

Pilot Assessment Schedule – 2023

Social Studies: Describe a social action undertaken to support or challenge a system (92051)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Describe a social action undertaken to support or challenge a system</i> involves:</p> <ul style="list-style-type: none"> describing the social action and its aim in relation to a social issue describing how the social action has challenged or supported the system. 	<p><i>Examine a social action undertaken to support or challenge a system</i> involves:</p> <ul style="list-style-type: none"> discussing the appropriateness of the social action in challenging or supporting the system. 	<p><i>Evaluate a social action undertaken to support or challenge a system</i> involves:</p> <ul style="list-style-type: none"> evaluating the impact of the social action in challenging or supporting the system.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Evidence

A3	A4	M5	M6	E7	E8
<p>Describes a social action undertaken to support or challenge a system and its aim in relation to a social issue.</p> <p>Describes how the social action challenged or supported a chosen system.</p>	<p>Describes a social action undertaken to support or challenge a system and its aim in relation to a social issue.</p> <p>Describes how the social action challenged or supported a chosen system.</p> <p>Includes some evidence to support discussion, such as annotated photos or social media screenshots, media releases, and / or journal entries.</p>	<p>Discusses the appropriateness of the social action in challenging or supporting the system.</p> <p>Includes evidence to support discussion, such as annotated photos or social media screenshots, media releases, and / or journal entries.</p>	<p>Discusses in detail the appropriateness of the social action in challenging or supporting the system.</p> <p>Includes relevant evidence to support discussion, such as annotated photos or social media screenshots, media releases, and / or journal entries.</p>	<p>Evaluates the impact of the social action in challenging or supporting the system.</p> <p>Integrates some relevant evidence throughout the evaluation, such as annotated photos or social media screenshots, media releases, and / or journal entries.</p>	<p>Gives a detailed evaluation of the impact of the social action in challenging or supporting the system.</p> <p>Integrates relevant evidence throughout the evaluation, such as annotated photos or social media screenshots, media releases, and / or journal entries.</p>
<p>N2 = Attempts to describe the social action. N1 = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two). N0 = No response; no relevant evidence.</p>					

Expected Coverage		
Achievement	Achievement with Merit	Achievement with Excellence
<p>The social action our group undertook was to challenge the justice system’s classification of youth offenders.</p> <p>We aimed to challenge the justice system, which currently processes 17- to 21-year-olds as adults rather than youth, leading to youth re-offending instead of rehabilitation.</p> <p>We also aimed to gain signatures for JustSpeak’s petition to raise the youth justice age to 21 years.</p> <p>Our action supported JustSpeak’s campaign to raise the age of youth justice to 21. We worked with JustSpeak and our local community library to set up a stall on a Saturday morning when a lot of patrons visit the library. We handed out flyers with information about the youth justice age, which included a QR code linking to the online petition to raise the youth justice age. We also had a collection tin for collecting donations for JustSpeak and a link to their online donations page. Evidence of undertaking the social action has been included in the submission.</p> <p>We aimed to raise awareness of the issue of 17- to 21-year-olds being treated as adults rather than youth in our justice system and the problems arising from this. By gaining support for the JustSpeak organisation, we are challenging the status quo of the justice system and seeking support for changing this policy. If enough support is gathered, the Ministry of Corrections will be required to either defend this policy or start to change it.</p>	<p>The action of encouraging people to sign the petition to raise the youth justice age was appropriate. Our aim was to challenge the justice system’s classification of youth offenders and therefore focus on raising awareness by giving out flyers with information about the youth justice age. This was an appropriate action, as it meant we were spreading accurate information in the community and encouraging people to support this cause in the future if it becomes a noteworthy political issue.</p> <p>Another way our action was appropriate in challenging the current system is that it is a political issue. It requires political will to change the law. Signing a petition is an appropriate way to bring an issue to the attention of Members of Parliament. We outlined how our action would be respectful of library staff and members. We interacted with members of the public respectfully so that we represented youth in a positive way to be consistent with our message of supporting youth justice. This meant more people listened to us and considered signing the petition.</p>	<p>Overall, our social action was somewhat impactful in challenging the justice system in Aotearoa New Zealand. Our action impacted on some of the individuals we engaged with. However, it does rely on these people taking further interest in the long term before any great change is achieved.</p> <p>One of the short-term impacts of our social action was that we raised awareness of the youth justice age issue by speaking to 50 members in our local community, most of whom signed the online petition. Many of the people we talked to had not heard of the petition or the organisation JustSpeak, and in fact, many people did not know the age at which youth are processed as adults in the justice system.</p> <p>Another short-term impact is that we engaged with people of different ages and had positive interactions with older people. This meant we had the ability to change any negative perceptions older people hold regarding youth. By acting within our community, we reached a more diverse audience than if we had only acted within our school.</p> <p>These short-term impacts can help to challenge the justice system because we have gained the support of our community, resulting in more people being likely to support changing the system if the issue arises in Parliament. This could be especially important if the youth justice age issue featured in a referendum.</p> <p>A potential long-term impact of our action is that if the issue gains enough support nationally, it could lead to a change in the justice system.</p> <p>Another potential long-term impact is that the donations we collected could be used to contribute to further actions by JustSpeak to engage at central government level with decision-makers who have more power to challenge the justice system.</p> <p>With a “groundswell” of support, the classification of youth offenders could become a highly debated public issue that gains media attention. This could challenge the system through the public asking questions about the classification of youth offenders in New Zealand and people will have to consider if this reflects our values as a nation.</p>

Appendix: Marker determination of validity of evidence

Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p>Unreferenced complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.