

Assessment Schedule – 2011**Social Studies: Describe consequences of cultural change (91041)****Evidence Statement**

Example – Sustainable living		
<p>The cultural change:</p> <p>The cultural change is sustainable living. The background to this is that after World War II, there was an economic boom and an increased demand for consumer goods. Families (who could afford to) began to purchase more household items which made so-called “women’s work” easier. According to the 1956 census, over half of New Zealand homes had a washing machine, refrigerator and electric oven.</p> <p>Many families moved to the cities (and the ones already in cities stayed) to seek employment. Although rural children usually still worked around the farm, urban / city children did not have to work. They had more leisure time, and spent more money.</p> <p>The consumer culture – or increased desire for material goods – forced women into paid employment. In earlier times it was seen as normal to grow your own vegetables if you had a bit of land because people needed to be economical.</p> <p>However in the 1960s the rise of convenience food was seen to be ‘modern’ and ‘progressive’.</p> <p>Cultural change began to occur in response to people becoming more <i>environmentally conscious</i> and the desire to live sustainably – meeting the <i>needs</i> of today, without negatively impacting on the <i>needs</i> of tomorrow. Websites such as www.sustainability.govt.nz have been set up by the New Zealand government to help people learn about how they can reduce their impact on the <i>environment</i> and save money. The website provides information on rubbish, water, energy, building, transport, gardening and shopping.</p> <p>Consequences of the cultural change could include:</p> <p>New Zealand schools are introducing vegetable gardening programmes to encourage children to learn about where their food comes from, and how to grow their own food – eg Gate Pa school in Tauranga is part of the McCain School Veggie Patches Programme.</p> <p>Viewpoints on the consequences of the cultural change could include:</p> <p>Tony Andrew, the McCain grower, commented: “There is now a definite enthusiasm for growing and eating vegetables amongst New Zealand children”.</p> <p>(Possible social studies concepts are <i>italicised</i>).</p>	<p>Consequences of the cultural change for specific communities could include:</p> <p>A specific community that has been involved in the cultural change of living sustainably is New Zealand schools.</p> <p>New Zealand schools are introducing vegetable gardening programmes to get children excited about veggies.</p> <p>Children learn about where their food comes from and how to grow their own food, eg over 700 primary schools throughout the country participated in the McCain School Veggie Patches Programme in 2010.</p> <p>Contrasting viewpoints on the consequences of the cultural change could include:</p> <p>Tony Andrew, the McCain grower, commented: “There is now a definite enthusiasm for growing and eating vegetables amongst New Zealand children”.</p> <p>By contrast, Stephanie Alexander, Australian chef and founder of the Stephanie Alexander Kitchen Garden Foundation, believes that home gardening is “still a minority interest. Most people are still buying convenience food and shopping at supermarkets rather than growing their own food or shopping at organic stores.”</p>	<p>Shifts in society’s attitudes and practices AND the reasons why these are important for society could include:</p> <p>One shift in society’s attitudes and practices is the policy that education for sustainability is now an important part of New Zealand’s national curriculum.</p> <p>Students are learning to think and act in ways that will protect the future well-being of people and our planet. Students learn about the environment – water, land, ecosystems, energy, waste, urban living, and transportation.</p> <p>A Māori saying explains why this shift in attitudes and practices is important for society:</p> <p>‘It is for us to care for and look after the environment to ensure its well-being, in doing so we ensure our own well-being and that of our future generations’.</p>

Judgement Statement

N1	N2	A3	A4	M5	M6	E7	E8
<p>ONE of:</p> <ul style="list-style-type: none"> describes the cultural change(s) describes the consequences of the cultural change(s) describes points of view about the consequences uses relevant social studies concepts. 	<p>TWO of:</p> <ul style="list-style-type: none"> describes the cultural change(s) describes the consequences of the cultural change(s) describes points of view about the consequences uses relevant social studies concepts. 	<p>THREE of:</p> <ul style="list-style-type: none"> describes the cultural change(s) describes the consequences of the cultural change(s) describes points of view about the consequences uses relevant social studies concepts. 	<p>ALL of:</p> <ul style="list-style-type: none"> describes the cultural change(s) describes the consequences of the cultural change(s) describes points of view about the consequences uses relevant social studies concepts. 	<p>In depth:</p> <ul style="list-style-type: none"> describes consequences of cultural change(s) for specific communities describes contrasting points of view about a consequence. 	<p>In depth:</p> <ul style="list-style-type: none"> describes consequences of cultural change(s) for specific communities describes contrasting points of view about the consequences 	<p>Compre- hensively:</p> <ul style="list-style-type: none"> describes a shift in either society's attitudes or practices that have resulted because of the consequences explains why the shift in society's attitudes or practices are important for the society involved. 	<p>Compre- hensively:</p> <ul style="list-style-type: none"> describes shifts in either society's attitudes or practices that have resulted because of the consequences explains why those shifts in society's attitudes or practices are important for the society involved.

N0 = No response, or nothing worth rewarding.