

## Sample Assessment Schedule – 2025

### Social Studies: Demonstrate understanding of perspectives on a contemporary social issue (92049)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of perspectives on a contemporary social issue</i> involves:</p> <ul style="list-style-type: none"> <li>describing a contemporary social issue</li> <li>describing differing perspectives and how these influence people’s viewpoints in relation to the contemporary social issue</li> <li>describing differing responses in relation to perspectives on the contemporary social issue</li> <li>including relevant evidence in the description.</li> </ul>	<p><i>Explain perspectives on a contemporary social issue</i> involves:</p> <ul style="list-style-type: none"> <li>discussing how differing perspectives have influenced responses to the contemporary social issue</li> <li>explaining impacts of the responses to the contemporary social issue</li> <li>using evidence to support the explanation.</li> </ul>	<p><i>Examine perspectives on a contemporary social issue</i> involves:</p> <ul style="list-style-type: none"> <li>examining implications of the differing perspectives and responses on society in relation to the contemporary social issue</li> <li>using evidence to develop the explanation.</li> </ul>

#### Evidence

A3	A4	M5	M6	E7	E8
<p>Describes a contemporary social issue, TWO perspectives on the issue, how people’s viewpoints are influenced by those perspectives, and differing responses to the issue, in relation to each perspective.</p> <p>Includes <b>some relevant evidence</b> in the description.</p>	<p>Describes in detail a contemporary social issue, TWO perspectives on the issue, how people’s viewpoints are influenced by those perspectives, and differing responses to the issue, in relation to each perspective.</p> <p>Includes <b>relevant evidence</b> in the description.</p>	<p>Explains how TWO perspectives have influenced responses to the issue, as well as the positive / negative impacts of those responses.</p> <p>Uses <b>some evidence</b> to support the explanation.</p>	<p>Explains in detail how TWO perspectives on the issue have influenced response to the issue, as well as the positive / negative impacts of those responses.</p> <p>Uses <b>evidence</b> to support the explanation.</p>	<p>Examines the implications of responses to a contemporary social issue, influenced by different perspectives.</p> <p>Uses <b>some evidence</b> throughout to develop the explanation.</p>	<p>Examines comprehensively the implications of responses to a contemporary social issue, influenced by different perspectives.</p> <p>Uses <b>evidence</b> throughout to develop the explanation.</p>
<p>See <b>Appendix</b> for sample evidence.</p> <p><b>N2</b> = Attempts to describe the social issue.  <b>N1</b> = Attempts to describe an aspect(s) of the task (may be a sentence or two).  <b>N0</b> = No response; no relevant evidence.</p>					

#### Cut Scores

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

## Appendix – Sample Evidence

Note: Plain text denotes Achievement evidence; underlined text is for Merit; and *italics* is for Excellence.

Question	Expected Coverage (not limited to these examples)
(a)	<p><b>Identifies and describes a contemporary social issue.</b></p> <p>Vaping (the act of using e-cigarettes) has become a significant public health issue in Aotearoa New Zealand. Originally introduced as a smoking cessation tool, vaping has been embraced by many people as a less harmful alternative to smoking. However, vaping can be highly addictive and the growing use of vapes by non-smokers, particularly teenagers, is a real concern. New Zealand’s government has taken steps to regulate vaping. In 2020, the Smokefree Environments and Regulated Products (Vaping) Amendment Act introduced several restrictions, such as banning the sale of vapes to anyone under-18 and limiting advertising. Despite these regulations, vaping among young people aged 15–17 has continued to rise. The most recent New Zealand Health Survey reports that 20% of youths vape at least monthly and 15.4% vape daily. Vaping by New Zealand youth is almost twice as high as estimates from England and three times as high as Canadian and United States estimates. In September 2024, the government announced a new Amendment Bill aimed at tackling the issue of youth vaping. This legislation is currently before the Select Committee and, if it becomes law, will prevent the sale of single use vapes, increase fines for sales to under-18s, as well as several other restrictions.</p>
(b)	<p><b>Describes TWO perspectives on the issue and a response in relation to EACH perspective on the issue.</b>  <i>(Only one perspective and response has been provided for the purposes of this sample.)</i></p> <p>Perspective (1): The public health perspective has influenced viewpoints and responses to the issue of youth vaping. This perspective focuses on promoting and protecting the health of communities and populations rather than individuals. It emphasises the prevention of disease, promotion of healthy lifestyles, prolonging of life, and the improvement of healthcare systems.</p> <p>Response (1): The Protect Your Breath Campaign is a response that has been influenced by a public health perspective. Created in 2022, the campaign was developed with the Hā Collective – a group of Māori and Pacific rangatahi (youth aged 16 to 20), experts, and schools. Their process has three key elements: interviews with experts from academia, health promotion agencies, and service providers; an online survey for secondary school students; and youth-led insight gathering and co-design. The campaign avoids judgement and scare tactics, celebrates the things young people care about, and delivers easy-to-find, easy-to-share snackable information in the places youth already spend their time, including social media platforms and digital media environments. The video animation campaign is visible on social media, digital bus shelters near schools, and gaming and music streaming platforms. A campaign website was also developed to support and educate friends and whānau about youth vaping.</p>

<p><b>(c)</b></p>	<p><b>Discusses how EACH perspective has influenced people’s viewpoints and responses in relation to the issue.</b></p> <p>One Hā Collective recruit, Ethan, believes that the Protect Your Breath Campaign is not an anti-vaping campaign. He says it’s “not about villainising those that choose to vape. It’s about offering a platform to inform rangatahi and gather as much cultural perspective as we can to understand why people vape to begin with”.</p> <p>Ethan’s viewpoint and the Hā Collective’s Protect Your Breath Campaign has been influenced by a public health perspective. People who are influenced by this perspective believe that the health of a population is achieved through the organised efforts and informed choices of society. <u>Looking at all the factors that affect health, they then create plans to address those factors, especially age and ethnicity in New Zealand. During the data collecting phase of the campaign, experts stressed that rangatahi themselves are the real experts on why teens are vaping. The group recruited Māori and Pacific youth to interview more than 100 of their friends and whānau about vaping. Using the insights gathered during this process, they then worked collaboratively with the wider project team to investigate how best to communicate with other young people about vaping – helping set the direction for the entire campaign.</u></p> <p><i>The public health perspective has greatly influenced the Hā Collective's Protect Your Breath Campaign by focusing on community engagement, cultural understanding, and education. This perspective encourages the campaign to gather insights from young people themselves, which helps create messages that resonate with their experiences. Overall, this approach shifts away from punitive anti-vaping approaches and encourages a more inclusive dialogue about youth behaviour.</i></p>
<p><b>(d)</b></p>	<p><b>Discusses for EACH of the responses:</b></p> <ul style="list-style-type: none"> <li>• <b>the positive / negative impacts of the responses on individuals or groups</b></li> <li>• <b>the implications of the responses (the wider consequences for society).</b></li> </ul> <p><u>One positive impact of the campaign is that it has started conversations and is reaching young people in a way that other strategies do not. “Young people don’t want to hear from the CEO of Te Whatu Ora, they can’t relate to them,” says Ethan. “They want to hear from the other bros who are out there doing it tough, or the ones who have had that lived experience.” Another positive impact of the campaign is that the proportion of Year 10 students vaping regularly has decreased significantly for the second year running in the annual ASH Year 10 Snapshot Survey of New Zealand youth, dropping by almost 2% (18.2% in 2022, 16.4% in 2023).</u></p> <p><i>An implication of the campaign is that since 2022, more young people have had access to easy to understand and accurate information about vaping and are using this to make informed decisions. With decreasing numbers of rangatahi vaping, a further implication for society is that fewer young people will become addicted to vaping and experience the related health issues in the future. This in turn results in less stress on our health system and taxpayers' money can be used to target other significant health issues.</i></p>