

Assessment Schedule – 2015**Social Studies: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (91279)****Evidence Example**

Achievement	Achievement with Merit	Achievement with Excellence
<p>Candidate uses social studies concepts and specific evidence to:</p> <p>(a) Identify and describe the nature and causes of a conflict.</p> <p><i>Example of specific evidence:</i></p> <p>The conflict in cultural beliefs and expectations within families.</p> <p>(b) Identify the individuals/groups in the conflict, and describe their perspectives:</p> <ul style="list-style-type: none"> • Generations within families. • People who enter into intercultural relationships. <p><u>Wider society</u></p> <p><i>Examples of concepts:</i></p> <ul style="list-style-type: none"> • power • adaption • tradition • expectation • equality • legality • culture • modernisation • cultural globalisation • cultural sustainability. <p>The candidate describes the nature and cause of the conflict, including the points of view, values, and perspectives of the individuals/groups involved in the</p>	<p>(c) The candidate identifies and explains TWO social forces contributing to the conflict.</p> <p><i>Examples of social forces (globalisation through the use of mass media, and tradition through linkages to religion) that impact on the conflict arising from different cultural beliefs:</i></p> <p><u>Cultural globalisation</u></p> <p>Cultural globalisation involves the formation of shared norms and knowledge with which people associate their individual and collective cultural identities. A key conduit of this is mass media. The transition of the idea of “teenagehood and associated rites of passage” globally via mass media (music, movies, television, advertising, and social media) has standardised the look and behaviour of teenagers, which can create conflict within families between generations. One example is the current globalised fashion for tattoo embellishments of the body (both genders) and growing of facial hair (male). Rules and regulations within secondary schools in New Zealand limit the ability of teenagers to obtain “the look” encouraged through the mass media. When challenged, the authorities react by enforcing rules designed to be standardised according to the set cultural norms of an earlier generation. This conflict is couched in terms of human rights, reaching the courts when parents are prepared to challenge the authority of the schools.</p> <p><u>Tradition</u></p> <p>Tradition can be defined as an inherited, established,</p>	<p>(d) The candidate evaluates the relative effects of the TWO social forces on the conflict.</p> <p><i>Social forces: Cultural globalisation and tradition</i></p> <p>The candidate could construct an argument weighing up the costs of an individual's inclusion into, and exclusion from, a family, based on his/her decisions to adhere to or ignore expectations based on tradition.</p> <p>Arguments around the homogenisation of society and its social costs and benefits, plus interesting factors surrounding this process, could also be explored.</p> <p>A focus on the potential for the inclusion of globalised culture into a particular set of traditions could also be developed.</p> <p>An example of this decision-making would be the decision of an individual not to tithe money to their church, despite the expectation from family, congregation, and church leadership to do so. Breaking this pattern could destabilise the tithing pattern of others, and thus constitute a financial threat to the church. The family of the individual could act as an agent of the church by encouraging a reversal of the behaviour by imposing sanctions (such as exclusion from family events) on the individual. This would encourage the individual to conform.</p>

conflict.

Responses should incorporate specific evidence to support ideas, such as:

The conflict in families arose from the different cultural beliefs about which rules and cultural expectations should be accepted by people in society. The focus of this discussion is on the dynamics of families. Central to this conflict are values positions taken around issues such as gender-based roles, financial obligations, attitudes to partnering, and responsibilities towards other family members.

Examples of the conflict could include cultural expectations that are specific to one culture and clash with the other culture (e.g. marriage customs and rights/responsibilities). This conflict could be played out within the one generation, where one culture represented in the couple tries to dictate the behaviour of the other. It could also be played out between generations, when the expectation of one generation is expected to be adhered to by another. Points of view on issues such as marriage, gender roles and financial equity could be polarised and could cause conflict.

From the point of view of a person who holds true to their cultural roots, a challenge to their ideas would be responded to by quoting examples from a long history of tradition that have worked for generations.

In contrast, another point of view could be put that challenges these traditional beliefs. Supporting evidence for why this point of view is worthwhile could include reference to its fit and ease of applicability within the globalised culture.

or customary pattern of thought, action, or behaviour. Traditions are developed over many generations, and remain imbedded within religions and their host cultures, because they help to define a person's identity and assist a culture to navigate the stages in people's lives and relationships.

Arranged marriages are one example of a culturally based tradition.

Globalised culture based on liberalised individualism and human rights challenges core traditions, which leads to conflict between generations within families.

Couples living in urban settings dominated by a globalised liberal individualistic approach to life find themselves in conflict with their parents when the process of selection of a life partner is discussed.

N1	N2	A3	A4	M5	M6	E7	E8
Correctly identifies a situation of conflict. <i>OR</i> Correctly identifies the individuals / groups and their involvement in the conflict.	Correctly identifies a situation of conflict. <i>AND</i> Correctly identifies the individuals / groups and their involvement in the conflict.	Uses social studies concepts and specific evidence to describe TWO of: <ul style="list-style-type: none"> • the nature and / or causes of the conflict • the individuals / groups involved in the conflict • the points of view, values, and perspectives of the individuals / groups involved in the conflict. 	Uses social studies concepts and detailed specific evidence to describe ALL of: <ul style="list-style-type: none"> • the nature and / or causes of the conflict • the individuals / groups involved in the conflict • the points of view, values, and perspectives of the individuals / groups involved in the conflict. 	Uses social studies concepts and detailed specific evidence to explain in detail the contribution of ONE social force to the developing conflict.	Uses social studies concepts and detailed specific evidence to explain in detail the contribution of TWO social forces to the developing conflict.	Evaluates the relative effect of ONE social force on the conflict, using social studies concepts / specific evidence to support the evaluation.	Evaluates the relative effect of TWO social forces on the conflict, using social studies concepts / specific evidence to support the evaluation.

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