**NZQA**

**Approved**

Achievement standard: 91043 Version 2

Standard title: Describe a social justice and human rights action

**Level:** 1

**Credits:** 4

**Resource title:** Youth minimum wage rate controversy

Resource reference: Social Studies VP-1.5 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91043-02-7307 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91043

Standard title: Describe a social justice and human rights action

Level: 1

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Resource title: Youth minimum wage rate controversy

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Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to describe a social justice and human rights action in relation to the response to the Minimum Wage (Starting-out Wage) Amendment Bill 2012.

You are going to be assessed on how comprehensively you describe a social justice and human rights action.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Prepare a report in which you:

* describe the social justice and human rights action
* describe the actions taken by specific people or group(s) in this social justice issue
* describe different or contrasting points of view of people or groups involved in the debate over the Minimum Wage (Starting-out Wage) Amendment Bill 2012
* describe in depth the consequences or outcomes of the human rights action
* fully describe the significance of these consequences for society in New Zealand and services industries such as retail, hospitality and tourism
* fully describe the degree to which the social and political action met its intended purpose
* include detail and evidence of your understanding of relevant social studies concepts (for example, social justice, human rights, group, roles, responsibilities, family, community, and society).

Descriptions in your report must be comprehensive. Use detailed supporting evidence, such as names, dates, places, statistics, and quotations.

# Resources

Earlier legislation: Minimum Wage (Abolition of Age Discrimination) Amendment Bill 2007 <http://www.parliament.nz/en-NZ/PB/Debates/Debates/8/b/f/48HansD_20070725_00000899-Minimum-Wage-Abolition-of-Age-Discrimination.htm>

Should there be a youth minimum wage in New Zealand? <http://www.business.otago.ac.nz/mgmt/publications/omgr/2010/10hoek.pdf>

Current Legislation: Minimum Wage (Starting-out Wage) Amendment Bill 2012 <http://www.parliament.nz/en-NZ/PB/Legislation/Bills/BillsDigests/e/3/3/50PLLaw20081-Minimum-Wage-Starting-out-Wage-Amendment-Bill-2012-Bills.htm>

Campaign against youth minimum wage rate <http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=10850452>

Personal viewpoints

<http://www.stuff.co.nz/national/5867853/Nats-starting-out-youth-wage-plan>

The Grocery Retailers' Association viewpoint

<http://www.nargon.co.nz/news/starting-out-wage-moves-a-step-closer>

The National Party viewpoint

<http://www.national.org.nz/Article.aspx?articleId=37388>

The NZ First Party viewpoint

<http://www.scoop.co.nz/stories/PA1210/S00170/youth-pay-rate-experiment-will-contribute-to-unemployment.htm>

The Mana Party viewpoint

<http://www.scoop.co.nz/stories/PA1210/S00159/more-youth-to-pack-for-australia.htm>

The NZ Labour Party viewpoint

<http://www.scoop.co.nz/stories/PA1210/S00178/national-sends-wrong-message-to-pacific-youth-with-low-wages.htm>

The ACT Party Viewpoint

<http://www.scoop.co.nz/stories/PO1210/S00118/introduction-of-youth-minimum-wage-a-win-for-act.htm>

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to present a comprehensive description of a specific social justice and human rights action taken in New Zealand in response to minimum wage rates for youth.

# Conditions

Learners can read text, listen and observe TV/radio/websites, collect information and develop ideas for the assessed presentation both in and out of class time.

Where learner work is to be presented for assessment, constructive feedback should not compromise authenticity, but assessors/educators can validly make suggestions about areas where further development is needed. Learners should have the opportunity to receive feedback, edit, revise and polish their work before assessment judgements are made.

# Resource requirements

Provide learners with a selection of resources that give background information about the social justice and human rights action that was taken in response to the Minimum Wage (Starting-out Wage) Amendment Bill 2012.

Learners will also need access to the internet to examine resources such as those suggested in task instructions. They should also be encouraged to seek further sources of relevant information of their own choosing.

Learners will use a planning sheet as part of their assessment. You may wish to produce a planning sheet template for learners that includes headings such as:

* Chosen action
	+ what
	+ when
	+ where
	+ purpose of the action
* Parties involved in the action
	+ name
	+ action taken
	+ contrasting points of view of the action
	+ consequence(s) of the action
* Significance for society
* Purpose of the action
* Degree to which the action met its purpose.

# Additional information

The social justice and human rights action used in this assessment activity must be different from the action used as the basis for assessment in Achievement Standard 91042 (Social Studies 1.4) *Report on personal involvement in a social justice and human rights action*.

## Other possible contexts for this vocational pathway

*Discrimination, harassment or bullying in the workplace or school:* looking at the New Zealand Human Rights Commission’s information and individual/group human rights action.

<http://www.hrc.co.nz/wp-content/uploads/2011/10/Resolving-discrimination-and-harassment.html>

<http://www.hrc.co.nz/enquiries-and-complaints-guide/what-can-i-complain-about>

<http://www.hrc.co.nz/enquiries-and-complaints-guide/faqs/bullying-harassment-andor-violence-at-school>

Petition platform <http://www.change.org/en-AU>

# Assessment schedule: Social Studies 91043 – Youth minimum wage rate controversy

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner describes a social justice and human rights action by: * using relevant social studies concepts (social justice, human rights, group, roles, responsibilities, family, community, society)
* describing the intended purpose of the action

For example:*Same Work Same Pay campaign spokesman James Sleep, 21, said a youth minimum wage for 16 to 19-year-olds was unfair and wouldn't solve the problem of youth unemployment.* * describing the social justice and human rights action taken

For example:*In October 2012, the New Zealand Parliament passed the Minimum Wage (Starting-out Wage) Amendment Bill, but many New Zealanders oppose this Bill. People opposed to the Bill organised a campaign through social media to put pressure on MPs to not support this Bill.** describing other parties involved in the action

For example:*Campaign against youth minimum wage rate;**Personal viewpoints; The Grocery Retailers' Association viewpoint; The National Party viewpoint; The NZ First Party viewpoint; The Mana Party viewpoint; The NZ Labour Party viewpoint; The ACT Party viewpoint.** describing points of view on the action

For example:*National's plan to introduce youth rates sends a message to the young Pacific workforce in New Zealand that it’s okay to be resigned to a future of less opportunity and low pay, Labour’s Pacific Affairs spokesperson Su’a William Sio says. The starting-out wage will give some of our youngest and most inexperienced workers a much-needed foot in the door. It will provide them with valuable work experience that may not have otherwise been available to them.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner describes, in depth, a social justice and human rights action by:* using relevant social studies concepts (social justice, human rights, group, roles, responsibilities, family, community, society)
* describing the intended purpose of the action

For example:*Same Work Same Pay campaign spokesman James Sleep, 21, said a youth minimum wage for 16 to 19-year-olds was unfair and wouldn't solve the problem of youth unemployment.** describing the social action and human rights action taken

For example:*In October 2012, the New Zealand Parliament passed the Minimum Wage (Starting-out Wage) Amendment Bill, but many New Zealanders oppose this Bill. People opposed to the Bill organised a campaign through social media to put pressure on MPs to not support this Bill.** describing the parties involved in the action

For example:*Campaign against youth minimum wage rate;**Personal viewpoints; The Grocery Retailers' Association viewpoint; The National Party viewpoint; The NZ First Party viewpoint; The Mana Party viewpoint; The NZ Labour Party viewpoint; The ACT Party viewpoint.* * describing the points of view on the action

For example:*National's plan to introduce youth rates sends a message to the young Pacific workforce in New Zealand that it’s okay to be resigned to a future of less opportunity and low pay, Labour’s Pacific Affairs spokesperson Su’a William Sio says. The starting-out wage will give some of our youngest and most inexperienced workers a much-needed foot in the door. It will provide them with valuable work experience that may not have otherwise been available to them.** describing in depth the consequences of the action

For example:*New Zealand First says the consequence of Government’s new youth minimum pay regime provides an unliveable wage that will actually worsen the rate of youth unemployment. Rt Hon Winston Peters says making youth work for just 80 per cent of what is already a very low minimum hourly wage of $13.50 is unreasonable. There are plenty of jobs that 16 to 19 year olds can do just as well as older workers. But now many of these youths are being asked to work a 40 hour week on a wage they can’t live on. It essentially creates a new minimum wage for employers to hire cheap labour. This is the Government competing with China for a low wage regime. It is a disastrous path down which we should not go. Mr Peters says there is no empirical evidence to support the Government’s claims that a minimum youth wage will create jobs and cut the dole queue. When this experiment is over, unemployment among young people will be worse than before and many will join the mass Kiwi exodus to Australia.**The consequence of the actions taken was that many people and organisations campaigned against the Bill and the government was forced to vigorously defend it.** describing in depth at least one contrasting point of view on the action

For example:*NARGON supports this policy – which was one of National’s 2011 campaign promises – because it will help more young people become employed, gain skills and earn money. While the policy has come under predictable attack from the opposition and some unions, it is really a modest extension of existing policies, including Labour’s “new entrants’ wage” which was 80% of the minimum wage for the first three months, or 200 hours. Because there was uncertainty around the funding, almost no employers (2%) utilised it. National has extended the eligibility period and made it clearer who is covered. NARGON still supports an appropriate youth minimum wage but agrees that the Starting Out Wage policy is a (small) step in the right direction.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner comprehensively describes a social justice and human rights action by:* using relevant social studies concepts (social justice, human rights, group, roles, responsibilities, family, community, society)
* describing the intended purpose of the action

For example:*Same Work Same Pay campaign spokesman James Sleep, 21, said a youth minimum wage for 16 to 19-year-olds was unfair and wouldn't solve the problem of youth unemployment.* * describing the social justice and human rights action taken

For example:*In October 2012, the New Zealand Parliament passed the Minimum Wage (Starting-out Wage) Amendment Bill, but many New Zealanders oppose this Bill. People opposed to the Bill organised a campaign through social media to put pressure on MPs to not support this Bill.** describing the parties involved in the action

For example:*Campaign against youth minimum wage rate;**Personal viewpoints; The Grocery Retailers' Association viewpoint; The National Party viewpoint; The NZ First Party viewpoint; The Mana Party viewpoint; The NZ Labour Party viewpoint; The ACT Party viewpoint.* * describing the points of view on the action

For example:*National's plan to introduce youth rates sends a message to the young Pacific workforce in New Zealand that it’s okay to be resigned to a future of less opportunity and low pay, Labour’s Pacific Affairs spokesperson Su’a William Sio says. The starting-out wage will give some of our youngest and most inexperienced workers a much-needed foot in the door. It will provide them with valuable work experience that may not have otherwise been available to them.** describing in depth the consequences of the action

For example:*New Zealand First says the consequence of Government’s new youth minimum pay regime provides an unliveable wage that will actually worsen the rate of youth unemployment. Rt Hon Winston Peters says making youth work for just 80 per cent of what is already a very low minimum hourly wage of $13.50 is unreasonable. There are plenty of jobs that 16 to 19 year olds can do just as well as older workers. But now many of these youths are being asked to work a 40 hour week on a wage they can’t live on. It essentially creates a new minimum wage for employers to hire cheap labour. This is the Government competing with China for a low wage regime. It is a disastrous path down which we should not go. Mr Peters says there is no empirical evidence to support the Government’s claims that a minimum youth wage will create jobs and cut the dole queue. When this experiment is over, unemployment among young people will be worse than before and many will join the mass Kiwi exodus to Australia.**The consequence of the actions taken was that many people and organisations campaigned against the Bill and the government was forced to vigorously defend it.** describing in depth at least one contrasting point of view on the action

For example:*NARGON supports this policy – which was one of National’s 2011 campaign promises – because it will help more young people become employed, gain skills and earn money. While the policy has come under predictable attack from the opposition and some unions, it is really a modest extension of existing policies, including Labour’s “new entrants’ wage” which was 80% of the minimum wage for the first three months, or 200 hours. Because there was uncertainty around the funding, almost no employers (2%) utilised it. National has extended the eligibility period and made it clearer who is covered. NARGON still supports an appropriate youth minimum wage but agrees that the Starting Out Wage policy is a (small) step in the right direction.** comprehensively describing the significance of consequences for society

For example:*The human rights action taken against age discrimination shows that many New Zealanders care about the rights of youth and are prepared to take action when they see the injustice of age discrimination being perpetuated by the state.* *The negative impact is the bad publicity New Zealand may receive due to the reintroduction of a youth minimum wage rate. This is significant for New Zealand society as many Kiwis view themselves as being fair and do not want to see age discrimination in the workplace.* * comprehensively evaluating the degree to which the action met its intended purpose

For example:*The campaign, individual and political group’s protests through various social media platforms has raised awareness and gained publicity in the local media (both print and television) about the injustice of what has happened. Follow on political action may take place throughout New Zealand after the next election, if more eligible youth and those who oppose the Minimum Wage (Starting-out Wage) Amendment Bill 2012 vote for a different government.**The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.