



Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against Achievement Standard 91283 version 2

Standard title: Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights

Credits: 4

Resource title: Where on earth?

Resource reference: QAAM # 3137

Achievement	Achievement with Merit	Achievement with Excellence
Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.	Describe, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights.	Describe comprehensively a social action that enables communities and/or nations to meet responsibilities and exercise rights.

This resource:

Clarifies the requirements of the standard
Supports good assessment practice
Should be subjected to the school's usual assessment quality assurance process
Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

QAAM Number

3137

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher 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.

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Teacher guidelines

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

Teachers 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 students against it.

Context/setting

This activity requires students to comprehensively describe the social action undertaken by individuals and/or groups to make Country of Origin Labelling (CoOL) compulsory on single-ingredient food items such as fruit, vegetables, meats and seafood.

This will be presented as a report.

Modes of presentation can be adapted to suit your students' needs, for example, students could produce:

- a written report
- an oral presentation
- a poster
- a magazine article.

Conditions

The social action used in this assessment activity must differ from the action used as the basis for assessment against Achievement Standard 91282. (See *Conditions of Assessment for Level 2 Social Studies Standards*.)

It is suggested that the assessment activity take place over three to four weeks of in-class time.

You can modify this time frame to suit your teaching and learning programme.

Ensure that all work is completed in class and that all written material is kept in the classroom, or use alternative means of ensuring authenticity of students' work.

Resource requirements

Provide students with a selection of resources relating to the Country of Origin Labelling issue together with a recording booklet in which all answers are to be written. Some useful background information can be found on the following websites:

[Food standards Australia NZ: Country of origin labelling](#)

[Horticulture NZ](#)

[NZ Food and Grocery Council](#)

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Student instructions

Introduction

This assessment activity requires you to produce a report on a social action taken by organisations, groups and/or individuals to make Country of Origin Labelling (CoOL) compulsory on single-ingredient food items such as fruit, vegetables, meats and seafood.

You are going to be assessed on how comprehensively you describe the social action that allows communities and/or nations to meet responsibilities and exercise their rights, and the consequences of this and evaluate the effectiveness of the social action taken.

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

To succeed in this assessment you must:

1. Describe the issues and background events that led to the social action.
2. Describe the social action. You must include the key features.
3. Describe varying points of view, values and perspectives that individuals and/or groups had that led to the social action.
4. Describe how this social action helped groups meet their responsibilities.
5. Describe how this social action helped groups exercise rights.

To succeed at Merit Level you will also need to:

6. Describe the consequences that this action had on society.

To succeed at Excellence level you also need to:

7. Evaluate the effectiveness of the action. You must consider the strengths, weaknesses and appropriateness of the action.

You will have three-four weeks of in-class time to complete this activity.

You need to prepare a report that comprehensively describes a social action taken by organisations, groups and/or individuals to make Country of Origin Labelling (CoOL) compulsory on single-ingredient food items, such as:

- fruit
- vegetables
- meats
- seafood.

Task One:

From the list below, identify at least TWO Social Studies concepts that relate to your chosen option and can help you to describe the features of the social action. Choose at least TWO concepts from the list below. Social Studies concepts are:

- Values
- Community
- Society
- Change
- Government
- Laws
- Roles
- Culture
- Rights
- Responsibilities

Task Two: Gather your information

Use the CoOL resources your teacher gives you to find information as well as your own research to answer the questions below. Your answers to these questions will form the content of the report you must submit for assessment.

Describe the features of the social action:

- A. What happened in the lead up to the action?
- B. What social action was taken?
- C. Where and when did it happened?

- D. Who was involved?
- E. What was the intended purpose of the social action

Task Two (a):

Choose major group(s)/individuals involved in this social action. For each group/individual, give an account of their involvement. This should include:

- A. Points of view, values and perspectives about the group(s)/individual(s) that shaped the social action

This looks like:

Points of view are what people think about something (their opinion or attitude towards an issue, an action, or an event). A quote itself is not enough to show understanding. Students should first identify the point of view, and then describe exactly what the person/group thinks about this issue, action or event. The quote is evidence to back up this explanation.

Values are the reasons why someone might think a particular way about something. The explanation needs to link to the values or beliefs that have influenced the person/group's point of view, and can come from such things as their role in society, their cultural or political beliefs.

Perspectives/ideologies are what shape a person/group's specific beliefs and values. They are the 'big umbrellas' under which people think a particular way about something, and discussion must involve more than just naming a specific, recognised ideology. It is important that the students can link the beliefs and values held by the person/group to a relevant ideology or belief system.

- B: The extent to which the social action enabled communities and/or nations to meet their responsibilities and exercise their rights.

Use detailed evidence with social studies concepts to support your answer.

Task Two (b):

Describe in detail the consequences of this social action for both individuals and society. In your answer you could include:

- A. Short-term consequences
- B. Long-term consequences
- C. Positive consequences
- D. Negative consequences

Use detailed evidence with social studies concepts to support your answer.

Task Two (c)

- A. Describe in detail the effectiveness of the social action. Evaluate the strengths and weaknesses of the social action. Support your answer with social studies concepts and detailed evidence.
- B. How appropriate was the action in allowing responsibilities to be met and rights to be exercised? Use detailed evidence with social studies concepts to support your answer from the list above.

Finalise your work and submit for assessment:

Check that your finished report meets the task requirements.

When you are satisfied with your report, hand it in to your teacher.

Resources

Your teacher will provide you with a selection of resources relating to the Country of Origin Labelling issue.

Assessment schedule: Social Studies 91283 – Where on earth?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights. The student has used social studies concepts and specific evidence to:</p> <ul style="list-style-type: none"> ● describe the key features of the social action, including what happened, where and when it took place, people involved, and its intended purpose. ● describe points of view, values AND perspectives that relate to the group(s)/individual(s) that shaped the social action ● describe how the action enabled the communities/nations to meet responsibilities and exercise rights.. <p>For example:</p> <p><i>Kiwis are one step closer to being able to identify where their fruit and vegetables come from after the Consumers’ Right to Know (Country of Origin of Food) Bill passed its first reading in Parliament on 12 April.</i></p> <p><i>People are campaigning for country of origin labelling (CoOL) because they think consumers have the right to know where their food comes from.</i></p> <p><i>The bill will require country of origin labelling of fruit and vegetables, as well as other single component foods.</i></p> <p><i>People are urged to support CoOL on its</i></p>	<p>Describe, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights. The student has used social studies concepts and specific evidence to:</p> <ul style="list-style-type: none"> ● describe the key features of the social action, including what happened, where and when it took place, people involved, and its intended purpose. ● describe points of view, values AND perspectives that relate to the group(s)/individual(s) that shaped the social action ● describe how the action enabled the communities/nations to meet responsibilities and exercise rights. <p>For example:</p> <p><i>Kiwis are one step closer to being able to identify where their fruit and vegetables come from after the Consumers’ Right to Know (Country of Origin of Food) Bill passed its first reading in Parliament on 12 April.</i></p> <p><i>People are campaigning for country of origin labelling (CoOL) because they think consumers have the right to know where their food comes from.</i></p> <p><i>The bill will require country of origin labelling of fruit and vegetables, as well as other single component foods.</i></p> <p><i>People are urged to support CoOL on its</i></p>	<p>Describe comprehensively a social action that enables communities and/or nations to meet responsibilities and exercise rights. The student has used social studies concepts and specific evidence to:</p> <ul style="list-style-type: none"> ● describe the key features of the social action, including what happened, where and when it took place, people involved, and its intended purpose. ● describe points of view, values AND perspectives that relate to the group(s)/individual(s) that shaped the social action ● describe how the action enabled the communities/nations to meet responsibilities and exercise rights. <p>For example:</p> <p><i>Kiwis are one step closer to being able to identify where their fruit and vegetables come from after the Consumers’ Right to Know (Country of Origin of Food) Bill passed its first reading in Parliament on 12 April.</i></p> <p><i>People are campaigning for country of origin labelling (CoOL) because they think consumers have the right to know where their food comes from.</i></p> <p><i>The bill will require country of origin labelling of fruit and vegetables, as well as other single component foods.</i></p> <p><i>People are urged to support CoOL on its facebook page where you can send an</i></p>

<p><i>facebook page where you can send an automatic message to your member of parliament.</i></p> <p><i>A diverse range of organisations have already pledged their support for the campaign, from Horticulture New Zealand and GE Free NZ to Parents Centre and Grey Power.</i></p> <p><i>Horticulture New Zealand have a point of view on product labelling. They believe that labelling on fresh fruit and vegetables is very important, largely because they are aware that their consumers are keen to see it. Consumer NZ ran a survey in February of this year, which told them that New Zealand consumers want to buy fresh fruit and vegetables, and they want to have the option to buy local and support local growers. They value the opinions of their clients as they are going to be buying their products. Without consumer support Horticulture New Zealand cannot maintain a profit. Their point of view is shaped by their economic perspective where they see profit as important to continuing business. They also hold a community minded perspective where they see the need for shoppers and want to support their needs.</i></p> <p><i>It has enabled participants to present a united front to show their opposition to the current volunteer labelling and show their support for compulsory labelling. This has allowed people to exercise their rights to knowing where products come from so that they can make more informed choices. This also enables organisations that sell products to be more responsible for highlighting where products come from so the consumer has a choice when it comes to the products origin.</i></p>	<p><i>facebook page where you can send an automatic message to your member of parliament.</i></p> <p><i>A diverse range of organisations have already pledged their support for the campaign, from Horticulture New Zealand and GE Free NZ to Parents Centre and Grey Power.</i></p> <p><i>Horticulture New Zealand have a point of view on product labelling. They believe that labelling on fresh fruit and vegetables is very important, largely because they are aware that their consumers are keen to see it. Consumer NZ ran a survey in February of this year, which told them that New Zealand consumers want to buy fresh fruit and vegetables, and they want to have the option to buy local and support local growers. They value the opinions of their clients as they are going to be buying their products. Without consumer support Horticulture New Zealand cannot maintain a profit. Their point of view is shaped by their economic perspective where they see profit as important to continuing business. They also hold a community minded perspective where they see the need for shoppers and want to support their needs.</i></p> <p><i>It has enabled participants to present a united front to show their opposition to the current volunteer labelling and show their support for compulsory labelling. This has allowed people to exercise their rights to knowing where products come from so that they can make more informed choices. This also enables organisations that sell products to be more responsible for highlighting where products come from so the consumer has a choice when it comes to the products origin.</i></p>	<p><i>automatic message to your member of parliament.</i></p> <p><i>A diverse range of organisations have already pledged their support for the campaign, from Horticulture New Zealand and GE Free NZ to Parents Centre and Grey Power.</i></p> <p><i>Horticulture New Zealand have a point of view on product labelling. They believe that labelling on fresh fruit and vegetables is very important, largely because they are aware that their consumers are keen to see it. Consumer NZ ran a survey in February of this year, which told them that New Zealand consumers want to buy fresh fruit and vegetables, and they want to have the option to buy local and support local growers. They value the opinions of their clients as they are going to be buying their products. Without consumer support Horticulture New Zealand cannot maintain a profit. Their point of view is shaped by their economic perspective where they see profit as important to continuing business. They also hold a community minded perspective where they see the need for shoppers and want to support their needs.</i></p> <p><i>It has enabled participants to present a united front to show their opposition to the current volunteer labelling and show their support for compulsory labelling. This has allowed people to exercise their rights to knowing where products come from so that they can make more informed choices. This also enables organisations that sell products to be more responsible for highlighting where products come from so the consumer has a choice when it comes to the products origin.</i></p> <ul style="list-style-type: none"> ● describe the consequences of the social
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<p>The above expected student responses are indicative only and relate to just part of what is required.</p>	<ul style="list-style-type: none"> ● describe the consequences of the social action, for both individual(s) and society. For example: <i>A positive consequence of the Country of Origin Campaign for the participants is...</i> <i>A negative consequence of the Country of Origin Campaign for Fonterra, Federated Farmers, Beef & Lamb New Zealand is...</i> <p>The above expected student responses are indicative only and relate to just part of what is required.</p>	<p>action, for both individual(s) and society. For example: <i>A positive consequence of the Country of Origin Campaign for the participants is...</i> <i>A negative consequence of the Country of Origin Campaign for Fonterra, Federated Farmers, Beef & Lamb New Zealand is...</i></p> <ul style="list-style-type: none"> ● evaluate the effectiveness of the social action, including its strengths, weaknesses, and appropriateness. For example: <i>A strength of the Country of Origin campaign is the media coverage as this meant that more people are informed about the issue and this will lead to more pressure to pass the member's bill.</i> <i>A weakness of the Country of Origin campaign is that the bill will be passed...</i> <i>The action was appropriate because it allowed members of the public to easily have their say on the...</i> <i>The action was not appropriate as it was fairly passive and involved submissions and signing petitions. It could have been more appropriate to...</i> <p>The above expected student responses are indicative only and relate to just part of what is required.</p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.