

**Assessment Schedule – 2019****Social Studies: Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (91279)****Assessment Criteria**

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

**Evidence**

<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<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 <b>Appendix</b> for sample evidence.</p> <p><b>N0</b> = No response; no relevant evidence.  <b>N1</b> = Attempts a relevant response for an aspect(s) of the task (may be a sentence or two).  <b>N2</b> = Attempts to describe cultural conflict(s).</p>					

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
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><b>Describes the nature and cause of the conflict surrounding the gender pay gap in sport, e.g.:</b></p> <p>Over recent years, there has been a conflict over pay equality in sport. Since women began participating in competitive sport, they have not received the same financial rewards as men, particularly in football, golf and cricket. For example, in New Zealand golf, Lydia Ko earned \$4.12 million in winnings in 2015 when she was ranked the number one female golfer in the world, whereas Danny Lee won \$5.38 million even though he was ranked number 36 in the world. The seed of this inequality lies in the history of sport, as it has been traditional for men to participate in elite sport, whereas that has been considered inappropriate for women, and not 'feminine behaviour'. As time has gone on, people are starting to question if this is fair and whether or not affirmative action should be taken to address the issue. The conflict has mostly played out in the media with high-profile athletes giving public statements and commentators debating the issue.</p>
(b)	<p><b>Describes the individuals / groups in the conflict, and describes their points of view, values and perspectives, e.g.:</b></p> <p>High-profile men's tennis players Rafael Nadal and Novak Djokovic hold an economic perspective on the issue. They believe that male tennis players have a larger audience and generate more revenue than the women's competition and, therefore, deserve to be paid more than women. Nadal said "Female models earn more than male models and nobody says anything. Why? Because they have a larger following. In tennis, too, who gathers a larger audience earns more." They support an economic decision being made around the conflict, rather than ideals such as feminism that promote treating men and women equally.</p>
(c)	<p><b>Explains how BOTH of the social forces in Resources C and D have contributed to the conflict, using specific evidence / examples, e.g.:</b></p> <p>(1) The media</p> <p><u>Media coverage of women's sport is significantly less than it is for men. This lack of 'volume' of women's sports coverage means that the cycle of women's sport not generating as much revenue will continue, and also perpetuates the idea that it is not worth watching. Until coverage of women's sport increases, audiences will remain low. This impacts on the conflict, as it gives weight to the idea that women's sport is unprofitable, without giving it a chance to grow a support base.</u></p> <p><u>Another way the media has contributed to the conflict is by depicting (more often than not) female athletes as attractive, rather than as skilled athletes. This adds to the conflict as it undermines the idea that women are skilled athletes in their own right and portrays women as being there to be 'looked at' rather than being there to be appreciated for their sporting prowess.</u></p> <p>(2) Social action</p> <p><u>Many athletes throughout the history of the sport have raised the issue of equal pay and lobbied various sporting bodies, e.g. Venus Williams successfully persuaded the All England Lawn Tennis and Croquet Club to offer equal prize money for men and women for Wimbledon winners in 2007.</u></p> <p><u>Some teams have made legal challenges to gain advancements in their respective sports.</u></p>

(d)	<p><b>Evaluates the relative effect(s) of EACH of these social forces on the conflict and the social force <i>most likely</i> to resolve the conflict, using specific evidence, e.g.:</b></p> <p><i>Social action is the most likely social force to resolve the conflict. This is because the social action is being taken by the athletes themselves. By taking action and getting involved in the conflict, female athletes have attracted more attention to the issue and more support from key people in power. The sportswomen who are actively challenging the idea are inflaming the conflict in the short term, as their actions promote debate (such as Nadal's reaction to equal pay). However, as they are winning some concessions from sporting bodies, they are also making it more likely this conflict will come to an end, i.e. once equal pay becomes more common, it will be 'normalised' and the debate surrounding it will become pointless and will diminish.</i></p> <p><i>Some media outlets have made an effort to change the way women's sport is presented, e.g. 'LockerRoom' (online news site) is dedicated to reporting on women's sport. However, until this change is more widespread, the media is having little impact on the conflict, and instead is entrenching some old-fashioned stereotypes that will ensure the debate about how we see and value women sports stars continues.</i></p>
-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------