

**Assessment Schedule – 2024****Social Studies: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (91279)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Demonstrate understanding</i> involves using <b>social studies concepts</b> and giving <b>specific evidence</b> to describe:</p> <ul style="list-style-type: none"> <li>the nature and cause(s) of the conflict(s)</li> <li>the points of view, values, and perspectives of the individuals / groups involved in the conflict.</li> </ul>	<p><i>Demonstrate in-depth understanding</i> involves explaining how social forces contribute to the conflict(s).</p>	<p><i>Demonstrate comprehensive understanding</i> involves evaluating the relative effect(s) of social forces on the conflict(s).</p>

**Evidence**

<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>Gives a limited or partial description of the nature and causes of the conflict using the points of view, values, and perspectives of the individuals / groups involved.</p> <p>Uses specific evidence / examples.</p>	<p>Describes, in detail, the nature and causes of the conflict using the points of view, values, and perspectives of the individuals / groups involved.</p> <p>Uses specific evidence / examples.</p>	<p>Gives a limited or partial explanation of how BOTH the social forces in Resources C and D have contributed to the conflict.</p> <p>Uses specific evidence / examples.</p>	<p>Explains, in detail, how BOTH the social forces in Resources C and D have contributed to the conflict.</p> <p>Uses specific evidence / examples.</p>	<p>Gives a limited or partial evaluation of the relative effect(s) of EACH of these social forces on the conflict, and the social force <i>most</i> likely to resolve it.</p> <p>Uses specific evidence / examples.</p>	<p>Evaluates comprehensively the relative effect(s) of EACH of these social forces on the conflict, and the social force <i>most</i> likely to resolve it.</p> <p>Uses specific evidence / examples.</p>
<p>See <b>Appendix</b> for sample evidence.</p> <p><b>N2</b> = Attempts to describe cultural conflict(s).</p> <p><b>N1</b> = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two).</p> <p><b>N0</b> = No response; no relevant evidence.</p>					

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0–2	3–4	5–6	7–8

**Appendix – Sample Evidence**

Task	Expected Coverage (not limited to these examples)
(a)	<p><b>Describes the nature and cause of the conflict surrounding the role of the British monarchy in Aotearoa New Zealand, e.g.:</b></p> <p>There is a conflict of ideas in Aotearoa New Zealand over whether we should have the British monarch as our head of state. Some opponents believe that we should have a New Zealander and that it is not appropriate that our head of state resides on the other side of the world, or that they only qualify for the role because of the family they were born into. Opponents also believe that having a British monarch as our head of state is more reflective of our colonial past than who we are as a modern nation.</p> <p>On the other hand, supporters of the monarchy believe that the tradition of having a monarch is important and offers the stability that an elected head of state would not, regardless of politics.</p>
(b)	<p><b>Describes the individuals / groups involved in the conflict and their points of view, values, and perspectives, e.g.:</b></p> <ul style="list-style-type: none"> <li>• Sir John Key, former Prime Minister, holds a monarchist perspective on the debate. He values the traditions and stability that having a monarchy offers our nation and believes that replacement options would not offer a better solution. He states, “Someone once said to me that the problem with a popularity contest is you end up with your most famous sports star as your president”. He jokingly added, “now, if it was Richie McCaw, it might be all right”. “But as a general rule, it’s probably not the way you want to elect your head of state.” Sir John Key also holds an economic perspective on the debate, as he sees the value that royal visits have for Aotearoa New Zealand. When members of the royal family visit, media coverage goes global, highlighting what Aotearoa New Zealand has to offer potential tourists. He sees this as incredibly valuable and a way to boost the profits of our tourism industry.</li> <li>• Lewis Holden, campaign chair of New Zealand Republic, thinks we should abolish having a British monarch as our head of state, as it does not reflect who we are as a nation. He holds a nationalist perspective on the debate, as he values our identity as an independent nation and thinks people should be able to relate to our head of state as New Zealanders, not someone on the other side of the world. He states, “We like to think of our country as independent. In almost every aspect it is. Currently, New Zealand’s head of state does not represent this.”</li> </ul>

(c)	<p><b>Explains how BOTH the social forces in Resources C and D have contributed to the conflict, using specific evidence / examples, e.g.:</b></p> <p>(1) Traditionalism</p> <p>Traditional links with the British monarchy are one of the main reasons many people do not want to change the head of state in Aotearoa New Zealand. Many people subscribe to the “if it’s not broke, don’t fix it” rule and think there is no valid reason to change a system that has worked for our country for a long time. The monarchy is seen as an institution bigger than us that offers international links and apolitical stability, meaning our head of state does not change on a political whim. The social force of tradition makes it less likely that people will demand constitutional change. A sense of continuity and having a British monarch as our head of state does not impact on our day-to-day lives, meaning people are more likely to hold onto tradition and not agitate for change. Monarchy New Zealand represents what many feel about maintaining the same head of state, saying, “It’s a vital component of our government, a guarantee of our democracy, and a sign of our maturity and independence as a nation. It’s a bond we freely share with other countries and a link between our past, present, and future”.</p> <p>(2) Nationalism</p> <p>People on the other side of the debate believe that having a British monarch as our head of state does not reflect that New Zealand has its own identity as a country. Opponents believe that we are our own nation (no longer a “British outpost”) with our own beliefs, values, and identity that is totally different from being British, and therefore, our head of state should represent New Zealand’s interests (not those of Britain). The New Zealand Republic website states, “A New Zealand citizen as head of state will make it clear that New Zealand is an independent country. It will signal New Zealand’s independence and maturity to the world. A New Zealand citizen as head of state affirms our sense of nationhood”. The social force of nationalism is the genesis of this conflict. The sense of New Zealand’s unique place in the world and a strong sense of who we are as a nation means people are beginning to rethink the role of the monarchy in New Zealand and how our head of state should reflect our values.</p>
(d)	<p><b>Evaluates the relative effect(s) of EACH of these social forces on the conflict, and the social force <i>most</i> likely to resolve it, using specific evidence, e.g.:</b></p> <p>There is a conflict of ideas about whether a British monarch should be our head of state. Traditionalism is a somewhat influential social force on the debate, with older people tending to support keeping the British monarch as New Zealand’s head of state because they have a fondness for the monarchy generally and because it is what New Zealand has had for a long time. However, opponents of the monarchy (often younger people) tend not to relate as much to the castles and carriages, and do not see how someone who lives such a different life so far away can possibly represent our interests. They also question the qualifications the monarch holds to become our head of state, when they are simply born into the role, and see having a monarch in the job as going against New Zealand’s egalitarian values.</p> <p>The tradition of having a British monarch as New Zealand’s head of state is a weaker social force, as it centres around the idea of maintaining the status quo rather than providing robust arguments for why the British monarchy can fill the role better than a New Zealand citizen. It seems likely the tradition has continued more because of apathy than because of strong support for the current arrangement. Therefore, the social force that is most likely to resolve this conflict is nationalism, and, in the long term, it is likely that a New Zealander will become our head of state.</p>