have 1k views with help of our hashtags. We posted these photos and captions over the course of term 3.

log five:

One week before we held the event, our whole class walked around [REDACTED] to put flyers into mailboxes. We did this specifically so [REDACTED] Community' was aware of our event and would know where it was held and what was happening. [REDACTED] split us into groups and told each group what section of [REDACTED] was their priority.



log six:



A few hours before the actual event, [REDACTED] and I worked on one side of the school hall to move the chairs to the front of the hall so we were able to set up the back. We did this so the year 11 and 12 assembly could still be held with our [REDACTED] set up being fully ready. All of us moved the chairs around so they were connected and all of them could be in the hall without taking up the WHOLE hall.

Merit

Subject: Social Studies

Standard: 92051

Total score: 06

Q	Grade score	Marker commentary
One	M6	The candidate has identified and described the social action of a clothing thrift sale, in relation to the social issue of fast fashion and unsustainable consumerism. They have described how the social action has challenged the system of fast fashion and have provided relevant, annotated evidence (on a separate document). To gain a higher grade, the candidate needed to describe the event itself and evaluate impacts from the actual event that the group had been planning for.