**NZQA**

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EXPIRED

Achievement standard: 91043 Version 2

Standard title: Describe a social justice and human rights action

Level: 1

Credits: 4

Resource title: Aotearoa New Zealand’s foreshore and seabed controversy

Resource reference: Social Studies VP-1.5 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91043-02-7306 |
| 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: Aotearoa New Zealand’s foreshore and seabed controversy

Resource reference: Social Studies VP-1.5 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to describe a social justice and human rights action in relation to the controversy surrounding the Foreshore and Seabed Act 2004.

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; include the findings of the United Nations
* describe different/contrasting points of view of people involved in the Aotearoa New Zealand hīkoi action and the reform process
* describe in depth the consequences/outcomes of the hīkoi action and the reform process
* fully describe the significance of these consequences for society in Aotearoa New Zealand about people’s access to the sea for primary industries such as mining, oil and gas exploration, fishing and leisure activities
* fully describe the degree to which the 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

<http://www.ngaitahu.iwi.nz/Te-Runanga/He-Kaupapa-Whakahirahira/Foreshore-Seabed/Background.php>

<http://www.beehive.govt.nz/sites/all/files/24845%20A5%20Summary%20online.pdf>

<http://www.nzhistory.net.nz/media/photo/foreshore-and-seabed-hikoi>

<http://www.saunders.co.nz/foreshore-and-seabed-history-explained/>

<http://en.wikipedia.org/wiki/New_Zealand_foreshore_and_seabed_controversy>

<http://www.nzcpr.com/CoastalCoalition.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 Aotearoa New Zealand in response to the Foreshore and Seabed Act 2004.

# 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 Foreshore and Seabed Act 2004.

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

Māori protest action around land claims:looking at forestry, fisheries, national parks, etc.

<http://www.waitangi-tribunal.govt.nz/doclibrary/public/WTBibliography/Wt-Bib_FINAL_Pt3.pdf>

<http://www.ngaitahu.iwi.nz/About-Ngai-Tahu/Settlement/>

# Assessment schedule: Social Studies 91043 – Aotearoa New Zealand’s foreshore and seabed 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:  *The main purpose of the social justice and human rights action taken by the hīkoi to Wellington was to raise awareness of the breach of Māori human rights by the Foreshore and Seabed Act 2004.*   * describing the social justice and human rights action taken   For example:  *On 5 May 2004, 15–25,000 protestors carrying signs, placards and flags who marched/drove to Wellington gathered outside Parliament.*   * describing the parties involved in the action   For example:  *Māori, Pākehā and the Green Party were involved in the protest action.*  *Tariana Turia announced she would vote against the legislation and resign from the Labour Party. Consequently, she and Pita Sharples formed a new political party called the Māori Party.*   * describing the points of view on the action   For example:  *Māori and Pākehā were protesting over the Crown disregarding the historical possession of the land by Māori and the breach of the Treaty of Waitangi.*  *Green Party MPs were also protesting with one banner reading* Honour the Treaty*. Coastal Coalition is a political group in Aotearoa New Zealand that opposes the removal of coastal and marine land from Crown ownership.*  *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:  *The main purpose of the social justice and human rights action taken by the hīkoi to Wellington was to raise awareness of the breach of Māori human rights by the Foreshore and Seabed Act 2004.*   * describing the social justice and human rights action taken   For example:  *On 5 May 2004, 15–25,000 protestors carrying signs, placards and flags who marched/drove to Wellington gathered outside Parliament.*   * describing the parties involved in the action   For example:  *Māori, Pākehā and the Green Party were involved in the protest action.*  *Tariana Turia announced she would vote against the legislation and resign from the Labour Party. Consequently, she and Pita Sharples formed a new political party called the Māori Party.*   * describing the points of view on the action   For example:  *Māori and Pākehā were protesting over the Crown disregarding the historical possession of the land by Māori and the breach of the Treaty of Waitangi.*  *Green Party MPs were also protesting with one banner reading* Honour the Treaty*. Coastal Coalition is a political group in Aotearoa New Zealand that opposes the removal of coastal and marine land from Crown ownership.*   * describing the consequences of the action   For example:  *A consequence of the protest outside Parliament was a raised awareness in Aotearoa New Zealand of the impact that the Foreshore and Seabed Act 2004 was having on the rights of tāngata whenua. This led to United Nations involvement and pressure on the government to take part in a reform process.*  *The National Party and the Māori Party agreed to review the Act in their Relationship and Confidence and Supply Agreement of 16 November 2008.*  *The Foreshore and Seabed Act 2004 was repealed and replaced by the Marine and Coastal Area (Takutai Moana) Act 2011.*   * describing at least one contrasting point of view on the action   For example:  *On 27 January 2004, National Party leader Don Brash delivered a speech at Orewa saying that the government was showing strong favouritism to Māori, both in the foreshore and seabed debate and in many other areas of government policy. This met with approval from some sectors of Aotearoa New Zealand society.*  *Coastal Coalition’s website says: “We strongly opposed the 2011 Marine and Coastal Area Act to repeal public ownership of the foreshore and seabed and allow iwi to make claims – and have now launched a Citizens Initiated Referendum (CIR) to overturn the new law and restore Crown ownership”.*  *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:  *The main purpose of the social justice and human rights action taken by the hīkoi to Wellington was to raise awareness of the breach of Māori human rights by the Foreshore and Seabed Act 2004.*   * describing the social justice and human rights action taken   For example:  *On 5 May 2004, 15–25,000 protestors carrying signs, placards and flags who marched/drove to Wellington gathered outside Parliament.*   * describing the parties involved in the action   For example:  *Māori, Pākehā and the Green Party were involved in the protest action.*  *Tariana Turia announced she would vote against the legislation and resign from the Labour Party. Consequently, she and Pita Sharples formed a new political party called the Māori Party.*   * describing the points of view on the action   For example:  *Māori and Pākehā were protesting over the Crown disregarding the historical possession of the land by Māori and the breach of the Treaty of Waitangi.*  *Green Party MPs were also protesting with one banner reading* Honour the Treaty*. Coastal Coalition is a political group in Aotearoa New Zealand that opposes the removal of coastal and marine land from Crown ownership.*   * describing the consequences of the action   For example:  *A consequence of the protest outside Parliament was a raised awareness in Aotearoa New Zealand of the impact that the Foreshore and Seabed Act 2004 was having on the rights of tāngata whenua. This led to United Nations involvement and pressure on the government to take part in a reform process.*  *The National Party and the Māori Party agreed to review the Act in their Relationship and Confidence and Supply Agreement of 16 November 2008.*  *The Foreshore and Seabed Act 2004 was repealed and replaced by the Marine and Coastal Area (Takutai Moana) Act 2011.*   * describing the significance of consequences for society   For example:  *The increase in protest actions against the Foreshore and Seabed Act 2004 as a consequence of the action taken was significant for Aotearoa New Zealand society. It showed that many New Zealanders care about the rights of tāngata whenua and are prepared to take action when they see injustice and the Treaty of Waitangi not being honoured by the state.*  *The negative impact was the bad publicity Aotearoa New Zealand received due to the findings of the United Nations (UNCERD reports 2005, 2006) that Māori were being racially discriminated against and the gap in social and economic conditions was growing as Māori were being left behind; they also criticised the Foreshore and Seabed Act 2004 and recommended the Act be repealed or significantly amended. This is significant for Aotearoa New Zealand society as many Kiwis view themselves as being fair and liberal.*   * evaluating the degree to which the action met its intended purpose   For example:  *The hīkoi protestors 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 were then taken throughout Aotearoa New Zealand also shows that …*  *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.