



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 91283

Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.

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 describe comprehensively a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves evaluating the effectiveness of the social action, including strengths, weaknesses, and appropriateness of the social action.</p> <p>The student has comprehensively described the #MeToo social action by evaluating its effectiveness, including both the strengths (1) and the weaknesses (2) of the campaign. The student has provided some evidence of the appropriateness of the social action (3) in the evaluation.</p> <p>For a more secure Excellence, the student could more comprehensively evaluate the effectiveness of the social action by describing the weaknesses of the social action in further detail.</p>

The #MeToo social action was effective in changing people's perceptions about sexual abuse/harassment but wasn't very effective in making much change when it comes to laws or regulation that would prevent sexual abuse/harassment from happening any more.

One strength of the #MeToo social action is that it got the attention of lots of celebrities and they got involved as well. As this social action started predominantly on social media it was a big strength that celebrities were using the hashtag to take part in the action. If this hashtag was just used by people who did not have many followers or publicity it would not have spread so vastly. The fact that celebrities like Lady Gaga with 78.5 million Twitter followers used this hashtag shows that it spread so much faster than if it was just a normal person with only a few followers. ①

One weakness of the social action is that the social action was very focussed on stories of women describing their sexual harassment/assault at the hands of men. This was an issue because men felt like they were being labelled as perpetrators of sexual assault/harassment. The reality is that men are victims of sexual harassment/assault as well but they were not as encouraged to share their stories. Men were also seen as the problem not as allies that could help solve this issue. ②

The #MeToo campaign was appropriate because it gave victims of sexual assault/harassment a way of sharing their stories in a less intimidating way. It would have been less daunting for these people to share their stories on social media or simply just typing "#MeToo" compared to actually telling someone face-to-face which might seem too overwhelming. Even if victims did not feel ready to share their own stories, seeing other people's experiences and stories online would have made them feel less alone. One thing that wasn't appropriate was that #MeToo was literally everywhere on social media. You couldn't avoid people talking about their traumatic experiences. This wasn't appropriate because not everyone wants to see that, especially people who have been through abuse/harassment, who might have found this triggering to their trauma. Not everyone would be ready to share their stories or hear about other people's stories but you couldn't really avoid it when the #MeToo posts were all over Facebook, Instagram, Twitter etc. ③

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to describe, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves describing the consequences for individual(s) and society of the social action.</p> <p>The student has sufficiently described, in depth, the consequences of the #MeToo social action. The student has described the consequence for the individuals (1), that people will feel empowered to share their stories, and for society (2), that people are more educated about the issue.</p> <p>To reach Excellence, the student could describe the social action comprehensively, by further evaluation of the effectiveness of #MeToo, including its strengths, weaknesses, and the appropriateness of the action.</p>

One consequence of the #Metoo social action for individuals was that victims felt empowered to share their own stories of sexual harassment and assault. Often victims of sexual harassment/assault are wrongly made to feel it is their fault and so they do not openly talk about the horrific experience, #Metoo helped to break down some of this invisibility. Half a million people responded to Milano's original #MeToo Tweet in the first 24 hours. This shows that lots of people were inspired by these stories and were very grateful to have a platform to share their stories. These individuals most likely never have had a way of sharing their stories before. Meghan Markle confirmed this when she said, "Women don't need to find a voice, they have a voice. They need to feel empowered to use it, and people need to be encouraged to listen." This is a really positive consequence of the social action for individuals. ①

One consequence of the #MeToo social actions for society was that people are becoming more knowledgeable of what sexual harassment is and ways to prevent it. Sexual harassment is a complicated issue because in some areas of society it is seen as normal and people do not realise how big of an issue it is because it is so hidden. The #MeToo social action campaign educated people on how big the issue is which resulted in society becoming more educated about sexual harassment/assault. Google searches about the definition of sexual assault and harassment, EZYInsight reports, have been gradually on the rise since October. Google searches for "workplace harassment" have been on a gradual upward trend since October, too. This shows that society is taking note of the #MeToo social action and are educating themselves on what the issue is and how to prevent it. This is a positive long term consequence for society because it hopefully means the cases of this issue decrease. ②

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to describe, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves describing the consequences for individual(s) and society of the social action.</p> <p>The student has just sufficiently described, in depth, the consequences of the #MeToo social action. The student has described the consequence for the individuals (1), that people will feel empowered to share their stories, and for society (2), that people are more educated about the issue.</p> <p>For a more secure Merit, the student could provide more detailed information to explain the consequences of the social action.</p>

One consequence of the #Metoo social action for individuals was that victims felt empowered to share their own stories of sexual harassment and assault. Half a million people responded to Milano's original #MeToo Tweet in the first 24 hours. This shows that lots of people were inspired by these stories and were very grateful to have a platform to share their experiences. This is because previously they were probably silenced or not believed. These individuals most likely never have had a way of sharing their stories. ①

On consequence of the #MeToo social actions for society was that people are becoming more knowledgeable of what sexual harassment is and ways to prevent it. Google searches about the definition of sexual assault and harassment, EZYInsight reports, have been gradually on the rise since October. Google searches for "workplace harassment" have been on a gradual upward trend since October, too. This shows that society is taking note of the #MeToo social action and are educating themselves on this major issue. ②

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the social action within the context of the issue, including the key features of the action • describe points of view, values and perspectives that relate to the group(s)/individual(s) that shaped the social action • describe how this social action enables communities and/or nations to meet responsibilities and exercise rights. <p>The student has used social studies concepts (7) and provided specific evidence to describe key features (1) of SAFE's social actions within the context of the issue (2).</p> <p>The student has described the points of view (3), values (4) and perspectives (5) of Hans Kreik and Mike King, that shaped the social action.</p> <p>The student has provided sufficient description of how this social action enables the community to meet its responsibilities and exercise its rights (6).</p> <p>To reach Merit, the students could describe the social action in depth, by describing the consequences of the action for individuals and society.</p>

A major issue facing New Zealand is how pigs are farmed, specifically the use of farrowing crates during pregnancy and piglet rearing. Some 16,000 New Zealand sows are confined in such cages from approximately a week prior to, until around four weeks after they give birth. These pigs are kept in these cramped metal stalls, their living conditions are so cramped they are not able to move at all, they are only able to stand up or sit down. Most have never seen natural sunlight, only the artificial light of a light bulb, nor do they ever go outside or have space to run around on grass; they spend their lives lying on damp concrete. These pigs also suffer severe mental trauma from not being able to look after their piglets in the way they want to. An organisation trying to change this issue is SAFE. They are determined to change the law to get farrowing crates legally banned through their SAFE Love Pigs campaign. Some of the actions they have done are; educating consumers through the 360 degree pig farm experience, petitions to the government and encouraging people to boycott pork. The 360 degree experience was a virtual reality look into a real pig farm.

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The footage was obtained by Farmwatch at a pig factory farm in the Waikato, using both hidden and hand-held cameras, it is a unique insight into the disgusting and upsetting conditions of a pig farm. The petition was signed by around 100,000 people with the names on and off-line. This petition stated that farrowing crates are inhumane and unnecessary, it stated "The crates do not provide for the behavioural welfare of sows when giving birth and nursing their piglets". This petition was a clear sign to the government that citizens wanted the law to change. SAFE's website encouraged people to boycott New Zealand pork by having informational pamphlets, interviews and documentaries.

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Hans Kriek, a SAFE campaign director has a point of view about factory cage farming in New Zealand. He believes that cage farming is a horrific crime against the rights of animals. He said, "instinctively you look at that, you see animals that can't move around, they are overcrowded, you see animals completely frustrated, and I thought, 'no that's not on'. It was probably one of the saddest sights I've ever seen in my entire life." He believes this because he values kindness and respect, he feels like these pigs are not being treated with either of these things and thinks this could easily be changed. Hans' point of view and values have been shaped by the perspective of activism. This is because people with an activism perspective want to take action against things that aren't right. Hans is leading the charge on fighting to ban farrowing crates.

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Mike King, an actor and comedian has a point of view about factory cage farming in New Zealand. He believes that cage farming is inhumane, a horrible way to treat an animal and should be outlawed. He said "I will not be a part of this brutality. It is disgusting. I firmly believe that anyone who sees this would want it to stop." He believes this because he values animal rights and laws, he thinks these animals' rights are being denied and that we should demand that their rights be protected by the law. Mike's point of view and values is shaped by his perspective as an animal advocate. This is because he knows that animals do not have a voice for themselves so humans need to advocate for their rights.

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The type of social action that SAFE did, effectively enabled responsibilities to be met and rights to be exercised. As New Zealand citizens, we have the responsibility to demand the government represent our needs/wants. SAFE exercised this responsibility by giving people a way of lobbying the government through the petition. This huge petition, totalling well over 100,000 signatures, was handed in at Parliament to Green Party MP and animal welfare spokesperson Gareth Hughes on the 15 March 2018. This shows that this social action successfully enabled this responsibility for a huge group of people. One right this social action is trying to enable is the animal right that states all animals have the right to be properly cared for, to be properly respected and protected by humans. By improving farming

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practicing SAFE hopes to ensure pigs are more respected and protected. They hope by legally banning farrowing crates and encouraging better practises that all farmers will properly care for their animals.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the social action within the context of the issue, including the key features of the action • describe points of view, values and perspectives that relate to the group(s)/individual(s) that shaped the social action • describe how this social action enables communities and/or nations to meet responsibilities and exercise rights. <p>The student has used social studies concepts (7) and provided some specific evidence to describe some key features (1) of SAFE’s social actions within the context of the issue (2).</p> <p>The student has briefly described the points of view (3), values (4) and perspectives (5) of Hans Kreik and Mike King, that shaped the social action. The student has provided just sufficient description of how this social action enables the community to meet its responsibilities and exercise its rights (6).</p> <p>For a more secure Achieved, the student could, provide further information on the key features of the action. They could also, describe perspectives that relate to the points of view and values of the group(s)/individual(s) that shaped the social action in more rigour.</p>

Student 5: Low Achieved
NZQA Intended for teacher use only

A major issue facing New Zealand is how pigs are farmed, specifically the use of farrowing crates during pregnancy and piglet rearing. Some 16,000 New Zealand sows are confined in such cages from approximately a week prior to, until around four weeks after they give birth.

These pigs are kept in these cramped metal stalls, their living conditions are so cramped they are not able to move at all, they are only able to stand up or sit down. These pigs also suffer severe mental trauma from not being able to look after their piglets in the way they want to. An organisation trying to solve this issue is SAFE. They a determined to get sow stalls legally banned through their SAFE Love Pigs campaign. Some of the actions they have done are; educating consumers through the 360 degree sow experience, petitions to the government and encouraging people to boycott pork. The 360 degree sow experience showed consumers what pig farms was actually like. The petition showed the government that citizens wanted the law to change. SAFE's website encouraged people to boycott New Zealand pork.

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Mike King, an actor and comedian has a point of view about factory cage farming in New Zealand. He believes that cage farming is inhumane, a horrible way to treat an animal and should be outlawed. He said "I will not be a part of this brutality. It is disgusting. I firmly believe that anyone who sees this would want it to stop." He believes this because he values animal rights and laws, he thinks these animals' rights are being denied and that we should demand that their rights be protected by the law. This is shaped by his perspective as an animal advocate.

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The type of social action that SAFE did, effectively enabled responsibilities to be met and rights to be exercised. As a New Zealand citizens, we have the responsibility to demand the government represent our needs/wants. SAFE exercised this responsibility by giving people a way of lobbying the government through the petition. This huge petition, totalling well over 100,000 signatures, was handed in at Parliament to Green Party MP and animal welfare spokesperson Gareth Hughes on the 15 March 2018. This shows that this social action successfully enabled this responsibility for a huge group of people. One right this social action is trying to enable is the animal right that states all animals have the right to be properly cared for, to be properly respected and protected by humans. By improving farming practicing SAFE hopes to ensure pigs are more respected and protected. They hope by legally banning farrowing crates and encouraging better practicing that all farmers will properly care for their animals.

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.</p> <p>This involves using social studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • describe the social action within the context of the issue, including the key features of the action • describe points of view, values and perspectives that relate to the group(s)/individual(s) that shaped the social action • describe how this social action enables communities and/or nations to meet responsibilities and exercise rights. <p>This student has used social studies concepts (5) and provided limited specific evidence to describe some key features (1) of SAFE’s social actions within the context of the issue (2).</p> <p>The student has attempted to describe the points of view, values and perspectives (3) of Hans Kreik and Mike King, that shaped the social action. The student has briefly described how this social action enables the community to meet responsibilities and exercise rights (4).</p> <p>To reach Achieved, the student could provide further information on the key features of the action. They could also describe the values and perspectives that underpin the points of view. They could also provide further information on how this social action enabled the community to meet its responsibilities and exercise its rights.</p>

A major issue facing New Zealand is how pigs are farmed, specifically the use of farrowing crates during pregnancy and piglet rearing. Some 16,000 New Zealand sows are confined in such cages from approximately a week prior to, until around four weeks after they give birth.

These pigs are kept in these cramped metal stalls, their living conditions are so cramped they are not able to move at all, they are only able to stand up or sit down. An organisation trying to change this issue is SAFE. They are determined to change the law to get farrowing crates legally banned. Some of the actions they have done are; educating consumers through the 350 degree pig farm experience, petitions to the government and encouraging people to boycott pork.

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