



Mission Heights Junior College
Year 10 Common Assessment Task 2020
Subject: Global Studies

Name: _____ **Whanau/Class :** _____

Instructions:

The time allowed for this CAT is 1 hour.

You should attempt all the questions provided in sections.
Start writing when you are instructed to do so.

You have 5 minutes of reading time before you start writing.

Use the space provided after each question to write all your answers. If you need extra writing sheets then ask your teacher.

Check that this booklet has 11 pages in the correct order and the last page is blank. You should also have a resource page in colour.

YOU MUST HAND THIS BOOKLET TO THE TEACHER AT THE END OF THE TEST.

Grading Feedback

Section	Working Towards	AT	ABOVE	BEYOND
A - Cartoon Analysis				
B - Perspectives Analysis				
CAT Conditions	You have completed this assessment, however, you did not adhere to CAT conditions.	You have completed this assessment, however, you did not adhere to CAT conditions.	You have completed this assessment, adhering to CAT conditions.	You have completed this assessment, adhering to CAT conditions.

OVERALL GRADE:

Working Towards	AT	ABOVE	BEYOND

Section A: Political Cartoon Analysis

Section instructions: You are required to answer all questions in this section. You should spend 30 minutes completing this section. Use the cartoons provided on the separate A4 sheet to answer the questions.

Question 1: Refer to **cartoons A** and **B** to answer questions **a**, **b**, **c** and **d**.

- a) Who is the political figure in this cartoon and which country does he represent? **[AT]**

- b) Refer to cartoon B. Do you think the cartoon is being serious when it says the political figure “nailed it” ? Use evidence from the cartoon to justify your answer. **[AT]**

- c) Do you think these cartoons positively or negatively represent the USA's handling of covid-19? Explain and give examples from the cartoon to support your answer. **[AT/AB]**

Question 2: Refer to **cartoon C** to answer questions **a, b** and **c**.

a) Who is the figure on the left in cartoon C and what is her role/responsibility in New Zealand? **[AT]**

b) Who is the figure on the right in cartoon C and what is his role/responsibility in New Zealand? **[AT]**

c) What does the phrase “testing the water” mean in this cartoon? Provide evidence AND/OR your own knowledge to support. **[AT/AB]**

Question 3: Refer to **cartoon D** to answer questions **a, b** and **c**.

a) Who are the two sides participating in this war? **[AT]**

b) Why do you think the virus suggests people will get sloppy? Provide evidence to support. **[AT/AB]**

c) What is the cartoon portraying about New Zealand's response to covid-19? Discuss with examples. **[TAAB]**

Section B: Perspectives Analysis

Section instructions: You are required to answer all questions in this section. You should spend 30 minutes completing this section.

Read the article below and use information from the article along with your own knowledge to answer the questions below.

Teens ask court to lower voting age to 16

Radio New Zealand
5:55 pm on 24 August 2020
Jonathan Mitchell, Journalist

"Let us vote" is the desperate plea from 16- and 17 year-olds who have taken their case to the High Court in Wellington.

A youth-led campaign, Make it 16, has argued the current voting age of 18 is unjustified age discrimination. It wants the court to rule it inconsistent with the Bill of Rights Act.

Wellington High School student Sophie Crozier is 16 years old and ready to head to a polling booth.

"I'm ready to vote as a 16-year-old and this is what matters," she said.

Standing outside Parliament and over the road from the High Court - she said it was not fair to prevent people from voting at her age.

"We're allowed to have sex and to consent to our own medical care - so why should we not vote? ... we're part of this democracy too and us not being able to vote means we're just excluded from it and that's not acceptable," she said.

Campaign group lawyer Jason McHerron told the court the voting age was last changed in 1974.

He said it had not seriously been on the parliamentary agenda since then.

McHerron said that 16- and 17-year-olds were competent and mature enough to vote and didn't need special protections.

"That, in my submission, just doesn't apply in the case of voting - there is no need to protect 16- and 17 year-olds from being able to vote," he said.

In reply, the Crown told the court there were no inconsistencies with the Bill of Rights Act.

Its lawyer, Austin Powell, said the act stated you must be at least 18 to vote.

"I fully accept that one will find both precocious children and incompetent adults - but you still have to put the line somewhere," he said.

It was estimated in court that by the next election in 2023, there would be close to 130,000 16- and 17-year-olds.

Today's decision has been reserved with the judge to deliver it in writing at a later date.

It was unclear whether it would be released before the October election but, if successful, any changes would have to go through a lengthy parliamentary process.

Question 1: In the t-chart below, list arguments for and against lowering the voting age to 16 years old. Use information from the article and your own knowledge. You should have at least 3 points for each side.

<p style="text-align: center;">FOR Reasons the voting age should be lowered [AT/AB]</p>	<p style="text-align: center;">AGAINST Reasons the voting age shouldn't be lowered [AT/AB]</p>
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Question 2: Examine the points for and against lowering the voting age in your t-chart on the previous page. You will be required to select the strongest point on each side of the issue.

a) Select your strongest point **FOR** lowering the voting age to 16 years old.

Explain why this is the strongest point. Use evidence to back up your explanation.

[AT/AB]

b) Select your strongest point **AGAINST** lowering the voting age to 16 years

old. Explain why this is the strongest point. Use evidence to back up your explanation.

[AT/AB]
