

Assessment Schedule – 2014

Social Studies: Describe how cultures change (91039)

Evidence Statement

Achievement	Achievement with Merit	Achievement with Excellence
<p>“Describe” typically involves giving an account of:</p> <ul style="list-style-type: none"> • the cultural change • the individuals / groups / society(s) involved • points of view about the change • the use of relevant social studies concepts. 	<p>“Describe in depth” typically involves giving an account of:</p> <ul style="list-style-type: none"> • the processes that led to the change • contrasting points of view about the change. 	<p>“Comprehensively describe” typically involves giving an account of:</p> <ul style="list-style-type: none"> • why the processes that led to the change were important for the individuals / groups / society(s) involved.

Evidence example – Smoking as a cultural change (Note: possible social studies concepts are shown in **bold** within body of text.)

<p>The cultural change could include:</p> <p>There was a steady increase in tobacco consumption, to a high in the 1950s and early 1960s. This happened because smoking became an increasingly popular, prevalent, and sociable habit. Through this period, smoking was accepted and was often considered healthy.</p> <p>The decline in smoking per adult was very gradual until the mid-1980s, when stronger anti-smoking measures and increases in prices led to a decline of over 40% between 1984 and 1992. The drop in smoking stabilised until the early 2000s, when another burst of anti-smoking legislation had a strong impact. From 2000 to 2010 the decline in consumption per adult was over 36%. Adults’ rate of smoking had declined to 15% by the latest census. Census 2013 counted 463,000 adults who smoked one or more cigarettes a day, compared with 598,000 at the previous census in 2006.</p> <p>Descriptions of individuals / groups / society(s) involved could include:</p> <p><u>Maori</u></p> <p>Before Europeans arrived in New Zealand there was no local equivalent of tobacco. After Europeans introduced tobacco as a means of trade, it was quickly taken up by Māori. In 1962 it was reported that 58% of Māori men and 70% of Māori women smoked. In 2011–2014, 41% of Māori adults smoked. Data from the 2013 census showed that smoking among Māori has dropped from 42.2% in 2006 to 32.7% in 2013.</p> <p><u>Youth</u></p> <p>Most New Zealanders begin smoking before they are 15 years old. 12.8% of youth aged 14–15 are regular smokers – 10.6% among boys and 14.9% among girls, according to figures from 2007. This compares to 24.7% and 32.4% for boys and girls, respectively, in</p>	<p>Processes that led to the change could include:</p> <p><u>Legislation</u></p> <p>Government legislation has helped change the high levels of tobacco consumption over time. One example has been the introduction onto cigarette packets of graphic images of the kinds of damage smoking can cause. This occurred in 2008.</p> <p><u>Marketing</u></p> <p>Cigarette advertising was banned in print media in 1990, and tobacco sponsorship was banned in 1995. From 2011 tobacco products and advertisements had to be kept out of sight in shops.</p> <p>Contrasting points of view about the change could include:</p> <p>In response to legislation requiring tobacco products and advertisements to be kept out of sight in shops, Nelson Bays Primary Health organisation CEO</p>	<p>Reasons why the processes that led to the change were important for the individuals / groups / society(s) involved could include:</p> <p><u>Marketing</u></p> <p>Sports and interest groups saw a decline in their income after 1990. However, the situation allowed firms and organisations that did not want to be associated with tobacco companies the opportunity to raise their profile. One such example is Formula 1. This is a motor sport which is highly dependent on sponsorship money. The withdrawal of tobacco sponsors had been anticipated to cause serious damage to the sport. However, a new wave of sponsors and new styles of sponsorship immediately began to take advantage of the situation. One</p>
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<p>1999.</p> <p>Points of view about the change could include:</p> <p><u>Maori</u></p> <p>The Cancer Society’s Chief Executive Dalton Kelly has said, “We can’t ignore the fact that current smoking rates are disproportionately high among Māori. Taking action to reduce smoking among Māori communities ... should be a major health priority.” So he would be happy that the census figures indicate a falling percentage of Māori smokers.</p> <p>However, Graham Wipau’s statement that “My dad’s 63 and he’s been smoking since he was 15 and he’s doing fine, so I’ll be all right,” presents a challenge to Mr Kelly, and may help to explain why Māori smoking rates have not decreased as much as for other groups.</p> <p><u>Youth</u></p> <p>Quit Australia director Suzie Stillman states, “Young people are the bread and butter of the smoking industry – they are the next generation of addicted smokers.” She is outlining the pressure placed on young people by the tobacco industry to smoke.</p> <p>Maggie Sandler is an 18-year-old Year 13 student. “I started at 15 because my friends were, and it seemed like a cool thing to do. A lot of my friends smoke, particularly the girls. I guess we know it’s not good for us, but we are still doing it.” Her comments reinforce those of Ms Stillman. They also reinforce the statistics quoted in Resource C.</p>	<p>Andrew Swanson-Dobbs said it was “a brilliant step in a long-term battle to eradicate tobacco use in our society”.</p> <p>However, Bhaumik Desai of Kia Ora Store in Motueka said he had not noticed any changes in people’s tobacco-buying habits since cigarette advertisements had been kept out of sight. “They know what they want anyway. It doesn’t make any difference.”</p>	<p>such example is Red Bull, the energy drink manufacturer.</p>
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N1	N2	A3	A4	M5	M6	E7	E8
<p>ONE of:</p> <ul style="list-style-type: none"> describes the cultural change describes the individuals / group(s) / society(ies) involved describes points of view about the change uses relevant social studies concepts. 	<p>TWO of:</p> <ul style="list-style-type: none"> describes the cultural change describes the individuals / group(s) / society(ies) involved describes points of view about the change uses relevant social studies concepts. 	<p>Limited or partial description of:</p> <ul style="list-style-type: none"> the cultural change the individuals / group(s) / society(ies) involved points of view about the change. <p>AND</p> <ul style="list-style-type: none"> uses relevant social studies concepts. 	<p>Demonstrates understanding of:</p> <ul style="list-style-type: none"> the cultural change the individuals / group(s) / society(ies) involved points of view about the change. <p>AND</p> <ul style="list-style-type: none"> uses relevant social studies concepts. 	<p>Describes in depth:</p> <ul style="list-style-type: none"> a process that led to the change contrasting points of view about the change. 	<p>Describes in depth:</p> <ul style="list-style-type: none"> the processes that led to the change contrasting points of view about the change. 	<p>Comprehensively describes why a process that led to the change was important for the individuals / group(s) / society(ies) involved.</p>	<p>Comprehensively describes why the processes that led to the change were important for the individuals / group(s) / society(ies) involved.</p>

N0 = No response; no relevant evidence.

Cut Scores

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