

**Assessment Schedule – 2012****Social Studies: Describe consequences of cultural change(s) (91041)****Evidence Statement**

<b>Example – Multiculturalism</b>		
<b>Achievement</b>	<b>Merit</b>	<b>Excellence</b>
<p><b>The cultural change:</b> Beginning in Canada and picked up in the 1970s in Australia, the concept of <b>multiculturalism</b> quickly spread to New Zealand in the last quarter of the 20<sup>th</sup> century. The idea of a <b>multicultural</b> New Zealand expressed the view that people might have different backgrounds, languages, foods and cultural traditions yet still be fully accepted as New Zealanders.</p> <p>Today, we have a government department called the Office of Ethnic Affairs, which is focused on people whose culture and traditions distinguish them from the majority of New Zealand. The department offers a number of services to New Zealand's ethnic minorities, including advisory services, intercultural advisory services and telephone interpreting available six days a week through its Language Line. The Office of Ethnic Affairs says, "This website celebrates New Zealand and its ethnic communities. Ethnic people and their families are part of New Zealand's national identity and support our nation's economic transformation."</p> <p>New Zealand was a <b>bicultural society</b>, with mostly Māori and British inhabitants, until around the 1960s onwards when immigration began making the country <b>multicultural</b>. Until the 1960s, most immigrants to New Zealand were British and easily adjusted to New Zealand life. The Dutch community who arrived in the 1950s were expected to adopt local customs. But in the 1970s there were two important changes. In 1975</p>	<p><b>Consequences of the cultural change for specific communities:</b> A specific community that has been involved in the cultural change of multiculturalism is New Zealand schools. New Zealand schools have introduced Chinese language learning as a foreign language subject. Chinese-speaking teachers have been instrumental in promoting and developing Chinese language learning in New Zealand schools. Initially one Chinese language teacher was driven by the desire to ensure that her own children retained their multicultural heritage, but she also wanted to see greater understanding extend throughout the community so that people could make friendships across cultural differences and understand each other better as a result.</p> <p>However, only 101 of New Zealand's 2 500 schools offer Chinese language classes. For example, in 2010, only 2 119 secondary school students took Mandarin. Schools offer good reasons for their slowness to embrace China: resourcing, lack of qualified teachers, a crowded curriculum and lack of demand from students and parents.</p> <p><b>Contrasting viewpoints on the consequences of the cultural change:</b> The Ministry of Education believes that it is positive for multiculturalism in New Zealand that languages have been included in the curriculum. They think that language learning in schools will make a difference to</p>	<p><b>Shifts in society's attitudes and practices AND the reasons why these are important for society:</b> One shift in society's attitudes and practices is the practice that Chinese language learning is a subject option in the "Learning Languages" area of the <i>New Zealand Curriculum</i> (2007), which reflects New Zealand's increasingly <b>diverse</b> and <b>multicultural society</b>. Chinese is one of 13 foreign languages that New Zealand secondary school students choose from, along with the country's three official languages – English, te reo Māori and New Zealand Sign Language.</p> <p>This shift in attitudes and practices is important for society because language learning promotes cross-cultural understanding and development of identity. The <i>New Zealand Curriculum</i> explains that 'learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages and cultures play a key role in developing our personal, group, national, global and human identities.' Cross-cultural understanding and development of identity will become increasingly important for New Zealand society as we become more and more multicultural. The 2006 census figures demonstrate that we are a truly multicultural society with Pacific, Asian, Middle Eastern, African, Latin American peoples as well as Maori and NZ European.</p>

the end to the policy of assisting British migrants to New Zealand challenged expectations that British were the best potential New Zealanders. From then on, immigrants were chosen on non-ethnic grounds. Secondly, there were significant migrations from other countries including the Pacific Islands in the 1970s, Asia from the mid-1980s and Africa and the Middle East from the 1990s onwards. By 2006, only 67 percent of people living in New Zealand were exclusively of European blood, compared to over 90 percent 30 years before. Many of these people, from a wide range of cultures, settled down, took up citizenship and brought up New Zealand-born children.

**Consequences of the cultural change could include:**

New Zealand schools have introduced Chinese language learning, and there have been some successful case studies of implementing Chinese language learning such as in Rotorua, where large numbers of students across primary, intermediate and secondary levels are learning the language and becoming familiar with Chinese culture.

Viewpoints on the consequences of the cultural change could include:

The Chinese language teacher from Auckland says that over the time she's been teaching Chinese, she's seen the students from her class be more culturally responsive outside the classroom.

"I think they have more awareness that people are different and the things they do are different. They're now having conversations with people in the community, such as ordering food in Chinese. It's fantastic to see students have these authentic interactions where they can use their language meaningfully."

(Possible Social Studies concepts are bolded and italicised).

the way New Zealanders of different ethnicities interact with each other. They say that "Learning Languages has been added to the curriculum to encourage students to participate actively in New Zealand's diverse multicultural society and in the global community."

However, the New Zealand Association of Language Teachers has a contrasting viewpoint. They believe that simply offering languages in schools is not enough and that more needs to be done to promote language learning. They believe that the way languages have been incorporated into the curriculum will benefit New Zealand's economy more than its diversity. "It is compulsory for schools to be working towards offering a second language, but it's not compulsory for the students to take it. The long-term importance of languages, like cultural awareness, is not being seen. The focus is on immediate needs, such as the trade agreement with China."

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

**N0** = No response; no relevant evidence.

### Judgement Statement

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