

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **Social Studies Level 3**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Social Studies Level 3

Product	What's changed?
AS3.2 91597 Internal Assessment Activities	Updated to align with Achievement Standard revisions
AS3.5a 91600 Internal Assessment Activity	Updated to align with changes to the Achievement Standard, and to offer a more contemporary selection of case studies
AS3.5b 91600 Internal Assessment Activity	Updated to align with changes to the Achievement Standard, social action case study and hyperlinks updated

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National Certificate of Educational Achievement
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Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91597

Conduct a critical social inquiry

Resource title: A crime is a crime – no excuses

6 credits

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

Date version published
by Ministry of Education

October 2025

To support internal assessment from 2026

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.

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2A

Resource title: A crime is a crime – no excuses

Credits: 6

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 Achievement Standard Social Studies 91597. 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

Criminal law policy change has far-reaching consequences for New Zealand society. This activity requires students to conduct a critical social inquiry, focused on the ways people influence criminal law policy changes and/or the impacts of these changes with reference to the defence of provocation in homicide cases.

Before beginning this assessment you will need to provide opportunities for the students to gain an understanding of:

- criminal law and its impact on New Zealand society – a variety of case studies may be used
- the social inquiry process
- the application of the achievement objective ('Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities') to demonstrate conceptual understanding.

Note: This could be a sensitive topic for some students. Ensure that the focus of the activity is on the topic of law change and not the details of particular cases.

Conditions

This assessment activity will be completed individually. While a bibliography is not required by this Standard, it is important that students identify sources of information they have used in this inquiry.

Resource requirements

Internet access.

Additional information

Crimes (Provocation Repeal) Amendment Act 2009 section 169 [Crimes \(Provocation Repeal\) Amendment Act 2009 No 64, Public Act – New Zealand Legislation](#)

http://www.nzherald.co.nz/politics/news/article.cfm?c_id=280&objectid=10611973

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10586155

http://www.nzherald.co.nz/law-commission/news/article.cfm?o_id=500506&objectid=10596554

For 2026 Planning

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2A

Resource title: A crime is a crime – no excuses

Credits: 6

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a critical social inquiry.	Conduct a critical social inquiry in depth.	Conduct a critical social inquiry comprehensively.

Student instructions

Introduction

This assessment activity requires you to conduct a critical social inquiry into how groups and individuals have influenced the abolition of the defence of provocation in homicide cases with the Crimes (Provocation Repeal) Amendment 2009 and/or the impacts of this for New Zealand society. You will produce a written report.

You will be assessed on the depth and comprehensiveness of your inquiry. This will be shown through:

- the framework you use to gather your information
- the detail of your findings
- the examination of a range of viewpoints, values and perspectives and associated social actions
- the integration of your conceptual understandings
- an evaluation of the social inquiry process and a critical evaluation of your findings.

Teacher note: Any policy (local, regional, national, or global) could be substituted in this assessment. Substitution would require that changes be made to the student instructions and assessment schedule.

You will have four weeks of in-class and out-of-class time to complete this assessment.

Teacher note: This is a suggested timeframe and can be changed to better suit the needs of your students and the resources available.

Task

Conducting the critical social inquiry involves following these steps:

1. Establish an ethical framework for your inquiry.
 - Decide on the focus for your inquiry.
 - Develop two or more research questions to guide your inquiry.

- Plan where you will obtain the information you need.
- 2. Gather and record information from both primary and secondary sources reflecting a variety of relevant perspectives that relate to the focus of the inquiry.
- 3. Report the findings of your inquiry – in your report you must use Social Studies concepts and specific evidence to:
 - compare and contrast people's points of view, values, and perspectives in relation to the focus of the inquiry
 - describe and explain different actions that people have engaged in as regards the focus.
- 4. Evaluate the strengths and weaknesses of the inquiry process including critique of primary and secondary sources used, and their potential for bias and inaccuracies
- 5. Critically evaluate the findings, including their validity, relevance and significance.

Hand in:

- the framework
- evidence you have collected
- the written report
- the evaluation
- a list of sources of information used in the inquiry.

Further guidance

- While doing the preliminary reading for your inquiry, record relevant key concepts. Keep a separate record of conceptual understandings that develop throughout your inquiry. It may be necessary to refine your research questions at the preliminary reading stage.
- The findings need to:
 - show understanding of a range of views, values, and perspectives relating to the focus – this could be through explaining, comparing, and contrasting these views
 - consider how people made decisions and participated in social action related to the Crimes (Provocation Repeal) Amendment 2009
 - integrate significant conceptual understandings that have developed, for example, justice in practice, forces of law, social change.
- Evaluation of the process may include the strengths and weaknesses of the inquiry, critiquing of the sources for bias and inaccuracies, consideration of any ethical issues, and suggestions for improvements.
- Critical evaluation of the findings may include their validity, relevance, and/or significance.

Assessment schedule: Social Studies 91597 A crime is a crime – no excuses

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student conducts a critical social inquiry. The report includes:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation of people's points of view, values and perspectives that underpin their participation and/or action in society, and how these relate to the focus of the inquiry • findings and their relationship to the social inquiry • evaluation of the processes of the social inquiry including making suggestions for improvement – this may include critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension, and/or follow-up. <p>For example:</p> <p><i>Groups and individuals have different ideas about whether provocation should be able to be used as a defence in New Zealand murder trials and this has influenced their actions on this issue.</i></p> <p><i>Some groups like the New Zealand Law Commission believe that it should be removed because not many cases in the past have been able to successfully argue the defence and it forces a jury to make decisions on an individual's level of self-control resulting in a homicide. Other groups like the New Zealand Law Society believe</i></p>	<p>The student conducts an in-depth, critical social inquiry. The report includes:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation of people's points of view, values and perspectives that underpin their participation and/or action in society • analysis by comparing and contrasting points of view, values, and perspectives that relate to the focus of the inquiry • findings and their relationship to the social inquiry • evaluation of the processes of the social inquiry including making suggestions for improvement – this may include critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension, and/or follow-up. <p>For example:</p> <p><i>Following the widely publicised 'Clayton Weatherston' case, with its use of the provocation defence, there were different views from New Zealand lawyers, their representatives, and government advisory committees about whether this section of the Crimes Act should be removed or not.</i></p> <p><i>Two New Zealand lawyers took action on this issue and were interviewed by reporters for the</i></p>	<p>The student conducts a comprehensive, critical social inquiry. The report includes:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation of people's points of view, values and perspectives that underpin their participation and/or action in society • analysis by comparing and contrasting points of view, values, and perspectives that relate to the focus of the inquiry • critically evaluating the findings and their validity, relevancy and significance for the social inquiry, • evaluation of the processes of the social inquiry including making suggestions for improvement – this may include critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension, and/or follow-up. <p>For example:</p> <p><i>The repeal of the provocation defence in murder trials has incited differing responses from the government-funded New Zealand Law Commission and the New Zealand Law Society, which represents lawyers around the country. These responses have played an important part in the amendment of the Crimes Act.</i></p>

<p><i>that provocation should be left as a defence until they have other alternatives to use. They also believe that it was not always appropriate that a provoked killer be labelled a murderer.</i></p> <p><i>Many different actions have been taken in response to their differing views, for example, conducting television and newspaper interviews, making submissions to the Select Committee considering the repeal, and making comments on websites such as the NZ Herald online.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>NZ Herald. Lawyer Peter Williams QC, a staunch defender of the provocation defence, who has used the defence in a number of his 150-plus homicide trials, described it as an "important and compassionate" part of the legal system. In the article he refers to an example of a railway worker he once defended. The man's wife had left him, taking their six children. In his loneliness, the man had started drinking and as a result lost his job. "Everything he valued in life was gone," Williams said. The man lost his self-control, took a rifle and shot his wife as she walked out of a hotel bar. The case was a classic example of provocation where the person's actions are "totally out of control for a short period of time," he says. "Many cases cry out for a reduced sentence."</i></p> <p><i>Deputy Law Commissioner Warren Young, who oversaw a Law Commission report supporting a repeal of the provocation defence, claims the current law is "archaic, flawed, and inappropriate." He says that, "In the 21st century in a society where we are trying to give the strong message that violence is unacceptable and people need to find alternative ways to manage anger, it is unacceptable that we single out anger and loss of self-control as mitigating factors that partially excuse conduct and carry greater weight than other factors like sympathy, depression, and despair."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>The Law Commission has unsuccessfully recommended the abolition of provocation as a defence twice in recent years (2001 and 2007), saying that the partial defence of provocation was "irretrievably flawed" because it claimed to be a partial excuse, assumed there could be a loss of self-control, and that in extreme circumstances an ordinary person, when provoked, would resort to homicidal violence. However, following public outrage over trials such as the 2009 'Clayton Weatherston' murder trial, where a provocation defence was used in an attempt to reduce his charge from murder to manslaughter, the Government approved the move to abolish this section of the Crimes Act with its official repeal being passed in December 2009.</i></p> <p><i>Throughout this process, the Law Society have continued to take action based on their belief that provocation as a defence should be retained "pending the development of other forms of defence." Among the Law Society's other concerns, laid out in their August 2009 submission to the Select Committee for the Crimes (Provocation Repeal) Amendment Bill, was their belief that it was not always appropriate that a provoked killer be labelled a murderer and that it should not just be up to a judge to determine whether there was enough provocation to reduce the charge to manslaughter, but rather it should be a decision made by a jury.</i></p> <p><i>In order to follow the process involved in amending the law and to fully review the possible repeal of section 169, the Select Committee considered all of the viewpoints submitted to them before making their recommendation to the Government that provocation as a defence should be abolished from the Crimes Act.</i></p>
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		<i>The examples above relate to only part of what is required, and are just indicative.</i>
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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.

For 2026 Planning



National Certificate of Educational Achievement
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Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91597

Conduct a critical social inquiry

Resource title: Leading the way?

6 credits

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

Date version published
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Authenticity of evidence

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Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2B

Resource title: Leading the way?

Credits: 6

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 Achievement Standard Social Studies 91597. 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 complete a critical social inquiry focused on the impact of the values and actions of a current world leader on society.

Before beginning this activity provide opportunities for the students to explore:

- the application of the achievement objective ('Understand how ideologies shape society and that individuals and groups respond differently to these beliefs') to show conceptual understandings – this may form the focus of your unit of work
- the social studies inquiry process (framing questions, evaluating the process, how to select relevant information, authenticity procedures).

Conditions

This assessment activity will be completed individually. While a bibliography is not required by this Standard, it is important that students identify sources of information that they have used in this inquiry.

Resource requirements

None.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2B

Resource title: Leading the way?

Credits: 6

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a critical social inquiry.	Conduct critical social inquiry in depth.	Conduct a critical social inquiry comprehensively.

Student instructions

Introduction

This assessment activity requires you to conduct a critical social inquiry. You will investigate the impact and consequences of the perspectives, values, and actions of a current world leader on society. You will produce a written report.

You will be assessed on the depth and comprehensiveness of your inquiry. This will be shown through:

- the framework you use to gather your information
- the detail of your findings
- the examination of a range of viewpoints, values, perspectives which underpin their actions
- the integration of your conceptual understandings
- an evaluation of the social inquiry process
- and a critical evaluation of your findings.

You will have four weeks of in-class and out-of-class time to complete this assessment.

Teacher note: This is a suggested timeframe and can be changed to better suit the needs of your students and the resources available.

Task

Select a current world leader to investigate and formulate a focus for the inquiry.

Conducting the critical social inquiry involves following these steps:

1. Establish an ethical framework for your inquiry.
 - Decide on the focus for your inquiry.
 - Develop two or more research questions to guide your inquiry.
 - Plan where you will obtain the information you need.

2. Gather and record information from both primary and secondary sources reflecting a variety of relevant perspectives that relate to the focus of the inquiry.
3. Report the findings of your inquiry – in your report you must use Social Studies concepts and specific evidence to:
 - comparatively analyse people's points of view, values, and perspectives in relation to the focus of the inquiry
 - describe and explain different actions that people have engaged in as regards the focus.
4. Evaluate the strengths and weakness of the findings, including a consideration of the implications of the findings in contexts outside the inquiry.
5. Critically evaluate the strengths and weakness of the findings (eg the validity and/or relevance), including a consideration of the significance of the findings in contexts outside the inquiry.

Hand in:

- the framework
- evidence you have collected
- the written report
- the evaluation
- a list of sources of information used in the inquiry.

Further guidance

While doing the preliminary reading for your inquiry, record relevant key concepts. Keep a separate record of conceptual understandings that develop throughout your inquiry. It may be necessary to refine your research questions at the preliminary reading stage. The society affected may extend beyond national boundaries and this would need to be considered.

When gathering information both the values of the leader and others, both supporters and opposition and those directly and indirectly affected, need to be considered. The actions taken can be those of the leader and the responses to the leader's actions.

The findings need to:

- show understanding of a range of views, values and perspectives relating to the focus – this could be through comparing and contrasting these views through analysis
- consider how the leader made decisions and their actions taken as well as how people made decisions and participated in social action related to the actions of the leader
- integrate significant conceptual understandings that have developed, for example, justice, rights and responsibilities, social change.

Evaluation of the process may include the strengths and weaknesses of the inquiry, critiquing of the sources for bias and inaccuracies, consideration of any ethical issues and suggestions for improvements or extension of the inquiry.

Critical evaluation of the findings may include their accuracy, relevance, sufficiency and/or significance.

Assessment schedule: Social Studies 91597 Leading the way?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student conducts a critical social inquiry. The framework, the evidence you have collected, and the written report includes:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation of people's points of view, values and perspectives that underpin their participation and/or action in society, and how these relate to the focus of the inquiry • findings and their relationship to the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement, this includes critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension, and/or follow-up. <p>For example:</p> <p><i>Robert Mugabe became Prime Minister of Zimbabwe in 1980 following many years of white minority rule. Over his time as leader he has made many decisions that have affected the citizens of the country in a negative way.</i></p> <p><i>Over the past 30 years there have been many conflicts between Mugabe's political party and his opponents. He has used force to crush these conflicts and has even rigged elections so that he keeps his hold on power.</i></p>	<p>The student conducts a critical social inquiry in depth. The framework, the evidence you have collected, and the written report include:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation people's points of view, values and perspectives that underpin their participation and/or action in society • an analysis that compares and contrasts points of view, values, and perspectives that relate to the focus of the inquiry • findings and their relationship to the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement, this includes critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension, and/or follow-up. <p>For example:</p> <p><i>Robert Mugabe was elected as Prime Minister of Zimbabwe in 1980. Since 1987 he has also been its elected Head of State and has ruled for most of these years as a dictator. This has had a negative impact on Zimbabwe.</i></p> <p><i>Mugabe began his political career as a liberation fighter and opponent of the minority white rulers. He opposed British influence in the country and</i></p>	<p>The student conducts a critical social inquiry comprehensively.</p> <p>The framework, the evidence you have collected, and the written report include:</p> <ul style="list-style-type: none"> • a focus question and research questions • information and background ideas • an explanation of people's points of view, values and perspectives that underpin their participation and/or action in society • an analysis that compares and contrasts points of view, values, and perspectives that relate to the focus of the inquiry • a critical evaluation of the findings and their relationship to the social inquiry, and considering the significance of the findings in contexts outside the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement, including critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry; suggesting areas for improvement, extension. <p>For example:</p> <p><i>When Robert Mugabe became the Prime Minister of Zimbabwe in 1980, its citizens never realised that he would continue to influence all aspects of society in a negative way for the next 30 years.</i></p>

<p>As a result of this he has been re-elected in 1990, 1996, 2002, and 2008. However from 2008 he has, with international intervention, agreed to share his power with his rival, Morgan Tsvangirai.</p> <p>There are many social problems in Zimbabwe as a result of the actions taken by Mugabe. At times he has introduced price controls that have led to panic buying and a lack of supplies for months, which could have led to starvation and malnutrition. Because of this, the view of many people toward Mugabe has changed from one of support and admiration to one of fear and concern.</p> <p>Mugabe's ideology will need to change if the situation of the people in Zimbabwe is to improve in the future.</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>called for independence. In the 1960s and 1970s he was regarded as a hero and praised for his ability to encourage warring parties to reconcile.</p> <p>In recent years the view of many citizens in Zimbabwe has changed toward Mugabe. Many people believe that he is more concerned with maintaining his political stronghold than in improving the social and economic situation of the people. He has taken many actions over the past 30 years that have led to international organisations, such as the United Nations, condemning him and imposing sanctions. He has also been accused of racism against white Zimbabweans, many of who were forcibly removed from their land in the 1990s.</p> <p>Overall there are many reasons why the leadership of Robert Mugabe has had a negative impact on the lives of the people of Zimbabwe. He has taken away people's right to take part in fair elections and some of his policies have led to chronic and lengthy food shortages.</p> <p>With intervention from international aid organisations the economic and social situation has shown improvement over the past five years, but for many of the 12 million citizens daily life is still a struggle.</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>His ideology was originally based on a Marxist-Socialist style, but has since become focused on dictatorship, violence, intimidation, and the rigging of political elections to maintain a position of power. He was originally elected because of his stance against the oppressive minority white rule. In the 1960s and 1970s he was a liberation fighter and regarded as hero. He was focused on reconciliation between warring parties and wanted to create a strong and independent country. In later years all this would be forgotten as he became the cause of civil uprising.</p> <p>During the 1990s and 2000s attitudes towards Mugabe have changed, both within Zimbabwe and internationally. Citizens, with the support of the United Nations and European Union, condemned his actions, which have resulted in the country's poor economic situation. His policy of violent land seizures, disrupted and corrupt elections, and tactics of intimidation used against political opponents have been criticised.</p> <p>International political advisors have also been surprised at the harsh measures Mugabe has taken to entrench his power. For example, in the early 1980s, his Fifth Brigade slaughtered thousands of members of the minority Ndebele tribe who supported his rival Joshua Nkomo. As recently as 2005, his 'Operation Restore Order' resulted in the destruction of homes and businesses of 700,000 mostly poor supporters of the opposition party.</p> <p>Overall Mugabe's ideology has had a negative impact on the society of Zimbabwe and although the economy is improving now, many of the 12 million citizens face health problems, human rights abuses, and food shortages.</p>
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		<p><i>Today, Mugabe shares political power with his political rival, Morgan Tsvangirai, who was made Prime Minister following the controversial elections in 2007/2008. The European Union, the United Nations, and the USA are all involved in providing food aid and guidance as required.</i></p> <p><i>The future of this country will depend on how far Mugabe is prepared to go in order to maintain his position as Executive Head of State and if he will ever be prepared to listen to the views of minority groups and political opponents.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
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National Certificate of Educational Achievement
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Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91600

Examine a campaign of social action(s) to influence policy change(s)

Resource title: Kids matter!

4 credits

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

Date version published
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To support internal assessment from 2026

Authenticity of evidence

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Internal Assessment Resource

Achievement Standard Social Studies 91600: Examine a campaign of social action(s) to influence policy change(s)

Resource reference: Social Studies 3.5A

Resource title: Kids matter!

Credits: 4

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 Achievement Standard Social Studies 91600. 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 write a report examining a campaign of social action(s) undertaken by the Child Poverty Action Group (CPAG) to influence the New Zealand Government to make changes to policy to improve the lives of children.

Before beginning this activity, you will need to provide opportunities for the students to explore:

- the Child Poverty Action Group
- child well-being issues and poverty reduction in New Zealand
- policy-making processes (for example, select committees)
- the rights of children in New Zealand.

Conditions

None.

Resource requirements

Internet access.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91600: Examine a campaign of social action(s) to influence policy change(s)

Resource reference: Social Studies 3.5A

Resource title: Kids Matter!

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Examine a campaign of social action(s) to influence policy change(s).	Examine, in-depth, a campaign of social action(s) to influence policy change(s).	Examine comprehensively a campaign of social action(s) to influence policy change(s).

Student instructions

Introduction

This assessment activity requires you to write a report examining a campaign of social action(s) undertaken by the Child Poverty Action Group (CPAG) to influence policy to improve the lives of children.

Teacher note: You could consider selecting an alternative campaign of social action to influence policy change. If so, you would need to adapt this assessment task by altering the context and making associated changes to the assessment schedule.

You will have two weeks of in-class and out-of-class time to complete this activity.

Teacher note: This is a suggested timeframe and can be changed to better suit the needs of your class and the resources available.

You will be assessed on the depth and comprehensiveness of your examination of the selected campaign.

Task

Write a report examining a CPAG campaign to influence policy to improve the lives of children. You need to apply your understanding of Social Studies concepts (for example: policy, change, responsibility, rights, perspectives, values) and provide specific evidence in your analysis of the campaign.

Include in your report:

- an explanation of CPAG's plan and aim for the campaign and their desired policy change
- an explanation of the differing reasons for the involvement of CPAG's, and other individuals and/or groups, in the campaign
- an explanation of the CPAG's reasons for selecting the social action methods used in the campaign, in relation to the desired policy change
- an exploration of the real and potential consequences of the campaign

- a critical evaluation of the effectiveness of the campaign, including:
 - strengths and limitations of the campaign
 - how effectively it influenced policy
 - possible modifications or alternative strategies that could have improved its efficacy.

See the following list of suggested resources to inform your report.

You may use relevant images, statistics, graphs, points of view, quotes, or captions to support your ideas in your report. You may use your class notes relating to this topic to assist you.

You may work individually, in pairs, or in groups to collect the required information, but your report will be completed individually.

Teacher note: Although the research component is not assessed in this task you may encourage the students to hand in their rough notes or to keep a research log and bibliography to ensure the authenticity for their work. If you choose to make any of these adjustments you will need to incorporate relevant instructions into the student task.

Resources

- [Child Poverty Action Group](#)
- [Child Poverty Reduction Act 2018 No 57, Public Act – New Zealand Legislation](#)
- [Child Poverty Reduction Bill backgrounder 0.pdf](#)
- [Reducing child poverty | Child Poverty](#)
- [Child poverty statistics: Year ended June 2024 | Stats NZ](#)
- [Child Poverty in New Zealand: Why it matters and how it can be reduced: Educational Philosophy and Theory: Vol 46, No 9](#)

Assessment schedule: Social Studies 91600 Kids matter!

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has examined a CPAG campaign of social action to influence policy change(s) to improve the lives of children. This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for the involvement of the CPAG, and other individuals and/or groups, in the campaign • an explanation of the CPAG's reasons for selecting the social action methods within the campaign in relation to desired policy change. <p>For example:</p> <p><i>To get their message across and to influence government policy change from a local, regional, and national level, CPAG ran a campaign in 2019/20 called Aotearoa, Land of the Long Wide Bare Cupboard. The aim of the campaign was to highlight the challenges faced by children living in food-insecure households.</i></p> <p>The examples above relate to only part of what is required, and are just indicative.</p>	<p>The student has examined, in-depth, a CPAG campaign of social action to influence policy change(s) to improve the lives of children. This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for the involvement of the CPAG, and other individuals and/or groups, in the campaign • an explanation of the CPAG's reasons for selecting the social action methods within the campaign in relation to desired policy change • an exploration of the real and potential consequences of the campaign. <p>For example:</p> <p><i>Aotearoa, Land of the Long Wide Bare Cupboard campaign was effective in raising awareness around food insecurity in NZ. As a result, the prevalence of food insecurity and its negative consequences on children's health and well-being in NZ was highlighted to the public and to policy makers. More specifically, consequences of the campaign included a strengthened call for a national food strategy and a greater push for free school lunches in low-decile schools. The campaign also supported broader welfare reform discussions, including benefit adequacy and housing affordability.</i></p>	<p>The student has examined comprehensively a CPAG campaign of social action to influence policy change(s) to improve the lives of children. This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for the involvement of the CPAG, and other individuals and/or groups, in the campaign • an explanation of the CPAG's reasons for selecting the social action methods within the campaign in relation to desired policy change • an exploration of the real and potential consequences of the campaign • a critical evaluation of the effectiveness of the campaign, including possible modifications which could have been made to improve the campaign's influence on policy. <p>For example:</p> <p><i>The messaging of this CPAG campaign regarding 'hunger in a land of plenty' was powerful, provocative and effective. The campaign successfully used story-telling to generate empathy. Personal narratives from families and children gave the issue emotional weight and urgency. These included perspectives which exposed structural inequities in food access. Unfortunately, COVID-19 struck before any real policy change took place and the pandemic became a greater focus. However, the</i></p>

	<p>The examples above relate to only part of what is required, and are just indicative.</p>	<p><i>campaign could possibly have had a broader effect on more people if it took a wider approach with a multi-faceted strategy as it quickly became apparent that food insecurity is deeply tied to housing, income, and employment, other areas requiring wider reform.</i></p> <p>The examples above relate to only part of what is required, and are just indicative.</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.



National Certificate of Educational Achievement
 TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91600

Examine a campaign of social action(s) to influence policy change(s)

Resource title: The power of the people

4 credits

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

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To support internal assessment from 2026

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.

Internal Assessment Resource

Achievement Standard Social Studies 91600: Examine a campaign of social action(s) to influence policy change(s)

Resource reference: Social Studies 3.5B

Resource title: The power of the people

Credits: 4

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 Achievement Standard Social Studies 91600. 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 write a report to describe a campaign of social actions undertaken in reaction to decisions/actions taken by a large corporation.

Before beginning this activity, provide opportunities for the students to explore:

- the concepts of globalisation, consumerism, and fair trade
- the ideologies of “Big Business” and the possible impacts of these on societies and environments
- the Social Studies concepts (for example, values, perspectives, rights, responsibilities, and identity)
- what social action campaigns are and relevant historical and current case studies
- how social actions may influence policy change (issues, aims of, reasons for, consequences of, evaluation of).

Conditions

It is suggested that students have two weeks of class time to complete this assessment.

Resource requirements

Internet access.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91600: Examine a campaign of social action(s) to influence policy change(s)

Resource reference: Social Studies 3.5B

Resource title: The power of the people

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Examine a campaign of social action(s) to influence policy change(s).	Examine, in-depth, a campaign of social action(s) to influence policy change(s).	Examine comprehensively a campaign of social action(s) to influence policy change(s).

Student instructions

Introduction

There have been many recent social actions that have attempted to make businesses more aware of the social and environmental impacts they have on communities. Global corporations are being encouraged to take a more sustainable approach to production, employment, local environments, trade, and the treatment of waste products.

This assessment activity requires you to examine a campaign of social action(s) undertaken by a group of people against the exploits of a large corporation in an attempt to influence changes to their policy(s).

You will be given two weeks of class time to complete this assessment. During this time you will be required to research your topic and present your findings as a written report.

You will be assessed on the depth and comprehensiveness of your examination of the selected campaign.

Teacher note: You can adjust the timeframe of this task to meet the needs of your students.

Task

Select a campaign from the list below or negotiate one with your teacher.

- The campaign by people in America against the response made by BP to the Gulf of Mexico oil spill in 2010.
- The Make Amazon Pay campaign 2020 which targeted worker and environmental exploitation by Amazon.
- The 2009 campaign by people in New Zealand against Cadbury's use of palm oil in its chocolate.
- The campaign by people in Mexico or China to manage the harmful effects of dyes used by the companies Gap and Levis.

- The global campaign against labour exploitation and environmental harm by fast fashion after the Rana Plaza disaster.
- The 2009–2010 campaign by Greenpeace against the dairy company Fonterra's use of palm kernels.
- A global campaign by Oxfam to encourage the use of fair trade coffee, chocolate, bananas, or cotton by large corporations.

Write a report that examines how the participants in your selected case study campaigned to influence change. You need to apply your understanding of Social Studies concepts (for example, policy, change, responsibility, rights, perspectives, values) and provide specific evidence in your analysis of the campaign.

In your report include:

- a description of the plan for the campaign of social action
- an explanation of the aims of the campaign and the desired policy change
- an explanation of different reasons for individuals and/or groups being involved in the campaign
- an explanation of the reasons for individuals and/or groups selecting the social action methods in relation to the desired policy change
- an exploration of the real and potential consequences of the campaign
- a critical evaluation of the effectiveness of the campaign, including possible modifications that could have been made to improve the campaign's influence on policy.

You may include relevant photos, statistics, quotes, points of view, maps, charts, captions, or graphs to support your ideas.

You may use your class notes relating to this topic to assist you. See Resource A for a list of suggested websites.

Teacher note: Although the research component of this task is not assessed, you may encourage the students to hand in their notes or to keep a research log and bibliography to ensure authenticity of their work.

Resource A

www.oxfam.org.nz

www.tradeaid.org.nz

[Home | New Internationalist Magazine](#)

www.globalexchange.org

www.globalmarch.org

<http://www.greenpeace.org/new-zealand/>

[Rana Plaza 10 years on: A decade of progress : Fashion Revolution](#)

<http://www.stuff.co.nz/sunday-star-times/latest-edition/2585983/Why-Cadbury-leaves-a-bitter-taste>

[Home | Clean Water Action](#)

[Make Amazon Pay | Progressive International](#)

Assessment schedule: Social Studies 91600 The power of the people

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has examined a campaign of social action that influences policy change(s). This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for individuals and/or groups involvement in the campaign • an explanation of the reasons for individuals and/or groups selecting the social action methods within the campaign in relation to the desired policy change. <p>For example:</p> <p><i>The student gives a description of the issue and the plans for the campaign, including the aims of the campaign. They explain the participants' reasons for selecting particular actions within the campaign and for the participant's involvement in the campaign. For example, the student states that in the campaign against Cadbury's use of palm oil, the campaigners' aim of the social action is to get Cadbury to reconsider its decision to use palm oil in its product. The student also explains reasons for involvement including concerns for wildlife and issues of chocolate taste.</i></p> <p><i>The student explains how social actions taken depended on the perspective of the group involved. They explain who organised the social action, where and when it took place, and how long it lasted. For example, the student states that Auckland Zoo staff organised an action involving</i></p>	<p>The student has examined, in-depth, a campaign of social action that influences policy change(s). This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for individuals and/or groups involvement in the campaign • an explanation of the reasons for individuals and/or groups selecting the social action methods within the campaign in relation to the desired policy change • an exploration of the real and potential consequences of the campaign. <p>For example:</p> <p><i>In their report, the student applies their knowledge of relevant social studies concepts to examine, in depth, a campaign of social action(s) designed to influence policy change. The student describes the aims of the campaign.</i></p> <p><i>The student examines, in-depth, the reasons for the actions taken in the campaign and the reasons why particular actions were chosen.</i></p> <p><i>The student discusses a variety of social actions taken in the campaign against Cadbury, such as petitions, a social network site, and a campaign by Auckland Zoo and Willowbank Wildlife Park. Several reasons for involvement are explored by the student, such as concern about the habitat</i></p>	<p>The student has examined comprehensively a campaign of social action that influences policy change(s). This means that the student has used Social Studies concepts and specific evidence to provide:</p> <ul style="list-style-type: none"> • an explanation of the aims of the campaign and the desired policy change • an explanation of the differing reasons for individuals and/or groups involvement in the campaign • an explanation of the reasons for individuals and/or groups selecting the social action methods within the campaign in relation to the desired policy change • an exploration of the real and potential consequences of the campaign • a critical evaluation of the effectiveness of the campaign, including possible modifications which could have been made to improve the campaign's influence on policy. <p>For example:</p> <p><i>In their report, the student applies their knowledge of relevant social studies concepts to comprehensively examine a campaign of social action(s) designed to influence policy change. The student describes the aims of the campaign.</i></p> <p><i>The student comprehensively examines the various social actions taken against Cadbury, the reasons for these actions, including the reasons why the participants became involved and explores a variety of perspectives, including the</i></p>

<p><i>the removal of all Cadbury products from the park. They did so out of concern for the destruction of the habitats of orangutans in Borneo and Sumatra. The protest action lasted until Cadbury made changes to its use of palm oil.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>destruction and native forests in Sumatra and possible links to climate change.</i></p> <p><i>The student also explores the consequences of the campaign. They make clear links between the campaign and changes made by Cadbury. For example, the student states that Cadbury no longer uses palm oil in its chocolate products. The company now runs a campaign to educate consumers about environmental issues and has encouraged other producers to follow their lead.</i></p> <p><i>The effects the campaign has had on other parties would be part of this exploration. For example, they may mention that more money is now being donated to the Sumatran Orangutan Protection Society.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>views of Greenpeace, the World Wildlife Fund, and Whittaker's chocolate.</i></p> <p><i>The student outlines the pros and cons of each social action and comments on actions that could have led to a more significant outcome. The student compares a social action taken in the Cadbury campaign with a social action that has had more far-reaching consequences.</i></p> <p><i>The student critically evaluates the campaign, including how effective it was in influencing policy change and examines any changes that could have been made to improve the campaign and its effectiveness. For example, the student makes clear statements regarding how the business has made or not made changes to their policy and the significance these changes will have on society and environments. For example, the student discusses the impact of the campaign against Cadbury. Impacts could include, money lost by Cadbury during the protest action, damage to their sales and reputation, and current steps taken by the company to improve or regain its status (such as its fair trade stance or the Cadbury Cocoa Partnership which aims to give NZ \$120 million to cocoa farmers in the next ten years).</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></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.