



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

Exemplar for Internal Achievement Standard Social Studies Level 3

This exemplar supports assessment against:

Achievement Standard 91597

Conduct a critical 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 critical social inquiry comprehensively.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • explain, and compare and contrast points of view, values and perspectives that relate to the focus of the inquiry. • report the findings and their relationship to the focus of the social inquiry • reflect on and critically evaluating the findings and considering the implications of the findings in contexts outside the inquiry. • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>The focus of this inquiry is inorganic waste collection. The student has developed research questions and gathered background ideas and information and used Social Studies concepts and specific evidence to report the findings by answering the focusing questions (not shown here)</p> <p>The student has explained, compared and contrasted points of view, values and perspectives that relate to the focus of the inquiry (not shown here)</p> <p>The student has reflected on and critically evaluated both the processes and the findings of the inquiry (not shown here).</p> <p>In this extract, the student provides a sufficient comprehensive critical evaluation of the findings (1) and considers the implications of the findings in contexts outside the inquiry (2).</p> <p>For a more secure Excellence, the student could consider the implications of the findings in contexts outside the inquiry in more detail.</p>

Student 1: Low Excellence

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Critically evaluating the findings

I found out that I needed a lot more primary information to make my findings more accurate and more encompassing. The use of primary sources who opposed Te Kotahitanga would have benefited my inquiry. Balanced primary information as presented in the case of gay marriage in New Zealand. People were allowed to present their evidence, findings and opinions under the umbrella of freedom of speech, in petition and in written and verbal form to the select committee. This inquiry into the thoughts and feelings of New Zealanders towards this issue meant that the MP's had a wider variety of information on which they could base their opinion and final vote. I should have used a greater variety of primary information like they did so that my findings were more accurate and less biased. I think this would address the lack of sufficiency and inclusiveness of the information. I certainly didn't get enough information from people who were opposed to this idea and agreed with the government getting rid of it. This affects my findings as they are not balanced and therefore not entirely accurate. I found it hard to remove myself from what I wanted to find as I am in favour of this programme continuing. I need to work on this for better accuracy in the future.

1

1

I feel that the information I collected was accurate. It was as up to date as I could get and as the topic is reasonably relevant there was an opportunity for it to be accurate. I looked at a range of sites to check the information and they all seemed to say the same thing so therefore what I wrote up should be accurate. I tried to use reputable sites with much of the information coming off the government site. I did use people I knew within the Maori community and as it was firsthand information I imagine it is quite accurate. Most of the people has actually worked with the Te Kotahitanga programme. However, some had not and their information was more anecdotal. This may be inaccurate and have skewed my findings, especially since they were totally agreeing with me.

1

The information was certainly relevant. The research was quite narrow and therefore it was easy to keep to relevant information. It was really hard to get of track and be researching unrelated stuff.

1

(Paragraph continues)

Considering the implications of the findings in contexts outside the inquiry.

Canada is well known for its continuing efforts to support and maintain the indigenous culture of its North American aboriginals, in particular through education. The sfirst Nations University of Canada is one example of a Canadian indigenous university which is guided by the values of tradition, innovation and leadership. It provided first nation people the opportunity to learn in an environment that is culturally responsive to their traditions and beliefs, diminishing marginalization and discrimination of aboriginals within an educational environment. These culturally inclusive ideas need to be brought into the secondary system in order for Maori to work within the system they will be compelled to live in in the real world. Te Kotahitanga is the Canadian University ideas imprinted on a secondary school.

2

(Paragraph continues)

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to conduct a critical social inquiry, in depth.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • explain, and compare and contrast points of view, values and perspectives that relate to the focus of the inquiry. • report the findings and their relationship to the focus of the social inquiry • reflect on and evaluate the findings • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>The focus of this inquiry is inorganic waste collection. The student has developed research questions and gathered background ideas and information, and used Social Studies concepts and specific evidence to report the findings by answering the focusing questions (not shown here).</p> <p>The student has reflected on and evaluated the findings of the inquiry and critically evaluated the process including making suggestions for improvement (not shown here).</p> <p>In this extract the student has explained, (1) compared and contrasted (4) points of view, values (2) and perspectives (3) of Tyla, Martin and an anonymous resident.</p> <p>To reach Excellence, the student could critically evaluate the findings and consider the implications of the findings in contexts outside the inquiry.</p>

Explaining, and comparing and contrasting points of view, values and perspectives that relate to the focus of the inquiry.

Tyla Zillwood, a resident of Hamilton strongly supports the idea of an inorganic waste collection. She thinks this will keep our streets tidy and prevent houses from being over cluttered creating a healthy and safe environment. It will also provide homeowners with a convenient method to get rid of any unwanted items.

①

She value the tidiness and liveability of our streets and therefore think this could only be beneficial. She values living in a tidy environment and would like to help other people by providing this for homeowners.

②

Her values and perspectives have been shaped by an environmental ideology, which means she wants to have a clean environment that is not littered with inorganic waste.

③

An anonymous Hamilton city resident thinks that this is an issue that should be addressed and fixed. She believes that this is would be a great service. She currently does not have the time or the resources to remove the unwanted items she has in her possession at the moment. Because of this she would find this service extremely helpful. She is also a huge advocate for recycling and thinks that people also being able to find items that are still in good condition (mostly furniture) that they may want or need great. She said “another man’s trash is another man’s treasure”.

①

She values the environment and anything that will not only support her view but also helps people to recycle items that may go to people that need them.

②

She has an environmentalist ideology which means she values the environment and strategies that will be beneficial to the environment.

③

Martin Were, a resident of Ngaruawahia thinks that the inorganic waste collection is not valuable. He believes that whilst it keeps the streets clean and tidy, it allows people to forget about their responsibility to maintain the community and puts the responsibility onto someone else – namely the council. He said “Yeah it may be a good idea but some people just leave their yards and the streets in a mess and expect that someone will come and pick up their rubbish and clean the area. I don’t agree with this. Where is the responsibility for us to clean up after ourselves and do it because we believe in a tidy community?” Martin values his community and people taking responsibility for themselves. (2) He has a libertarian ideology, where people are expected to get on with themselves without council/governmental intervention. (3)

①

Tyla and the anonymous resident think the same way about the inorganic waste collection. Both come from an environmentalist ideology believing that the collecting will help the environment both aesthetically, as well as encouraging recycling which may cut down on waste in the landfills. (4) These have not experienced the inorganic waste collection so their viewpoints may be idealistic. Martin on the other hand has seen the inorganic waste collection in action in Ngaruawahia and feels differently to Tyla and the anonymous person. He feels it is making people lazy and lacking in responsibility for the tidiness of the community. He may have seen first-hand what the Ngaruawahia community has been through and he may realise that it makes people take less care with waste. He would probably discourage Tyla and the anonymous person from getting the service in Hamilton, believing as a libertarian that people themselves should be responsible for the environment not the council. (paragraph continues)

④

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to conduct a critical social inquiry in depth.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • explain, and compare and contrast points of view, values and perspectives that relate to the focus of the inquiry. • report the findings and their relationship to the focus of the social inquiry • reflect on and evaluate the findings • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>The focus of this inquiry is a school ball falling during Ramadan. The student has developed research questions and gathered background ideas and information, and used Social Studies concepts and specific evidence to report the findings by answering the focusing questions (not shown here).</p> <p>The student has reflected on and evaluated the findings of the inquiry, and critically evaluated the process including making suggestions for improvement. (not shown here).</p> <p>In this extract the student has explained (1) and provided some detail when comparing and contrasting (4) points of view, values (2) and perspectives (3) of Amun and the Deputy Principal.</p> <p>For a more secure Merit, the student could provide more detailed information to compare and contrast the points of view, values and perspectives that relate to the focus of the inquiry.</p>

Explained, compared and contrasted points of view, values and perspectives that relate to the focus of the inquiry.

Amun Mukhtar, a year 13 Muslim Student and the school's multicultural prefect has a point of view on the school ball being on at the same time as Ramadan. Although she was planning to attend the ball prior to learning about the class with Ramadan she chose not to attend as she felt this would breach her religious practises at the time. She believes that it is unfair that students of the Islamic faith were forced into this situation to choose between an important school event and their religious observances. She said "I am not disappointed with the choice I made of choosing my religion over a social event however that does not mean that I am sad to be missing out on the experience of a ball with my friends. I believe that as this is a public school it is the schools management's job to make sure everyone is given equal opportunities to be able to participate in all school events." Amun clearly values her religion and her religious practises as she indicates that her religious belief takes precedence over her social exploits. She also values her right to participate in important school based events as well as the rights of all students to be afforded equal opportunities, regardless of one's religion. She sees the timing of the ball as religious discrimination. This belief is consistent with her prefect position in the school as she would strive to create an all-inclusive environment. She has an egalitarian ideology whereas she wants to prevent this unintentional discrimination from happening in the future.

1

2

3

The deputy principal of another school in our region has a viewpoint towards the issue of our school events clashing with important religious events. She believes that there are complications faced in organising a year's events and lots of things have to be weighed up. She said it was difficult to meet the needs of all individuals and their personal requirements. She also said that she understands that there may be people who miss out on events due to clashes but that the majority of people's needs are met.

1

She values running a successful school and meeting the needs of the majority.

2

She has a management ideology where she successfully fulfils the needs of most of her school community, whilst unfortunately disappointing others.

3

(Paragraph continues with other points of view values and perspectives.)

These contrasting points of view, values and perspectives show the range of opinion on the focus of my inquiry. The principal of our school and the deputy principal of the other school in our area are looking holistically at the entire school and whilst appreciating the need to support everyone they both show a management ideology where the needs of the majority are met and in this case it is at the expense of a small group of students. These points of view are in contrast to Amun and an anonymous Muslim mother. As Muslims and with a religious ideology both of them feel that it is important to look at all peoples situations if we are to truly be an egalitarian society. They don't think the management does this.

4

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to conduct a critical social inquiry.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • describing people’s points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry • report the findings and their relationship to the focus of the social inquiry • reflect on and evaluate the findings • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>In this extract the student has decided on the focus of the inquiry (1) which is Te Kotahitanga. The student has developed research questions (2), gathered background ideas and information (not exemplified here) and used Social Studies concepts (3) and specific evidence (4) to report the findings.</p> <p>The student has described Dia and Russell’s points of view (6), values (7) and perspectives (8) that underpin their participation and/or action in society and how these relate to the focus of the inquiry.</p> <p>The student has reflected on and evaluated the findings of the inquiry (9) and critically evaluated the process (10) including making suggestions for improvement (11).</p> <p>To reach Merit, the student could provide an in depth critical social inquiry by explaining, and comparing and contrasting points of view, values and perspectives that relate to the focus of the inquiry.</p>

Student 4: High Achieved
NZQA Intended for teacher use only

Deciding on the focus for the inquiry and develop research questions

In comparison to non-Maori secondary school students throughout the nation, Maori students as a collective are in fact achieving at a lower rate. In 2009 24% of year 11 Maori students gained an NCEA qualification. It was 69% for non-Maori. Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in Mainstream schools. For over ten years Te Kotahitanga was developed, assessed and implemented into schools and had a proven ability to help teachers work effectively with all students. Kerikeri High School, Alfriston College, Ngaruawahia High School and Te Puke High School are a few school in New Zealand where the programme was implemented. It was proven to be effective. The programme has since be discontinued.

2

My focus is to look at Maori achievement in New Zealand and in these schools and try and understand why the programme was discontinued.

1

My research question will be:

What is Maori achievement compared to the rest of New Zealand?

What is the Te Kotahitanga programme and what were its successes and failures?

2

Why was the programme discontinued?

Reporting the findings and their relationship to the focus of the social inquiry
Describing people's points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry
What is Maori achievement compared to the rest of New Zealand?

In 2009, 48 percent of year 11 Māori students gained an NCEA qualification at level 1 or above. This compares to 69 percent of non-Māori. (4) 53 percent of Māori and 70 percent of non-Māori achieved NCEA level 2 and above in 2009.

4

(Ref:<http://www.educationcounts.govt.nz>)

(Paragraph continues)

What is the Te Kotahitanga programme and what were its successes and failures?

Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in mainstream schools.

(Paragraph continues)

The programme was developed by Maori education research in the University of Waikato's School of Education and the Poutama Pounamu research and development Centre led by Professor Russell Bishop.(paragraph continues)

4

This programme aids to educate Maori to understand that our culture is rich in knowledge and is reflected in the history of our ancestors who had these principles and values in their everyday lives. Te Kotahitanga incorporates a selection of these principles and values that are specific to the enhancement of progressing students and their teachers. These are mamaakitanga, man motuhake, nga whakapiritanga, wananga, ako and kotahitanga.

3

Dia Rangiwhiu, a student at a school that has Te Kotahitanga has a point of view on the programme. She believes that initiatives like Te Kotahitanga that embrace Maoridom and stray away from the traditional one fits all approach allows for Maori students to understand their culture in terms of education and therefore will raise their achievement.

6

She values education and the importance of retaining her Maori culture. (7) She has a Maori ideology because as a Maori, she sees the importance of programmes that support Maori as highly important.

(Paragraph continues)

8

Why was the programme discontinued?

The Government is dumping a "highly-successful" education programme that is helping to lift the achievement of Maori students. The Ministry of Education will stop funding Te Kotahitanga at the end of the year after spending more than \$35 million on it over 12 years. (Paragraph continues) **4** University education professor Russell Bishop said it was "nonsense" the ministry would throw away a project that was working to lift achievement among priority learners. He believes that the Ministry keep looking for a quick fix to the education issue but believes that this is a really good programme. **6**

As an education professor he values education and as the former Te Kotahitanga director he can appreciate the value of the programme. **7** His point of view and values are shaped by an educational ideology where he places importance on success and improvement in the educational area. **8**
(Paragraph continues)

Reflecting on and evaluating the findings

I collected a range of primary and secondary sources that were accurate. The primary information I collected was mainly in the form of interviews from student Maori prefects, Maori grandparents, and members of parliament and these were accurate although perhaps not sufficient enough to get well balanced findings. There certainly needed to be more interviews from people who know about Building on Success and other alternative programmes in schools, like Hekia Parata. My findings could have been better if my surveys were delivered to more people and therefore I had a greater range of points of view rather than relying in the end on secondary information that contained points of view. The secondary information was good as the demise of Te Kotahitanga was recent and there was lots of it so I had a reasonable amount to work with when writing my findings. (Paragraph continues) **9**

Critically evaluating the processes of social inquiry including making suggestions for improvement

	10 Positives	10 Negatives	11 Improvements
Collecting Primary: Interviews - Dia Rangiwhiu, Nevada Huaki, Catherine Dealhunty, Hollie Grey, Ms Whaanga	Non biased questions, first-hand information Good Maori perspectives as this inquiry is about their achievement All participants agreed to have their name published in the report	Biased as did not get others who were against the programme, not enough people from all walks of life, no evidence from National why they shut the programme, some not knowledgeable about the programme, some inaccuracies with getting perspectives as no recording – only based on what was listened to.	More interviews from a wider range of people More interviews from those knowledgeable not just people Interview Hekia Parata Record the information so avoids inaccuracies
Collecting: Primary: Survey		Didn't give it to enough people, lack of diversity of recipients, biased questions, leading questions and not open enough.	More surveys to collect more information, give to a wider range of people - many nationalities, ages etc Look for bias in questions, have more open questions
Collecting Secondary: Green Party Website	Useful perspective and supportive of keeping the programme, a personal opinion so accurate for this person perspective	More political points of view should have been looked at (Table continues)	Wider range of political perspectives on the issue and the programme, find out why national closed the programme from national

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to conduct a critical social inquiry.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • describing people’s points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry • report the findings and their relationship to the focus of the social inquiry • reflect on and evaluate the findings • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>In this extract the student has decided on the focus of the inquiry (1) which is Euthanasia. The student has developed research questions (2) and gathered background ideas and information (not shown here), and used Social Studies concepts (3) and specific evidence (4) to report the findings.</p> <p>The student has described Casey and Jack’s points of view (6), provided some evidence of their values (7) and perspectives (8) that underpin their participation and/or action in society and how these relate to the focus of the inquiry.</p> <p>The student has reflected on and evaluated the findings of the inquiry (9) and just sufficiently critically evaluated the process (10) including making suggestions for improvement (11).</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • provide further evidence of the values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry • provide further evidence of an evaluation of the processes including making suggestions for improvement.

Deciding on the focus for the inquiry and develop research questions

The social issue that I have decided to inquire is the law of euthanasia in New Zealand.

Euthanasia is the painless ending of a life of a patient who is suffering from severe terminal illness by lethal injection. Currently in New Zealand, euthanasia is illegal in all forms.

Labour MP Maryan Street, introduced her "End of life choice bill" to the member's ballot in 2013,

although in the later months of 2013 she removed her bill from the member's ballot box out of concern that a debate about euthanasia could come up during elections and become a "political football". Labour was also concerned that the bill could distract from its main policies and deter the more conservative voters. She was asked if she would revisit the issue after the general elections, to which she replied; "I'll put it back in the ballot like a shot. That will be one of my first actions."

The bill proposes euthanasia to be open to people with a terminal illness that is likely to cause death within 12 months, or to people with an irreversible physical or mental condition that renders their life unbearable - by their own assessment.

I want to look at:

What is euthanasia and what are people's perspectives on the issue of euthanasia?

What is the controversy surrounding euthanasia.

What was Maryan's policy proposal all about and could it be reintroduced?

Reporting the findings and their relationship to the focus of the social inquiry
Describing people's points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry

What is euthanasia and what are people's perspectives on the issue of euthanasia?

According to <http://en.wikipedia.org/wiki/Euthanasia> euthanasia refers to the practice of intentionally ending a life in order to relieve pain and suffering. (paragraph continues)

There are many different perspectives about euthanasia.

Casey, a former student is a firm believer in euthanasia. She has a human rights ideology. She believes that it should be up to the individual themselves to decide whether or not they wish to die and that it is unfair to be criminalising people for doing the same thing for a family member for which they would do for their pet. She values individual's rights, freedom and an individual's decision on whether they should die or not.

Hospice New Zealand does not support the issue of euthanasia. They are firm believers of palliative care and making the patient as comfortable as they can in their last moments. They believe that assisted dying should be illegal, that there are other ways to care for someone in their last moments. They value the Hippocratic Oath which 'Intends neither to hasten nor postpone death' and keeping people content, and comfortable in their last days.

Jack Havill, president of the Voluntary Euthanasia Society of New Zealand believes that euthanasia is a good thing for a variety of reasons.

- to prevent suffering at the end of life, including pain that cannot be relieved by drugs.

- to maintain dignity in death. (6)(paragraph continues) (Ref: <http://www.ves.org.nz/>)

He values an individual's' rights to make their own decisions, freedom of choice and that it wrong to be letting people and families suffer when there is a solution. His values are shaped by his human rights ideology.

What is the controversy surrounding euthanasia?

Controversy follows whenever euthanasia is talked about. People are often diametrically opposed to each other's opinions – either very for it or very against it. The case for it has been outlined above in Jack Havill's perspective. The case against incorporates a number of issues.

Firstly it is believed that, Legal safeguards cannot protect the vulnerable from euthanasia abuses and it is believed that euthanasia and assisted suicide are the ultimate tools for elder abuse. Legislation can never protect vulnerable people, the frail, the elderly and the disabled

from pressure to terminate their 'burdensome' lives, or worse, from being killed without consent. A 2010 study revealed 32% of euthanasia killings in Flanders, Belgium had no specific request. (4) (Ref: <http://euthanasiadebate.org.nz/wp-content/uploads/2013/05/Eight-Reasons-Flyer-1.5.13b.pdf>)

(Paragraph continues)

What is Maryan's policy proposal all about and could it be reintroduced?

(Paragraph continues)

Critically evaluating the processes of social inquiry including making suggestions for improvement

	Positives and negatives 10	Improvements 11
Primary information	<p>Surveys were not biased. I just wanted to see what people thought so the questions were open.</p> <p>The interviews weren't biased either as I just wanted to see what people thought.</p> <p>When conducting the surveys I asked people if I could use their name and I had a blurb at the top so people knew what it was about.</p> <p>I conducted the interviews via telephone and asked if I could record them and use the people's names.</p>	<p>I think I needed to do more surveys from a wider range of people. The surveys were fairly limited and even though I put it on line and did some in school I needed to have a wider range of opinions from the community. I would have made my findings more accurate.</p> <p>The year 9's didn't fill in the survey accurately and I think I needed to talk with them more about euthanasia rather than just dumping the surveys on them.</p>
Secondary information	<p>I referenced my sources of information for the most part and checked the accuracy of the statistics against other sites. Some of the sites were pro euthanasia so I had to check the information so that I knew it was Ok to use and was unbiased.</p> <p>(Paragraph continues)</p>	<p>I missed some referencing so there was definitely some plagiarism. I need to make sure I am accurate with my referencing and acknowledgements.</p> <p>(Paragraph continues)</p>

Reflecting on and evaluating the findings 9

Accuracy	The findings were accurate I think. I got a lot of what people think and therefore it is accurate as they said it. Some of the statistics were similar on different sites so they must have been accurate. The information from the internet was dated recently so it implies it is up to date and accurate
Relevance	The information collected was relevant and related to my focus well. I actually used only a few secondary sites and got a lot of information from the voluntary euthanasia society of NZ I joined. I did some surveys and they helped make my information more relevant as I got first-hand information.
Sufficiency	I collected a few surveys. They weren't really enough though. The secondary information was sufficient. There was plenty of information from NZ and abroad.
Inclusiveness	I used a range of people to get the collected information so I feel I was inclusive.
Significance	The information I collected was important to my findings as it was able to answer the questions clearly.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to conduct a critical social inquiry.</p> <p>This involves using Social Studies concepts and giving specific evidence to:</p> <ul style="list-style-type: none"> • decide on the focus for the inquiry and developing research questions • gather information and background ideas • describing people’s points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry • report the findings and their relationship to the focus of the social inquiry • reflect on and evaluate the findings • critically evaluate the processes of social inquiry including making suggestions for improvement. <p>In this extract the student has decided on the focus of the inquiry (1) which is Te Kotahitanga. The student has developed research questions (2) and gathered background ideas and information (not shown here), and used Social Studies concepts (3) and specific evidence (4) to report the findings.</p> <p>The student has described Dia and Russell’s points of view (6) that underpin their participation and/or action in society and how these relate to the focus of the inquiry.</p> <p>The student has reflected on and evaluated the findings of the inquiry (7) and just sufficiently critically evaluated the process (8).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • make suggestions for improvements of the processes of social inquiry. • provide a description of the values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry.

Deciding on the focus for the inquiry and develop research questions

In comparison to non-Maori secondary school students throughout the nation, Maori students as a collective are in fact achieving at a lower rate. In 2009 24% of year 11 Maori students gained an NCEA qualification. It was 69% for non-Maori. Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in Mainstream schools. For over ten years Te Kotahitanga was developed, assessed and implemented into schools and had a proven ability to help teachers work effectively with all students. Kerikeri High School, Alfriston College, Ngaruawahia High School and Te Puke High School are a few school in New Zealand where the programme was implemented. It was proven to be effective. The programme has since be discontinued.

2

My focus is to look at Maori achievement in New Zealand and in these schools and try and understand why the programme was discontinued.

1

My research question will be:

What is Maori achievement compared to the rest of New Zealand?

What is the Te Kotahitanga programme and what were its successes and failures?

Why was the programme discontinued?

2

Reporting the findings and their relationship to the focus of the social inquiry
Describing people's points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry
What is Maori achievement compared to the rest of New Zealand?

In 2009, 48 percent of year 11 Māori students gained an NCEA qualification at level 1 or above. This compares to 69 percent of non-Māori. 53 percent of Māori and 70 percent of non-Māori achieved NCEA level 2 and above in 2009.

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(Ref:<http://www.educationcounts.govt.nz>)

(Paragraph continues)

What is the Te Kotahitanga programme and what were its successes and failures?

Te Kotahitanga was a programme, which sought to improve the educational achievement of Maori students in mainstream schools.

(Paragraph continues)

The programme was developed by Maori education research in the University of Waikato's School of Education and the Poutama Pounamu research and development Centre led by Professor Russell Bishop. (4) (paragraph continues)

4

This programme aids to educate Maori to understand that our culture is rich in knowledge and is reflected in the history of our ancestors who had these principles and values in their everyday lives. Te Kotahitanga incorporates a selection of these principles and values that are specific to the enhancement of progressing students and their teachers. These are mamaakitanga, man motuhake, nga whakapiritanga, wananga, ako and kotahitanga.

3

Dia Rangiwhiu, a student at a school that has Te Kotahitanga has a point of view on the programme. She believes that initiatives like Te Kotahitanga that embrace Maoridom and stray away from the traditional one fits all approach allows for Maori students to understand their culture in terms of education and therefore will raise their achievement.

6

(Paragraph continues)

Why was the programme discontinued?

3

The Government is dumping a "highly-successful" education programme that is helping to lift the achievement of Maori students. The Ministry of Education will stop funding Te Kotahitanga at the end of the year after spending more than \$35 million on it over 12 years.

4

(Paragraph continues) University education professor Russell Bishop said it was "nonsense" the ministry would throw away a project that was working to lift achievement among priority learners. He believes that the Ministry keep looking for a quick fix to the education issue but believes that this is a really good programme. (Paragraph continues)

6

Reflecting on and evaluating the findings

I collected a range of primary and secondary sources that were accurate. The primary information I collected was mainly in the form of interviews from student Maori prefects, Maori grandparents, and members of parliament and these were accurate although perhaps not sufficient enough to get well balanced findings. There certainly needed to be more interviews from people who know about Building on Success and other alternative programmes in schools, like Hekia Parata. My findings could have been better if my surveys were delivered to more people and therefore I had a greater range of points of view rather than relying in the end on secondary information that contained points of view. The secondary information was good as the demise of Te Kotahitanga was recent and there was lots of it so I had a reasonable amount to work with when writing my findings. (Paragraph continues)

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Critically evaluating the processes of social inquiry including making suggestions for improvement

	8 Positives	9 Negatives
Collecting Primary: Interviews - Dia Rangiwhiu, Nevada Huaki, Catherine Dealhunty, Hollie Grey, Ms Whaanga	Non biased questions, first-hand information Good Maori perspectives as this inquiry is about their achievement	Biased as did not get others who were against the programme, not enough people from all walks of life, no evidence from National why they shut the programme,
Collecting: Primary: Survey		Didn't give it to enough people, lack of diversity of recipients, biased questions, leading questions .
Collecting Secondary: Green Party Website	Useful perspective	More political points of view should have been looked at (Table continues)