

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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, 2017

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

2.00 p.m. Thursday 30 November 2017
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.

Low Merit

TOTAL

05

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: KEEPING ANIMALS IN ZOOS AND AQUARIUMS

- (a) Identify and describe the nature and cause of the conflict arising from different cultural beliefs and ideas on the issue of keeping animals in zoos and aquariums. (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 E, F, or G contributed to the conflict over keeping animals in zoos and aquariums. (Page 9)
- (d) Evaluate the relative effect(s) of EACH of these TWO social forces on the conflict. (Page 11)

PLANNING

 ASSESSOR'S
USE ONLY

The nature and cause of the conflict.

Relevant social studies concepts I will use:

Animal Rights

Community

Social Action

Values

Change

Conservation

Animal Welfare

Other:

beliefs

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

Person/Group (1):

Person/Group (2):

Possible perspectives to use:

Economic

Animal Rights

Environmentalism

Conservationist

Animal Welfare

Other:

PLANNING

ASSESSOR'S
USE ONLY

Social Force:	How it contributed to the conflict:	Relative effect:
(1)		
(2)		

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

ASSESSOR
USE ONLY

- (a) Identify and describe the nature and cause of the conflict arising from different cultural beliefs and ideas on the issue of keeping animals in zoos and aquariums.

The nature and cause of the conflict arising from different cultural beliefs and ideas on the issue of keeping animals in zoos and aquariums is about keeping animals in zoos and aquariums is based around the beliefs of zookeepers and those for having animals in captivity and that of the captive animals protection society (CAPS) and those against having animals in captivity. It is estimated that 6 million animals are in captivity for human entertainment with the argument that it educates people, helps animals from going extinct and for research on how to help the animals. Frank Cotes, a zookeeper, says, "No keeper likes having animals in captivity. But when you think about it, there aren't a lot of places for them to go back to. In contrast to this those against having animals in captivity believe it does not allow animals to live in their natural environment, causing harm to them. Animals can suffer from a condition called "zoochosis" and sometimes gain arthritis. Selwyn Manning, a journalist who investigated zoos in New Zealand said, "It's the monotony which crushes their spirit, the endless hours which numb their brain."

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

ASSESSOR'S
USE ONLY

Dr Kevin Parker, a conservation scientist believes that Auckland Zoo are not promoting the ^{modern} conservation of birds such as saddlebacks in New Zealand. He believes this because ~~he~~ saw during conservation week 2016 Auckland Zoo put saddlebacks in cages for people to look at rather than allowing them to see them in the wild, going against what he believes is modern conservation. He believes doing this is similar to the Victorian era of stuffing birds and putting them in a case because he believes they are so far away from modern conservation. He values conserving birds and having them in their natural habitat. His perspective is ~~that~~ ^{conservationist} ~~environmental~~ because he does not think that by caging the birds is conserving them and that they should be in their natural habitat. "So Auckland Zoo's move to capture 10 wild birds for a lifetime of captivity seems out of step with modern conservation in Aotearoa New Zealand."

Virginia Bush, the executive director of the endangered wolf centre believes that zoo's have the best expertise to breed and study animals, first hand. She believes this because at zoos

The endangered wolf centre they get around 143 million visitors a year and so they have no choice but to stay relevant and up to date to educate guests and thus they have the best expertise. She values educating people and looking after animals in the best way possible. Her perspective is environmental as she wants to look out for animals and their living environment and keep them well and safe. "No one else has the expertise to research, breed towards species survival, study and advocate for animals through first hand knowledge like zoos," she says. //

- (c) Explain how TWO social forces from Resources E, F, or G contributed to the conflict over keeping animals in zoos and aquariums.

ASSESSOR'S
USE ONLY

A social force which contributed to the conflict over keeping animals in zoos and ~~zoo~~ aquariums is campaigning. SAFE (Save Animals from exploitation) is NZ's best animal advocacy organisation which was founded in ~~the~~ 1932. It ~~now~~ aims to make improvements to animals' lives; change attitudes, and foster companionship for a more informed understanding of the state of human-animal relationships. When Sri Lanka gifted a 5 year old elephant called Nandi to NZ, they worked on urging the prime minister to keep her in her home country as they believed it was "deportation" packaged as a gift and "cruel". They did this as all elephants that enter zoo's can not be let out back into the wild. SAFE are also supporting 18 groups who have petitioned to the Sri Lankan courts ~~to~~ in an attempt to keep Nandi in Sri Lanka so they she does not have to live in captivity all her life. They believe that having the animals in zoo's is a "selfish thought" and that they should stay in their natural environment.

Community ~~eng~~ engagement is another social force and it promotes —

Several ideas. firstly that zoos and aquariums are traditions and part of the family of the city and ~~they~~ thus they should stay. Kelly Tarltons Sea life aquarium in Auckland is iconic and continues to bring in visitors. An estimated 11.5 million visitors in the last 30 years have come and 128519 visitors came to Hamilton Zoo in 2015, with a 6% increase on the previous year. Secondly, aquariums are able to bring in such a mixture of people: religious, secular, young, old, and of multiple cultures. It offers a sense of equality for all and enables a larger variety of people to be informed of the good work zoos are doing. lastly an online commentator said, "regardless of the cruelty debate, having zoos put wild animals in our face ~~is~~ are constant reminders ~~of the~~ to us of the grace and beauty of these creatures." //

(d) Evaluate the relative effect(s) of EACH of these TWO social forces on the conflict.

ASSESSOR'S
USE ONLY

~~The relative effect each of these two forces have on the conflict both~~
Both of the social forces have relative effects on the conflict. With campaigning, it allows more people to be informed of the dangers of putting ~~giving~~ animals in zoo's as well as stopping any cruel inflictions on them. It allows for more animals to stay in their natural habitats and not be confined in a ~~enclosure~~ enclosure all of their lives. It ~~allows~~ effects are that animals are protected of selfish decisions of those who do not care. It provides protection for the animals and allows for them to live a fulfilled life. ~~Here~~ by having animals in captivity they are unable to move and get a proper amount of exercise. Harris Kriek said, "They have very limited area to the point where they have to be taken for walks to give them exercise." So, the relative effects ~~from~~ that SAFE and ~~campaigning~~ ^{campaigning} has on on the conflict is that it allows animals to live a free life and not in captivity. ~~they~~
The social force of community ~~engagement~~ ^{engagement} has the effect on the conflict that it educates and brings all kinds of people together. The zoo

and ~~a~~ aquariums facilities still brings in a large amount of people and ~~and~~ provided joy for all. ~~from~~ Jeremy Cole, a father of 3 said in reference to Wellington Zoo, "I take my children to the zoo because they ~~are~~ ~~are~~ they show must have been the same when I was their age. It brings back childhood memories of my childhood and the wonder of what I was seeing." It is clear through this quote of the joy which people receive from seeing the animals and how they still love to go, which is an effect from the social force of community engagement. Another effect is the variety of people which it brings and how it eliminates discrimination. It is a place where all people feel welcome and takes them away from any discrimination they may face. //

Both of these social forces allow have effects which impact the conflict of the different beliefs on whether animals should be kept in captivity or not. //

Merit exemplar 2017

Subject:	Social Studies	Standard:	91279	Total score:	M5
Q	Grade score	Annotation			
1	M5	This is an M5 because an explanation of how the two social forces has contributed to the conflict. The response given in Task (c) does not give enough explanation to gain Merit as it describe the force but does not include a description of how the fore contributes to the conflict. However, the information given in Task (d) provides fulfils this requirement. For example, the response given in Task (c) explains what campaigning is but it is not until Task (d) that the candidate shows understanding of how campaigning contributes to the conflict – by informing people. To strengthen this response to an M6, a more in depth explanation of how the social forces contribute to the conflict is required.			