

Achievement Standard 92049 (V2) Subject Reference: Social Studies 1.2

Demonstrate understanding of perspectives on a contemporary social issue - 5 Credits

Assessment Title: Teens Vaping in Aotearoa

Student Instruction Sheet

Working Towards	Working At	Working Above	Working Beyond	
You have demonstrated an understanding of a contemporary social issue	You have demonstrated a full understanding of a contemporary social issue	You have demonstrated a sound understanding of a contemporary social issue	You have demonstrated an in-depth understanding of a contemporary social issue	
You have described in detail the perspectives of the people/groups involved	You have described in detail the perspectives of the people/groups involved, using examples to support	You have explained the perspectives of the people/groups involved, using examples to support	You have explained in detail the perspectives of the people/groups involved, using examples to support	
You have given a detail description of the responses from groups/people on the contemporary social issue	You have compared OR contrasted the differing responses from groups/people on the contemporary social issue	You have compared and contrasted the differing responses from groups/people on the contemporary social issue	You have effectively compared and contrasted the differing responses from groups/people on the contemporary social issue	
		NCEA Achieved	NCEA Achievement with Merit	NCEA Achievement with Excellence
		Demonstrate understanding of perspectives on a contemporary social issue	Explain perspectives on a contemporary social issue	Examine perspectives on a contemporary social issue

Ākongā will demonstrate an understanding of differing perspectives within the vaping industry and how the perspectives influence people's viewpoints and

related responses.

What to do

You will create a presentation that shows your understanding of differing perspectives on vaping in teens and how this is a social issue and how these perspectives influence people's viewpoints and responses to this issue.

In your presentation, you should focus on two people or groups who have differing perspectives, viewpoints, and responses in relation to your chosen contemporary issue.

Examples of people or groups include:

- Health Organizations and Advocacy Groups
 - Asthma and Respiratory Foundation NZ (AFRNZ)
 - Action for Smokefree New Zealand (ASH)
 - The Youth Insights Survey by the Health Promotion Agency
 - National Youth Tobacco Monitor

- New Zealand Government and Ministry of Health
- Vaping Industry (e.g., VAPO, Alt New Zealand)
- Parents and Educators
- religious or faith-based groups

Use the following structure to draft your response. You must use evidence to develop the explanations throughout your presentation.

Part One — The issue

- Outline your chosen contemporary social issue
 - What is the issue?
 - Why is it relevant today?
 - Background to Social Issue

🕒 *Checklist:*

- - *describe what is happening (5 Ws)*
- - *describe cause and effect*

Part Two — Perspectives, viewpoints, and responses

- Identify and describe the differing perspectives of each of the people or groups you have selected, in relation to the contemporary social issue.
 - 🕒 You might consider liberal, conservative, social, environmental, Indigenous, political, or economic perspectives that are held by your chosen people or groups, medical or health
- Describe how the differing perspectives of these people or groups influence their viewpoints on contemporary social issue.
- Discuss how these differing perspectives have influenced responses to the contemporary social issue.
 - 🕒 What are the different responses of each of the people or groups in relation to the contemporary issue?
 - 🕒 Consider why the people or groups have responded this way.

Part Three — Look at the bigger picture

- Explain the impacts of these responses to the contemporary social issue.
- Examine the implications of the differing perspectives and related responses to the contemporary social issue.
 - What are the wider consequences for teens that have arisen from the differing perspectives and responses to the issue?
 - 🕒 What are the wider consequences for society that have arisen from the differing perspectives and responses to this issue? These may be real or potential implications.

You must use evidence to develop the explanation throughout your presentation, statistics, graph, surveys etc

How to present your learning

Your presentation could be presented in a variety of different ways, including but not limited to:

- an oral presentation (3-4 minutes)
- a written presentation (750-800 words)
- a digital presentation (video, slideshow, animation, web page, or diagram)
- a combination of the above.

Check with your kaiako/teacher to ensure the mode of presentation allows you to meet the criteria at all levels of achievement before you proceed.

Timeframe

You will have up to **three weeks in class** to complete this Assessment Activity.

Getting started

Before starting this Assessment Activity:

- collect more information related to your social issue, perspectives, impacts, and implications to supplement what your kaiako has provided
- confirm with someone else in your class or your kaiako that you understand the difference between a perspective and viewpoint
- talanoa or wānanga with others to discuss:
- how you know a perspective has influenced a response
- how the perspectives are similar or different
- why different people or groups chose to respond the way they did. What was it about that response that made them think it was appropriate? What are the implications of the human rights issue for society?

Student Resources

1. [Documentary](#)
2. [Teens still seeing illegal vape adverts, and buying online - Vape-Free Kids NZ](#)
3. [WHO report on the global tobacco epidemic 2021: addressing new and emerging products](#)
4. [How Does Peer Pressure Affect a Teen's Social Development](#)
5. [Young non-smokers in NZ are taking up vaping more than ever before. Here are 5 reasons why](#)
6. [Straight to vape](#)
7. [A summary of information for schools and youth health providers](#)

8. [Vaping law pass](#)
9. [Disposable vapes banned](#)
10. [Vaping promises up in smoke](#)
11. [2022/2023 NZ Health service survey](#)
12. [Should New Zealand make all vapes prescription-only? | Re: Investigates](#)

[More Resources](#)

<https://www.nz.co.nz/news/national/495934/vaping-petition-presented-at-parliament-we-as-adults-have-failed-our-mokopuna#:~:text=%22We%20as%20adults%20have%20failed,petition%20containing%20over%2013%2C000%20signatures>

<https://www.nz.co.nz/national/programmes/ninetonoon/audio/2018830147/new-vape-regulations-won-t-stop-kids-vaping-academic>

<https://www.health.govt.nz/our-work/regulation-health-and-disability-system/regulation-vaping-and-smokeless-tobacco-products>

<https://www.esr.cri.nz/our-research/our-science-in-action/up-in/>

<https://www.esr.cri.nz/our-research/our-science-in-action/up-in/>

<https://vapingfacts.health.nz/vapefree-schools/law-on-vaping.html>

<https://vapingfacts.health.nz/vapefree-schools/supporting-teaching-and-learning-activities.html>

<https://www.theguardian.com/society/2021/jul/27/urgent-need-for-age-restrictions-on-tiktok-vaping-videos-australian-study-finds>

<https://www.theguardian.com/society/2021/oct/01/australian-vaping-law-changes-e-cigarette-users-now-need-a-doctors-prescription>

<https://sites.unicef.org/policyanalysis/rights/files/HRBAP>

KEY ASSESSMENT PROCEDURES

AUTHENTICITY

- All students will sign an authenticity declaration

LATENESS

- Work is to be handed in on the due date, in the timetabled period for that class, the time stipulated in the upload assignment on MHOL or prior to that date.
- If a student is absent on the due date, work can be delivered to reception.
- Late work may not be assessed.

MISSED ASSESSMENTS

- Where possible students need to complete a Missed Assessment form prior to the day of absence. Students who are absent from an in class assessment must have completed the Missed Assessment form and provided supporting documentation or have provided a signed absence note, giving a reason for their absence and a supporting medical certificate where appropriate, on their return to school. After form is completed it needs to be taken to reception to be scanned along with supporting documentation and the copy forwarded to the NZQA Principal's Nominee by reception (Ms Lambert). The original should be submitted with your assessment evidence to your classroom teacher.
- Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. Prior approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form on MHO. Student's should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline.
- An opportunity for rescheduling the missed assessments may be available during the assessment period.
- In exceptional circumstances assessments may be scheduled at alternative times. These circumstances will be considered by the assessment committee. The assessment committee will consist of the Principal, the Deputy Principal and the NZQA Principal's Nominee.

EXTENSIONS

- Extensions of time may be granted on compassionate grounds or for illness as in above. All extensions should be made on the approved form available in the Appendix of this document and also available on MHO.
- Where possible, application should be made in writing as soon as possible in advance of the hand in date.
- Staff should carefully consider major school events interruptions such as examinations and camps and not schedule internal assessments near to that time.
- Where a class has been given written notification of an assessment date extensions to this on a whole class basis are to be approved by the NZQA Principal's Nominee

Assessment Schedule – MHJC Global Studies Assessment: *Teens vaping in Aotearoa*

Task	Working Towards	AT	ABOVE	BEYOND
Contemporary Issue	You have demonstrated an understanding of a contemporary social issue	You have demonstrated a full understanding of a contemporary social issue	You have demonstrated a sound understanding of a contemporary social issue	You have demonstrated an in-depth understanding of a contemporary social issue
Perspectives of groups/people	You have described in detail the perspectives of the people/groups involved	You have described in detail the perspectives of the people/groups involved, using examples to support	You have explained the perspectives of the people/groups involved, using examples to support	You have explained in detail the perspectives of the people/groups involved, using examples to support
Responses of people/groups	You have given a detail description of the responses from groups/people on the contemporary social issue	You have compared OR contrasted the differing responses from groups/people on the contemporary social issue	You have compared and contrasted the differing responses from groups/people on the contemporary social issue	You have effectively compared and contrasted the differing responses from groups/people on the contemporary social issue
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation and these are intrusive at times, consequently the reader has to infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear
Time Management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the due date	You have submitted your assessment by the due date
Overall Grade	Working Towards	AT	ABOVE	BEYOND

Assessment Schedule – Achievement Standard 91042 Assessment Title: *Demonstrate understanding of perspectives on a contemporary social issue - 5 Credits*

Task	Evidence towards Achieved	Evidence towards Merit	Evidence towards Excellence
Achievement Criteria	Demonstrate an understanding of perspectives on a contemporary social issue	Explain perspectives on a contemporary social issue	Examine perspectives on a contemporary social issue
Teacher judgements	<p>The student is able to:</p> <ul style="list-style-type: none"> describe a contemporary contemporary issue describe differing perspectives and how these influence people’s viewpoints in relation to the chosen contemporary issue describe differing responses in relation to the perspectives on the chosen contemporary issue include relevant evidence in the description. 	<p>The student is able to:</p> <ul style="list-style-type: none"> discuss how differing perspectives have influenced responses in relation to the chosen contemporary social issue explain impacts of the responses to the chosen contemporary issue use evidence to support the explanation. 	<p>The student is able to:</p> <ul style="list-style-type: none"> examine implications of the differing perspectives and responses on society in relation to the chosen contemporary social issue use evidence to develop the explanation.
For example (description of possible student response to this activity)	<p>The student has:</p> <ul style="list-style-type: none"> described a chosen contemporary social issue by stating its key features. This may have included a description of <i>the people at the centre of the issue, their location, and contributing factors to the issue.</i> described at least two differing perspectives on the contemporary human rights issue and how these influence people’s viewpoints in relation to the chosen contemporary human rights issue. For example, <i>described how the human rights perspective of a named group influences their viewpoint that rights are held by individuals. The student also described how another named group’s cultural perspective influences</i> 	<p>The student has:</p> <ul style="list-style-type: none"> discussed how differing perspectives have influenced responses in relation to the chosen social issue. For example, <i>discussed how the named group’s human rights perspectives on participation, empowerment, and legality have influenced their response. The student also discussed how the other named group’s differing cultural perspectives on tradition, community, roles, and obligations influenced their response.</i> explained impacts of the responses to the contemporary human rights issue. For example, <i>explained direct effects (short or long term, positive or negative) of the differing responses on individuals,</i> 	<p>The student has:</p> <ul style="list-style-type: none"> examined implications of the differing perspectives and responses on society in relation to the chosen contemporary social issue. For example, <i>examined wider consequences of the differing perspectives and responses to the chosen human rights issue, for society.</i> used evidence to develop the explanation, such as names, dates, quotes, or statistics that strengthen the points being made.

	<p><i>their viewpoint of rights as related to the community rather than the individual.</i></p> <ul style="list-style-type: none">• described at least two differing responses in relation to the perspectives on the social issue. For example, <i>described what the named group has done in response to the human rights issue in relation to their perspective. The student also described a differing response of another group in relation to their perspective.</i>• included relevant evidence in the description, such as appropriate names, dates, quotes, or statistics.	<p><i>groups, or places.</i></p> <ul style="list-style-type: none">• used evidence to support the explanation, such as names, dates, quotes, or statistics that back up the points being made.	
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