

Assessment Schedule – 2015

Social Studies: Describe how cultures change (91039)

Assessment Criteria

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 – Sustainable consumerism as a cultural change (Note: possible social studies concepts are shown in bold within body of text)		
<p>The cultural change could include: There has been a change in the number of people adopting methods of sustainable consumerism. There has been a steady increase in sustainable consumerism in the global community.</p> <p>Descriptions of individuals / groups / society(s) involved could include: <u>Global community – e.g. Australia</u> In Australia, there has been a decrease in the purchase of “green” electricity compared to 2010, but an increase in saving energy by putting heaters and air conditioners on lower settings. Other ways in which Australians are trying to be more sustainable consumers include driving with more than one person in a car, and increasing the amount of home-grown fruit and vegetables.</p> <p><u>Businesses – e.g. New Zealand</u> There has been a big increase in the number of businesses catering for the sustainability market. In 2002, only 15 companies in New Zealand were focused on sustainable consumerism. By 2014 this number had increased to more than 150 companies. Companies like Earthwise and Stonewood Homes</p>	<p>Processes that led to the change could include: <u>Labelling</u> Using labelling on products to show aspects of sustainable consumerism has been increasing from the 1970s. This means that people are now more aware of which products are good for people and the environment. One labelling system, the Energy Rating labelling scheme, was introduced in 1986 in Australia and is now mandatory for New Zealand and Australian electrical products like refrigerators and washing machines. The labelling system has been extended to include a Crown Energy rating scale, which can be used for products that are super-energy efficient.</p> <p><u>Education</u> Education systems throughout the world are beginning to focus more on sustainable consumerism. In New Zealand, some universities have courses about sustainability, e.g. AUT. In Australia, secondary schools have introduced education for sustainability, which helps students become more aware of the possibilities of a sustainable future. In China, some primary schools have introduced recycling</p>	<p>Reasons why the processes that led to the change were important for the individuals / groups / society(s) involved could include: <u>Advertising</u> Advertising to provide information about their products, and how sustainable they are, is important for business. It means that sales of these sustainable products have increased significantly, and that businesses make more profit. For example, Gen Y people, who are more computer literate and into social media, want businesses to advertise the sustainability of their products. This is reflected in the increase in products that have some form of sustainability. Gen Y consumers are buying more Fairtrade products (80% buy these, up from 65% in 2011), which in turn makes more profit for businesses.</p> <p><u>Education</u> Education is important for the global community. In Australia, education has made people more aware of the Fairtrade labels, and sales of Fairtrade products in Australia and New Zealand have increased significantly. They increased to A\$36.6 million in</p>

have tried to increase environmental benefits for their customers.

Points of view about the change could include:

Mosman Fedricks, a 60-year-old retired man, believes that home-grown vegetables taste better, and are also good for the environment. He said: "Growing your own vegetables is wonderful. They just taste better, and we are helping the environment by producing them locally."

Ralph Denton, a Department of Conservation worker who lives in Christchurch, has a point of view about the increase in sustainable consumerism. He believes that more needs to be done to increase recycling, especially with organic waste. He thinks there is still too much being disposed of as rubbish that could be recycled. He said: "I really feel that organic waste needs to be pushed more by the council. There is far too much still going into the household rubbish wheelie bins."

programmes and a ban on tissues.

Contrasting points of view about the change could include:

Mosman Fedricks, a 60-year-old retired man, believes that growing your own vegetables is better for your taste buds, and also for the environment. He said: "Growing your own vegetables is wonderful. They just taste better, and we are helping the environment by producing them locally." However, May Weathers a 30-year-old computer programmer from Sydney, believes the opposite. She thinks that growing your own vegetables is annoying, and you have to wait too long. She believes there is nothing wrong with getting vegetables from the supermarket, whatever the season. She said: "Waiting for asparagus or tomatoes till the end of the year is ridiculous when you can get them so easily from the supermarket. Yes, they are imported, but if a recipe requires it, who cares?"

The city and water and waste authority in Christchurch believes that more people are putting out inorganic waste for recycling instead of just dumping it, and that this is a good thing. They said: "On average, 73% of properties presented wheelie bins with inorganic waste for collection in 2012/13. That's a great effort from the community.

However, Ralph Denton, a Department of Conservation worker, believes there is not enough emphasis on organic waste collection. He thinks that the council only pushes inorganic waste such as cardboard and bottles, when weeds and other garden refuse need collection too, in order to reduce organic waste. He said: "I really feel that organic waste needs to be pushed more by the council. There is far too much still going into the household rubbish wheelie bins."

2010. Tia Rogers, a Year 12 social studies student, believes that education helped her to be more aware of the products available that were sustainable, and she now insists that her family buy these sustainable products. She said: "I learnt about Fairtrade in school, and now I nag Mum to make sure she only buys the products with that label. I didn't even know what the label meant till we studied it."

N1	N2	A3	A4	M5	M6	E7	E8
Attempts a relevant response for an aspect(s) of the task. This may be a sentence or two.	Makes an attempt to describe several aspects of how cultures change.	Gives limited or partial description of how cultures change.	Fully describes how cultures change.	Gives limited or partial description of the processes that led to the change and/or contrasting points of view about the change.	Describes in detail the processes that led to the change and/or contrasting points of view about the change.	Gives a partial or limited account of why the processes that led to the change were important for the individuals/groups/society(ies) involved.	Gives a comprehensive account of why the processes that led to the change were important for the individuals/groups/society(ies) involved.

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