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91281



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NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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## Tikanga ā-lwi, Kaupae 2, 2017

91281 Te whakaahua i ngā ara hei whakatau i te tautohe ā-ahurea, i ngā tautohe ā-ahurea rānei

2.00 i te ahiahi o te Rāpare, te 30 o Whiringa-ā-rangi, 2017  
Ngā whiwhinga: E whā

Paetae	Kaiaka	Kairangi
Te whakaahua i ngā ara hei whakatau i te tautohe ā-ahurea, i ngā tautohe ā-ahurea rānei.	Te whakaahua i ngā ara hei whakatau i te tautohe ā-ahurea, i ngā tautohe ā-ahurea rānei, i runga i te whakaaro hōhonu.	Te whakaahua i ngā ara hei whakatau i te tautohe ā-ahurea, i ngā tautohe ā-ahurea rānei, i runga i te matatau.

Tirohia mēnā e rite ana te Tau Ākongā ā-Motu (NSN) kei runga i tō puka whakauru ki te tau kei runga i tēnei whārangi.

**Me whakamātau koe i ngā wāhanga KATOĀ o te tūmahi kei roto i tēnei pukapuka.**

Mēnā ka hiahia whārangi atu anō mō ō tuhinga, whakamahia ngā whārangi wātea kei muri o tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–16 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

**HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.**

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

## NGĀ TOHUTOHU

Mā te whakamahi i tētahi tautohe ā-ahurea kua rangahaua e koe i tēnei tau, whakaotihia te tūmahi kei raro nei hei whakatau i te tautohe ā-ahurea e hua ai ngā putanga e hiahiatia ana e te hapori whānui.

Me whakamahi rawa e koe ngā **ariā tikanga ā-iwi** me ētahi **taunakitanga whāiti** i tō tuhinga.

Me whakatutuki e koe te tūmahi mā te tuhinga roa, me whakaraupapa rānei ētahi kōwae. E āhei ana tō taunaki i tō tuhinga ki te hoahoa, ki te whakaahua, ki te kauwhata, ki ētahi atu momo tānga rānei.

He wāhi e wātea ana kei te whārangi 4 me te 6 hei whakamahere. Tīmataria tō urupare ki te whārangi 8.

## TE TŪMAHI: WHAKAAHUATIA NGĀ ARA HEI WHAKATAU I TE TAUTOHE Ā-AHUREA

Mā te kōrero ki tētahi tautohe ā-ahurea kua rangahaua e koe i tēnei tau, whakaahuatia:

- te arotahitanga o te tautohe ā-ahurea
- te takitahi rānei, ngā takitahi rānei, te rōpū rānei, ngā rōpū rānei, te hapori whānui rānei, ngā hapori whānui rānei i whai wāhi atu me ā rātou tirohanga, ō rātou uara, ō rātou whakaaro anō hoki
- ngā āhuatanga para i te huarahi hei whakatau i te tautohe
- te ara, ngā ara rānei hei whakatau i te tautohe
- ngā putanga pea ka puta i ngā ara hei whakatau i te tautohe
- tō tūtohunga i te ara pai katoa hei whakatau i te tautohe e hua ai ngā putanga e hiahiatia ana e te hapori whānui.

**INSTRUCTIONS**

Using a cultural conflict you have studied this year, complete the task below to describe ways the cultural conflict can be addressed to achieve the desired outcomes for society.

You must use **social studies concepts** and **specific evidence** in your answer.

You should answer 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 5 and 7. Begin your response on page 9.

**TASK: DESCRIBE HOW A CULTURAL CONFLICT CAN BE ADDRESSED**

With reference to a cultural conflict you have studied this year, describe:

- the focus of the cultural conflict
- the individual(s)/group(s)/society(ies) involved and their points of view, values, and perspectives
- the factors that shape the way the conflict is addressed
- way(s) of addressing the conflict
- possible outcomes arising from ways of addressing the conflict
- your recommendation for the best way of addressing the conflict to achieve the desired outcomes for society.

**TE WHAKAMAHERE**

Te arotahitanga o te tautohe ā-ahurea:

Ngā ariā tikanga ā-iwi e hāngai ana ka whakamahia e au:

Te takitahi rānei, ngā takitahi rānei, te rōpū rānei, ngā rōpū rānei, te hapori whānui rānei, ngā hapori whānui rānei i whai wāhi atu me ā rātou tirohanga, ō rātou uara, ō rātou whakaaro anō hoki:

Te tangata, te rōpū rānei (1)

Te tangata, te rōpū rānei (2)

Ngā āhukatanga para i te huarahi hei whakatau i te tautohe:

Te āhukatanga (1)

Te āhukatanga (2)

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The focus of the cultural conflict:

Relevant social studies concepts I will use:

Individual(s)/group(s)/society(ies) involved and their points of view, values, and perspectives:

Person/Group (1)

Person/Group (2)

Factors that shape the way the conflict is addressed:

Factor (1)

Factor (2)

**TE WHAKAMAHERE**

Te ara, ngā ara rānei hei whakatau i te tautohe:	Ngā putanga pea ka puta i ngā ara hei whakatau i te tautohe:
(1)	
(2)	
Tō tūtohunga i te ara pai katoa hei whakatau i te tautohe e hua ai ngā putanga e hiahiatia ana e te hapori whānui:	

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Way(s) of addressing the conflict:	Possible outcomes arising from ways of addressing the conflict:
(1)	
(2)	
Your recommendation for the best way of addressing the conflict to achieve the desired outcomes for society:	











Lined writing area with 30 horizontal lines.







**He whārangi anō ki te hiahiatia.  
Tuhia te tau tūmahi mēnā e hāngai ana.**

TE TAU  
TŪMAHI

MĀ TE  
KAIMĀKA  
ANAKE









*English translation of the wording on the front cover*

## **Level 2 Social Studies, 2017**

### **91281 Describe how cultural conflict(s) can be addressed**

2.00 p.m. Thursday 30 November 2017

Credits: Four

91281

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Describe how cultural conflict(s) can be addressed.	Describe, in depth, how cultural conflict(s) can be addressed.	Describe comprehensively how cultural conflict(s) can be addressed.

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.**

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 2–16 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.**