# Social Studies Assessment Schedule: Assessment Activity 1.1a

##### Activity Title: Youth activism in the Pacific

##### Achievement Standard: 92048 Demonstrate understanding of findings of a social inquiry

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to demonstrate understanding of findings of a social inquiry | At the Merit level, the student is able to explain findings of a social inquiry | At the Excellence level, the student is able to evaluate findings of a social inquiry |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * describe findings that relate to the focus of inquiry * include relevant evidence from primary and secondary sources in the description. | At the Merit level, the student is able to:   * explain findings that address the focus of inquiry * use evidence from primary and secondary sources to support the explanation. | At the Excellence level, the student is able to:   * evaluate findings that examine the focus of inquiry * use evidence from primary and secondary sources to develop the explanation. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * described findings in relation to the inquiry focus question, “Why have young people become climate activists for and within the Pacific?” *For example, described the issue, who the young activists are, and their actions and responses to the issue.* * included relevant evidence from primary and secondary sources in the description, such as appropriate names, dates, quotes, or statistics. | At the Merit level, the student has:   * explained findings that address the inquiry focus question, “Why have young people become climate activists for and within the Pacific?” *For example, explained findings which directly acknowledge and answer what has led young people to pursue climate activism for and within the Pacific, what avenues of activism they have engaged with, and what constitutes them being climate activists*. * used evidence from primary and secondary sources to support the explanation, such as names, dates, quotes, or statistics that back up the points being made. | At the Excellence level, the student has:   * evaluated findings that examine the inquiry focus question, “Why have young people become climate activists for and within the Pacific?” *For example, evaluated findings by critically connecting ideas and drawing well-reasoned conclusions about why young people have become climate activists for and within the Pacific.* * used evidence from primary and secondary sources to develop the explanation, such as names, dates, quotes, or statistics that strengthen the points being made. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.