



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard Social Studies level 2

This exemplar supports assessment against:

Achievement Standard AS91280

Conduct a reflective social inquiry.

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to conduct a reflective social inquiry comprehensively.</p> <p>This involves making justified generalisations that could be applied outside of the context of the inquiry.</p> <p>The student has comprehensively made justified generalisations that could be applied outside of the context of the inquiry, by discussing India's use of protest against police brutality (1). The student has briefly discussed other forms of protest in the USA against police brutality (2).</p> <p>For a more secure Excellence, the student could provide a more detailed justified generalisation that could be applied outside of the context of the inquiry about the protests in the USA.</p>

Student 1: Low Excellence

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Colin Kaepernick, an NFL player made a stand against something he believed in. “A silent protest that began in 2016, when Kaepernick started kneeling during the national anthem to call attention to police brutality and racial injustice, grew into a social movement that highlighted the nation’s cultural divide, roiled powerful institutions from the NFL to the White House, and forced us all to grapple with difficult questions about protest, patriotism and free speech.” (Time magazine)

He has not been the only person to protest police brutality in America. In Pittsburgh, protesters took to the streets for three days to protest against the killing of Antwon Rose; the Black Lives Matter campaign was started; 100 demonstrators clad in white lab coats lay down on the floor of the Tosteson Medical Education Center’s atrium in silence for a “die-in”... and the list goes on.

Overseas too, protest about police brutality has resulted in more action from the public, including in countries where police are usually not challenged. This example is similar to Kaepernick because social media had a huge part to play in sharing a silent with the world: and alike Kaepernick the India community reacted.

In India SR Sreejith has been sitting in the open air outside Kerala's state secretariat in the city of Trivandrum every day since 22 May 2015. Seated on a mat with little shelter, he has braved scorching summer sun, heavy monsoon rains and even biting cold. He believes that his younger brother was killed by police and he wants an independent inquiry. “I saw my brother tied up to a cot in the government medical college hospital before his death. He wanted to say something. He was wearing an oxygen mask and there were visible bruises on his body. But the police guarding him prevented me from going closer,” Mr Sreejith said. Recently, he started gaining attention on social media. In the past few weeks and months, pictures of him and his protest have been shared widely on Facebook and Twitter along with messages of solidarity, including from some very high profile figures in the state. Well-known south Indian actor Prithviraj Sukumaran wrote about Mr Sreejith on his social media accounts and Tovino Thomas, another prominent actor in Kerala's film industry, joined him at his protest venue. A hashtag campaign, #JusticeForSreejith, has gained popularity and a song with the same name, composed by popular Indian songwriter Gopi Sundar has received more than half a million views since it was uploaded on 17 January. Public figures getting involved in protest can make a huge difference to the message being sent. The Colin Kaepernick protest had supporters like Stevie Wonder and detractors like President Trump.

As a result of mounting public pressure, state lawmakers ordered an internal police investigation into his brother's death, but Mr Sreejith refused, insisting that the case be transferred to India's federal investigation agency, the Central Bureau of Investigation (CBI). “The politicians and police officers want to make out that everything is fine with them. I don't believe their promises,” he said. “I'll end the protest the moment the CBI begins the investigation.”

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to conduct a reflective social inquiry in depth.</p> <p>This involves explaining points of view, values and perspectives that relate to the focus of the inquiry.</p> <p>This student has conducted an in-depth social inquiry into feminism by explaining the points of view (1), values (2) and perspectives (3) of Kate Hawkesby, Margaret Atwood and anonymous persons from a survey.</p> <p>To reach Excellence, the student could show comprehensive reflection by making justified generalisations that could be applied outside of the context of the inquiry of feminism.</p>

Source: <https://www.youtube.com/watch?v=j4lju1ivuTU>

Relevant Information: - points out the idea of guilt by association in feminism, that it's wrong. And, so is innocence by association, which is the idea behind the slogan "believe all women."

- Feminism is being "hijacked by delusions of gender Armageddon."
- 30% of all homicidal partners are female, 70% male. Men are more likely to kill women than women killing men, but that's because men are more likely to kill full stop. In the USA, men are significantly more likely to kill other men. Nearly 80% of murder victims are men.

- Baseless attacks on men weaken the feminist movement
- Many magazines supporting feminism give misleading or biased statistics to prove their points. These baseless attacks on men are weakening the feminist movement.

Perspectives: Margaret Atwood is a novelist and feminist activist who spoke on the topic of the #MeToo campaign, specifically about the use of the innocence by association used by the movement being damaging. She believes that the use of innocence by association the movement use to show that all women are innocent is wrong. She says, "My fundamental position is that women are human beings, with the full range of saintly and demonic behaviours this entails, including criminal ones." She believes that women are not in a box of purity and should never be portrayed like that. She thinks women like men have many different sides and assumption that they are innocent just for being associated with a campaign is wrong. Margaret values the true meaning of feminism that everyone is treated equally and none is more innocent or criminal based on sex. She believes this because she has seen women do good and bad and having a feminist perspective means she can look at an issue from the perspective of equal rights.

Social Actions: #MeToo is a feminist campaign about stopping sexual violence. Some people believe that this social action has been taken too far, such as Matt Damon, because as he says, "There is a spectrum of behaviour". The campaign has the potential to create widespread change, raising awareness for sexual violence, and letting people feel able to share their stories. However, some radical feminists are hijacking the action by using guilt by association. The idea that because a minority of men are sexual predators, all men are. This undermines the action because it is, of course, untrue.

Reliability & Usefulness: The Factual Feminist is a YouTube series whose premise is to give a factual, unbiased presentation of feminist issues, such as the #MeToo movement. Because of this it is likely to be a reliable source. Additionally, in this video, all of the sources are cited which means that you can double check their statistics and make sure that they aren't twisting statistics. All in all, this is a very reliable source. This is a useful source because it covers some of the problems with feminism, such as the idea of guilt by association, innocence by association and the hysterical reaction to anyone who tries to introduce some moderation to the ideals of feminism. It is also a very current source as it was published in February of this year.

Source: http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11986644

Relevant Information: This source is about the axing of grid girls from motorsport. The article argues that if a group of women (in this case the grid girls) feel pushed out of their jobs by other women, it's not really feminism. And that is how a lot of the grid girls feel, they like their job, and don't appreciate other women telling them what's best. Some claimed that it isn't a fight for women's rights, if the rights weren't something they asked for. Empowering women means all women, not just the ones that fit your ideals.

Perspectives: Kate Hawkesby is a radio announcer and tv presenter who believes that women deserve freedom to act how they wish to. In an article she wrote for the NZ Herald, she wrote that: "I'm a feminist, and while I agree that maybe the money saved by axing the grid girls should be put towards getting more women drivers into sport, that's really only if they want to." She believes that these women should have freedom to choose because otherwise they are only succumbing to another form of oppression, that of feminists as opposed to misogynists. She thinks these women may very well want to be grid girls and we shouldn't tell them they shouldn't. She believes this because as a successful NZ woman, she has had the freedom to choose what role she wishes to play in society, and recognises that it is an important right.

She comes from a feminist perspective where she believes in the rights of women and equality, where women can be anything they want to be.

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Reliability & Usefulness: This isn't the most reliable source I have used so far. While it is current, as it was written early February of this year, it is written in a colloquial manner. This implies that it has been simplified for the general public and probably doesn't contain the full picture. This article is very much an opinion piece, and while that is useful for gathering perspectives and general ideas of how the grid girls feel about the movement, it isn't useful to find specific perspectives. Apart from that of the article author, Kate Hawkesby. The information overall is useful, the perspectives mentioned are extremely helpful when answering my third research question. However, the information is best taken with a grain of salt. As it isn't a primary source, and the author likely has biases, whether conscious or not.

Source: Survey

Relevant Information: Of the people I surveyed, all of them knew what feminism was, and believed it was a relevant and valid movement. This shows that the majority of high schoolers know what feminism is and what it stands for. However, when asked whether they thought feminism is going down the right path, the answers were less positive. Many of the responses recognised that feminism has good intentions, and that the majority of feminists are not misandrists. However they also recognise that there is a more extreme, man-hating side of feminism. An example response is: "I think there's a split in modern feminism where one side is going to the extreme and misinterpreting what feminism is and the other side isn't being represented enough." One individual was more strongly opinionated, saying that "...modern feminism and the application thereof creates the opposite effect of what's intended." This shows that most people think that feminism isn't going in the right direction, the degree to which this is believed is the main difference.

Perspectives: Anon 1. One person who filled out the survey believes that the original definition of feminism is a valid and worthy cause, but that it has been taken down the wrong path by modern day feminists. He says: "the modern perception of feminism and the application thereof creates the opposite effect of what's intended by actual feminism" He understands that feminism is about equality but does not understand why some people take it to be about man hating. He sees this as destructive to the idea of feminism. He believes this because he has seen the problems caused by some modern feminists, and as a man probably feels attacked by the more extreme feminists. He obviously values the importance of feminism but it is hard to work his exact perspective. Perhaps his comes from a gender perspective because as a male he can see both sides of the argument, the importance but also the problems with extremists taking feminism in the wrong direction.

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Anon 2. Another person believes that feminism is mostly heading down the right path, with a few outliers. They say; "I believe that the general modern feminism is in the right path, as they are fighting for equality in how women are being treated and held in respect in relation to their male counterpart. While maintaining the idea that men and women are equal, neither gender to be above the other." They believe this because they can see that feminists are trying to do the right thing, with campaigns like "Me Too" and the "Time's Up" movement. However, the fact that they used the term "general modern feminism" shows that they are aware that some feminists are going down the wrong path, towards misandry.

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Reliability & Usefulness: This is a reliable source because I know all of the people who contributed to the survey, and can vouch for their responsibility. However, it was a small sample size so to be more conclusive I would require more people to participate. It does give a good idea of how people view feminism and shows that more women are positive towards the action, while...

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to conduct a reflective social inquiry in depth.</p> <p>This involves explaining points of view, values and perspectives that relate to the focus of the inquiry.</p> <p>This student has conducted an in-depth reflective social inquiry into the Rohingya Crisis in Burma by providing an explanation of the points of view (1) values (2) and perspectives (3) of Maung Thway Chun, and a brief explanation of the points of view, values and perspectives of the United Kingdom through Mark Field.</p> <p>For a more secure Merit, the student could provide more detailed information to explain, in depth, the values and perspectives that underpin the points of view that relate to the focus of the inquiry for Mark Field.</p>

In late 2017, a crackdown by Burma's military has forced more than 400,000 Rohingya Muslims from Rakhine state to flee to neighboring Bangladesh.

Maung Thway Chun, the editor of a newsweekly for hardline Buddhist nationalists in Burma believes that the government response was totally justified because a group calling themselves the Arakan Rohingya Salvation Army (ARSA), a Muslim militant group attacked Burmese security outposts in Rakhine. He suggests that the Rohingya people will not stop at attacking just one site and will try to take over the country. "We don't want Muslims to swallow our country ... They will not finish with attacking just Rakhine. They will also invade Chin State or Irrawaddy region," he said, referring to two states located to the immediate south and northeast of Rakhine. "Then this country will be a Muslim country. It is such a shame for us that the land we inherited from our former generations will be lost in our time." He believes that the Rakhine state shouldn't house the Rohingya people as they are not a recognized ethnicity of Burma and they should be sent back to where they came from. He thinks it is important that Burma remain for the ethnic groups recognized at the expense of others. He values his country being for Burmese people only and the rights of those who have Burmese nationality. He is a nationalist, where he sees it as important to promote the Burmese culture, way of life and interests rather than those who are not recognized as true Burmese people.

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The UK has a comment on the Rohingya crisis. Mark Field, Britain's minister for Asia, said that the crisis is an "unacceptable tragedy" and Aung San Suu Kyi's government must end the violence and lift a blockade on humanitarian aid. "What we have seen in Rakhine in the past few weeks is an absolute and unacceptable tragedy. We need the violence to stop and all those who have fled to be able to return to their homes quickly and safely. Burma has taken great strides forward in recent years. But the ongoing violence and humanitarian crisis in Rakhine risks derailing that progress." He believes that the Burmese government needs to take action and stop the crisis. He is expressing the views of the United Kingdom when he says that he is not happy with the way the Burmese government is denying people their human rights especially to the basic necessities of life. He thinks this way because as a minister for the UK he believes and values the rights of people.

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	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to conduct a reflective social inquiry.</p> <p>This involves:</p> <ul style="list-style-type: none"> • deciding on the focus for the inquiry by developing questions • gathering information and background ideas • describing people’s points of view, values and perspectives • considering the ways in which people make decisions and participate in social action related to the focus of the inquiry • reflecting on and evaluating the understandings that have developed and the responses that may be required. <p>This student has conducted a reflective social inquiry by developing questions about lowering the voting age in New Zealand (1).</p> <p>The student has gathered information and background ideas (7).</p> <p>The student considers ways that people make decisions and participate in a social action (2) and describes people’s points of view (3), values (4) and perspectives (5) from Wendy Dinsdale and Jo Wrigley.</p> <p>The student has reflected on and evaluated the understandings that have developed from the inquiry, and the responses that may be required (6).</p> <p>To reach Merit, the student could show in depth reflection by explaining, rather than describing, the points of view, values and perspectives that relate to the focus of the inquiry.</p>

Student 4: High Achieved

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My research aim is to find out how lowering the voting age would impact the voter turnout in New Zealand.

Research Questions Would lowering the voting age increase or decrease the percentage turnout of voters in NZ? What are the issues with people aged 16 & 17 being allowed to vote? What could political parties do to increase the voter turnout of young people?

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Source: <https://www.mm-research.com/Young+People's+Participation+in+the+Voting+Process>

Relevant Information: In 2008 19% of young people didn't register. Harvard research states that parents voting has a major impact. In the US 2004 election less than 50% of people aged 18-24 voted and 37% in the same age group for the 2005 UK election. In a 2007 study non-voters were put in three categories, disinterested, inconvenienced and principled. Main reasons for not voting are that people don't know what they are voting for or don't have the motivation/think their vote won't matter. The US election in 2008 had the largest turnout from youth since 18 year olds we allowed to vote in 1972.

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Perspectives: Wendy Dinsdale, a researcher at MMResearch, thinks that people aged 18-24 not voting is an issue and is glad that things are being done to increase voter turnout. "In summary, lack of youth participation in the voting process is an issue facing many democracies today." I believe that Wendy actually values the reasons why young people aren't voting and looks to see what can be done to increase voter turnout. As a researcher into this issue she has an academic perspective but she also has a democratic perspective where she sees the need of everyone who legally can to get involved in the democratic process.

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Social Actions: In New Zealand voting enrollment forms were placed in shopping centres, fast food restaurants and liquor stores for convenience. Voting awareness campaigns held in universities. Using social media like Facebook to encourage young people. Adding shuttles going to and from voting polls to make it easier for people that are less motivated.

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Reflection and evaluation: Most of the statistics are from 10 years ago so we need back up information to make sure the trend in voter turnout is the same as then but if the stats are backed up then this page is extremely helpful because it shows that voter turnout among young people isn't just a problem in New Zealand. I think I need to collect evidence of New Zealand's statistics. This would make it more relevant to my research.

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Source: Green Party Hamilton West candidate Jo Wrigley

Relevant Information: What would youth in politics do to encourage younger voters to participate in the general election? Hopefully young people in politics will mean that other young people will have people they can identify with speaking their truth to power about the issues most relevant to them in language that resonates. Given I am not a youth I can only speculate.

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Perspectives: Wrigley is the candidate for the Green Party in Hamilton West. Wrigley believes that 16 year olds are able to conduct research to make an informed decision on who to vote for. "16 year olds are capable of critique, enquiry and research to inform their decisions at least at the same capacity as all other eligible voters." As a person who has worked with youth in the past Jo values the importance of getting them involved early on. Her perspective could be shaped by her being a member of the green party which believes in the youth vote.

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Social Actions: Using youth icons or communities to increase voter turnout among young people. The Greens are door knocking, phone calling, attending community events, utilising social media, podcasts, public meetings, cottage meetings, and any other kind of meeting to talk to people and encourage them to vote as well as encouraging people to talk to their friends and families about voting. The Greens would most likely introduce voting education as a compulsory part of the school curriculum.

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Reflection and evaluation: Wrigley is the Greens candidate for Hamilton West so she would have a good idea of what her political party wants to do if elected and what they would do to accompany a lower voting age. It would definitely be reliable and accurate as she represents her parties policies. I would have liked to ask her more questions that were pertinent to my research but I was quite disorganized.

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Source: http://www.stuff.co.nz/national/politics/opinion/90222644/lowering-the-voting-age-to-16-must-happen-soon	
Relevant Information: In the 2014 election 37% of enrolled 18-24 year olds didn't show up to vote. 38% of 25-29 year olds didn't vote either. Lowering the age to 16 will help young people to make a habit of voting by helping teens understand it by getting help from their school. Teens supposedly have the same views as their parents because they can't think for themselves as their brains haven't fully developed.	7
Perspectives: Jimmy Ellingham is a writer for stuff.co.nz. He believes that the voting age should be lowered to 16 and that people should stop discriminating against younger people because they have more at stake whereas people at the other end of the age spectrum can vote but it will have less of an effect on them. He values youth and thinks they have valid points of view. As a reporter he probably hears lots of points of view and has formulated his opinion based on his media perspective.	4
Social Actions: None in this article	5
Reflection and evaluation: The source is reliable because some of the statistics used are the same as those from other sources. The rest of it is their opinion so the article is very one-sided. This means that the article is good for perspectives but lacks the balance required for a good inquiry.	6 6

Source: http://archive.idea.int/df/99df/daniela-int2.html	
Relevant Information: How low voter participation is	
Perspectives: Because the whole website is about how low voter participation is then the author most likely believes that voter turnout is too low and things need to be done to involve the public more and make them more interested in what political parties policies are and how they will affect the general public which should get people out and vote for what they think is right.	3
Social Actions: Places for people to register put in places that young people visit often. Specifically targeting young people on the radio, tv, ads, pamphlets etc. Ability to register online or by text. Adding voting education to social studies. Using magazines and tv shows that are received by a large group of young people to educate them about voting. Using forms of art and culture to educate people on their responsibility to vote. Billboard advertising. Mock elections so first-time voters get used to the voting process. In Russia, The New Perspectives Foundation included fun and entertainment when educating people about voting. Kids voting USA wanted children to get used to democracy and the voting system before they reached voting age so that when they did they knew what was happening and understood the process.	2
Reliability & Usefulness: It isn't very reliable because there are no sources cited and no author listed so we can't see if the author is credible. Perhaps it would be a good idea to contact this website and see who the person is so we can see if the information is reliable. However, it is a useful website as it gives a list of social actions that could increase the voter turnout of young people and this helps with the inquiry immensely.	6

More templates of this calibre would be needed for High Achieved

	<p>Grade Boundary: Low Achieved</p>
<p>5.</p>	<p>For Achieved, the student needs to conduct a reflective social inquiry.</p> <p>This involves:</p> <ul style="list-style-type: none"> • deciding on the focus for the inquiry by developing questions • gathering information and background ideas • describing people’s points of view, values and perspectives • considering the ways in which people make decisions and participate in social action related to the focus of the inquiry • reflecting on and evaluating the understandings that have developed and the responses that may be required. <p>This student has conducted a reflective social inquiry by developing questions about the Southern and Molyneux speech controversy (1). The student has gathered information and background ideas (not exemplified here).</p> <p>The student considers ways that people make decisions and participate in a social action (2) and describes people’s points of view (3), values (4) and perspectives (5) about the Southern and Molyneux speech controversy.</p> <p>There is some evidence that the student reflects on and evaluates the understandings that have developed from their inquiry, and the responses that may be required (6).</p> <p>For a more secure Achieved, the student could provide further reflection and evaluation of the understandings that have developed, and the responses that may be required.</p>

Who are Lauren Southern and Stefan Molyneux?

What are the two sides of the issue surrounding these people speaking in New Zealand?

What were some of the social actions taken by groups involved in the issue?

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Lauren Southern and Stefan Molyneux are best known for their far-right alternative views on everything from feminism, gender and immigration to Islam. Lauren and Stefan are on the front line of what's called the "culture war" — a series of disagreements over the West's acceptance of political correctness, immigration, feminism, gender theory and multiculturalism. Lauren and Stefan believe the left has won this culture war. So they are fighting back with a growing online movement of people who, like them, are skeptical of the entrenched conventional wisdom surrounding these cultural issues. (www.news.com.au)

Aside from speaking engagements, they further articulate their views through selling merchandise with slogans like "Feminism is cancer", "There are only two genders", "Turn back the boats", "It's OK to be white" and "The West is the best". (Paragraph continues)

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Southern and Molyneux came to New Zealand to spread their opinions. Right from the beginning there was controversy with the decision by the Immigration Minister Iain Lees-Galloway to grant a 10-day visas for them to New Zealand. The minister said they were still entitled to work here. "The grounds on which someone can be excluded from New Zealand involve things like being involved in a terrorist organisation, being convicted of a crime or have clearly been involved in inciting violence. None of those applied to those two people." However, Lees-Galloway said his decision did not mean he condoned the views of the pair. He was adamant that the New Zealand government does not like the views expressed by Southern and Molyneux and thinks they go against all the values that New Zealand uphold. He said "INZ's decision in no way condones the views expressed by the pair, which are repugnant to this Government and run counter to the kind and tolerant values of the vast majority of New Zealanders." He values New Zealand's largely tolerant society. He comes from a democratic perspective where everyone is entitled to a degree of freedom of speech but also from a human rights perspective.

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A range of groups stepped forward to express their opinions about the pair. Some groups like the New Zealand Muslim community were angered. The two Canadians are known for their Islamophobic views and the Federation of Islamic Associations of New Zealand president, Hazim Arafah, expressed his displeasure after the visa announcement. He thinks that the type of speech presented by the pair makes Muslims throughout the world angry and profiles all Muslims for the sins of a few. He does not think it is conducive to the public good. By sharing his viewpoint through media outlets, he is making a stand for the Muslim community and creating awareness about their viewpoints on the Southern and Molyneux issue.

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Others thought that the group should be allowed to speak as it was an issue of freedom of speech. When the Auckland council denied the pair's use of council buildings for their talks the Free Speech Coalition was formed. The group says they formed it to stand up to Auckland Mayor Phil Goff who banned the two based on their political views. Mr. Corish, a member of the group believes that it is important to "...uphold the rights of Aucklanders," to hear diverse views. He values the democratic ideal of freedom of speech and feels that even if the message isn't to everyone's taste is imperative that all views are able to be heard.

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Initially, they tried to broker a deal with Auckland Council to reinstate the speaking event. The coalition has written to Mayor Phil Goff, councillors and the organisation, hoping to renegotiate the decision by a council agency to cancel the pair's booking at the Bruce Mason Centre. Following on from this the group has filed papers at court seeking a judicial review of the legality of the cancellation under the Bill of Rights and Human Rights Act.

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Reliability: All of my information was off the internet, with many from online blogs, news articles and websites. This means that my information may not be 100% reliable. Some of the information would be reliable like the guardian newspaper site. This is a well-respected newspaper and has won many awards for their stories and information.

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Sufficiency: There certainly needed to be some more information on Southern and Molyneux themselves. The information on the internet was devoid of their opinions in lots of ways except for their right-wing beliefs about things in society. I would have liked to get their opinion about the controversy in New Zealand. I also needed some interviews with the organisers of the Freedom of Speech campaign or the ones in New Zealand. I didn't really seek much primary information which was a really weakness in presenting a reasonable case.

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What could be done better: I needed to do more background research.

	<p>Grade Boundary: High Not Achieved</p>
<p>6.</p>	<p>For Achieved, the student needs to conduct a reflective social inquiry.</p> <p>This involves:</p> <ul style="list-style-type: none"> • deciding on the focus for the inquiry by developing questions • gathering information and background ideas • describing people’s points of view, values and perspectives • considering the ways in which people make decisions and participate in social action related to the focus of the inquiry • reflecting on and evaluating the understandings that have developed and the responses that may be required. <p>This student has partially conducted a reflective social inquiry by developing questions about the ‘Slutwalk’ protests (1). The student has also gathered information and background ideas (not exemplified here), and considered ways that people make decisions and participate in social action (2).</p> <p>The student describes points of view (3) and brief values (4) and perspectives (5), reflects on and evaluates the understandings that have developed from the inquiry, and the responses that may be required (6).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • describe in more detail the values and perspectives that underpin the points of view presented • provide further reflection and evaluation of the understandings that have developed, and the responses that may be required.

Student 6: High Not Achieved

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The SlutWalk is a recent conflict that involves a Toronto police officer and people all around the world. SlutWalk is a campaign to do with victim blaming which was caused by a comment made by Constable Michael Sanguinetti. On January the 24th 2011 at a safety forum Michael said “You know, I think we are beating around the bush here. I have been told I’m not supposed to say this, however, women should avoid dressing like sluts in order not to be victimised.” This sparked outrage and SlutWalk was organised by Heather Jarvis to raise awareness of the rights of women.

Questions: What is the SlutWalk campaign and how did it come about?

What are the differing points of views, values and perspectives that relate to the social action?

What social actions have/were taken done to co-inside with the SlutWalk campaign?

The SlutWalk campaign was itself a social action. Men and women around the world have marched to raise awareness that women should be able to wear whatever they like. The marches were to raise awareness about victim blaming. The organisers stated “We are tired of being oppressed by slut shaming; of being judged by our sexuality and feeling unsafe as a result.” The first march took place in Toronto, Canada. It was expected that 200-300 people would turn up, but in fact 3000 did. The event then went global and over 40 countries introduced to the SlutWalk marches to highlight issues of equality and no victim blame.

Another social action associated with the SlutWalk campaign was the Facebook campaign on Facebook the SlutWalk organisers explains the focus of the campaign, why there is conflict, why people should join and what they can do to help the campaign. Almost 32, 000 people have liked the Facebook page. One girls said that from Facebook she found out about the campaign and then went and protested in a march. She said “We need people to understand about this issue. We need people to participate. I am grateful that the postings were up on Facebook as this is the best way to get young people involved.”

Dr. Gail Dines, a professor of sociology and women’s studies at Wheelock College in Boston and Wendy J Murphy an adjunct professor of sexual violence at New England Law Boston have a point of view on SlutWalk. They believe as women, that the protest is demanding the wrong thing by calling the protesters sluts. They said “Women need to take to the streets – but not for the right to be called a slut. Women should be fighting for liberation from culturally imposed myths about their sexuality that encourage gendered violence.” As feminists they both value equality.

Heather Jarvis is the cofounder of SlutWalk and an advocate for equality for women. She has a point of view on SlutWalk. She believes that action was needed to stop victim blaming. She said “We are fed up... and we wanted to do something other than just be angry.”

Reliability: All of my information was off the internet, with many from online blogs, news articles and websites. This means that my information may not be 100% reliable. Some of the information would be reliable like the guardian newspaper site. This is a well-respected newspaper and has won many awards for their stories and information.