

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Social Studies Level 2**. In January 2027, Levels 2 and 3, assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Social Studies Level 2

Product	What's changed?
AS2.2a 91280 Internal Assessment Activity	Task instructions and assessment schedule updated to focus on a contemporary conflict.
AS2.2b 91280 Internal Assessment Activity	Assessment schedule updated.
AS2.5a 91283 Internal Assessment Activity	Task instructions and assessment schedule updated to focus on a contemporary social action.
AS2.5b 91283 Internal Assessment Activity	Task instructions and assessment schedule updated to focus on a contemporary social action.

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Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:
Achievement Standard 91280 version 3
Conduct a reflective social inquiry

Resource title: Two sides to every story

5 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
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January 2027 Version 4
To support internal assessment from 2027

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 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2A v4

Resource title: Two sides to every story

Credits: 5

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 91280. 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

A leading cause for cultural conflict has been the support for different systems of government, primarily democracy and dictatorship. Students will select their own cultural conflict for this task. Use examples from the Iran Hijab Protests (2022) to explore how groups have challenged the system of government in Iran, particularly around laws enforcing compulsory hijab and broader issues of personal freedoms, rights, and governance.

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

- the social inquiry process
- viewpoints, values, and perspectives
- recent conflicts caused by different beliefs about systems of government
- the concepts *freedom, culture, systems of government, rights, beliefs, democracy, dictatorship, and ideas*.

Conditions

This assessment will be completed individually over 4 weeks, either following or concurrently with teaching of the inquiry process, with the framework, presentation, and evaluation being handed in at the end of the 4 weeks.

This is a suggested timeframe and can be changed to better suit your class, and resources available.

Resource requirements

None.

Additional information

None.

For Planning 2027

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2A v4

Resource title: Two sides to every story

Credits: 5

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

Student instructions

Introduction

This assessment activity requires you to conduct a social inquiry into a cultural conflict. The conflict is between people who want their country to be governed differently, with greater democratic freedoms and human rights, and those who support authoritarian regimes.

You will present the findings of your inquiry in the form of a poster or newspaper front page.

Your inquiry will aim to show how different beliefs and ideas have led to cultural conflict and have been addressed in different ways with differing outcomes.

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

You will be assessed on the depth and comprehensiveness of your inquiry.

Task

Select a conflict in which a country has been split between those wanting changes toward greater freedoms or democratic governance, and those supporting a hard-line authoritarian regime.

You may use the Iran Hijab Protests (2022) as your primary case study or use another relevant example.

Follow these steps:

- **Establish the 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.
- **Carry out your research**

- Gather and record information from a range of primary and secondary sources, using an acceptable ethical framework and reflecting a variety of relevant points of view, values, and perspectives.
- **Present the findings of your inquiry** in the form of a poster or newspaper front page. Your presentation must clearly identify the two sides of the story – those that support greater freedoms and those that support authoritarian regimes. Your presentation will:
 - include a brief summary of the cultural conflict
 - describe and explain in detail the different points of view, values, and perspectives that people hold or have held concerning the focus issue.
- Make justified generalisations of ideas that you have gained from your social inquiry and explain how they could be applied to other contexts.
 - Prompts:

If another country were to find itself in a similar situation, what recommendations would you make – based on the information and understandings you have gained from your inquiry – on how to better address the issues, minimise the number of people hurt, get the message across, gain international support, etc.?

Are there other areas of society where the understandings you have gained about protest, change, systems of government, etc., could be applied and, if so, how?
- Evaluate in detail the social inquiry process you have followed. You could consider, for example, these questions: What are the strengths and weaknesses of my inquiry? Is there anything more I need to know (about points of view, information, and participation)? Have I missed something really important? How could I have gone about my inquiry more effectively? How reliable are my sources?

Include a bibliography that identifies all of your sources.

Hand in:

- Your framework and evaluation, typed or handwritten.
- Your presentation of findings (poster or newspaper front page).

Assessment schedule: Social Studies 91280 Two sides to every story

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student conducts a reflective social inquiry. In their newspaper front page, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - described people's points of view, values, and perspectives in relation to the focus of the social inquiry - reflected on and evaluated the understandings that have developed. For example (partial evidence): <i>The Hong Kong pro-democracy protests (2019–2020) were a large series of demonstrations that began when the Hong Kong government introduced a proposed extradition law whereby people in Hong Kong could be sent to mainland China for trial. Many people in Hong Kong were strongly opposed to this, so they gathered in large numbers to protest. Over time millions of protestors took part in marches, rallies, and strikes. It was their view that the extradition bill had to stop because they valued greater democracy, including the right to choose their leaders through free elections. They also felt there should be an investigation into police actions. Their perspectives were shaped by a liberal democracy ideology.</i>	The student conducts a reflective social inquiry in depth. In their newspaper front page, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - explained people's points of view, values, and perspectives that relate to the focus of the social inquiry - reflected on and evaluated the understandings that have developed. For example (partial evidence): <i>The Hong Kong pro-democracy protests (2019–2020) can be explained as a conflict between different viewpoints about how Hong Kong should be governed. One viewpoint, held by many protesters, was that Governments should serve their people. This was based on their values of freedom, including free speech, fair elections, and maintaining Hong Kong's independence from mainland China's influence. They believed the extradition bill and increasing control from China threatened these values, which is why they protested. Their perspectives were shaped by a liberal democracy ideology.</i> <i>On the other hand, the perspectives of the Hong Kong government and Chinese authorities were shaped by authoritarian ideology. They saw the protests as harmful because they could lead to instability. Their values focused more on order,</i>	The student conducts a reflective social inquiry comprehensively. In their newspaper front page, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - explained people's points of view, values, and perspectives that relate to the focus of the social inquiry - reflected on and evaluated the understandings to make justified generalisations that could be applied outside of the context of the inquiry. For example (partial evidence): <i>The events in Hong Kong demonstrate a broader and recurring tension between liberal democratic and authoritarian models of governance. From this case, a justified generalisation is that societies with strong expectations of civil liberties are more likely to resist perceived encroachments on their rights, particularly when those rights have been historically protected, as under the "one country, two systems" arrangement. The protests show that when citizens feel their political freedoms and identity are under threat, they may view civil disobedience as legitimate. However, this also highlights a limitation of liberal democratic ideals in practice, as they can struggle to coexist within larger political systems that prioritise unity and central authority over regional autonomy.</i>

<i>It was the viewpoint of the Hong Kong Government that these protests caused social disorder and needed to be stopped. The authorities valued control and order, so they enforced stricter laws, and limited demonstrations, bringing the protest movement to an end over time. Their perspective was shaped by authoritarian ideology.</i> <i>The examples above relate to only part of what is required and are indicative only.</i>	<i>national unity, and strong government control. Because of this they responded with stricter policing, arrests, and limits on protests to restore stability.</i> <i>The examples above relate to only part of what is required and are indicative only.</i>	<i>At the same time, the response of the Chinese government and Hong Kong authorities illustrates how authoritarian systems tend to prioritise stability and control, especially when facing large-scale dissent. A generalisation that can be drawn is that governments operating under state-centred ideologies are more likely to justify restrictive measures, such as legal changes and forceful policing, as necessary for maintaining order. While this approach can be effective in the short term in reducing unrest, it may also deepen divisions and undermine trust between the government and the public. Overall, the Hong Kong protests highlight that the effectiveness and legitimacy of any governance model depend heavily on how well it aligns with the values and expectations of the population it governs.</i> <i>The examples above relate to only part of what is required and are indicative only.</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.



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Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:
Achievement Standard 91280 version 3
Conduct a reflective social inquiry

Resource title: Our community, our problem, our solution

5 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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Authenticity of evidence

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Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2B v4

Resource title: Our community, our problem, our solution

Credits: 5

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 91280. 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

Every community has issues that are significant to its members. This activity requires students to conduct an evaluated social inquiry focused on a local issue of the student's choice for which members of their community have sought to meet their responsibilities and exercise their rights to bring about change.

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

- The Social Inquiry process
- Points of view, values and perspectives in relation to a relevant case study e.g. after-schools, graffiti, teenage parents, gangs, youth street racing
- Conceptual understanding of - *community, responsibilities, change* and *exercising rights*.

Conditions

This assessment will be completed individually over 4 weeks either following or interspersed with teaching of the inquiry process with the report being handed in at the end of the 4 weeks.

Resource requirements

None.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91280: Conduct a reflective social inquiry

Resource reference: Social Studies 2.2B v4

Resource title: Our community, our problem, our solution

Credits: 5

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

Student instructions

Introduction

This assessment activity requires you to conduct a social inquiry into a local issue of your choice and to write up your inquiry as a report.

Your inquiry will aim to show how members of your community have been able to meet their responsibilities and exercise their rights in relation to your chosen issue.

Teacher note. Rather than allowing open-ended choice, students could be provided with a list of community issues to choose from. Alterations would need to be made to the student instructions in this case and possibly the assessment schedule.

Issues could include communities exercising their rights:

- Law change. Making submissions for local law introductions.
- Protesting for democracy over dictatorship. Freedom of speech, right to give and receive information.
- Media controls. Right to safety, to say what they think.
- Internet controls. Privacy issues/security.

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

This is a suggested timeframe and can be changed to better suit your class, and resources available.

You will be assessed on the depth and comprehensiveness of your inquiry.

Task

Undertake the following steps to complete your evaluated social inquiry:

- **Establish the 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.
- **Carry out your research**
 - Gather and record information from a range of primary and secondary sources, using an acceptable ethical framework and reflecting a variety of relevant perspectives e.g. local MPs, community groups, individuals in the community affected by the issue etc.
- **Write up your inquiry in the form of a report. Make sure that the report:**
 - Includes a brief summary of your chosen local issue
 - Describes and explains in detail the different points of view that people hold/have held concerning the focus issue
 - Makes justified generalisations of ideas that you have gained from your social inquiry and explains how they could be applied to other contexts
 - Evaluate in detail the social inquiry process you have followed.
Considerations for your evaluation could include:
 - What are the strengths and weaknesses of your inquiry?
 - Is there anything more I needed to know (about points of view, information, and participation)?
 - How could the inquiry process I have been using be improved?
 - How reliable are the sources I used?
 - Includes a bibliography that identifies all of your sources.

Assessment schedule: Social Studies 91280 Our community, our problem, our solution

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student conducts a reflective social inquiry. In their report, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - described people's points of view, values and perspectives in relation to the focus of the social inquiry - reflected on and evaluated the understandings that have developed. For example (partial evidence): <i>Many people in the Manukau community have differing values on the issue of graffiti. The 'Beautiful Manukau Trust' values the Manukau region and wants to make it a beautiful place to live and work in. They have programme called 'Adopt a Spot' where volunteers watch out for graffiti or tagging on fences and public places and are provided with paint and brushes to paint it out.</i> <i>The examples above relate to only part of what is required and are indicative only.</i>	The student conducts a reflective social inquiry in depth. In their report, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - explained people's points of view, values and perspectives that relate to the focus of the social inquiry - reflected on and evaluated the understandings that have developed. For example (partial evidence): <i>The charitable trust 'Beautiful Manukau Trust' was formed and is supported by Manukau City Council to provide and promote projects that enhance the visual beauty of the Manukau region. It values the Manukau region and wants to make it a beautiful place to live and work in. The trust has discovered from past experience that the sooner graffiti and tagging is painted out the less likely it is to attract other tagging marks.</i> <i>Other members of society have different values in relation to the issue of graffiti and tagging. A celebrated New York graffiti artist Eric Orr who visited Auckland in 2007 believes that graffiti can be art. "You don't have to tag up and do these mindless tags that have no meaning. If you're gonna do something, think about it, cos if it's beautiful most people will be more receptive to it". Manukau ratepayers 'booed' the council's</i>	The student conducts a reflective social inquiry comprehensively. In their report, the student has: - decided on the focus for the inquiry by developing questions - gathered information and background ideas - explained people's points of view, values and perspectives that relate to the focus of the social inquiry - reflected on and evaluated the understandings to make justified generalisations that could be applied outside of the context of the inquiry. For example (partial evidence): <i>The charitable trust 'Beautiful Manukau Trust' was formed and is supported by Manukau City Council to provide and promote projects that enhance the visual beauty of the Manukau region. It values the Manukau region and wants to make it a beautiful place to live and work in. The trust has discovered from past experience that the sooner graffiti and tagging is painted out the less likely it is to attract other tagging marks.</i> <i>Other members of society have different values in relation to the issue of graffiti and tagging. A celebrated New York graffiti artist Eric Orr who visited Auckland in 2007 believes that graffiti can be art. "You don't have to tag up and do these mindless tags that have no meaning. If you're gonna do something, think about it, cos if it's beautiful most people will be more receptive to it".</i>

	<i>invitation to Eric Orr to talk to local youths, as they are sick of their area being tagged and say that this will only encourage more with taggers believing they are 'artists'.</i> <i>The examples above relate to only part of what is required and are indicative only.</i>	<i>Manukau ratepayers 'booed' the council's invitation to Eric Orr to talk to local youths, as they are sick of their area being tagged and say that this will only encourage more with taggers believing they are 'artists'.</i> <i>The charitable trust 'Beautiful Manukau Trust' has shown that many members of the community are willing to give up their own time to help address issues in their area like graffiti and tagging. However, many people are discouraged from doing this by other factors involved like cost and the overwhelming size of the problem. The 'Beautiful Manukau Trust' has made volunteering to take action easier by providing supplies and support for volunteers to address graffiti in their area.</i> <i>It is easy to see from this example that if you want people to volunteer, provide information or take action of some form you have to make it as easy as possible for them. Interviews help to gain important information on community issues. However, interviews can take considerable time to conduct that people can resent and a better way to get similar information might be a tick box survey that only takes moments to complete.</i> <i>The examples above relate to only part of what is required and are indicative only.</i>
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Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:

Achievement Standard 91283 version 2

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

Resource title: Speak. Act. Change.

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 2027

Authenticity of evidence

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Internal Assessment Resource

Achievement Standard Social Studies 91283: Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights

Resource reference: Social Studies 2.5A v3

Resource title: Speak. Act. Change.

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can 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 91283. 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

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

This assessment activity requires students to comprehensively describe a social action of their choice from New Zealand or from overseas. Students will present their description as a digital slides presentation.

You can modify the context of this assessment activity to suit your students' needs.

Ensure that the context, whether international or local, is both topical and relevant to your students.

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

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

Conditions

This activity takes place over 1–2 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.

Additional information

Prior teaching could include:

- Social Studies concepts (social justice, human rights, roles, responsibilities, community, society)
- definition of social action
- examination of successful social actions.

Internal Assessment Resource

Achievement Standard Social Studies 91283: Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights

Resource reference: Social Studies 2.5A v3

Resource title: Speak. Act. Change.

Credits: 4

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.

Student instructions

Introduction

This assessment activity requires you to produce a digital presentation on a social action undertaken in New Zealand or overseas.

You might consider one of the following contexts;

- Black Lives Matter Protests (USA & worldwide, especially 2020)
- #MeToo Movement (global, from 2017)
- Greta Thunberg's First School Strike (Sweden, 2018)
- Ihumātao Occupation (NZ, 2016–2020)
- NZ Living Wage Movement Campaigns (NZ, 2017–present)
- Posie Parker Counter-Protests (NZ, 2023).

In your presentation, you must:

- apply Social Studies concepts (social change, rights, group, roles, responsibilities, communities, government, society)
- provide supporting evidence, including names, dates, places, statistics, and quotations.

You have 2 weeks of in-class time to complete this activity.

Task

- A. Describe the features of the social action that enables responsibilities to be met and rights to be exercised – this may include:
 - What happened?

- Where and when did it happen?
 - Who was involved?
 - What was the intended purpose of the social action?
- B. Choose two major participants (group(s)/individuals) involved in this social action, and for each, give an account of their involvement including:
- the reasons for the participants' involvement. This should include the points of view, values, and perspectives of the differing participants and how this shaped the social action.
 - the ways in which the social action contributed toward enabling communities or nations to meet responsibilities and exercise their rights.
- C. Describe in depth the consequences of this social action for both individuals and society. This may include:
- short-term, long-term, positive, negative, social, or economic consequences.
- D. Describe comprehensively the effectiveness of the social action.
- Evaluate the strengths and weaknesses of the social action.
 - How appropriate was the action in enabling responsibilities to be met and rights to be exercised?
 - Support your account with Social Studies concepts and specific evidence throughout.

Assessment schedule: Social Studies 91283 – Speak. Act. Change.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has described a social action that enables communities and/or nations to meet their responsibilities and exercise their rights. This means that the student has used Social Studies concepts and specific evidence and: - described the social action within the context of the issue, including the key features of the action - described points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights. For example (partial evidence): <i>The Ihumātao occupation was a long-term protest where Māori and supporters stayed on the land from 2016 to 2020 to stop a housing development on a site that had huge cultural and historical importance. The land had originally been taken from Māori in the 1800s, so the protest was really about justice and honouring Te Tiriti o Waitangi. Instead of just doing a one-day protest, people actually lived there in tents and makeshift homes, creating a place called Kaitiaki Village and showing their role as guardians of the land. The movement was led by young Māori activists from the group SOUL, but it had support from lots of people across New Zealand, especially after</i>	The student has described, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights. This means that the student has used Social Studies concepts and detailed specific evidence and: - described the social action within the context of the issue, including the key features of the action - described points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights - described the consequences for individual(s) and society of the social action. For example (partial evidence): <i>The Ihumātao occupation had important consequences for individuals who were directly involved. For many of the protesters, especially those living on the land, it was a really emotional and challenging experience, especially when eviction notices were issued in 2019. This created stress and tension, but it also gave many people a strong sense of shared purpose and identity and a fair assertion of their rights under Te Tiriti o Waitangi. For some rangatahi (young people), it was also a life-changing experience because they developed leadership skills and became more</i>	The student has comprehensively described a social action that enables communities and/or nations to meet responsibilities and exercise rights. This means that the student has applied Social Studies concepts and used detailed specific evidence throughout the report and: - described the social action within the context of the issue, including the key features of the action - described in detail points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights - described fully the consequences for individual(s) and society of the social action - evaluated the effectiveness of the social action including strengths, weaknesses, and appropriateness. For example (partial evidence): <i>The Ihumātao occupation was largely effective as a form of social action because it achieved its main goal of stopping the housing development and forcing the government to intervene. One of its biggest strengths was its long-term, peaceful approach, with the occupation lasting from 2016 to 2020 and maintaining constant visibility. This</i>

police tried to remove protesters and thousands came to help. It was mostly peaceful, focused on protecting the whenua rather than fighting, and combined protest with talking to the government and even raising the issue internationally. In the end, the occupation was successful because the government stepped in and bought the land in 2020, so the future of the area could be decided more fairly	confident speaking out about important issues. At the same time, their actions showed a sense of responsibility, as they were acting as kaitiaki (guardians) to protect the land for future generations, not just themselves. For society as a whole, the consequences were also significant. The occupation forced a national conversation about historical land confiscation, especially the fact that Ihumātao had been taken from Māori in 1863 during the Waikato invasion. Many people across Aotearoa who hadn't previously known this history became more aware of Treaty breaches and ongoing inequalities. The protest showed how sustained, peaceful action over several years could lead to real outcomes, as the government eventually stepped in and bought the land for just under \$30 million in December 2020 to try to resolve the dispute. This highlighted the power of protest in a democracy, where public pressure can influence decisions at the highest level. At the same time, it created debate—some people supported protecting the land, while others argued it should be used for housing, especially during a housing shortage. Overall, the occupation made New Zealand society think more critically about who gets to make decisions about land, how Te Tiriti should be honoured today, and the balance between development and protecting cultural heritage.	sustained presence, combined with strong leadership from rangatahi and Māori organisers like SOUL, helped build widespread public support, especially after the attempted evictions in July 2019 drew thousands of supporters to the site. The protest also used a mix of strategies—occupation, media attention, and engagement with political and international systems—which made it more impactful than a one-off protest. A key outcome was the Crown purchasing the land for under \$30 million in December 2020, showing clear influence on government decision-making. In terms of appropriateness, the methods used were largely justified because they were peaceful, culturally grounded, and focused on protecting whenua, aligning with values like kaitiakitanga and the legacy of non-violent resistance seen in earlier Māori movements. However, the occupation also had some limitations and raised questions about appropriateness. While the protest successfully stopped the development, it did not fully resolve disagreements over land ownership or future use, and progress has been slow even after the government purchase. The long-term occupation, while effective, could be seen as controversial because it involved ongoing disruption and challenged legal property rights, which some people believed was unfair—especially given Auckland's housing shortage. This highlights a key tension in evaluating appropriateness: while the action was justified in defending indigenous rights and addressing historical injustice, it also conflicted with other societal needs. Additionally, relying on sustained occupation required significant personal sacrifice from participants and was not easily replicable for all groups. Overall, the Ihumātao occupation was highly effective in
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		<i>achieving immediate change and raising awareness, and its largely peaceful and values-based approach makes it mostly appropriate—though its long-term disruption and unresolved outcomes show the complexities and trade-offs involved in social action</i>
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Internal Assessment Resource

Social Studies Level 2

This resource supports assessment against:

Achievement Standard 91283 version 2

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

Resource title: Riders. Advocacy. Fairness.

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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January 2027 Version 3

To support internal assessment from 2027

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 91283: Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights

Resource reference: Social Studies 2.5B v3

Resource title: Riders. Advocacy. Fairness.

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can 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 91283. 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

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

This activity requires students to produce a written report on the social action undertaken by MAGNZ (Motorcycle Advocacy Group of New Zealand) in response to the planned ACC levy increases.

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

- a digital presentation
- an oral presentation
- a poster
- a newspaper article.

Conditions

This assessment activity will take place over a period of 2 – 3 hours of in-class time. Ensure that all written material is completed in class. If two or three one-hour slots are used, ensure also that all written material is kept in the classroom. Alternatively, use other means of ensuring authenticity of student work.

Adapt the assessment conditions to suit the selected context. This may involve a change to the timing and to the method of ensuring authenticity. You may opt to integrate this assessment activity into a wider programme of teaching and learning.

Resource requirements

Provide students with a selection of resources relating to the selected social action. The following list provides some examples of resources relating to the protest:

- [MAGNZ — Riders. Advocacy. Fairness.](#)
- [Motorcyclists put rego on hold in protest against ACC | RNZ News](#)
- [Auckland Harbour Bridge protest: Hundreds to attend motorcycle ride, lawsuit planned against ACC hikes - NZ Herald](#)
- [Motorcyclists cross Auckland Harbour Bridge in ACC levy protest | Stuff.](#)

Additional information

Prior teaching may include:

- social studies concepts (social justice, human rights, roles, responsibilities, community, society)
- definition of social action
- examination of successful social actions
- background to the social issue in focus, such as the ACC levy issue. Prior teaching will depend on the selected social action.

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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.

Student instructions

Introduction

This assessment activity requires you to write a report on the protest ride social action undertaken by MAGNZ (Motorcycle Advocacy Group of New Zealand) in response to the planned ACC levy rises. Your report must be submitted by the due date.

You can adapt the activity to suit different contexts, for example:

- Black Lives Matter Protests (USA & worldwide, especially 2020)
- #MeToo Movement (global, from 2017)
- Greta Thunberg's First School Strike (Sweden, 2018)
- Ihumātao Occupation (2016–2020)
- NZ Living Wage Movement Campaigns (2017–present)
- Posie Parker Counter-Protests (Auckland, 2023)

Ensure that the context, whether international or local, is both topical and relevant to your students.

In your written report, you must:

- apply Social Studies concepts (social change, rights, groups, roles, responsibilities, communities, government, society)
- provide supporting evidence, including names, dates, places, statistics, and quotations.

You have 2 weeks of in-class time to complete this activity.

Task

- A. Use Social Studies concepts to describe the features of the social action that enabled responsibilities to be met and rights to be exercised – this may include:
- what happened
 - where and when it happened
 - who was involved
 - what the intended purpose of the social action was.
- B. Choose two major participants (group(s)/individuals) involved in this social action and for each give an account of their involvement including:
- the reasons for the participants' involvement. This should include the points of view, values, and perspectives of the differing participants and how this shaped the social action.
 - the ways in which the social action contributed towards enabling communities or nations to meet responsibilities and exercise their rights.
- C. Describe in depth the consequences of this social action for both individuals and society. This may include:
- short-term, long-term, positive, negative, social, or economic consequences.
- D. Describe comprehensively the effectiveness of the social action.
- Evaluate the strengths and weaknesses of the social action.
 - How appropriate was the action in enabling responsibilities to be met and rights to be exercised?

Support your account with Social Studies concepts and specific evidence throughout.

Assessment schedule: Social Studies 91283 Riders. Advocacy. Fairness

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has described a social action that enables communities and/or nations to meet their responsibilities and exercise their rights. This means that the student has used Social Studies concepts and specific evidence and has: - described the social action within the context of the issue, including the key features of the action - described points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights. Example (partial evidence only): <i>In 2026, MAGNZ (Motorcycle Advocacy Group New Zealand) carried out a social action to challenge rising ACC motorcycle levies, highlighted by a large protest ride across the Auckland Harbour Bridge on 30 May 2026 involving over 400 riders. The action focused on the high and increasing costs being charged to motorcyclists, with registration fees for larger bikes rising from about \$540 in 2025 to around \$816 in 2026 and expected to reach about \$960 the following year, significantly higher than car registration costs. MAGNZ argued these costs were unfair and not based on proper evidence of risk, as they were</i>	The student has described, in depth, a social action that enables communities and/or nations to meet responsibilities and exercise rights. This means that the student has used Social Studies concepts and detailed specific evidence and has: - described the social action within the context of the issue, including the key features of the action - described points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights - described the consequences for individual(s) and society of the social action. Example (partial evidence only): <i>The social action by MAGNZ in 2026 had several important consequences. Firstly, it raised significant public and media awareness about the rising costs of motorcycle levies, especially through the highly visible Harbour Bridge protest, which drew national attention. This helped highlight concerns about fairness and put pressure on ACC and the government to justify their decisions, as increased public attention made it harder for decision-makers to ignore the issue. Secondly, it led to greater mobilisation and unity among motorcyclists,</i>	The student has comprehensively described a social action that enables communities and/or nations to meet responsibilities and exercise rights. This means that the student has applied Social Studies concepts and used detailed specific evidence throughout the report and has: - described the social action within the context of the issue, including the key features of the action - described in detail points of view, values, and perspectives that relate to the group(s)/individual(s) that shaped the social action - described how this social action enables communities and/or nations to meet responsibilities and exercise rights - described fully the consequences for individual(s) and society of the social action - evaluated the effectiveness of the social action including strengths, weaknesses, and appropriateness. Example (partial evidence only): <i>MAGNZ's 2026 social action was moderately effective, particularly in raising awareness and mobilising support, but less successful in achieving immediate policy change. The highly visible Harbour Bridge protest and wider campaign increased public and media attention, while also building strong collective</i>

<i>calculated using engine size rather than actual riding exposure. Key features of the social action included organised and lawful protest in a highly visible national location, widespread participation by motorcyclists, and the use of multiple strategies such as media advocacy, nationwide support rides, and a planned High Court legal challenge. Overall, the social action aimed to pressure the government and ACC to reduce or rethink the levy increases and create a fairer, more transparent system, supporting motorcyclists' right to fair treatment and their responsibility to participate in democratic processes.</i>	<i>with hundreds participating in protests and more engaging in advocacy actions across the country. Another major consequence was the move toward legal action, with MAGNZ preparing a High Court challenge and fundraising to question the legality of the levy system. However, there were also potential negative consequences, such as tension between motorcyclists and authorities, and concerns about disruption to traffic, even though the protest remained largely controlled and lawful.</i>	<i>unity among motorcyclists and encouraging nationwide participation. The group's use of multiple strategies, including protest, media advocacy, and a planned High Court challenge, demonstrated a sophisticated and coordinated approach. This escalated the issue beyond protest into political and legal arenas increasing the likelihood of longer-term influence even if short-term change was limited. However, the action had some limitations. It did not clearly result in stopping or reversing the levy increases, showing the difficulty of influencing entrenched policy systems. There were also risks of public frustration due to disruption, which may have reduced wider support. Despite this, the action was largely appropriate, as it used lawful, organised protest and democratic processes to challenge significant cost increases (from about \$540 to \$816, rising toward \$960), making it a justified and proportionate response to the issue.</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.