

## 40412 Critically analyse sociological, historical, economic and political factors which impact on taiohi

<b>Kaupae   Level</b>	6
<b>Whiwhinga   Credit</b>	10
<b>Whāinga   Purpose</b>	<p>People credited with this skill standard are able in a youth development context, to critically analyse sociological, historical, economic, and political factors that affect taiohi.</p> <p>This standard is mandatory for assessment in programmes leading to the outcomes of the New Zealand Diploma in Youth Development (Level 6) [Ref: 3803].</p>

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Critically analyse sociological factors that impact taiohi.	a. Define key sociological factors that influence the lives of taiohi.
	b. Critically analyse how sociological factors shape the attitudes, beliefs, and behaviours of taiohi.
	c. Distinguish between the positive and negative effects of sociological factors on development, mental health, social relationships, and overall well-being of taiohi.
2. Critically analyse historical factors and their ongoing impact on taiohi.	a. Identify key historical events that have shaped Aotearoa New Zealand.
	b. Critically analyse the social and cultural contexts in which historical events occurred and continue to affect taiohi.
3. Critically analyse economic factors that impact taiohi.	a. Identify key economic factors that influence the lives of taiohi.
	b. Critically analyse how economic factors affect financial stability, career choices, standard of living, and overall well-being of taiohi.

Hua o te ako   Learning outcomes	Paearu aromatawai   Assessment criteria
4. Critically analyse political factors that affect taiohi.	a. Identify key political factors that affect and influence taiohi.
	b. Critically analyse how recent political decisions have impacted the lives of taiohi in Aotearoa New Zealand.

### Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

For assessment purposes:

- Assessments should reflect the context of Aotearoa and the principles of Te Tiriti o Waitangi, contemporary overarching acts, positive youth development frameworks, including *Mana Taiohi* and *Code of Ethics for Youth Work in Aotearoa New Zealand*.

Definitions:

- Taiohi* refers to young people between 12 and 24 years of age.
- Youth development* refers to the biological, social, emotional, and cognitive growth of children and adolescents, along with the support and services that communities offer to meet their needs and nurture their overall development.

### Ngā momo whiwhinga | Grades available

Achieved.

### Ihirangi waitohu | Indicative content

- Sociological factors impacting taiohi, such as - poverty, colonisation, social media, globalisation, sub-cultures, global warming, generational abuse, diversity and inclusion, spirituality, conflict and war.
- Historical factors impacting taiohi, such as - wars, civil rights movements, economic crises, technological advancements, and social changes.
- Economic factors impacting taiohi, such as - student loan debt, housing affordability, entry-level job prospects, and economic mobility.
- Policies and legislation addressing key issues affecting taiohi, such as - education, employment, healthcare, social welfare, climate change, political participation.

### Rauemi | Resources

- Ara Taiohi. (2020). Code of Ethics for Youth Work in Aotearoa New Zealand (2nd edition). Available at: <https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/>.
- Ara Taiohi. (2021). Mana Taiohi Principles. Available at: <https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/>.
- Martin, Lloyd. (2002). The invisible table: perspectives on youth and youthwork in New Zealand. Available at: <https://www.praxis.org.nz>.
- Positive Youth Development Aotearoa: Weaving Connections 2020 – Wayne Francis Charitable Trust. Available at: [26.10.2021+'Weaving+connections+\(web\).pdf \(squarespace.com\)](https://www.youth19.ac.nz/webinars/initial-findings-overview).
- Clark, T., Fleming, T., Peiris-John, R., Fenaughty, J., & Sutcliffe, K. (2020). Overview of initial findings, national launch webinar: A youth19 webinar [Webinar]. Youth19. <https://www.youth19.ac.nz/webinars/initial-findings-overview>.

- Tupuola, A. M. (2004). Pasifika Edgewalkers: Complicating the Achieved Identity Status in Youth Research. *Journal of Intercultural Studies*, 25, 87-100.  
<http://dx.doi.org/10.1080/07256860410001687045>.

### Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Community and Social Services > Social Services > Youth Development
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	0024

<b>Hātepe  </b> Process	<b>Putanga  </b> Version	<b>Rā whakaputa  </b> Review Date	<b>Rā whakamutunga mō te aromatawai  </b> Last date for assessment
<b>Rēhitatanga  </b> Registration	1	[dd mm yyyy]	N/A
<b>Kōrero whakakapinga  </b> Replacement information	N/A		
<b>Rā arotake  </b> Planned review date	31 December 2028		

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council at [qualifications@toitutewaiora.nz](mailto:qualifications@toitutewaiora.nz) to suggest changes to the content of this skill standard.