

**Assessment Schedule – 2012**

**Social Studies: Describe how cultures change (91039)**

**Evidence Statement**

<b>Evidence example – Changes in family life in New Zealand</b>		
<b>Cultural changes</b>	<b>Processes</b>	<b>Reasons</b>
<p><b>The cultural change could include:</b>                      In the 1970s, the nuclear family was the predominant type of <i>family</i> in New Zealand society, and women gave birth on average earlier than today – eg in 1979, the average age of mothers giving birth in New Zealand was 26.</p> <p>The changes that have occurred in New Zealand families over the last 40 years have meant that an increasing number of children in New Zealand are being born into varied <i>family structures</i>, and that family life today is very different than it was 40 years ago.</p> <p>Eg, currently the average age of parents having children is greater than 30, and one in three children in New Zealand are born to a parent who did not grow up in New Zealand. One in three children currently grows up in a multilingual home. Most families on average now have two or three children in the household. An estimation of the amount of New Zealand births arising from fertility treatment is currently around 5%. There are about 900 IVF births a year in New Zealand (2008).</p> <p>Another major <i>change</i> to family life is to do with <i>community connectedness</i> and living in the same home for all of your childhood, as opposed to the current trend in mobility and shifting locally, nationally, and internationally. Only 15% of families surveyed were still in the same house they had been in five years before, 22% had moved once and 63% had moved at least twice.</p> <p>Another major <i>change</i> is around the acceptance of same-sex parenting in New Zealand. It is estimated that 12 000–14 000 people aged 19 and under would have a gay parent in New Zealand families (2005).</p> <p><b>Descriptions of Individuals /groups /society(s) involved could include:</b>                      New Zealand society: on 19 January 2012, the New Zealand population stood at 4 435 571. In 2006 67% of people living in New Zealand were exclusively ‘European’ or</p>	<p><b>Processes that led to the change could include:</b></p> <p><b>Government policies and Laws:</b> Eg, 20 free hours for 3- and 4-year-olds in ECE centres that opted into the scheme enables families to put their 3- and 4-year-olds into care either part time, or at a subsidised cost full time.</p> <p>The Civil Union Act of 2004 gave same-sex couples the opportunity to register their relationships legally, and obtain next-of-kin recognition. The Status of Children Amendment Act means that a same-sex partner of a mother is a legal parent in the same way as an opposite-sex partner. The Adoption Act 1955, however, does not allow same-sex couples or de facto heterosexual couples to adopt.</p> <p><b>Economy:</b> In 1973, Britain joined the European Economic Community. New Zealand lost its principal market. Family benefit was axed, and unemployment rose rapidly. In the 1990s, 16% of all working-aged people were welfare-dependent. The gap between rich and</p>	<p><b>Reasons why the processes that led to the change were important for the individuals /groups /society(s) involved could include:</b></p> <p>The changes in government policies and laws around same-sex parenting – and the care of children – have been important for this group in society, because it gives same-sex parents legal recognition, rights and responsibilities for the birth and non-birth parent the same as opposite-sex parents. An ex-Labour MP who strongly supported the civil union legislation says that same-sex families are at “the very frontline of acceptance”. He believes that recent legislation has taken New Zealand two thirds of the way towards full rights for same-sex partners and their families.</p> <p>Economic processes have led to increased mobility of</p>

Pakeha compared to 90% 30 years before. Many new immigrants from a wide range of cultures have settled in New Zealand, taken up citizenship and brought up New Zealand-born children.

**Other individuals/groups/society(s) involved could include:**

- New Zealand families
- Government (policy makers)
- Fertility specialists
- Specific communities (eg same-sex parents)
- Single parents in New Zealand
- Teen parents
- Working parents.

**Points of view about the change could include:**

Currently many women stay at work until the birth of their babies, and they plan to return to work when the children are either infants or toddlers. Parents surveyed said they would like to take more leave after their child's birth, but most mothers have moved into paid work since the 1970s through a combination of choice and necessity.

A parent who returned to work when her son was 15 months old, said it was because because she was “ready to go back to work at that point and use my brain in a different way”, but also “so that we can buy a house one day”.

Leading fertility specialists think that the use of IVF and other fertility treatments is growing because of the increasing age women try to conceive. A specialist commented that “one of the major reasons people don't have children earlier is they don't have a partner to have a baby with ... there's increasing use of donor insemination by single women.”

Same-sex parents have the viewpoint that all types of families make up a society – they are just another normal family, ie, two people who have been living together as partners for almost nine years, who have one of their sons living with them. The family has not experienced prejudice. “I had some trepidation when we sent our son to school. But one parent went down and introduced himself and said we were a gay family. They were absolutely supportive.” ***(Possible social studies concepts are bolded and italicised).***

poor grew.

**Contrasting points of view about the change could include:**

A contrasting point of view about same-sex parenting is that the law doesn't go far enough to be inclusive of all types of families, as donors are not legally allowed to be named on the birth certificate. This annoys one woman, who has one birth son and one non-birth son with her same-sex partner – by the same donor, who is also actively the children's father. “He is very much their father.”

Some groups in society see many of these changes as negative changes in society. Parents returning to work early are seen by some as having a negative impact on children. Same-sex parenting is also seen by some groups as having a negative impact on the children involved. Many submissions were made to Parliament during the process of the law change. This resulted in the Civil Union Bill outlining these viewpoints, which were opposed to the rights that civil unions would ultimately give same-sex partners, and in turn, same-sex parents.

families and less home ownership stability. Economic necessity has forced many parents to return to work after the birth of children. An Otago University researcher who helped develop the deprivation index, says poverty is now concentrated in families with children. Nationally, 42% of families with children live in the most deprived 30% of areas. Economic processes have impacted on – and changed – family life in New Zealand.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>ONE of:</p> <ul style="list-style-type: none"> <li>describes the cultural change</li> <li>describes the individuals / groups / society(s) involved</li> <li>describes points of view about the change</li> <li>uses relevant social studies concepts.</li> </ul>	<p>TWO of:</p> <ul style="list-style-type: none"> <li>describes the cultural change</li> <li>describes the individuals / groups / society(s) involved</li> <li>describes points of view about the change</li> <li>uses relevant social studies concepts.</li> </ul>	<p>THREE of:</p> <ul style="list-style-type: none"> <li>describes the cultural change</li> <li>describes the individuals / groups / society(s) involved</li> <li>describes points of view about the change</li> <li>uses relevant social studies concepts.</li> </ul>	<p>FOUR of:</p> <ul style="list-style-type: none"> <li>describes the cultural change</li> <li>describes the individuals / groups / society(s) involved</li> <li>describes points of view about the change</li> <li>uses relevant social studies concepts.</li> </ul>	<p>Describes in depth:</p> <ul style="list-style-type: none"> <li>a process that led to the change</li> <li>describes contrasting points of view about the change.</li> </ul>	<p>Describes in depth:</p> <ul style="list-style-type: none"> <li>the processes that led to the change</li> <li>describes contrasting points of view about the change.</li> </ul>	<p>Comprehensively describes why a process that led to the change was important for the individuals / groups / society(s) involved.</p>	<p>Comprehensively describes why the processes that led to the change were important for the individuals / groups / society(s) involved.</p>

**N0** = No response; no relevant evidence.

### Judgement Statement

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