

Assessment Schedule – 2025

Social Studies: Demonstrate understanding of decisions made in relation to a contemporary social issue (92050)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of decisions made in relation to a social issue</i> involves:</p> <ul style="list-style-type: none"> describing decisions made in relation to a contemporary social issue describing ethical considerations in the decisions made in relation to the contemporary social issue including relevant evidence in the description. 	<p><i>Explain decisions made in relation to a contemporary social issue</i> involves:</p> <ul style="list-style-type: none"> explaining impacts of the decisions in relation to the contemporary social issue discussing the ethical considerations in the decisions made in relation to the contemporary social issue using evidence to support the explanation. 	<p><i>Examine decisions made in relation to a contemporary social issue</i> involves:</p> <ul style="list-style-type: none"> examining implications of the decisions in relation to the contemporary social issue comparing the ethical considerations in the decisions made in relation to the contemporary social issue using evidence to develop the explanation.

Evidence

A3	A4	M5	M6	E7	E8
Identifies and describes TWO decisions made in relation to cultural appropriation.	Identifies and describes in detail TWO decisions made in relation to cultural appropriation.	Explains the impacts of the decisions made in relation to cultural appropriation.	Explains in detail the impacts of the decisions made in relation to cultural appropriation.	Examines the implications of the decisions made in relation to cultural appropriation.	Examines in detail the implications of the decisions made in relation to cultural appropriation.
Describes the ethical considerations that influenced EACH decision.	Describes the ethical considerations that influenced EACH decision.	Discusses the ethical considerations in the decisions made in relation to cultural appropriation.	Discusses the ethical considerations in the decisions made in relation to cultural appropriation.	Compares the ethical considerations in the decisions made in relation to cultural appropriation.	Compares the ethical considerations in the decisions made in relation to cultural appropriation.
Includes some relevant evidence in the description.	Includes relevant evidence in the description.	Uses some relevant evidence to support the explanation.	Uses relevant evidence to support the explanation.	Uses some relevant evidence to develop the explanation.	Uses relevant evidence to develop the explanation.
See Appendix for sample evidence.					
<p>N2 = Attempts to describe TWO decisions made in relation to cultural appropriation. N1 = Attempts to describe ONE decision made in relation to cultural appropriation. N0 = No response; no relevant evidence.</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)(i)	<p>Describes a decision made in relation to cultural appropriation. One decision made in relation to cultural appropriation is deciding not to consult with Indigenous peoples.</p>
(ii)	<p>How have ethical considerations influenced this decision? This decision is based on the ethical consideration of freedom of information, which values the rights of individuals and companies to use images or information that is freely available. <u>Some companies make this decision because they don't think they need to consult, acknowledge, or pay to use ideas and designs that are not copyrighted, trademarked, or legally protected. For example, several global companies are currently running Māori haka workshops for corporate clients without Māori consultation. The haka classes are 10 to 30 minutes long and are marketed as energisers to liven up the group. The Kaisen Team Building Company in Spain offers haka team building alongside other activities, such as "Defuse the Bomb", "Crazy Helmets", and "Paellas Contest". Canterbury University Associate Professor Jeremy Hapeta (Ngāti Raukawa, Ngāti Huia, and Ngāti Pareraukawa) questions the authenticity of the workshops and says that if the businesses were operating in Aotearoa New Zealand, they may be in breach of legislation that says that the Māori composer of a haka must be acknowledged by name, either on the company website, or during the classes.</u></p>
(b)(i)	<p>Describes a different decision made in relation to cultural appropriation. Some companies decide to consult with Indigenous peoples.</p>
(ii)	<p>How have ethical considerations influenced this decision? This decision is based on the ethical consideration of Indigenous cultural rights, which values Indigenous peoples shared ownership over their cultural ideas and designs. <u>For example, United States gaming company Respawn asked Christchurch-based Māui Studios to create a wāhine Māori character for Apex Legends. In 2019, Respawn had been called out for cultural appropriation with its Polynesian character "Gibraltar", which was created without any input from Māori or Polynesian designers, and voiced by a Native American actor. To design the new wāhine Māori character, Māui Studios co-founder Vincent Egan worked with illustrator Tuatini Arahanga (Ngāi Tahu, Te Āti Haunui-a-Pāpārangī, Tūwharetoa, Te Arawa, Hauraki, Ngāpuhi, Kiribati, and Tuvalu). They designed "Mad Maggie", based on an older Māori female, and voiced by actress Nicola Kāwana (Ngāruahine, Ngāti Ruanui, Ngāti Kahungunu, and Rangitāne).</u></p>
(c)	<p>The impacts on individuals, groups, or places, and the implications for society, of the decisions described. <u>An impact of the decision not to consult with Indigenous peoples is that non-Indigenous peoples make a profit from something that doesn't belong to them. For example, HakaMan in The Netherlands teaches haka classes, which they make a profit from, but they do not have any Māori instructors teaching their classes and the haka is not part of their culture.</u> <u>An impact of companies deciding to consult with Indigenous peoples is that new products are more authentic. When the writers of Apex Legends asked Māui Studios to help them create a new wāhine Māori character, they ended up with a more authentic Indigenous character because Māori artists and their whānau had a say in the characterisation of "Mad Maggie".</u> <i>An implication of using Indigenous ideas and designs without consultation is that a power imbalance remains, such as HakaMan using aspects of Māori culture without consulting Māori.</i> <i>An implication of consulting with Indigenous peoples on the use of their ideas and designs is that it reduces cultural stereotyping. When gaming companies include Indigenous designers in creating an Indigenous character, such as "Mad Maggie", it is more authentic.</i></p>

(d)

How the ethical considerations that shaped the decisions described are similar or different.

A similarity between the ethical considerations is that both decisions consider the rights of individuals and groups.

A difference between the ethical considerations is that using Indigenous ideas and designs without consultation prioritises the rights of individuals and companies, whereas asking permission to use Indigenous ideas and designs prioritises the collective rights of Indigenous peoples.

Individuals and groups who value Indigenous cultural rights make decisions to share power with Indigenous peoples, so everyone benefits, whereas individuals and companies who value freedom of information make decisions to maintain their power, so they benefit the most.