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2

91279



912790



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

SUPERVISOR'S USE ONLY

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.

Achievement

TOTAL

4

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.

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- (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.

Fluoridation first began in Hastings^(NZ) in 1959.

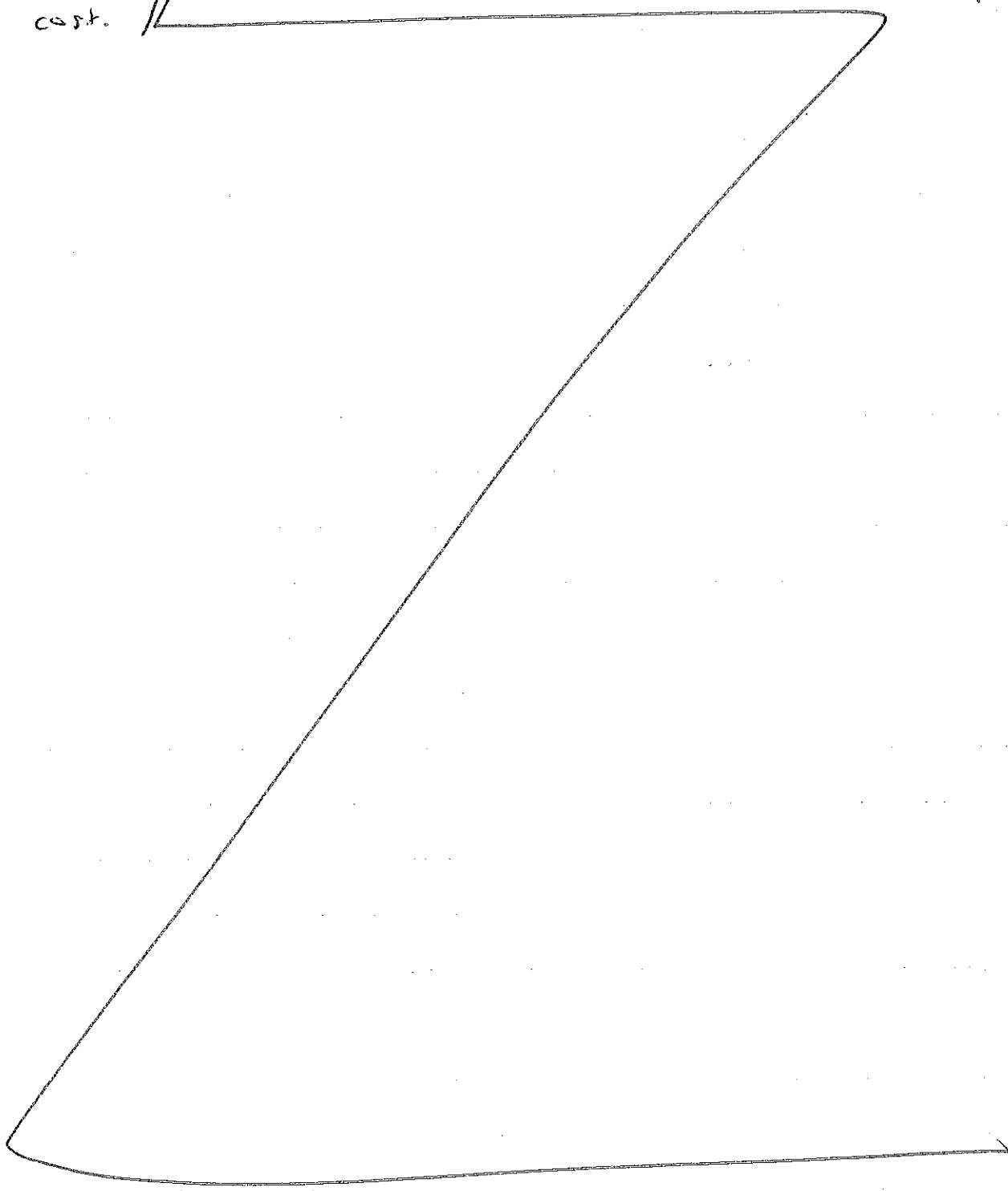
Water fluoridation is when fluoride is added into water for the benefits of reducing tooth decay. The conflict is whether or not fluorine fluoride should be added or not. The conflict is between The New Zealand Ministry of Health ~~and~~ ~~who~~ ~~aren't~~ against adding fluoride and a group who are an organisation Fluoride Free NZ who are against adding fluoride into the water. The New Zealand Ministry of Health ~~say~~ claim that it decreases tooth decay, is affordable, safe and effective. As a study ~~shows~~ in 2009 shows that a non fluoridated Christchurch has "an average of 3.8 "decay missing or filled" whereas a 5 year old from ^{with fluoridated} Wellington has a less amount of decay of 2.6. Fluoride Free NZ debate that it "doesn't work ~~mean~~ but it affects the whole body" They used the fluoride tablet to argue as the ~~the~~ fluoride tablets ~~are~~ say "do not use it in children under 3 years of age. do not use ^{during} ~~during~~ pregnancy". A social studies concept that relates to this is ~~best~~ perspective. Both group have different perspective that have been shaped with different ~~in~~ ~~stats~~ and information they have found.

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

Danielle ^{Diamond} ~~whammanaga~~ of Fluoride Free Taranaki is against fluoride being added to the water. She says that there isn't proper evidence yet been found that show how ~~in~~ effective fluoride is. "She says, 'I would like to ask what evidence their fears are based on, because seems no one in the country has done proper study to determine the true effectiveness of fluoridation. There are so many variables to consider.' Danielle Diamond values New Plymouth population as she against them having fluoride and wants their best to be safe as there isn't proper findings so what's the point of adding it in as it's not effective and waste of time and money. Her perspective is human right as everyone should be able to vote and choose rather than the council choosing and give the New Zealand a say. //

David Antunovic has a point of view. He is against removing fluoride in New Plymouth. He thinks that people are going to ~~promote~~ find it hard to ~~pe~~ "Cope" with more dental health being needed. He says "This decision means that we will soon be in a very difficult ~~at~~ position of trying to cope with an increase in dental health needs." He values ~~the~~ the fact that not everyone is going to be equally effected as by remove other people will be effected more than other. Like young, poor and Maori will be more effected. He values ~~as~~ other peoples lives that are not considered and thought about before making decisions. //

David Antunovic perspective is economic. ~~the~~
The cost for household and individual will increase
~~that~~ as more people will be receiving tooth decay
as water fluoride water is not ~~the~~ available to protect
against it. For government the cost will decrease
as they will not need to pay extra adding fluoride
cost. //



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

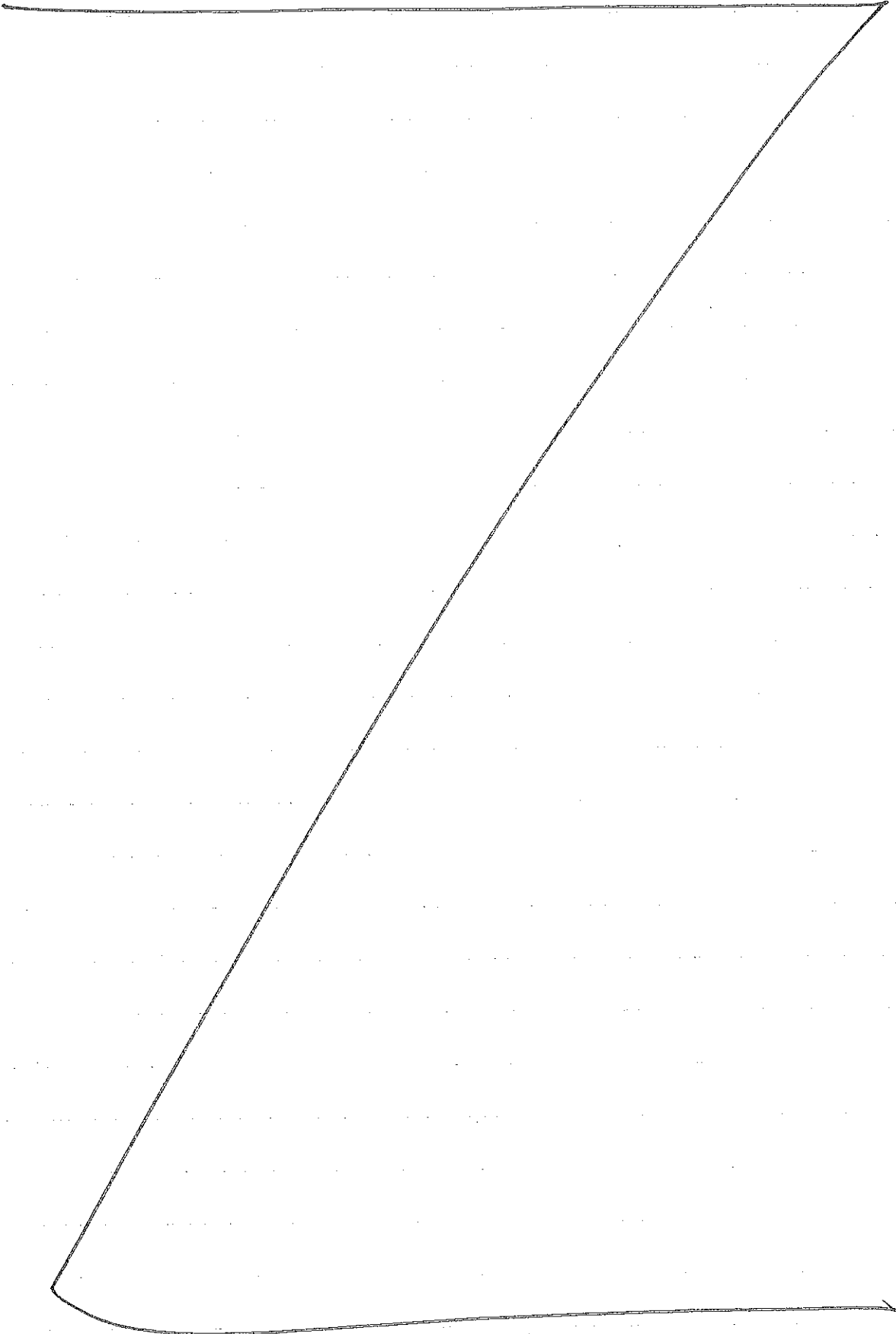
ASSESSOR
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Social force of campaigning. Fluoride Free NZ used the social force of campaigning to persuade the local council and the public that ~~they~~ fluoride "doesn't work, is not safe, and it robs peoples of choice". By using radio ~~over~~ advertising, social media, newspaper, protesting etc the fluoride free NZ campaigners can change the public's thinking and perspective about fluoride in water. Public might ~~hear~~ hear or see the campaigner ~~argue~~ argument and be persuaded and ~~then~~ want it removed as well. Local council may notice that many of their local are against fluoride that the ~~to~~ could change their mind and remove it. //

The social force of scientific evidence contributed to the conflict as it either supported one group or the other. This scientific evidence supported as it said ~~that~~ there was no health risk and B protected from tooth decay. scientific evidence is what will make public choose what side they are on and this gives real, true information. Public who know these scientific evidence will be for fluoride in water. //

A social studies concept that relates to this is change. social forces change public and individuals' mind to which side they are for and against. (anonymous)

whatever sounds more ~~credible~~ convincing
and believable and performed them. //



Achieved exemplar 2016

Subject:		Social Studies	Standard:	91279	Total score:	A4
Q	Grade score	Annotation				
1	A4	<p>This candidate provides enough evidence for A4 in this response as they have used evidence and concepts when describing the conflict and has described the points-of-view, values and perspectives of people involved in this conflict. However, this response does not reach M5 because further explanation of both social forces is required.</p> <p>The candidate does identify a key idea that campaigning can persuade the local council, however, the social force of 'scientific evidence' lacks a similar explanation.</p> <p>The use of specific evidence in Part C of the question is weak.</p>				