**Assessment Schedule – 2024**

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

**Assessment Criteria**

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| *Describe a social action undertaken to support or challenge a system* involves:<br><br>• describing the social action and its aim in relation to a social issue<br>• describing how the social action has supported or challenged the system<br>• including relevant evidence in the description. | *Explain a social action undertaken to support or challenge a system* involves:<br><br>• explaining the impacts of the social action in supporting or challenging the system<br>• using evidence to support the explanation. | *Evaluate a social action undertaken to support or challenge a system* involves:<br><br>• evaluating the suitability of the social action in supporting or challenging the system<br>• using evidence to develop the explanation. |

**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 |
|---|---|---|---|---|---|
| Describes a social action undertaken to support or challenge a system and its aim in relation to a social issue.<br><br>Describes how the social action challenged or supported a chosen system.<br><br>Includes **some relevant evidence** in the description, such as annotated photos, social media screenshots, media releases, and / or journal entries. | Describes in detail a social action undertaken to support or challenge a system and its aim in relation to a social issue.<br><br>Describes how the social action challenged or supported a chosen system.<br><br>Includes **relevant evidence** in the description, such as annotated photos, social media screenshots, media releases, and / or journal entries. | Explains the impacts of the social action in challenging or supporting the system.<br><br><br><br>Uses **some evidence** to support the explanation, such as annotated photos, social media screenshots, media releases, and / or journal entries. | Explains in detail the impacts of the social action in challenging or supporting the system.<br><br><br><br>Uses **evidence** to support the explanation, such as annotated photos, social media screenshots, media releases, and / or journal entries. | Evaluates the suitability of the social action in challenging or supporting the system.<br><br><br><br>Uses **some evidence** throughout to develop the explanation, such as annotated photos, social media screenshots, media releases, and / or journal entries. | Evaluates in detail the suitability of the social action in challenging or supporting the system.<br><br><br><br>Uses **evidence** throughout to develop the explanation, such as annotated photos, social media screenshots, media releases, and / or journal entries. |

**N2** = Attempts to describe the social action undertaken to support or challenge a system and its aim in relation to a social issue.

**N1** = Attempts to describe the social action undertaken to support or challenge a system.

**N0** = No response; no relevant evidence.

## Expected Coverage

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|---|---|
| The social action our group undertook was to address the social issue of plastic pollution in our oceans. | The positive impact of our social action was that we raised the issue and recommended a solution with local decision-makers, who have the authority and power to implement our recommendation. | Overall, our social action was suitable because it was well-matched to our aim and targeted local decision-makers, who have the authority and power to implement our recommendation. |
| The world currently has five plastic garbage patches, including the Great Pacific Garbage Patch. Every year, about eight million tonnes of plastic waste escapes into the oceans from coastal nations such as Aotearoa New Zealand. This plastic often reaches the ocean via wastewater drains. | The recommendation we presented to council included photos of the five big sack bags full of plastic waste we collected from our local beaches so that council members could see the plastic waste for themselves. | We supported marine ecosystems by removing five big sacks full of rubbish during our beach clean-up. |
| Our group decided to organise a community beach clean-up and document the rubbish we collected by sorting and photographing it. We then did an inquiry to find out the most effective solutions for reducing plastic pollution. We emailed the democratic services team at our local district council and asked to speak at the next council meeting. We were invited to speak the following month, where we presented our report and our recommendation that the council install floating trash barriers on all council-maintained drainage outlets. This action supports marine ecosystems in our local area by reducing the amount of plastic waste and by encouraging counsellors to think of more proactive solutions they can take to address the issue. | The recommendation was signed by over 150 people we spoke to in local schools, marae, and community centres, who joined our beach clean-up. Having signatures in support of our recommendation meant that the council could see that plastic pollution is an important issue for our community. | We also addressed more permanent solutions by making a recommendation to council. However, we were not as organised for the council meeting as we could have been. We had not costed our recommendation and when a councillor asked us for an estimate, we were unable to give them an answer. |
| Possible evidence to accompany the report could include a photo of students with bags of rubbish collected, an email inviting students to present to council, or a photo of students presenting to council. | A negative impact of our social action was that some members of our group felt dispirited when they realised the extent of the issue and saw the reluctance of some council members to act on our recommendation. However, a climate activist from our community reminded us to take heart that our action contributes to a wider global movement for change that is gaining momentum. | The biggest difference we made was being out in the community working as a collective, picking up rubbish from our local beaches. We are hopeful that by raising the issue at a council level we have planted the seed for the council to consider putting longer-term solutions in place. |

**Appendix: Authenticity of candidate work**

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

**Evidence might be considered inauthentic if**:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.