

Assessment Schedule – 2021

Social Studies: Describe how cultural conflict(s) can be addressed (91281)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
The candidate identifies a cultural conflict they have studied.		
<p><i>Describe how cultural conflict(s) can be addressed</i> involves using social studies concepts and giving specific evidence to describe:</p> <ul style="list-style-type: none"> the focus of cultural conflict(s) the individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives way(s) of addressing the conflict(s). 	<p><i>Describe, in depth, how cultural conflict(s) can be addressed</i> involves describing possible outcomes arising from ways of addressing the conflict(s).</p>	<p><i>Describe comprehensively how cultural conflict(s) can be addressed</i> involves recommending a way of addressing the conflict(s) to achieve the desired outcomes for society.</p>

Evidence

A3	A4	M5	M6	E7	E8
<p>Gives a limited or partial description of:</p> <ul style="list-style-type: none"> the focus of the cultural conflict how the participation in social action OR the participation in decision-making processes has been used to address the conflict the individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives. <p>Uses specific evidence.</p>	<p>Describes, in depth:</p> <ul style="list-style-type: none"> the focus of the cultural conflict how the participation in social action OR the participation in decision-making processes has been used to address the conflict the individual(s) / group(s) / society(ies) involved and their points of view, values, and perspectives. <p>Uses specific evidence.</p>	<p>Gives a limited or partial description of TWO possible outcomes arising from the participation in social action OR the participation in decision-making processes that have attempted to address the conflict.</p> <p>Uses specific evidence.</p>	<p>Describes, in depth, TWO possible outcomes arising from the participation in social action OR the participation in decision-making processes that have attempted to address the conflict.</p> <p>Uses specific evidence.</p>	<p>Gives a limited or partial description of a recommendation, with reasons, for the type of participation that best addresses the cultural conflict.</p> <p>Uses specific evidence.</p>	<p>Describes, comprehensively, a recommendation, with reasons, for the type of participation that best addresses the cultural conflict.</p> <p>Uses specific evidence.</p>
<p>See Appendix for sample evidence.</p>					
<p>N0 = No response; no relevant evidence. N1 = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two). N2 = Attempts to describe several aspects of the task; minimal, insufficient evidence is used to support the main ideas.</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*.

Expected Coverage (not limited to these examples)
Task: With reference to a cultural conflict studied, the candidate:
<p>Describes the focus of a cultural conflict, e.g.:</p> <ul style="list-style-type: none"> • Currently, there is a cultural conflict in New Zealand regarding climate change. Some people believe the measures and actions taken by the Government to slow climate change and reduce carbon emissions are insufficient and we need to take further action to truly make a difference. Other people are opposed to further action, believing that New Zealand is currently “doing its bit”. Further to this, some people who oppose additional climate change laws and policies coming into effect are considered “climate change deniers”, who don’t believe that global warming is an issue that necessitates action at all. • The School Strike for Climate (SS4C) movement is a worldwide initiative that involves young people taking action – striking, usually at times they are required to be at school, in an attempt to encourage governments and people in positions of power to do more to slow global warming. In New Zealand, a large number of school-age students have staged protests to voice their concerns. After a Covid-19-related hiatus, the SS4C movement was reignited with a protest held in April 2021. These school students were attempting to participate in social action to persuade the Government to take the issue of global warming seriously.
<p>Describes individual(s) / group(s) / society(ies) involved and their points of view, values and perspectives, e.g.:</p> <ul style="list-style-type: none"> • Points of view and values are described using relevant perspectives, e.g.: <ul style="list-style-type: none"> - Liberal - Environmentalist - Conservative.
<p>Describes how the participation in social action OR the participation in decision-making processes has been used to address the conflict, e.g.:</p> <ul style="list-style-type: none"> • Participation in social action <ul style="list-style-type: none"> - The SS4C movement has organised a series of social actions, the most prominent being striking from school and attending protest marches in cities around New Zealand. This action is attempting to address the conflict over climate change by raising awareness of the concerns and getting people in power to listen and make further policies and legislation that will address the conflict.
<p>Describes possible outcomes arising from ways of addressing the cultural conflict, e.g.:</p> <ul style="list-style-type: none"> • <u>A possible outcome of participation in social action could be that politicians listen to the concerns of SS4C and make a statement acknowledging the need for further action to address climate change. This could then be developed into policies and laws to further the action New Zealand is taking to reduce carbon emissions.</u> • <u>A possible outcome of participation in social action could be that the issue is sidelined by the debate over whether students should be taking a day off school. During the 2019 protests, press coverage included debate over politicians supporting young people “skipping school” in order to participate in the social action. Instead of talking about the validity of their climate concerns, many were discussing whether those who join the SS4C protest organisers even cared about environmental issues, or if they simply wanted a day off school.</u>

Describes a recommendation, with reasons, for the type of participation that best addresses the cultural conflict, using specific evidence, e.g.:

- *Continuing participation in social action by calling on people in positions of power to do more to combat climate change. Although the strike action can be downplayed by some members of our society as “students just wanting a day off school”, it is the beginning of educating and involving more young people to have their say and demonstrate their democratic right to protest. If this action is sustained, it could be highly effective in the long term because, as these young people become old enough to vote, they could form a strong voter bloc that politicians would be more inclined to listen to. Older sections of society are unlikely to change their mind and more likely not to support this social action; therefore, efforts to address the conflict over climate change should be aimed at young people. The greater number of young people that the SS4C movement can reach and include in their action, the less conflict there will be over this issue, as a whole generation will be more likely to agree that further action is required.*
- *Continuing participation in the decision-making process by the SS4C making submissions to Government is a worthwhile activity. However, it is less impactful than the protest action. This is because any submissions that are made can be disregarded by politicians and suggestions made go no further unless there is substantive political will behind them. The protest movement educates young people, gains their attention, and encourages them to be involved. A student’s involvement could start off as just wanting a day off school, but that student may learn more about climate issues through their participation, and want to become further involved. Gathering the support of many young people can be highly influential, as they become old enough to vote, and progress into careers that can make a difference in future environmental issues.*