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91039



910390



NEW ZEALAND QUALIFICATIONS AUTHORITY
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SUPERVISOR'S USE ONLY

Level 1 Social Studies, 2016

91039 Describe how cultures change

2.00 p.m. Wednesday 30 November 2016
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Describe how cultures change.	Describe, in depth, how cultures change.	Comprehensively describe how cultures change.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the task in this booklet.

Pull out Resource Booklet 91039R from the centre of this booklet.

If you need more room for your answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Merit

TOTAL

5

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INSTRUCTIONS

Read Resource Booklet 91039R and use it to help you respond to parts (a)–(c) of the task below.

You may answer in essay form or in a series of paragraphs. You may support your answer with bullet points, diagrams, pictures, graphic organisers, etc.

Space for planning is provided with each part of the task.

Definition: *A cultural change is a redefinition of accepted behaviour in society.*

TASK: COMPREHENSIVELY DESCRIBE HOW FAMILIES HAVE CHANGED OVER TIME

- (a) Describe **how families have changed over time** and the individuals/group(s)/society(ies) involved. Use at least two relevant social studies concepts in your description. (Page 4)
- (b) Describe, in depth:
- processes that led to the cultural changes that have affected families.
 - contrasting points of view on the cultural changes affecting families. Points of view can include opinions and beliefs of individuals/group(s)/society(ies).
- (Page 6)
- (c) Comprehensively describe the reasons why the processes that led to the cultural changes were important for the individuals/group(s)/society(ies) involved. (Page 8)

- (a) Describe how families have changed over time and the individuals/group(s)/society(ies) involved. Use at least two relevant social studies concepts in your description.

PLANNING

Describe how families have changed over time:

Identify and describe the individuals/group(s)/society(ies) involved:

Social studies concepts (use at least TWO):

Community Legislation Recession Education Change Family Society

Other: _____

Begin your answer here:

over the last few ~~year~~ decades, the structures of families have undergone massive changes. 50 years ago, "nuclear families", families made up of a working father and a mother who looked after their children. ~~however this is~~ were typical. However, this is no longer the case, as ^{the number of} other family types, such as single-parent families or same sex couples has risen.

childless couples are one such group involved in the cultural change - according to NZ Census Customer Focus Manager ^{Heather} ~~carey~~, ^{in 2013} childless couples ~~had~~ while couples with children were still the most common family type, childless couples made up over 40% of all family types, having gone up from 35% in 1991, and the number of nuclear families was continuing to fall. Heather McWhinnis, a married 35-year-old, stated that

"the job of being a parent doesn't interest me!" ^{However} ~~on the~~ Daniel Akon, the president of the Southeastern Baptist Seminary, believes that couples should be having children, ~~still~~ stating "should Christians be fruitful and multiply? I say absolutely."

Another group involved in this cultural change is single-parent families, whose numbers are also rising. In 2006, single parents made up 9.7% of all NZ households, a 23% increase from 1986, when solo parents made up 7.9% of NZ households. 6 years later, single parents accounted for almost ~~a~~ ^{the} 1/3 of all families with children, though the percentage was higher for Maori and Pasifika people. FamilyFirst national director, Bob McCoskie, said "we've tried to delude ourselves that family structure doesn't make a difference, but it does". Single parent Mary Mohler disagrees, suggesting "the kids are better off than if they had spent these years listening to Mum and Dad exchanging angry words..."

A third group involved in this cultural change is the extended family, which could consist of aunts, uncles, cousins and grandparents all living together. The number of these families is also on the rise, with one in 6 Americans living in one. This number went from 25% of the population in 1940, to 12% in 1980, to 16% in 2008 and 18.1% in 2012. Jenee Odani, who grew up in an extended family, said she had a "positive experience" growing up in the household, as there were "more people to play with". On the other hand, Nee La, an Auckland University student, says "whilst it was fun at times, there was absolutely no privacy at all!"

(b) Describe, in depth:

- processes that led to the cultural changes that have affected families.
- contrasting points of view on the cultural changes affecting families. Points of view can include opinions and beliefs of individuals/group(s)/society(ies).

PLANNING	
Processes that led to the changes:	
Process (1)	
Process (2)	
Contrasting viewpoints on the changes:	
Viewpoint (1)	
Viewpoint (2)	

Begin your answer here:

One process which lead to the cultural change is legislation. In May 1974, the DPB (Domestic Purposes Benefit) was introduced. This enabled solo parents to look after their children without having to ~~find~~ ^{seek} paid employment, and raised the material-wellbeing of sole parent families. It was also available to unmarried mothers and their children, and solo fathers who cared for one or more children. Prior to the introduction of the DPB, the government supplemented the wages of widows and solo mothers who worked, though this was an emergency benefit. Women raising children were entirely financially dependent on their partners, and if they weren in an abusive relationship and wanted to leave their partners were forced to leave their children

as well. Helen McAra, one of the first recipients of the ~~DPB~~ DPB, stated "I didn't choose to be single with two children", and called the DPB "a godsend". Later, in ²⁰¹³ ~~2014~~ changes to the DPB allowed either Sole Parent Support or Jobseeker Support, ~~wh~~ depending on the youngest child's age. Mark Waipu stated: "Sole Parent support is the difference between surviving or not. My kids need me at home at the moment, and I want to give them the best opportunity to get a good start to their lives." /

Another process which led to the cultural change is the recession of 2007-2009 in the USA. This process ~~means~~ has led to the number of single-household extended families ~~is~~ rising. High unemployment, redundancies, the rising cost of living and other results of the recession has led to more people struggling financially, which in turn has led to more people not leaving home, or inviting their families to live with them. According to a 2009 survey, one in eight 22-29 year olds have returned to live with their parents, often bringing their own families with them. According to Nicolas Petrosino, lecturer at Harvard Business School, "extended ~~families~~ family members can pool resources and save money", and having multiple wage earners is an advantage. Steve McMan, Director of Economic Services for the National Association of Home Builders, stated that the long-term impact is that more families will want bigger homes with more bedrooms to accommodate extended families. //

- (c) Comprehensively describe the reasons why the processes that led to the cultural changes were important for the individuals/group(s)/society(ies) involved.

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PLANNING

Reasons why the processes were important:

Process (1)

Process (2)

Begin your answer here:

One process which led to the cultural change was legislation, specifically the introduction of the Domestic Purposes Benefit (DPB). This process is important ^{to solo parents} as it allows all solo parents in New Zealand to receive financial support from the government. Prior to the introduction of this legislation, the government supported families by supplementing the wages of widows and solo mothers who worked. However, this was only an emergency benefit. Women raising children before the introduction of the DPB were entirely financially dependent on their partners, and if they were in an abusive relationship they couldn't leave their partners without also leaving their children. The introduction of the DPB allows solo parents to focus on their parenting, and the availability

of the DPB on a "no-fault" basis made it possible to live independently from partners, while still helping to support the upbringing of children, ^{especially} specifically for women. It also gave women and their children some protection from the consequences of failed relationships, which could be harmful.

Another process which led to the cultural change was the recession of 2007-2009 in the US. This process is important to extended families as it has led to more people struggling financially, and having multiple wage earners ^{under} the same roof will help extended families to ^{pool and} save money. This process has also led to builders beginning to construct homes to accommodate extended families, as many relatives are already moving in together. One homebuilder company, Toll Brothers, has begun to incorporate extended family living arrangements, such as a guest suite with a kitchenette where a family room might once have been, directly into its designs.

Merit exemplar 2016

Subject:	Social Studies	Standard:	91039	Total score:	05
Q	Grade score	Annotation			
1	M5	This is an M5 because the candidate has identified and described childless couples, single-parent families and extended families as the groups involved in the cultural change in families. The candidate has identified points of view about the cultural change which are used as evidence to describe views on the change. The candidate has identified two processes (legislation and the recession) which have led to the change and described each process with specific evidence from the resource booklet. The candidate did not describe why the processes were important for any groups previously identified. If the candidate had identified and described contrasting points of view in more depth and the reasons why the processes were important to the cultural change, the candidate would have gained a higher result.			