

Assessment Schedule – 2016

Social Studies: Describe how cultural conflict(s) can be addressed (91281)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Describe</i> involves using social studies concepts and giving specific evidence to describe:</p> <ul style="list-style-type: none"> • the focus of the cultural conflict • the individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives • the factors that shape the way the conflict(s) is addressed • way(s) of addressing the conflict(s). 	<p><i>Describe, in depth</i>, involves describing possible outcomes arising from ways of addressing the conflict(s).</p>	<p><i>Describe comprehensively</i> involves recommending a way of addressing the conflict(s) to achieve the desired outcomes for society.</p>

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p>Uses social studies concepts (such as religion, rights, law, conflict) and specific evidence to describe THREE of the following:</p> <p><i>The focus of the cultural conflict:</i></p> <p>The focus of the conflict is between groups of people who wish to see tougher gun control laws in the USA and groups of people who want gun control laws to stay the same. In the lead-up to the USA elections in 2016, Barack Obama announced he would not “campaign for, vote for, or support” any candidate running for the Presidency who was not in favour of gun control measures. Obama has been outspoken in his desire to reform gun control in America after a spate of shootings throughout his presidency. In January 2016, Obama gave a tearful speech about the need to take action against mass shootings. He particularly referred to the 2012 Sandy Hook Elementary School shootings when stating “first graders ... every time I think about those kids, it gets me mad”.</p> <p>This conflict centres around the concept of rights and responsibilities. Barack Obama sees it as his and the American Government’s responsibility to promote the right to live in safety, whereas those people against reforming gun laws in America believe it is their right to own firearms.</p> <p><i>Individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives.</i></p> <p><i>Individuals involved:</i></p> <p>E.g. Former Congresswoman Gabrielle Giffords is the co-founder of ‘Americans for Responsible Solutions’. She is also a shooting survivor and believes more must be done to restrict access to</p>	<p>Describes in depth TWO possible outcomes arising from ways of addressing the conflict (supported with specific examples):</p> <p>Political compromise could lead to gradual developments and change in gun control. Political process is a significant barrier to changing gun laws (given that 55% of Americans actually support change), therefore, small compromises on a state-by-state basis could be one of the only ways to progress with reform. However, this would require a long-term commitment to continual changes that could be disrupted if the political party in power changes.</p> <p>Devising legislation to control the use of guns in America is likely to lead to strong social action on the part of the anti-gun reform groups. For example, in 2013, people organised ‘Guns Across America’ rallies to show their opposition to Obama’s proposed laws. People gathered at ‘high noon’ across 47 states and made anti gun-law speeches and held banners that had slogans like “save our children, arm our schools”. In Baton Rouge, Louisiana, Laura O’Halloran was joined by children on stage and pleaded with Obama not to change the laws; she stated “children are crying out for protection. We will never surrender our guns”.</p>	<p>A recommendation could be developed through reasons why this recommendation has been chosen (using specific evidence).</p> <p>Sample answer:</p> <p>I would recommend continuing with legislation to come to a solution to the issues of gun control laws. I would also recommend that a campaign to change the law is supported by an education programme about gun safety.</p> <p>The reason why I believe in continuing to try to pass legislation is because currently, the majority of Americans (55%) believe these laws should be stricter, an increase of 8% over the previous year. If this trend continues, the democratic process must eventually reflect this. Currently, conservative Governors who don’t want to lose the support of people in their state are blocking truly representative decision making, under the sway of powerful lobby groups such as the NRA. However, if the majority continues to grow, representatives will have to bow to the pressure of the majority. Secondly, an education programme to inform people about gun safety and the democratic process to make decisions on gun safety, to encourage people to become actively involved in the issue. The conservative pro-gun lobby groups are gaining a disproportionate amount of power because they are the loudest, most determined group. Grover Norquist, a Republican strategist, once said “the question is intensity versus preference. You can always get a certain percentage to say they are in favour of gun controls. But are they going to vote (on it) ... probably not. But for the 4–5 per cent who care about guns, they will vote on it.”</p>

firearms in America. She states: “Violence is a big problem. Too many children are dying ... We must do something about it”. She holds a humanitarian perspective on the issue of gun laws, as she values the right of all individuals to live in freedom and safety. She believes gun controls will promote a safer society.

Factors that shape the way the conflict is addressed:

One factor that shapes how this conflict is addressed is political lobby groups. Statistics show that 55% of Americans believe that gun laws should be “more strict”; however, law change has never been able to be passed at the Federal level. This is because those groups who do not support law reform are twice as likely to lobby their congressmen/women to resist change. They’re also five times more likely to make monetary contributions to assist the fight against gun control. This political factor makes it unlikely for a majority of congressmen/women to vote in favour of stricter gun controls – even though the majority of Americans want change.

Another factor that influences this conflict is constitutional law. Many people believe it is their constitutional right to bear arms – in accordance with the Second Amendment to the Constitution – America’s founding document born out of the American Revolution in 1776. This idea was also supported by the Supreme Court decision in the District of Columbia vs Heller case in 2008 where it found that the Constitution protects an individual’s right to own a gun for personal use. This factor has shaped the conflict, as it has made it difficult to pass laws that control the use of firearms. Any laws could be challenged in the court system and ruled unconstitutional.

Ways of addressing the conflict:

- Political compromise

In February, 2016, the state of Virginia passed a law that struck a compromise between Democrat and Republican lawmakers. Whilst the law expanded the rights of people to hold permits to carry concealed handguns, it also meant there would be tighter restrictions on people who have committed domestic abuse offences. It also encourages voluntary background checks at gun shows. This compromise did not please some people; however, it is a sign of hope that lawmakers from both sides of American politics can make a compromise on gun laws.

- Legislation

In the wake of the Sandy Hook Elementary Massacre in December 2012, the Obama Administration announced plans to make law reforms that would make access to military-style assault rifles more difficult. This action is a way of addressing the conflict by making legal changes that all people would have to abide by, regardless of their views on gun-control.

Therefore, if an education campaign gets all people more active in the political process, there is a greater likelihood that the majority will be listened to.

I believe this is a cultural conflict that will always have people who disagree. However, the conflict would lessen if legislation in America more closely reflected the beliefs of American citizens. Also, if legislation did change, eventually people would come to accept the new rules as “normal” and it would become a way of life that people adhered to.

N1	N2	A3	A4	M5	M6	E7	E8
Candidate attempts a relevant response to an aspect(s) of the task. This may be a sentence or two.	Candidate makes an attempt to describe several aspects of how a cultural conflict can be addressed.	<p>Candidate gives limited or partial description, using specific evidence, of the:</p> <ul style="list-style-type: none"> • focus of the cultural conflict(s) • individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives • factors that shape the way the conflict(s) is addressed • way(s) of addressing the conflict(s). 	<p>Candidate fully describes, using detailed specific evidence the:</p> <ul style="list-style-type: none"> • focus of the cultural conflict(s) • individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives • factors that shape the way the conflict(s) is addressed • way(s) of addressing the conflict(s). 	<p>Candidate gives limited or partial description of the possible outcomes arising from ways of addressing the conflict(s).</p> <p>Candidate has used specific evidence.</p>	<p>Candidate describes in detail the possible outcomes arising from ways of addressing the conflict(s).</p> <p>Candidate has used detailed and relevant specific evidence.</p>	<p>Candidate gives partial or limited description of a recommendation of a way of addressing the conflict(s) to achieve the desired outcomes for society.</p> <p>Candidate has used specific evidence.</p>	<p>Candidate describes comprehensively a recommendation of a way of addressing the conflict(s) to achieve the desired outcomes for society.</p> <p>Candidate has used detailed and relevant specific evidence.</p>

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8