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91279



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Level 2 Social Studies, 2016

91279 Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas

9.30 a.m. Wednesday 30 November 2016
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas.	Demonstrate in-depth understanding of conflict(s) arising from different cultural beliefs and ideas.	Demonstrate comprehensive understanding of conflict(s) arising from different cultural beliefs and ideas.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the task in this booklet.

Pull out Resource Booklet 91279R from the centre of this booklet.

If you need more room for your answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–14 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Merit

TOTAL

6

ASSESSOR'S USE ONLY

INSTRUCTIONS

Read Resource Booklet 91279R and use it to help you respond to parts (a)–(d) of the task below.

You must use **social studies concepts** and **specific evidence/examples** from the resources in your answer.

You should answer each part in essay form or in a series of paragraphs. You may support your answer with diagrams, pictures, graphs, or other forms of illustration.

Space for planning is provided on pages 4 and 5. Begin your answer on page 6.

TASK: FLUORIDATION OF WATER SUPPLIES

- (a) Identify and describe the nature and cause of the conflict arising from different cultural beliefs and ideas on the issue of fluoridating water supplies. (Page 6)
- (b) Describe the individuals/groups involved and their points of view, values, and perspectives. (Page 7)
- (c) Explain how TWO social forces from Resources D, E, or F contributed to the conflict over fluoridation of water supplies. (Page 9)
- (d) Evaluate the relative effect(s) of EACH of the TWO social forces on the conflict. (Page 11)

Remember: You must use **social studies concepts** and **specific evidence/examples** from the resources in your answers.

ASSES
USE 1

- (a) Identify and describe the nature and cause of the conflict arising from different cultural beliefs and ideas on the issue of fluoridating water supplies.

The nature of this conflict is one group saying that having fluoridation in the water supply is for the common good due to the fact that tooth decay remains a major public health problem in 60-90% of kids and the majority of adults.

The anti-fluorid group argues that individual rights need to be asserted claiming that fluoride does nothing for our teeth when it comes from the water supply and if people want fluoride they should take pills. They feel that they are being coerced without their consent and therefore fluoride should be taken out of the water supply for the sake of individual rights. A social studies concept that relates to this is choice and democracy. This is because as a Liberia democracy we must assert all perspectives and voices to be given choices to find to the best plan of action to assert whether or not fluoride should remain in the water supply.

(b) Describe the individuals/groups involved and their points of view, values, and perspectives.

On the one hand there are people that believe our water should have fluoridation in roads. These people value the common good and helping the people that without fluoride in the water would not receive ~~any~~ at all. Ministry of health dental officer Dr Robyn Haisman - Welsh perspective is influenced by the ideology of a medical world view. He talks about how overall it is much cheaper to put fluoride in the water supply than it is to get individuals fix tooth decay that would not have occurred if there was fluoride in the water anyway. He says "Conservative estimates are that it costs \$4.20 to prevent each case of tooth decay through water fluoridation but it costs \$117 to treat each case of decay."

On the other hand there are those who feel that fluoride is unnecessary and unhealthy. Based on the fact that it is a chemical. These people believe and their worldviews are lead by the ideology of a liberal democracy in which they feel that what they think and believe or should be taken into consideration. Danielle Diamond of fluoride free Taranaki believes that the money spent on putting fluoride in the water could be put to a better

and assessing public health as a whole

use rather than putting chemicals into their bodies. She says, "I think if people are informed, they can have an impact and it's a better way to spend our time and money" she also says "It's going to the source of the issue and building better communities rather than putting another chemical into our lives!"

A social studies concept that relates to this is values. This is because it is the values of people like Ms. Diamond that are influencing this conflict. People for fluoride in the water value the common good while people anti fluoride want to explore different options and instead value freedom of choice.

- (c) Explain how TWO social forces from Resources D, E, or F contributed to the conflict over fluoridation of water supplies.

ASSESSOR'S
USE ONLY

Fluoride free NZ uses the extremely powerful social force of lobbying. Lobbying occurs when pressure is put onto an MP or a member of a city council. Lobbying occurs by sending letters, protesting pretty much anything the poor MP's or council members do pay attention to their immoral cause. The Fluoride free campaign sent 800 submissions in response to the the Thames - Coromandel district council's draft annual plan. By doing this they are forcing the council to pay attention to their cause. Which the council did do however not in the way Anti fluoride wanted... instead of discontinuing fluoride the council said "Individual freedom of choice is important and the board's preference is to examine options to enable and assist members of the community to 'opt out' from receiving fluoride in their water supply. But the benefits of providing fluoride supply out weigh the risks." Although anti fluoride were not sceptical in removing fluoride they still received the attention of the council which shows how powerful lobbying is. A social studies concept that relates to this is Liberal democracy because it is the fact that in NZ is a liberal democracy that allows these groups to campaign for change.

For pro fluoride a social force is scientific evidence. Scientific evidence is hard fact that cannot be ignored or disproven.

A review of the levels of fluoridation in NZ's water found that it poses no risk to our health. Sir David Stange said, "The pro panel concluded that the concerns raised by those opposed to fluoridation are not supported by the scientific evidence."

By having proof it means that anti fluoride groups don't have a leg to stand on showing that their arguments and concerns hold no truth and therefore should not be taken into

consideration. The only proof of fluoride doing anything negative to our teeth is that it can cause mild dental fluorosis.

This social force is extremely powerful because it means that it can outweigh all other arguments against fluoride.

The use of this social force stops anti fluoride groups from spreading lies that can affect people's judgement.

A social studies concept that relates to this is values. This is because it is the value of a fact of our nation that will overall affect the decisions of people looking to remove fluoride.

Merit exemplar 2016

Subject:	Social Studies	Standard:	91279	Total score:	M6
Q	Grade score	Annotation			
1	M6	<p>This candidate has demonstrated the ability to explain how social forces have contributed to the conflict by;</p> <ul style="list-style-type: none">- Linking the idea of lobbying as a social force to democracy and allowing people to campaign for change.- Stating that the action of lobbying 'forces the council to pay attention to the issue'.- Discusses how scientific evidence outweighs campaigning as a social force. Had this assertion been further developed and explained, this candidate could have demonstrated the evaluative understanding required for an E07.			