

## Assessment Schedule – 2019

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

#### Assessment Criteria

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

#### Evidence

A3	A4	M5	M6	E7	E8
<p>Gives a limited or partial description of how cultures change, related to sport (may include one or more relevant point(s) of view about the change).</p>	<p>Describes, in detail, how cultures change related to sport, and relevant points of view about the change.</p>	<p>Gives a limited or partial description of the process(es) that led to the change related to sport, and / or contrasting points of view about the change.</p>	<p>Describes, in detail, the processes that led to the change related to sport, and contrasting points of view about the change.</p>	<p>Gives a limited or partial description of why the process(es) that led to the change related to sport were important for the individuals / groups / society(ies) involved.</p>	<p>Describes comprehensively why the processes that led to the change related to sport were important for the individuals / groups / society(ies) involved.</p>
<p>See <b>Appendix</b> for sample evidence.</p>					
<p><b>N0</b> = No response; no relevant evidence.  <b>N1</b> = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two).  <b>N2</b> = Attempts to describe several aspects of how cultures change.</p>					

#### Cut Scores

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

## Appendix – Sample Evidence

Note: Plain text denotes Achievement evidence; underlined text is for *Merit*; and *italics* is for *Excellence*.

Task	Expected Coverage (not limited to these examples)
(a)	<p><b>Describes the cultural change related to sport and how it has affected different individuals / groups in society, e.g.:</b></p> <ul style="list-style-type: none"> <li>• There has been a significant number of changes to the way women are seen in paid professional sport in recent years.</li> </ul> <p>Historically, in all professional sports, men have been paid more than women. Before 2007, female tennis players were paid significantly less for winning in the same tournaments as men, however the move to equal pay in the top four (“Grand Slam”) tournaments since then has paved the way for others to follow. For example, in a landmark moment in 2018, NZ Football became the first leading national sports organisation in New Zealand to agree on pay equity for their senior men’s and women’s national teams.</p>
(b)	<p><b>Describes TWO contrasting points of view about the cultural change, e.g.:</b></p> <ul style="list-style-type: none"> <li>• Former NZ Football Chief Executive Andy Martin believes that the Football Ferns, who are ranked in the top 25 in the world and are role models for the 30 000 female players throughout the country, deserved to be recognised for their contribution when they gained pay equity in 2018.</li> <li>• <u>In contrast, leading men’s tennis player Novak Djokovic believes men should earn more than women at a professional level because men attract more spectators.</u></li> </ul>
(c)	<p><b>Describes the processes that led to the change, and why they are important for the different individuals/groups/ societies involved, e.g.:</b></p> <ul style="list-style-type: none"> <li>• <u>There are a number of processes that have been involved in the move towards gender equity in sports. One is the US women’s national soccer team taking legal action this year by filing a gender discrimination lawsuit against US Soccer. They are seeking equitable pay and treatment for their professional league players.</u></li> </ul> <p><u>Another is activism. In 2015, the Matildas (the Australian women’s soccer team) boycotted a US tour in revolt over pay and conditions, arguing that they get only a fraction of what their male counterparts, the Socceroos, earn.</u></p> <p><i>Taking legal action and protesting to achieve pay equity is important for more than just the players. As female participation in sports continues to grow, so does the demand for viewership. As the profit made from sporting events is one of the prominent arguments against paying males and females the same, this suggests that supporting female athletes could pay off for sporting bodies. The 2019 FIFA Women’s World Cup final attracted 25 million viewers in the US alone – a record for any soccer match in the country – male or female.</i></p> <p><i>As we have also seen, the success in tennis of achieving pay equity in the top four (“Grand Slam”) tournaments has encouraged other sports to recognise the issue as one to be taken seriously, and they are now also beginning to fight for pay equity in their own leagues.</i></p> <p><i>The argument for pay equity also extends beyond sport and money – to how women are viewed and treated compared to men in all aspects of life.</i></p>