



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2008

Internal Assessment Resource

Subject Reference: **Education for Sustainability 2.4**

Internal assessment resource reference number:
EfS/2/4_B1

Marine reserves

Supports internal assessment for:

Achievement Standard: 90813

Describe values and associated behaviours in relation to a sustainable future

Credits: 3

Date version published:

February 2008

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2008.

Teacher Guidelines:

Students would have been on a marine reserve trip, dived in an area that is not a marine reserve,

The amount of time your students complete this unit is up to your discretion.

The students will have access to their marine notes; other resources that will help them complete the tasks. This is not a closed book assessment.

This assessment is not about values positions and why people hold them but an exploration of the values and behaviors that support a sustainable future. In order to explore those positive values and behaviors it may be pertinent for students to explore the oppositional position i.e. values and behaviors that do/would not support a sustainable future.

This assessment task does not require a value change by the students but it does encourage them to explore different value positions and understand the behaviours that arise from those values. They are also challenged to reflect on their own values and behaviours in relation to sustainability. It is not their values or behaviours that are being assessed here but their ability to discern (describe, explain or discuss) which values and behaviours would support a sustainable future.

The amount of time students have to complete the 2.4 Achievement Standard booklet is 3 hours. However this assessment requires students to complete their work in stages.

Task One: Student values before the unit (15 min max – this task is not directly assessed, but information can be used in the analysing of their own values positions in the written assessment)

Task Two: The roles of the groups associated with stormwater and aspects of sustainability (environmental, social, economic and cultural) in this assessment would have been taught in the unit. Students will be expected to have explored different values and behaviours including their own values in relation to sustainability. Page 10 in the New Zealand. Curriculum provides some ideas about how values can be expressed though learning experiences in relation to what students learn and how they will develop their abilities to express these values. Eg ecological sustainability, equity, diversity, innovation, community and participation.

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Achievement Standard 90813:

Describe values and associated behaviours in relation to a sustainable future

Credits: 3

Student Instructions Sheet

Scenario: That an organization is proposing that there be a marine reserve in the Doubtless Bay area.....

Before doing this assessment you will need to have completed the unit on marine reserves. You need to have watched the DVD, read the readings and completed the questions. You would also have been on the trip to Leigh marine reserve.

Your answers may include information from the resources provided, other resources you have gathered in class and at home AND your **own knowledge, ideas and understandings** of marine reserves in NZ.

For this assessment you will:

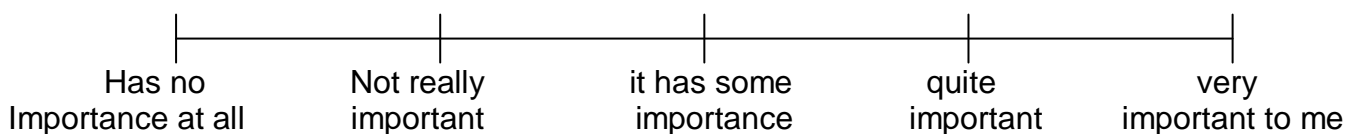
- ◆ Discuss values (attitudes) and associated behaviours in relation to marine reserves in Northland and they might contribute to sustainable future
- ◆ Think about and analyse your values and behaviours and discuss the implications on the marine reserves in Northland and how sustainable they will be in the future.



TASK ONE: Identify your value of marine reserves.

On the continuum below, identify how important marine reserves are to you:

How important is marine reserves to me? Place an **X** on the continuum.



Now hand back the task sheet to your teacher.

TASK TWO: Identifying different values of marine reserves

For each of the people/groups listed below, match the aspect of sustainability that they are MOST likely to value. Draw a line to connect them - you may use aspects more than once.

Note: This is a generalisation and may not apply to every member of the group Or some might belong to 2 or more groups..

Group linked with marine reserves	Aspect of Sustainability
Ministry of the environment	Biological diversity
Ministry of fisheries (Min Fish)	Cultural sustainability
Marine protection groups	Social sustainability
Recreational fishers	Economic sustainability
Tangata Whenua	Social sustainability.
Department of conservation	Environmental sustainability
Commercial Fishers	

TASK THREE: Describing the different values of marine reserves.

Choose TWO of the groups in the list above. For each group, describe the values that the group holds that supports the aspect of sustainability in relation to marine reserves. In your answer think about their role in the community and what is important to them.

Group linked to marine reserves	Why this aspect of sustainability is important to this group.
Group one:	

Group two:	

TASK FOUR: How do these values and associated behaviours impact on the sustainability of a marine reserve, in Doubtless bay in the future.

For each of the two groups from task three explain how their values and behaviour (i.e. actions) affect marine reserves and their impact on the sustainability of the environment.

In your answer:

- Explain each how each group affects/manage /influences a marine reserve or proposal
- Explain the implication marine reserves on each group's action on the environment (e.g. biodiversity, biota, size of fish, numbers of species and size of populations, quality of habitat) and its sustainability in the future.
- Use specific information in your answer.

GROUP ONE: _____

Assessment Schedule: What's up My Stream?

Task	Evidence/Judgements for achievement	Evidence/Judgements for achievement with Merit	Evidence/Judgements for achievement with Excellence
	Describe values and associated behaviours in relation to a sustainable future.	Explain values and associated behaviours in relation to a sustainable future.	Discuss values and associated behaviours in relation to a sustainable future.
2	At least two values are described.	As for achieved	As for achieved
3, 4	<p>For each of two groups Describe how they manage or influence a marine reserve <i>E.g. - DoC- they actively promote marine reserve concept, fund and carry out research and monitoring, check compliance and consult with the community. They provide advice and guidance to community groups wanting to promote marine reserves</i> <i>E.G. Recreational fishers want to use areas for fishing/harvesting. They may not want to see marine reserve as this means they can no longer fish an area.</i></p>	<p>For each of two groups Explain how they manage or influence a marine reserve <i>e.g.- DoC- they actively promote the marine reserve concept, fund and carry out research and monitoring, check compliance and consult with the community. They provide advice and guidance to community groups wanting to promote marine reserves BECAUSE If there are no marine reserves, existing habitats could be destroyed and there would be no examples of an unmodified environment to compare areas that are used for harvesting purposes.</i></p> <p><i>Recreational fisher's want to use areas for fishing/harvesting. They may not want to see marine reserve as this means they can no longer fish an area. If a marine reserve is put in an area, traditional areas important to fishes will be lost for harvesting purposes..</i></p> <p>Note: The must be a link as to how or why to be and explanation. i.e. use linking because, as a result of, as a consequence,</p>	As for merit
5			Identify similarities and differences in the values held

			Compare and contrast these values in terms of their implications for sustainability of the waterway Eg Landcare and Regional Council both want to protect the waterways and both think that farmers are the key but Landcare groups value personal action and commitment and the social values inherent in a community group taking responsibility for its actions. Regional Council have laws to uphold and value legislation as a means of ensuring compliance.
	Describe your values and associated behaviours that have implications for a sustainable future	Explain how your values and associated behaviours have implications for a sustainable future	Analyse your values and associated behaviours and discuss their implications for a sustainable future
6	<i>I think that a marine reserve in Doubtless bay would be a good idea. They may not do much for a few years but given time to work, DoC surveys in reserves have shown fish and Cray fish size and numbers to be much larger and more plentiful than outside of a reserve.</i>	Explains a clear link between their values and behaviours on marine reserves and a sustainable future (this may be a negative link) <i>I think that a marine reserve in Doubtless bay would be a good idea. Doing this study has only strengthen my view on this. They may not do much for a few years but given time to work, DoC surveys in Established reserves such as Leigh, the Poor Knights and Rongokako have shown fish and Cray fish size and numbers to be much larger and more plentiful than outside of a reserve. I think that the recreational fishers would benefit long term as well due to the “spill over effect” of marine reserves – particularly of Crayfish and snapper so everyone benefits including conservationist like DOC and marine protection groups, Recreational fishers and the habitat that is contained within the reserve.</i>	One value on marine reserves, with associated behaviours is analysed - this may include the development of the value over time or responses to different perspectives. The implications for a sustainable future is discussed. This should include justifying decisions, making judgements, stating opinions, considering implications, projecting future impacts, evaluating options, comparing and contrasting, analysing or suggesting alternatives, as appropriate. <i>I think that a marine reserve in Doubtless bay would be a good idea. Doing this study has only strengthened my view on this They may not do much for a few years but given time to work, DoC surveys in reserves have shown fish and Cray fish size and numbers to be much larger and more plentiful than outside of a reserve. I think</i>

			<p><i>that the recreational fishers would benefit long term as well due to the “spill over effect” of marine reserves – particularly of Crayfish and snapper so everyone benefits including conservationist like DOC and marine protection groups, Recreational fishers and the habitat that is contained in the reserve. It has been shown that marine reserves can influence a huge area outside a reserve. For example Cray fish numbers in surrounding areas have been demonstrated to be higher than in areas way further away. This may be due to more successful breeding by large crayfish. Large Crayfish and snapper have been shown to produce many times more eggs than small Crayfish and snapper. By having marine reserves, it provide a safe area for these animals to mate and breed successfully, which leads to more young being born and a higher rate of they young surviving to maturity.</i></p>
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