

**DRAFT**

**2009**

**Internal Assessment Resource**

Subject Reference: **Education for Sustainability 2.4**

## Internal assessment resource reference number:

## **EfS/2/4\_B1**



**What’s Up in My Stream?**

# Supports internal assessment for:

# Achievement Standard: 90813

Describe values and associated behaviours in relation to a sustainable future

Credits: 3

**Adapted from:**

#### Date version published: February 2008

**Ministry of Education** For use in internal assessment

**quality assurance status** from 2008.

**Teacher Guidelines:**

Students will complete this assessment using the resources unit “What’s Up In My Streams?”. *Auckland Regional Council GIS Stormwater Education.www.arc.govt.nz*

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

The students will have access to their stormwater 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 behaviours that support a sustainable future. In order to explore those positive values and behaviours it may be pertinent for students to explore the oppositional position i.e. values and behaviours 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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**What’s Up in My Stream?**

# Achievement Standard 90813:

Describe values and associated behaviours in relation to a sustainable future

Credits: 3

**Student Instructions Sheet**

Resources: Water of Canterbury section four: Discovery your local waterway Lake Ellesmere/Te Waihora and its tributaries (Ecan); *Auckland Regional Council GIS Stormwater Education. www.arc.govt.nz*

You must complete **ALL** tasks. Use the spaces provided in the booklet. Use the space provided as a guide to the amount you should write down. Your answers may include information from the Stormwater Booklet, other resources you have gathered in class and at home AND your **own knowledge, ideas and understandings** of stormwater.

**For this assessment you will:**

* Discuss values (attitudes) and associated behaviours in relation to the freshwater and coastal resources in Canterbury and how sustainable they will be in the future.
* Think about and analyse your values and behaviours and discuss the implications on the freshwater and coastal resources and how sustainable they will be in the future.

**TASK ONE: Identify your value of stormwater.**

On the continuum below, identify how important stormwater is to you:

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

Has no Not really it has some quite very

Importance at all important importance important important to me

Now hand back the task sheet to your teacher.

**TASK TWO: Identifying different values of stormwater.**

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.*

|  |  |
| --- | --- |
| Group linked with stormwater | Aspect of Sustainability |
| Regional Councils | Social sustainability  Environmental sustainability  Economic sustainability |
| The local community |
| Stormwater engineers in the past |
| Landcare |

**TASK THREE: Describing the different values of stormwater.**

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 stormwater. In your answer think about their role in the community and what is important to them.

|  |  |
| --- | --- |
| Group linked to stormwater | 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 stormwater, in Canterbury, in the future.**

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

In your answer:

* Explain each how each group affects/manage /influences stormwater.
* Explain the implications of each groups action on the environment (e.g. streams, biota, etc) and its sustainability in the future.
* Use specific information in your answer.

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**TASK FIVE: Links between values and impacts for sustainability.**

For the two groups you have chosen:

Discuss the similarities and differences of the values *and associated behaviours* these two groups hold. In your answer consider the implications for sustainability in the Christchurch/Canterbury region. You may use diagrams, models and bullet points to support your answer. In your discussion you may include justifying decisions, making judgements, stating opinions, considering implications, projecting future impacts, evaluating options, comparing and contrasting, analysing or suggesting alternatives, as appropriate.

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**TASK SIX: Identify your value of stormwater.**

Think about how you **now** value stormwater.

On the continuum below, identify how important stormwater is to you now:

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

Has no Not really it has some quite very

Importance at all important importance important important to me

**TASK SEVEN: Analysing YOUR values and associated behaviours and discussing implications.**

Write a letter to your local newspaper, outlining the following…

1. Discuss how your values in relation to stormwater have been influenced by investigating the issue associated with stormwater in your local area.
2. Give reasons (a justification) why your values have or have not changed over time.
3. Discuss and analyse how your values in relation to stormwater affect your behaviour.
4. Discuss how your behaviour affects your local catchment and its sustainability in the future. Your discussion may include justifying decisions, making judgements, stating opinions, considering implications, projecting future impacts, evaluating options, comparing and contrasting, analysing or suggesting alternatives, as appropriate.

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**Assessment Schedule: What’s up My Stream?**

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| **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 | For each of two groups  Describe how they manage or influence a waterway  Eg - Landcare - fencing, riparian planting to protect streams from erosion, fertiliser runoff, shade, shelter and food for aquatic species | For each of two groups  Explain how they manage or influence a waterway  Eg - Landcare - fencing, riparian planting to protect streams from erosion, fertiliser runoff, shade, shelter and food for aquatic species  Explain the implications of their values and behaviours (actions) on the sustainability of the waterway for the future -  Eg community - if no fences - degraded water quality, erosion of banks, downstream effects on water, loss of biota - specific names | 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 peronal action and commitment and the social values inherent in a community group taking reponsibility 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 | Has identified values they believe they hold on stormwater and implications for a sustainable future.  They may have also commented on those values and/ or behaviours that currently do not support sustainability outcomes. | Explains a clear link between their values and behaviours on stormwater and a sustainable future (this may be a negative link) | One value on stormwater, with associated behaviours is analysed - this may include the development of the value over time or responses to different perspectives. The implications for as 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. |