Assessment Schedule – 2016

Social Studies: Describe how cultures change (91039)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
"Describe" typically involves giving an account of: • the cultural change • the individuals / groups / society(ies) involved • points of view about the change • the use of relevant social studies concepts.	"Describe in depth" typically involves giving an account of: • the processes that led to the change • contrasting points of view about the change.	"Comprehensively describe" typically involves giving an account of: • why the processes that led to the change were important for the individuals / groups / society(ies) involved.

Evidence example – The Family as a cultural change (Note: possible social studies concepts are shown in **bold** within body of text)		
The cultural change could include: The **family** has undergone dramatic changes in the last 50 years. Several decades ago families were typically made up of a father who worked and a mother who stayed home to look after the children. This was called the **nuclear family.** Whilst this type of family still exists, there is now a range of family types to go along with it. Families can be made up of couples who have separated and formed new relationships or blended families, sole parent families, with children living with one adult who is not their biological parent, and some children will be being brought up by other family members such as grandparents and extended families – this is when more than one generation lives in the same house. **Descriptions of individuals / groups / society(s) involved could include:** From the 1950s, the typical family was the **nuclear family** of mother, father and several children.	**Processes that led to the change could include:** **Legislation** Before 1973 the **government** supported families by supplementing the wages of widows and sole mothers who worked. This was largely an emergency benefit available only if the reason for the need was accepted. However, the traditional image of the nuclear family had begun to change. The idea that Dad went out to work while Mum stayed home was not relevant to an increasing number of New Zealanders. Attitudes to marriage in general were changing, and the number of sole parents was rising. These changes were identified by the then government of Norman Kirk. He introduced the Domestic Purposes Benefit (DPB) in 1974. The idea behind this **law** was that it would enable sole parents to care for their children without needing to find paid employment. The Domestic Purposes Benefit was intended to help women with a dependent child or children who had lost the support of a husband, or were inadequately supported by him.	**Reasons why the processes that led to the change were important for the individuals / groups / society(ies) involved could include:** **Education** In the 1990s women left school at an earlier age than men and with less **education**. This meant their access to further education and **training** was limited, consequently disadvantaging them when finding suitable work. In this century much has been done to narrow the gap between men and women in education attainment. In New Zealand in 2008, 75.8 per cent of young women left school with at least NCEA Level 2. Six years later the percentage was four points higher at 79.9%. This has meant more women going on to university. In 2011, over half of women between the ages of 25 and 34 attained a tertiary education. The consequence of this for the **family** is that more highly educated women tend to not get **married** and/or have children, with the most highly educated women still among the most likely never to have a child.

By the 1990s, there were two parents in more than 30% of New Zealand families, yet these couples were having fewer children.

But the number of single-parent families has risen and it is no longer unusual for a woman (less commonly a man) to raise a child or children on her own, either from choice or following the breakup of a relationship. By 2012, single parent families made up close to a third of families with children (32%) and the percentage is higher for Māori and Pasifika (44% and 38% respectively).

Points of view about the change could include:

Family First national director Bob McCoskrie said married parents were able to provide the best opportunities for children. "We've tried to delude ourselves that family structure doesn't make a difference, but it does."

Contrasting points of view about the change could include:

Two Asian points of view underline different responses to living in an **extended family**. Jenee Odani: "I lived in an extended family household growing up. It is the norm for a Southeast Asian family. My family lived in the house with my grandparents, my uncle, aunt and two cousins." She believed that it was a positive experience growing up in this type of family as "There were more people to play with, as my cousins lived in the same house, and there was always an adult in the house to watch over us", which she believed kept her out of trouble.

However, Nee La, a student at Auckland University said, "I was brought up in a household with my family and grandparents and one great grandparent." She agrees with Jenee Odani that it was fun at times, but she was concerned over the fact that there "was absolutely no **privacy**" – something she did not realise how much she hated until she "came to New Zealand and had a room to myself."

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