**NZQA**

**Approved**

Achievement standard: 91043 Version 2

Standard title: Describe a social justice and human rights action

Level: 1

Credits: 4

Resource title: Child poverty in Aotearoa New Zealand

Resource reference: Social Studies VP-1.5 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91043-02-7308 |
| 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

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Learner instructions

# Introduction

This assessment activity requires you to describe a social justice and human rights action in response to child poverty in Aotearoa New Zealand.

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

The following instructions provide you with a way to structure your work to 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 intended purpose of the social justice and human rights action
* describe the actions taken by specific people/group(s) in this social justice issue, such as KidsCan and Auckland Action Against Poverty (AAAP)
* describe different/contrasting points of view of people/groups involved in the debate over the proposed Education (Breakfast and Lunch Programmes in Schools) Amendment Bill
* fully describe the consequences/outcomes of the human rights action
* fully describe the significance of these consequences for society and social and community services such as health and education
* fully describe the degree to which the social and political actions 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

<http://www.occ.org.nz/__data/assets/pdf_file/0007/10150/Child_Poverty_Report_Web.pdf>

<http://www.oecd.org/social/familiesandchildren/43589854.pdf>

<http://www.unicef.org.nz/store/doc/RC10-ENG-web-Final-29May.pdf>

<http://www.kidscan.org.nz/>

<http://aaap.org.nz/>

<http://mana.net.nz/2012/11/harawiras-feed-the-kids-bill-drawn-in-parliament/>

<http://www.scoop.co.nz/stories/PA1211/S00248/hone-harawira-feed-the-kids-bill.htm>

<http://www.3news.co.nz/Principals-back-food-in-schools-bill/tabid/1607/articleID/284044/Default.aspx>

<http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10839028>

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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 Aotearoa New Zealand in response to child poverty.

# 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 child poverty in Aotearoa New Zealand.

Learners will need access to the internet to examine resources such as those suggested in task instructions. They should 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 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

Structural discrimination in the Public Service:looking at the New Zealand Human Rights Commission discussion paper, particularly in the areas of health and education.

<http://www.hrc.co.nz/key-projects/a-fair-go-for-all>

<http://www.facebook.com/pages/New-Zealand-Human-Rights-Commission/371913763842?ref=hl>

<http://www.socialjustice.co.nz/>

# Assessment schedule: Social Studies 91043 – Child poverty in Aotearoa New Zealand

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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 * describing the social justice and human rights action taken * describing other people’s involvement in the action * describing the points of view on the action   For example:  *At KidsCan, we feel it is a great injustice that one in four New Zealand children (source: OECD report) live in poverty, going without the basics most of us take for granted. Our mission is to meet the physical and nutritional needs of Kiwi kids less fortunate than others so they can be more engaged in their education and have a better chance of reaching their potential in life.*  *Research shows that food-in-school programmes have a positive impact on school attendance, learning achievement, and child health – for this reason alone, who wouldn’t want to feed the kids? One of the best things about this Bill is that the meals will be available universally to children in decile 1 and 2 schools – this does away with the shaming and blaming of those who don’t have any or adequate food to bring to school with them,” says Auckland Action Against Poverty spokesperson Sarah Thompson.*  *The Principals’ Federation is urging all school principals to support Mr Harawira's Amendment Bill. "It is now a well-established fact that that at least 200,000 children in Aotearoa New Zealand are living below the poverty line. The upshot of this is that these children start the day without adequate breakfast," president Philip Harding says.*  *Last year, the Children's Commissioner's expert advisory group on solutions to child poverty and Child Poverty Action Group also lent their support to the bill. A report from the advisory group, released in December, said: "KidsCan, Fonterra and Sanitarium currently provide food in some schools but we believe that central Government has a responsibility to provide leadership and resources to assist schools through a national strategy for food in [early childhood education centres] and schools in low-decile neighbourhoods."*  *The above expected learner responses are indicative only and relate to just part of what is expected*. | 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 * describing the social justice and human rights action taken * describing other people’s involvement in the action * describing the consequences of the action   For example:  *The KidsCan charity was founded in 2005 and supports the education of more than 46,000 disadvantaged Aotearoa New Zealand children in 223 low decile schools nationwide, concentrating on providing the basics such as food, clothing, shoes and basic hygiene items to children in need at the schools they attend.*  *The Mana Party leader followed up on one of the recommended solutions in the report from the Children's Commissioner's expert advisory group on solutions to child poverty and Child Poverty Action Group with the Education (Breakfast and Lunch Programmes in Schools) Amendment Bill.*   * describing at least one contrasting point of view on the action   For example:  *Some political parties/MPs will likely oppose the Amendment Bill arguing that more tax-payers money spent in this area of education will have to come from increased spending and increase the government deficit/public debt or be taken from the budgets of other essential services like health and police. Other Aotearoa New Zealand business/economist lobby groups may also oppose the Amendment Bill for similar reasons and argue that the government has obligated itself to returning the government budget to surplus by 2014/2015. Other New Zealanders argue that we only have relative child poverty not absolute poverty like in third world countries and children go without here due to unhealthy spending decisions made by the parent(s).*  *The above expected learner responses are indicative only and relate to just part of what is expected*. | 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 * describing the social justice and human rights action taken * describing other people’s involvement in the action * describing the significance of the consequences for society   For example:  *The increase in actions taken against child poverty shows that many New Zealanders care about the rights of children and are prepared to take action when they see injustice and child poverty not being addressed by the state. The negative impact is the bad publicity Aotearoa New Zealand received due to the findings of the OECD report (2009) that 1 in 4 NZ children go without the basics.*  *The 2012 UNICEF report measuring child poverty ranked NZ 20th out of 35 OECD countries.*  *This is significant for Aotearoa New Zealand society as many Kiwis view themselves as being fair and caring.*   * evaluating the degree to which the action met its intended purpose   For example:  *The OECD and UNICEF reports were very successful in achieving the purpose of their action. They gained publicity in the local media (both print and television) about what was happening. The fact that many follow on actions (both charitable and political) were then taken through-out New Zealand also shows that …*  *The above expected learner responses are indicative only and relate to just part of what is expected*. |

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.