

**Assessment Schedule – 2020**

**Social Studies: Demonstrate understanding of how ideologies shape society (91598)**

**Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstrate understanding</i> involves using <b>social studies concepts</b> and giving <b>specific evidence</b> to describe:</p> <ul style="list-style-type: none"> <li>• ideologies within a specific society</li> <li>• change(s) shaped by these ideologies and through social processes</li> <li>• the points of view, values, and perspectives of different individuals and / or groups in relation to the change(s).</li> </ul>	<p><i>Demonstrate in-depth understanding</i> involves:</p> <ul style="list-style-type: none"> <li>• explaining how and / or why these ideologies have shaped the society.</li> </ul>	<p><i>Demonstrate comprehensive understanding</i> involves:</p> <ul style="list-style-type: none"> <li>• evaluating the extent to which the ideologies have shaped society.</li> </ul>

**Evidence**

<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>Gives a limited, imbalanced, or partial description of TWO credible ideologies that have influenced technology in a society identified in the sources, by including:</p> <ul style="list-style-type: none"> <li>• change(s) influenced by these ideologies (may include change(s) through social processes)</li> <li>• at least ONE point of view, with associated values and perspectives of the individuals / groups involved.</li> </ul> <p>Includes some specific evidence from the resource booklet, and uses social studies concepts.</p>	<p>Describes TWO credible ideologies that have influenced technology in a society identified in the sources, by including:</p> <ul style="list-style-type: none"> <li>• changes influenced by these ideologies (may include changes through social processes)</li> <li>• at least TWO differing points of view, with associated values and perspectives of the individuals / groups involved, in relation to the changes.</li> </ul> <p>Includes specific evidence from the resource booklet, and uses social studies concepts.</p>	<p>Gives a partial or limited explanation of how and / or why the ideologies involved have influenced technology in a society identified in the sources, by including the differing points of view, values and perspectives of the individuals / groups involved.</p> <p>Includes some specific and relevant evidence from the resource booklet, and uses social studies concepts.</p>	<p>Explains how and / or why the ideologies have influenced technology in a society identified in the sources, by including the differing points of view, values and perspectives of the individuals / groups involved.</p> <p>Includes specific and relevant evidence from the resource booklet, and uses social studies concepts.</p>	<p>Gives a partial or limited evaluation of which ideology has influenced technology in a society identified in the sources the most and why.</p> <p>Includes some specific and relevant evidence from the resource booklet consistently, and uses social studies concepts.</p>	<p>Evaluates comprehensively which ideology has influenced technology in a society identified in the sources the most and why.</p> <p>Includes specific and relevant evidence from the resource booklet consistently, and uses social studies concepts.</p>
<p>See <b>Appendix</b> for sample evidence.</p>					
<p><b>N0</b> = No response; no relevant evidence.  <b>N1</b> = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two).  <b>N2</b> = Attempts to describe how an ideology has influenced technology in society.</p>					

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8

**Appendix – Sample Evidence**

<p><b>Task</b>                  Explains <i>how and/or why</i> TWO ideologies have influenced technology in society.                  Outlines which ideology has had the greatest influence on technology and why.                  Includes the points of view, values and perspectives of the different individuals / groups involved.</p>		
<p><b>Expected Coverage (not limited to these examples)</b></p>		
<p><b>Achievement</b></p>	<p><b>Achievement with Merit</b></p>	<p><b>Achievement with Excellence</b></p>
<p>The microchipping of workers at the Three Square Market in the US state of Wisconsin demonstrates the presence of transhumanism or insertion technology to enhance the human body / brain in US society.</p> <p>This insertion of technology, such as microchips, into the body for non-medical reasons reflects a change in US society via the process of norm change. Norms are beliefs that are put into practice or action. From the point of view of the owners of Three Square Market, getting their workers chipped sits within their values as they want to implement a cashless payment system. Swiping the chip allows this to happen.</p> <p>Yet there is much opposition to Three Square Market’s actions. The point of view of Urs Gasser from Harvard University, is that this example is playing out in a “wealthy country among digitally savvy people.” The workers, in Gasser’s view, know what they are doing and why. Yet he worries about the implications of chipping in other workplaces where workers are not as informed and are forced to be chipped. Such a power imbalance, Gasser argues, raises the prospect of authoritarianism, obedience to authority with a commensurate loss of personal freedom. Consequently, Gasser asks, “do you become the property of the company you work for?”</p>	<p>How transhumanism can / has shaped US society is demonstrated in the way individuals / groups have acted on concerns about how microchipping might be implemented. US lawmakers such as Skip Daly, a Democrat, have raised concerns. In March of 2019, using the legislative change process, he introduced a bill into the Nevada State legislature to make involuntary microchipping illegal in the state. Other states such as Arkansas, New Jersey, and Tennessee are following Nevada’s lead in this area, and are drafting similar legislation.</p>	<p>Ifeoma Ajunwa, from Cornell University, argues that it is crucial to consider the implications of microchipping technology in the context of increasing worker surveillance. In a 2016 article, she and her co-authors argued that new data-collection methods – such as microchipping workers – not only provide employers with a more detailed data profile of those who work for them, but also blurs the boundaries between workers’ professional and private lives.</p> <p>Microchips, and by extension, transhumanism as an ideology, “have the potential for constant and intimate surveillance – they literally go with the worker wherever the worker goes”, Ajunwa states. Yet, according to Ajunwa, the situation is complicated by the US having workplace laws that are skewed in favour of the employer. Therefore, workers can be coerced into ‘wearing’ transhumanist-inspired surveillance tech such as microchips. Ajunwa says that, in the absence of clear labour laws that prevent workplace pressure from happening, “employees might feel pressured to say yes to microchips even if they have reservations”. Consequently, a transhumanist world view would have a greater role in shaping individual workers’ actions.</p>