



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

Exemplar for Internal Achievement Standard

Education for Sustainability Level 2

This exemplar supports assessment against:

Achievement Standard 90813

Demonstrate understanding of how personal values have implications for a sustainable future.

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to demonstrate comprehensive understanding of how personal values have implications for a sustainable future.</p> <p>This involves drawing justified conclusions based on examples and evidence about how or why some different personal values (their own and others') and behaviours are more likely to lead to a sustainable future than others.</p> <p>The conclusions may include projections of future impacts and discussion of how and why values could be adapted to support a more sustainable future.</p> <p>The student has drawn conclusions of how personal values have implications for a sustainable future after listening to guest speakers: the chairperson of Project Port Lyttleton (MJ) and a representative from Generation Zero (GP).</p> <p>This student has drawn justified conclusions about how the behaviours and values of the guest speakers such as manaakitanga and kaitiakitanga (1) are more likely to lead to a sustainable future than their own value to have long showers (2).</p> <p>They included projections of future impacts of community networks and environmental activism (3), and discussed how and why values could be adapted to support a more sustainable future (4).</p> <p>For a more secure Excellence, the student could provide evidence to support conclusions, e.g. finding ways for a reduction in the domestic use of energy for hot water or installing a solar hot water system as being more sustainable. They could, for example, consider the shifts needed in societal values with regard to buying locally produced goods, and the impact that this could have on a sustainable future.</p>

Extract of student evidence

.....MJ's values include manaakitanga shown in treating others with kindness and care. This value leads to many behaviours within her Project Community. She is inviting and gives practical hospitality like food and making sure that extends to every single person. ...

I value relaxation and personal appearance This means that I buy a lot of clothes and take long showers to relax. ...

The long showers unnecessarily use up a lot of extra hot water. Personal washing consumes around 33% of the water used at home and hot water is the second largest user of domestic energy. Using up extra energy means that more has to be generated and some of that generation (thermal) creates carbon dioxide which is causing environmentally unsustainable climate change.

②

The values that GP and MJ hold such as manaakitanga, kaitiakitanga, equity and anti-hierarchy are more likely to lead to a sustainable future. This is because they focus on the well-being of others and how everyone can enjoy resources we have now and in the future. They have been building community, and encouraging participation in democracy to build social and environmental sustainability.

①

If we build community networks and be involved in environmental activism such as the Climate Change Project to address climate change, we can adapt to change and prepare for the consequences of climate change such as resettling people who have to move from low-lying areas because of sea-level rise caused by climate change.

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I could still value my appearance but invest more in the clothing I buy by buying clothing produced locally. This produces less carbon dioxide because the clothing travels over a shorter distance and it is also more socially sustainable because it supports workers and their families in New Zealand. This would also contribute to the economic sustainability of the community. If I didn't want to spend extra on my clothes I could buy second hand...reducing the need for new clothing and therefore reduce the water use from e.g. cotton growing, and factories as well as the carbon dioxide from manufacturing and transport....

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	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to demonstrate in-depth understanding of how different personal values have implications for a sustainable future.</p> <p>This involves drawing informed conclusions based on examples and evidence about why certain personal values (their own and others') and behaviours have implications for a sustainable future.</p> <p>The student has considered how personal values and behaviours have implications for a sustainable future, after researching the views of Forest and Bird, a university ecologist and a commercial fishing company, in terms of fishing the long-finned eel in New Zealand.</p> <p>This student has demonstrated in-depth understanding of how personal values have implications for a sustainable future, and given examples of different personal values such as the importance of biodiversity (1) and protecting the environment (2), and associated behaviours such as supporting D.O.C. and changing views around the catching and eating of eels (4).</p> <p>They have drawn informed conclusions about how the behaviours and values of the commercial fishing company (5) affect biodiversity and the sustainable future of long finned eels (6).</p> <p>To reach Excellence, the student could include projections of future impacts of unsustainable behaviours in this context. For example, the negative impact of the decline of long finned eels on traditional Māori food practices and cultural sustainability could be considered.</p>

Different people have different views because of different values on the Long-finned eel, whether it is social or cultural reasons. My particular view is that long finned eels are quite important to the biodiversity. I find it interesting that the eels will swim back to Tonga to produce eggs and they will both then die in Tonga. The long-finned eel is supposed to be endangered but when we set traps in the Uretara there were more Long-finned eels than the short-finned eels that aren't endangered. I have the idea that we need to be the guardians of the eels like the Maori people believe in. ①

From the article that I read about people's opinions on the long-finned eels and how they are endangered I learned that NT of Forest and Bird believes that New Zealand needs to take a stand and say that these animals need to be protected. We are shown that NT used to fish the eels when he was younger but now that he knows what happens to the long-finned eel he no longer does this. It is also showing that Forest and Bird is not just talking the talk that they are also walking the walk as have created a petition to stop the fishing of Long-finned eels. ② ④

We see another person that believes that eels should be protected is MJ a Massey University ecologist. MJ believes that if the long-finned eels had the same amount of public love that the Kiwis and Kereru have there would many people marching down the street to stop the eels from going into pet food. MJ says that countries like the UK, USA and Japan and buying our eels because they 'wiped out' their own, thus increasing the fishing market here. ②

Of course because there is the people on the other side of the scale that believe that the eels are not important and it doesn't matter how many eels are killed. People like commercial fishing companies like ██████ that believe that the long-finned eel is just there to make money and they don't care about how that can affect the environment. They are finding that the eels are getting smaller and smaller in size. They think that there shouldn't be quotas on the long-finned eel because then they would have to cut back the amount of money that they make. This is shown in the way that they behave. ⑤

My personal view is that the long-finned eels need to be protected so that the biodiversity is not affected when if the long-finned eels become extinct. This is a cultural and an environmental reason. I was taught from an early age that all animals are to be respected and protected no matter what. As I grew my understanding of what is right and what is wrong grew too. I believe that without long-finned eels the natural biodiversity that this country has will fail to thrive as it is. I believe that as a country we need support the Department of Conservation and green politics to protect the animals that are endemic to NZ to have a sustainable future. ① ③

NT changed his behaviours from catching and eating long-finned eels to standing up and protecting them. He thinks that if we teach instead of preach there will be more changes in ④

the people that will lead to a sustainable future.

The long-finned eels are important to the biodiversity of the Uretara stream, as the eels are within the food chain that happens within the stream. If the eels are fully taken out of the environment then there will be dire implications within the stream. There will be a gap in the food chain where the Long-finned eels would fit in, there will be disturbance because of this. The animals below the Long-finned eels, like water snails and worms, will increase in numbers while the animals above the Long-finned eels, like fish, will decrease in numbers.

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The commercial fishing companies like [REDACTED] are only looking for the economic options that the Long-finned eels are able to give them. They don't care about the long term sustainable future of the long-finned eels because they are able to get the economic growth that they want. The companies only value the money, not the eels or the biodiversity and food webs that they would be destroying if they were to carry on the way that they are going.

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They believe that the Long-finned eels are not becoming extinct and that they can kill as many of them as they would like to get. The companies are using the quota management to their advantage by getting as many eels as the quota will let them on a daily bases. They go fishing almost every day but they believe that if they stick to the quota they are being sustainable.

4

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to demonstrate in-depth understanding of how different personal values have implications for a sustainable future.</p> <p>This involves drawing informed conclusions based on examples and evidence about why certain personal values (their own and others') and behaviours have implications for a sustainable future.</p> <p>The student has considered how personal values and behaviours have implications for a sustainable future in relation to the groups linked with the banana trade. For example, cooperative farmers, a banana trading company and consumers of Fair Trade products.</p> <p>This student has demonstrated understanding of how personal values have implications for a sustainable future, given examples of different personal values - their own (1) and the Fair Trade consumers (2), and given examples of behaviours - their own (3) and Fair Trade consumers (4).</p> <p>They have drawn informed conclusions about how the behaviours and values of banana trade companies disrupt social sustainability through lack of safety equipment, low wages and poor employment conditions (5).</p> <p>They have drawn conclusions about how the values and behaviours of Fair Trade consumers (6) are more likely to lead to a sustainable future than others.</p> <p>For a more secure Merit, the student could further explain that Fair Trade banana growing co-operatives are increasing the sustainable development of farm worker communities by paying sufficient wages for the workers to educate their children to a higher level and that this would enable them to better manage their farms and communities in a sustainable way.</p>

Extract of student evidence

....I value my financial security and getting a good deal ¹ so I only buy fair trade products when they cost about the same as other produce of the same amount of quality. ³

Consumers of Fair Trade products value fairness and respect ² so they buy fair trade products even when they cost a bit more, or even a lot more. ⁴

I like good quality bananas but by going out to buy cheaper ones my money will mostly go to the sellers and the companies that keep the wages down and do not provide safety equipment and safe sprays for their workers. The workers have to work like slaves and they can get sick and get no pay. This is not socially sustainable for the workers or their families. This has made me think more about what I buy because other people should get a good deal too, like I expect. ⁵

.....By paying the extra for the bananas the Fair Trade consumers have supported a company that pays higher wages allowing the workers to feed themselves and their family. This is good for the families' economic sustainability and social sustainability for the community. The company is developing organic fertilisers and reduced the insecticide being sprayed by helicopter. A farmer said he now has more plants able to grow in his vegetable garden and more birds singing in the trees around the plantation. That means there should be more environmental sustainability. ⁶

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to demonstrate understanding of how different personal values have implications for a sustainable future.</p> <p>This involves using examples to examine the characteristics of different personal values (their own and others') and the behaviours associated with them; and drawing conclusions about the implications of certain personal values (their own and others') and behaviours for a sustainable future.</p> <p>The student has considered how personal values and behaviours have implications for a sustainable future, after researching the values and behaviours of the Faroe Islanders and the environmental action group Sea Shepard, in terms of herding and killing the long-finned pilot whales for food (1).</p> <p>They have explained how the behaviours and values of the supervisor (FM), who supports the Grind (killing of the whales) (2), could lead to cultural and environmental sustainability of the whales. The student has also explained Sea Shepherd's belief that Faroe Islanders could receive access to other food sources (3) which could lead to a sustainable future for the whales.</p> <p>The student has drawn conclusions with regard to their own values associated with the Grind in terms of cultural and environmental sustainability of the whales (4).</p> <p>To reach Merit, the student could draw informed conclusions based on evidence. For example, by researching and considering the amount of mercury found within the whale meat, the student could discuss the negative health implications for the Faroe Islanders consuming large quantities of it over a prolonged period of time.</p>

The Faroe Islands (Chain) is a part of the Danish Kingdom located between Norway and Iceland. Overtime the long finned pilot whales have been herded and killed among the bays of these islands. The organized community, using the whales as a source of food, has slaughter hundreds of whales every year. The issue raised is whether or not hunting these mammals are sustainable for the future. The Sea Shepard is a volunteer group, holding who oppose the Faroe islanders killing the long finned whales.

Faroe Islanders: for the Grind.

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There is an economic relief in terms of sustainability, as the Faroe Island locals do not have to import things such as large amounts of meat supply. The locals depend on the sea as a reliable food source as there is little support from agricultural side. The community divide all meat evenly according to family size. This is considered to be sustainable as they try to use every bit of the whale meat, such as the ribs and blubber. This prevents large costs for the people, as they do not need to import unnecessary food sources this is very valuable in ways they provide self-sufficiently.

Another sustainable aspect from the Faroe islander's perspective is whaling or the Grind is a part of their culture and values tradition. Since the 11th century the people of Faroe Islands became dependent on whales as a food source in order to survive. Today it has become a tradition for the 50'000 people who live on the island. Back then it was a need to kill these whales for survival, now it is seen as a way for the community to be self-sufficient whilst keeping in touch with their roots. This shows they value the historic meaning of self-sufficiency from their ancestors.

Sea Shepard: Against the Grind.

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The Sea Shepard lead them to take physical (confrontational) and non-physical actions. Their values were based on environmental concerns for the long-finned whale population.

The physical approach is where volunteers are put into groups such as watchers (who help identify pods located near bays) and the drivers (people out at sea who help drive the whales out before islanders reach them). This tactic physically prevents the locals from driving in and killing the whales. They also have been protesting and holding conferences where people can question their behaviour, within the island area. Non-physical approaches made are campaigns throughout Europe to bring the issue to make people aware of the unnecessary killings. They also use social media to campaign against the island.

Another personal value is from an activist from the Sea Shepard group, Present of France LE. She believes the population of the whales are at risk and that killing animals with a high conscience is wrong. Although these whales are not endangered in the future the whales could become endangered as they face risks caused by humans and the pollution/climate

change from the sea.

They believe by stopping the Grind it will let the whales grow in numbers. The people of Faroe would not be impacted massively as they live in a modern urbanized world where they can receive access to other food sources through importing goods.

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FM supports the Grind. He is a supervisor of the Grind. Being a supervisor he ensures that the grind only provide the people with what they need and that they don't kill every whale they see. He believes that this will ensure the whale population will remain sustainable for the future and that the values of culture and tradition are continued. He supervises that the kill is done humanely and numbers are efficient. On average 800 whales are killed a year for Faroe people out of a population around 800'000 pilot whales. He believes that the number of killings is sustainable enough to support the population of whales.

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My view is one of cultural and environmental sustainability, For example, if the Faroe Islanders can limit their whale catch to numbers to ensure that the species remains sustainable, that these people need to be able to continue with their traditional food practices and minimise the need for importing food.

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	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to demonstrate understanding of how different personal values have implications for a sustainable future.</p> <p>This involves using examples to examine the characteristics of different personal values (their own and others') and the behaviours associated with them; and drawing conclusions about the implications of certain personal values (their own and others') and behaviours for a sustainable future.</p> <p>The student has considered how personal values and behaviours have implications for a sustainable future in relation to the groups linked with the banana trade, for example cooperative farmers, a banana trading company and consumers of Fair Trade products.</p> <p>This student has demonstrated understanding of how personal values have implications for a sustainable future, and given examples of different personal values - their own health (1) and the banana trade company (2) - and behaviours - their own (buying organic food) (3) and others' (using organic fertilisers) (4).</p> <p>They have drawn conclusions about how the behaviours and values of others' (ensuring a fair wage and supporting their community) (5) and their own (considering the health of streams and animals) (6) are more likely to lead to a sustainable future than others.</p> <p>For a more secure Achieved, the student could extend their conclusions by explaining why the behaviour of the company and of the student and their family link to a sustainable future. This could involve more description of the aspects of a sustainable future.</p>

Extract of student evidence

.....I and my family value health and fairness ^① so my family buys fair trade bananas ^③ because they are organic and have no agrichemicals on them. Organic bananas are healthier because they have no chemicals on them and the pay the famers get is a fair wage. We also donate money to charities that work in the third world because we value fairness.

.....All Good Banana Company values the environment and fair trade. ^② Because they value and care about the environment they meet the environmental standards such as using organic fertilisers and sustainable agriculture practices so the farms are improving for future generations. Because they believe in fair trade they are making sure that the famers get a fair wage and a fair say in how the farms are run. ^④

.....Companies like All Good Bananas values and behaviours help make economic and social sustainability by making sure the communities get a fair wage to develop their schools and hospitals. ^⑤

.....If I keep buying fair trade products with high environmental standards like these then the environmental sustainability will be good because their will be less poisoned streams and more animals surviving. ^⑥

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to demonstrate understanding of how different personal values have implications for a sustainable future.</p> <p>This involves using examples to examine the characteristics of different personal values (their own and others') and the behaviours associated with them; and drawing conclusions about the implications of certain personal values (their own and others') and behaviours for a sustainable future.</p> <p>The context of this assessment is how personal values and behaviours have implications for a sustainable future in relation to the groups linked with the banana trade, for example, cooperative farmers, a banana trading company and consumers of Fair Trade products.</p> <p>This student has stated what they value (1). They have identified another group's value (2). The student has also used the word sustainable future (3).</p> <p>To reach Achieved, the student could identify at least two examples of their own and others values, and then name behaviours that are associated with them. They could also make valid conclusions about the implications of values and behaviours for a sustainable future. They need to show they have an understanding of the sustainable future concept.</p>

Student 6: High Not Achieved

NZQA Intended for teacher use only

Extract of student evidence

...**What I value is education** ¹ and the reason I value education is that the associated behaviours have a connection with its sustainable future. People that are well educated can start on being future doctors and teachers who can earn more money for themselves and run schools and hospitals...

Organic Farmers value safety. ² Sprays can harm them by contact on their skin and by inhaling the poisons. Spraying without adequate protection can cause illness for the workers and for the consumers. If a worker is pregnant or could get pregnant then the sprays could harm the baby. Sprays also kill the insects and birds that are a part of the nature ecosystem.

Organic produce is a connection of the sustainable future. ³ Even though the fruits and vegetables cost more because people are prepared to pay more for safety. If the consumers are prepared to pay more, then the organic farmers can become wealthier...