# Social Studies Assessment Schedule: Assessment Activity 1.2b

##### Activity Title: Action matters

##### Achievement Standard: 92051 Describe a social action undertaken to support or challenge a system

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria |
| At the Achieved level, the student is able to describe a social action undertaken to support or challenge a system | At the Merit level, the student is able to explain a social action undertaken to support or challenge a system | At the Excellence level, the student is able to evaluate a social action undertaken to support or challenge a system |
| Teacher Judgement |
| At the Achieved level, the student is able to:* describe a social action undertaken and its aim in relation to a social issue
* describe how the social action has supported or challenged a system
* include relevant evidence in the description.
 | At the Merit level, the student is able to:* explain the impacts of the social action in supporting or challenging the system
* use evidence to support the explanation.
 | At the Excellence level, the student is able to:* evaluate the suitability of the social action in supporting or challenging the system
* use evidence to develop the explanation.
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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 a social action they have taken and its aim in relation to a social issue. *For example, have organised social action which involved forming a committee, rewriting guidance/policy as to what constitutes success, lobbying fellow students, meeting the principal, and presenting their ideas to the school board. The aim of their social action was to change school policy regarding how their school celebrates success.*
* described how their social action has supported or challenged a school system. *For example, their social action challenged their school system for celebrating success by widening policy. Honours Boards, Team photos, and assemblies would no longer be unfairly dominated by sports or academic awards. They challenged this system to be more inclusive of arts, culture, and other areas of student life.*
* included relevant evidence in the description, *such as photographs, video recordings, or meeting minutes of social action taking place*.
 | At the Merit level, the student has:* explained the impacts of the social action they have taken to support or challenge a school system. *For example, their social action disrupted the traditional way their school celebrated success and resulted in a new policy being approved which widened the criteria of what constitutes success. By challenging this school system, they broadened the ways success is measured to create a more inclusive school culture which celebrates more than sport and academics.*
* used evidence to support the explanation, *such as photographs, video recordings, or meeting minutes* that back up the points being made.
 | At the Excellence level, the student has:* evaluated the suitability of the social action they took in supporting or challenging a school system. *For example, for their social action to be successful they had work within the system to have their voice listened to. They deliberately used school assemblies, meetings with the principal, and Board of Trustee meetings to champion their cause. This meant they weren’t dismissed as rebelling against the system but viewed as change makers working within the school system. This approach opened doors to appropriate audiences and brought success. Speaking at assembly to lobby students to support their cause was high risk and approached very cautiously to maintain their credibility with senior management.*
* used evidence to develop the explanation, *such as photographs, video recordings, or meeting minutes* that strengthen the points being made*.*
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.