

Achievement Standard 91042 (Version 3) Subject Reference: Social Studies 1.4

Report on personal involvement in a social justice and human rights action

4 Credits

Assessment Title: _____

Student Instruction Sheet

Working Towards	At	Above	Beyond
You have yet to complete your research file	You have provided a sound research file	You have provided a detailed research file	You have provided a detailed research file from a range of sources
You have attempted to participate in an established Social Action	You have participated in an established Social Action	You have participated in an established Social Action	You have participated in an established Social Action
You have planned/drafted a report that outlines a Human Rights and Social Justice issue	You have planned/drafted a report that outlines a Human Rights and Social Justice issue	You have provided a report on personal involvement in a social justice and human rights action.	You have provided an in-depth report on personal involvement in a social justice and human rights action.

NCEA Achieved	NCEA Achievement with Merit	NCEA Achievement with Excellence
Report on personal involvement in a social justice and human rights action.	Report, in-depth, on personal involvement in a social justice and human rights action.	Comprehensively report on personal involvement in a social justice and human rights action.

This assessment activity requires you to complete an in-depth investigation to become informed about _____(individuals/groups determined) which is a social justice/human rights issue. Furthermore, this assessment activity requires you to become involved/participate in a social justice and human rights action that is organised by an existing social justice and human rights group. The group may be a local, regional, national, or international organisation. You will then prepare a report describing your personal involvement in the social action.

If you wish to attempt the NCEA Achievement Standard, within your prepared report describing your personal involvement, you will need to:

- provide personal reasons for involvement/an evaluation of personal involvement/
- reflect on personal involvement that includes alternative and/or additional actions/evaluate the effectiveness of these alternative and/or additional actions.

This assessment is due: _____

ASSESSMENT CONDITIONS

In- class/out of class time allowed:

The assessment will be handed out to you in Week ____, Term _____. You will be given 15 sessions (5 weeks) in (Global Studies) to work on your _____ (social action). You will also be expected to work at home on this assessment.

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

Student Instruction Sheet

Situation/Setting/Context

Short introduction and explanation

Task Instructions

STEP ONE - Identify a Social Justice and/or Human Rights Group

Working in a small group or independently, use the internet, identify a range of social justice and human rights groups/organisations that work to address _____ issue. These groups/organisations need to have a well-established framework.

For example:

Poverty Issues (access to food) in the developing world - World Vision - the 40-hour famine

Human Rights violations - Amnesty International - letter writing campaigns

New Zealand based organisations - Kidscan, Auckland City Mission

Choose ONE social action/establish organisations to work with. The action can either a pre-organised action or your own action. **DOES ANY THING NEED TO BE PLANNED/ORGANISED NOW? For example - ordering resources, securing a date, getting permission.....**

STEP TWO - Independent Research:

Become Informed about _____ issue that relates to your chosen Social Justice and Human Rights action/group.

2.1 In class with your group, together create a research plan that includes; possible Human Rights/Social Action groups and issues, Global Studies Key Concepts, Possible Sources and initial Social Action steps. Use the Research Plan template.

2.2 Working independently and using your group's research plan, complete independent research. You are required to create a Research File (digital or hardcopy) that includes:

- All source reference details (refer to the bibliography guidance document)

- A range of evidence about the issue. This may include; quotes, photographs, political cartoons, newspaper articles, magazine articles, maps, extracts from books/websites

STEP THREE - Take Social Action

Return to your small group or choose to continue to work independently; participate in the established social justice and human rights action that addresses the _____ issue.

Collect evidence (including dates and locations) of your involvement. Your evidence can be in any medium as long as it allows information to be stored and retrieved, for example, text, photos, audio recording, and/or video footage.

STEP FOUR – Report on personal involvement in a Social Justice and Human Rights Action

Working INDEPENDENTLY, plan and write a report.

Use the evidence of your participation to write a report describing your involvement in the action. Include evidence of your understanding of relevant social studies concepts, for example, social justice, human rights, group, roles, responsibilities, family, community, and society.

In your report:

YOU MUST

- ✓ Provide background information about the issue. Remember to use your research file
- ✓ Describe the social action
- ✓ Describe the intended outcome and how it promotes Human Rights/Social Justice
- ✓ Describe your involvement in the social action

YOU SHOULD

- ✓ Reflect on your involvement in the action
- ✓ Explain why you choose to act
- ✓ Evaluate whether you achieved the intended purpose of the action

YOU COULD

- ✓ Evaluate the effectiveness of the action.
- ✓ Describe and discuss advantages/disadvantages of your social justice and human rights action.
- ✓ Effectiveness in address issue/intended outcome
- ✓ Describe and discuss advantages/disadvantages of alternative social justice and human rights actions (related to the issue) that you could have taken.

Success criteria: You must submit....

MHJC Assessment

1. The range of possible Social Justice and Human rights actions/groups you could participate in/with
2. Group Research Plan
3. Research file
4. Record of Social Action (group)

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5. Report on personal involvement in a Social Justice and Human Rights Action

Recommended Sources: (if appropriate - could be MHOL references/websites or books)

- Group research plan (MHOL)
- Bibliography guidance document (MHOL)
- Report Planning template and writing frame (MHOL)
- **Other resources (please detail)**

Assessment Schedule - MHJC Global Studies Assessment ____: (*Assessment Title*)

Task	Working Towards	AT	ABOVE	BEYOND
<p>Detail task/task purpose.. ..</p>	<p>You have yet to complete your research file</p> <p>You have attempted to participate in an established Social Action</p> <p>You have planned/drafted a report that outlines a Human Rights and Social Justice issue</p>	<p>You have provided a sound research file</p> <p>You have participated in an established Social Action</p> <p>You have planned/drafted a report that outlines a Human Rights and Social Justice issue</p>	<p>You have provided a detailed research file</p> <p>You have participated in an established Social Action</p> <p>You have provided a report on personal involvement in a social justice and human rights action.</p>	<p>You have provided a detailed research file from a range of sources</p> <p>You have participated in an established Social Action</p> <p>You have provided an in-depth report on personal involvement in a social justice and human rights action.</p>
<p>Detail task/task purpose.. ..</p>			<p>The student’s report about personal involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> Using the 2009 Amnesty International Freedom Challenge theme: <i>The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an</i> 	<p>The student’s in-depth report about <u>personal</u> involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> Using the 2009 Amnesty International Freedom challenge theme: <i>The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty</i>

			<p><i>organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights. For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The</i> 	<p><i>International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights. For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at</i>
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			<p><i>money that we raised can be used by Amnesty International to ensure that the rights of child soldiers are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i></p> <p>The student gives an account of their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. The first picture below shows me</i> 	<p><i>our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers. If New Zealanders are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i></p> <p>The student provides personal reasons for their involvement.</p> <p>For example:</p> <p><i>I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the</i></p>
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			<p><i>making the red hands at home; the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner that has 150 hands on it.</i></p>	<p><i>good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.</i></p> <p>The student evaluates their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"><i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. This was very successful as I had all the handprints ready when we needed them. Another positive factor was by not having to pay for the paper we were able to make more money for Amnesty International to</i>
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				<p><i>use for the child soldiers. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. It was a little bit slow on the first day because the students had forgotten to bring their money. However the other 3 days went very well and we reached our target of 150 hands. The first picture below shows me making the red hands at home; the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner that has 150 hands on it.</i></p>
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Assessment Schedule - Achievement Standard 91042 Assessment Title _____

Task	Evidence towards Achieved	Evidence towards Merit	Evidence towards Excellence
<p>Detail task/task purpose....</p>	<p>The student: Report on personal involvement in a social justice and human rights action.</p> <p>The student's report about <u>personal</u> involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Using the 2009 Amnesty International Freedom challenge theme: The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for</i> 	<p>The student: Report, in-depth, on personal involvement in a social justice and human rights action.</p> <p>The student's in-depth report about <u>personal</u> involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Using the 2009 Amnesty International Freedom challenge theme: The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for</i> 	<p>The student: Comprehensively report on personal involvement in a social justice and human rights action.</p> <p>The student's comprehensive report about <u>personal</u> involvement in an action uses relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, society). The student identifies the issue and provides background information, including the intended purpose of the action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Using the 2009 Amnesty International Freedom challenge theme: The use of children as soldiers is a human rights issue that Amnesty International has chosen as the focus for action in 2009. Amnesty International is an organisation that promotes social justice by ensuring that all people have the human rights they are entitled to. Freedom Challenge encourages students in New Zealand to take action for</i>

	<p><i>human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to ensure that the rights of child soldiers are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i> 	<p><i>human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers. If New Zealanders are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i> 	<p><i>human rights around the world. Our group's action is intended to raise money for Amnesty to help them pay for publicity for this campaign. We also hope that world focus on the use of child soldiers will help to prevent the practice and restore the family life of these children.</i></p> <p>The student describes how the social action promotes social justice and human rights.</p> <p>For example:</p> <ul style="list-style-type: none"> <i>The action that I was involved in was called "Red Hands for Kids". We decided to get students at our school to buy a paper red hand shape for \$1 and write a message on it. The money that we raised can be used by Amnesty International to fight for the rights of child soldiers are protected. If New Zealand people are aware of the use of child soldiers they may choose to put pressure on the New Zealand government to protest to the governments of countries which turn a blind eye to the use of children.</i>
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	<p>The student gives an account of their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. The first picture below shows me making the red hands at home; the second one is of me selling a red hand to a year student. The final picture shows me with the finished banner that has 150 hands on it.</i> 	<p>The student provides personal reasons for their involvement.</p> <p>For example:</p> <p><i>I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.</i></p> <p>The student evaluates their personal involvement in the social justice and human rights action.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>During the action I was responsible for making the red hands. I got the red paper from the art room and spent most of the weekend cutting templates of the hands out. This was very</i> 	<p>The student provides personal reasons for their involvement.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>I decided to take action during Freedom Week because I was angry that the child soldiers we have studied have such a hard life. They do not go to school and many do not live with their families. I wanted to help these children get their lives back. Another reason I got involved was to help raise awareness of the good work that Amnesty International does. We have an Amnesty group at college and by showing what Amnesty does we may be able to encourage more students to join up.</i> <p>The student reflects on their personal involvement, which includes alternative or additional actions and an evaluation of the effectiveness of these alternative actions.</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>An alternative to the action that I was involved in was to get the students to make their own red hand print in paint and place it</i>
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successful as I had all the handprints ready when we needed them. Another positive factor was by not having to pay for the paper we were able to make more money for Amnesty International to use for the child soldiers. During the lunchtimes I was responsible for selling the red hands to the year 9 and 10 students. It was a little bit slow on the first day because the students had forgotten to bring their money. However the other 3 days went very well and we reached our target of 150 hands. The first picture below shows me making the red hands at home; the second one is of me selling a red hand to a year 9 student. The final picture shows me with the finished banner that has 150 hands on it.

on the sheet. Our group decided not to do this as we were concerned about the mess that would be caused. The end result would have been the same but the possibility of students getting paint on their uniform or around the school made us reject this alternative as not being effective.

- Another action that we considered was to make gingerbread men (shaped and decorated as child soldiers) and sell them. We decided this action would not be very effective, as it would not have made as much money for Amnesty as our red hand banner did. We would have had to charge \$5 to ensure that we reached our target. Students at our college would not have paid that much money just for a gingerbread man.