

Assessment Schedule – 2013

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Candidate demonstrates understanding of how ideologies shape society, and in particular:</p> <ul style="list-style-type: none"> • describes ideologies within a specific society • describes change(s) shaped by these ideologies and through social processes • describes the points of view, values, and perspectives of different individuals and/or groups in relation to the change(s) • uses Social Studies concepts and gives specific evidence. 	<p>Candidate demonstrates in-depth understanding of how ideologies shape society, and in particular, explains how and/or why these ideologies have shaped the society.</p>	<p>Candidate demonstrates comprehensive understanding of how ideologies shape society, and in particular, evaluates the extent to which the ideologies have shaped society.</p>

Notes:

Ideology needs to describe a clear set of ideas: “The body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture”. (www.thefreedictionary.com/ideology)

Social Processes needs to describe a clear set of actions used to influence the society: “the means by which culture and social organization change or are preserved” (dictionary.reference.com/browse/social+process)

Evidence Statement

Achievment	Achievment with Merit	Achievment with Excellence
<p>Ideology: Democracy in Egypt <i>Candidate incorporates Social Studies concepts – bold italics in the answers below – and uses specific evidence.</i></p>		
<p>Sample Evidence</p>		
<p>Describes the ideologies. Could include: Democracy is a form of government in which all citizens have an equal say in the decisions that affect their lives. This should include equal participation in the proposal, development, and passage of legislation into law. It can also encompass social, economic, and cultural conditions that enable the free and equal practice of political self-determination. Equality and freedom have both been identified as important characteristics of democracy. An essential part of an ‘ideal’ representative democracy is competitive elections that are fair both substantively and procedurally. Many people use the term ‘democracy’ as shorthand for liberal democracy, which may include elements such as political pluralism, equality before the law, the right to petition elected officials for redress of grievances, due process, civil liberties, human rights, and elements of civil society outside the government. Freedom of political expression, freedom of speech, and freedom of the press are considered to be essential, so that citizens are adequately informed and are able to vote according to their own best interests as they see them. A basic feature of democracy is the capacity of individuals to participate freely and fully in the life of their society. Democracy as it relates to Egypt includes the right to free and fair elections, as well as representation of all groups in society and in parliament and governing bodies. People on the street also noted that they</p>	<p>Explains how and / or why these ideologies have shaped the society. Could include: How: Democracy: as an ideology has shaped society in Egypt because of the democratic principles that people have been denied, such as freedom of political expression, freedom of the press, and other reasons like demographic changes and also economic changes in society. Why: Demographics: The median age in Egypt is 24 years. A third of the population is under the age of 14, and almost two thirds of the population are aged 15 – 64. Forty-three per cent of the population is urban, and internet use has doubled from almost 13 million users in 2007 to 25 million users in 2011. Global recession and economic status: The unemployment rate stands at about 9%, and the labour force is estimated at 26 million. The average Egyptian survives on around US\$1000 annually, and 20% of the population lives below the poverty line of US\$2 a day.</p>	<p>Evaluates the extent to which the ideologies have shaped society. Could include: The strengths and weaknesses of the ideologies that shaped Egyptian society include the emergence of different groups and individuals as potential political forces in the emergence of democracy. An important player that came out of the protests was the Muslim Brotherhood, which has 100 000 followers in a population of around 80 million people. In the parliamentary elections held between November 2011 and January 2012, the Muslim-affiliated Freedom and Justice Party took almost half the share of the votes, with the Muslim Brotherhood’s Mohammed Morsi being voted in as President in May 2012. Their emergence is seen as a strength by other Muslim nations, and they hope that the Palestinians will benefit from a change of regime in Egypt – because Egypt will be able to be more independent and assertive. Of concern is the relatively fragile path to democracy, as the military were in control of the country, followed by the court dissolving the People’s Assembly, saying it was dominated by Islamists. This was followed by the President overturning the court decree, putting the writing of the new constitution above judicial review. This has led to political tension and street protests, as pro-democracy leaders and supporters feel that the goals of the revolution are being betrayed by the government.</p>

wanted justice, equality, freedom, and peace. Equally important for Egyptians are human rights and a society with no corruption. Freedom of speech, including in the media, is also seen as very important, especially in a country where the President had control over the journalists' association as well as the military, judiciary, the **government** and non-military security forces.

Describes the change(s) shaped by these ideologies and through social processes:

After 18 days of protest, President Mubarak exited as leader of Egypt and an interim military **government** took over. The general population of Egypt waited for free **democratic** elections to be held in September of 2011, which eventually took place at the end of 2011. An estimated 800 people died during the revolution and thousands of people were injured. The Muslim Brotherhood emerged as a pivotal group in the protests. Individuals such as Mohamed El-Baradei emerged as possible contenders for the presidency in the proposed open elections in September. The relationship of Egypt with the West, Israel, and the Arab states was determined by what happened in the interim and after the proposed election. Egypt suffered huge economic losses over the time of the revolution, despite very strong economic growth in the time leading up to it. The people of Egypt have called for the previous government to be made accountable for their actions, including the president and his sons who were detained for an inquiry into corruption and abuse charges.

Social processes that helped bring about change in Egypt included the use of social networking and technology, as well as prolonged protest by huge numbers of ordinary citizens as well as activists and political groups. A group of young 'techies' used their mass-communication skills to mobilise thousands of people from all parts of Egyptian society in an uprising against Mubarak's reign in Egypt, which

A weakness of the democratic revolution has been the massive economic cost to the country in such a short time. Egypt's democratic revolution could have cost the country as much as \$40 billion in 18 days of protest. Foreign investment and tourism were particularly hit hard during the revolution. The military is a huge economic force in Egypt, owning factories and being involved in construction and electronics.

A strength of democracy in Egypt is that Mubarak and his sons were investigated over accusations of corruption, abuse of power, and misuse of public funds. His detention for 15 days, while the claims were investigated, was posted on *Facebook* by Egypt's prosecutor general. It is seen as very important by the Egyptian people that the government and individuals are investigated over the charges and that they not just be allowed to get away with their accused crimes. Two thousand people had gathered outside the hospital where Mubarak has been secluded with health problems after resigning as President, to demand that those involved, particularly his sons, be arrested.

To a greater extent, there is still a long way to go. The pro-democracy movement wants to see radical changes to Egypt's newly adopted constitution, which they believe fails to guarantee personal freedom and rights for women and minorities. More parliamentary elections are to be held in 2014, ensuring there will be continued political tension between the Islamists and their pro-democracy, leftist, liberal opponents.

On the second anniversary of the Egyptian revolution, Morsi faced growing unrest and the failure of police to contain the turmoil in central Cairo and elsewhere. That meant he ordered the army to restore order in Port Saeed, Suez, and Ismailia. Thousands of demonstrators took to the streets in defiance of a curfew, denouncing him and the Muslim Brotherhood. This occurred because of the

initially was shown in large peaceful demonstrations. In February 2011 this resulted in Mubarak announcing that he would not run for re-election. The original incident that sparked all of the protests was over a police beating, the death of Khaled Saeed, and questions on his *Facebook* tribute page asking why he had been killed. *Facebook* and *Twitter* were used to communicate information about the protests and to call the people of Egypt to action.

It took 18 days of protest to topple the Egyptian President. On 25 January 2011, a nationwide day of protest was called for against President Mubarak and the security forces. The next day in Cairo tens of thousands of protestors clashed with police, and the protestors gained control of Tahrir Square. After hundreds of arrests, and more than 20 deaths on one day alone, along with countries such as the US calling on Egypt to not use violence against peaceful protestors, the government offered to negotiate with the opposition at the beginning of February.

Mubarak said he would stand down in September when his term ended. At least a million people took to the streets in protest. On 6 February, there was another huge rally against Mubarak in Tahrir Square. The people wanted him to resign immediately, which he did, and Egypt broke out in celebration. It is estimated up to 800 people died during the protests and thousands were injured.

Describes the points of view, values and perspectives of different individuals and / or groups in relation to the change(s). Could include:

Egyptian people: The masses that took to the streets in Egypt had political **self-determination** and democracy as their end goal, after 30 years of Mubarak being in power. An English teacher from a village 640 km south of Cairo said at the time, *“Last week I was teaching children. Now I am here, ready to give my life to stopping anything from destroying our revolution. I hate Mubarak. He has killed our brothers and sisters and he stole our money. If we*

sentencing of 21 soccer fans to death for the worst soccer violence seen in Egypt in February 2012, when 70 supporters of one club were killed at a match.

A profound gap between those who want to preserve a more traditional form of democracy, and those who want a modern democracy has been realised. Egypt is faced with spiralling debt, corruption and high unemployment. The experience of Egypt's troubled transition has shown that neither side, at least in the foreseeable future, can prevail and rule alone. All those involved need to devise a way to manage the country together, otherwise Egypt will remain on the edge of a precipice for years to come. How strongly the ideology of democracy has been embedded in Egypt will be shown over time.

want freedom we have to be prepared to sacrifice our lives.” The key value is one of political self-determination. Their democratic perspective is that the revolution was organised by the people, for the people, and they were determined to gain freedom despite hundreds of deaths, arrests, and thousands being injured, as well as bringing the country to a standstill economically. In particular, in the middle of the revolution, vigilante groups were formed to protect neighbours abandoned by police, which shows the lengths the people were prepared to go to to protect the people and to determine their own future.

From a human rights perspective: The initial incident that sparked the revolution was a police brutality case, where a young man was killed by the police. A 15-year-old boy who joined the revolution said, *“I came here because the government was killing the people. The police humiliate people all the time and beat us. We want to change that.”* A feature of democracy is the right for individuals to participate freely and fully in the life of their society without fear of detention for expressing their beliefs about the government.

A fundamental value of democracy is the right to freedom of speech, which was a key aspect of the revolution, with people taking to mass communication to spread details of the revolution. *Twitter* and *Facebook* became key methods of communication, despite the government imposing restrictions on communication during the revolution, and reporters were being attacked while trying to get information to the Egyptian people and the rest of the world. In Tahrir Square itself emerging leaders such as El-Baradei addressed the crowds, *“We cannot go back on what we have begun.”* His viewpoint helped galvanise people to continue their protests.

Judgement Statement

N1	N2	A3	A4	M5	M6	E7	E8
<p>Candidate gives ONE of the following:</p> <ul style="list-style-type: none"> describes the ideologies within a specific society describes the change(s) shaped by these ideologies and through social processes describes the points of view, values, and perspectives of different individuals and/or groups in relation to the change uses Social Studies concepts and gives specific evidence. 	<p>Candidate gives TWO of the following:</p> <ul style="list-style-type: none"> describes the ideologies within a specific society describes the change(s) shaped by these ideologies and through social processes describes the points of view, values, and perspectives of different individuals and/or groups in relation to the change uses Social Studies concepts and gives specific evidence. 	<p>Candidate gives THREE of the following:</p> <ul style="list-style-type: none"> describes the ideologies within a specific society describes the change(s) shaped by these ideologies and through social processes describes the points of view, values, and perspectives of different individuals and/or groups in relation to the change uses Social Studies concepts and gives specific evidence. 	<p>Candidate gives FOUR of the following:</p> <ul style="list-style-type: none"> describes the ideologies within a specific society describes the change(s) shaped by these ideologies and through social processes describes the points of view, values, and perspectives of different individuals and/or groups in relation to the change uses Social Studies concepts and gives specific evidence. 	<p>Candidate gives limited or partial explanation of how and/or why these ideologies have shaped society.</p>	<p>Candidate explains how and/or why these ideologies have shaped society.</p>	<p>Candidate gives partial or limited evaluation of the extent to which the ideologies have shaped society.</p>	<p>Candidate evaluates the extent to which the ideologies have shaped society, in detail.</p>

The descriptors between grades should be qualitative – eg, N–A.

Descriptors within grades may be quantitative – eg, A 1–2.

The score-based criteria are part of the whole assessment schedule.

One score-based criterion per question.

N0 = No response; no relevant evidence.

Marker codes:

I = Ideology – described

C = Changes

SP = Social Processes – described

P = Perspective

SSC = Social Studies Concept

Ex = Explanation

Ev = Evaluation

PJ = Professional Judgement – used to score borderline answers

j = just – used to indicate a weak answer that has been scored

SE = Supporting Evidence

L = Limited