

Assessment Schedule – 2021**Social Studies: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (91279)****Assessment Criteria**

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

Evidence

A3	A4	M5	M6	E7	E8
<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 of 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 of 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 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 cultural conflict(s).</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>Describes the nature and cause of the conflict surrounding lowering the voting age in New Zealand, e.g.:</p> <p>Voting rights underpin who can and cannot participate in the democratic act of voting. Throughout history, societies have changed laws to reflect changes of attitudes towards who should be able to vote. Some people believe the voting age in New Zealand should be lowered to allow 16-year-olds to have a say in elections. Other people think 16-year-olds are not responsible / mature enough to decide who should hold power in Aotearoa New Zealand. The conflict exists between people who want to achieve change in society regarding the voting age and those who want to maintain the status quo.</p>
(b)	<p>Describes the individuals / groups involved and their points of view, values and perspectives, e.g.:</p> <ul style="list-style-type: none"> • A member of the 'Make it 16' Campaign, believes the voting age should be lowered to 16. She values the participation and contribution young people already make in society and believes this demonstrates that many 16- and 17-year-olds are responsible and engaged citizens whose ideas on how to improve our society should be heard. She holds a liberal perspective on this issue, as she wants to re-evaluate current laws and change them to be more relevant for today's society. • The National Party Spokesperson on Youth Affairs believes no change in New Zealand's voting law is necessary and that the current voting age is appropriate. The spokesperson values the consistency of the current laws, citing other activities 16-year-olds cannot do, and does not want change. The spokesperson holds a conservative perspective, not wanting to challenge or change the status quo, and is concerned that young people would be influenced by adults, consistent with traditional ideas of 16-year-olds not being capable of making informed democratic decisions.
(c)	<p>Explains how BOTH of the social forces in Resources C and D have contributed to the conflict, using specific evidence / examples, e.g.:</p> <p>(1) Campaigning</p> <p><u>'Make it 16' are a lobby group who have engaged in campaigning to try to lower the voting age in New Zealand to 16. This force has had an impact on this conflict, as it has brought the issue to the attention of the public and those who have the power to act on the issue such as Members of Parliament (MPs). This has created some awareness of the issue, shown by the comments made by some MPs, who would not have given it a second thought if it had not been brought to their attention. This has increased the conflict, as it has brought about differing opinions on the issue in the media.</u></p> <p>(2) Popular views</p> <p><u>Popular views and the preference of many people to "keep the status quo" contribute to this conflict because they discourage people from being open minded about law changes. Many people believe that 16-year-olds are still children who do not have the ability to make a responsible and informed decision in a political election, and this encourages an unwillingness to consider new ideas / the evidence at hand, and resist change.</u></p>

(d)	<p>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.:</p> <p><i>Campaigning has had some effect on the conflict, as it has brought the issue of lowering the voting age to the attention of the public. Media, high-profile people, Members of Parliament have commented on the issue, and some debate has been initiated. However, the effect of campaigning has been limited, as it is not changing or challenging the popular ideas enough to achieve change.</i></p> <p><i>Another barrier to the positive influence of popular ideas and understandings is the most influential social force in this issue. The challenge for the Make it 16 campaign is to change the minds and ideas of those who oppose lowering the voting age. Popular ideas about 16-year-olds being “children” and not responsible enough to vote in an informed manner has not been broken down significantly enough to convince traditional thinkers to change their minds.</i></p> <p><i>The social force most likely to resolve this conflict is the popular ideas. This is the dominant standpoint that supports the current law; therefore, the Make it 16 campaign is unlikely to resolve this conflict in their favour. It is also at risk of losing momentum, as it depends on the young people involved in the campaign still caring about 16-year-olds when they are 18, and old enough to vote themselves. The campaign needed to make a lot more progress than it has, to be likely to resolve this conflict in their favour. They will promote the changes they have made through the use of influencers on social media, and through other advertising strategies.</i></p>
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