

Internal Assessment Resource

Education for Sustainability Level 3

This resource supports assessment against Achievement Standard 90828 version 2

Standard title: Evaluate a personal action that contributes towards a sustainable future

**Credits:** 6

Resource title: Kaitiakitanga – Protecting our ngahere

**Resource reference:** Education for Sustainability 3.1A v3

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3  To support internal assessment from 2015 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Achievement standard: 90828

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to plan, undertake and critically evaluate a personal action related to a sustainability issue that affects the Waipoua Forest.

Conditions

It is suggested that the assessment activity take place over 8-10 weeks of in- and out-of-class time.

Resource requirements

Students should have access to:

* Internet, for research and communication.
* Technology and equipment, as and where appropriate.
* Information concerning ethical considerations.
* Useful websites containing relevant information related to the ngahere environment and the Waipoua Forest.

Additional information

This assessment activity is based on the assumption that students have an in-depth understanding of: the principles and aspects of sustainability; sustainable futures; research methods and data analysis; evaluation; and wherever possible Māori concepts and values relating to the environment.

The activity used to assess against this standard, with the choice of a suitable context, could be used in conjunction with assessment activities for EfS 3.2 (AS91735) and 3.5 (AS90832).

Other possible contexts

Although this resource is focused on a bush environment, you may adapt it to other environments more relevant to your location such as coastal and marine environments, rivers, lakes, farms or urban settings. You may also offer different contexts within your class depending on your students**’** interests. If you change the context for the activity, you need to provide equivalent relevant resources.

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Student instructions

Introduction

This assessment activity requires you to evaluate a personal action that contributes towards a sustainable future for the Waipoua Forest.

You are going to be assessed on your critical evaluation of your personal action that contributes towards the sustainability of the Waipoua Forest.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Teacher note: You will need to read these student instructions and modify them if necessary to meet the needs and interests of your students.

Task

Plan, carry out and evaluate a personal action that relates to a sustainability issue affecting the Waipoua Forest.

Your personal action may be an extension of action begun in previous years.

Submit a report that outlines your planning, action, critical evaluation and conclusions, as well as a log that documents your action and your findings.

You may plan and conduct your action as part of a group, but you will be assessed individually. Include evidence of your individual contributions in your log if working in a group.

You have 10 weeks to complete this assessment activity.

Research and develop a plan

Carry out research and/or a practical investigation about and in the Waipoua Forest environment. Identify issues that are impacting on its sustainability.

Select one issue to focus your action on.

Brainstorm a range of possible actions that could be taken to prevent, mitigate or remedy your chosen issue.

Explore the positive and negative consequences that could occur as a result of each possible action. Consider actions already being undertaken by other interest groups or stakeholders before making your final decision on the action you will implement. Check with stakeholders to find out whether you will be able to complete your action. Also check with your teacher to make sure your action is feasible.

Choose one action to implement.

Develop a plan for your personal action, including:

* an outline of the importance of the issue with reference to aspects of sustainability
* a rationale for how data is to be gathered and analysed. The information may come from direct observations, collection of field data, tables, graphs, resource sheets, photographs, videos, websites, and/or reference texts
* a time-frame and steps required to take action
* what equipment will be used
* any ethical considerations
* predictions about the impact and expected outcome(s) of your action
* consultation with relevant stakeholders.

Take action

Carry out your personal action, following your plan. You may find that you need to modify the plan if things don’t work out as expected.

At key stages, record your thoughts and reflections about the action. Ask yourself self-critical questions such as:

* What progress have I made?
* How do I feel about my progress?
* What have I learned?
* What (if any) changes have we made to our plan and why?
* What consultation with stakeholders have I done?
* What do I plan to do next?

Keep an ongoing log of your planning and action. You could use videos, photos, interviews, a scrapbook, flow charts, etc.

Finalise your report

Organise your report.

Include:

* Your research and development of the plan.
* The action you undertook.
* An analysis of aspects of sustainability and their connections in relation to the personal action.
* Conclusions about:
  + the validity and reliability of the data
  + the effectiveness of the plan in relation to expected outcomes
  + an explanation of any modifications made to the plan
  + how the action contributed to a sustainable future based on aspects of sustainability addressed in the plan.
* Informed conclusions about how the personal action changed your attitudes or behaviours in relation to a sustainable future based on the aspects of sustainability.
* Insightful conclusions about how the outcomes of the action contribute towards a sustainable future.

Use qualitative and/or quantitative evidence from your research to support your conclusions.

Submit for assessment

Submit your completed report and log for assessment.

Resources

Useful websites that contain relevant information related to the ngahere environment and the Waipoua Forest, for example:

<http://www.makearipple.co.nz>

<http://www.waipouaforest.hokianga.co.nz>

[http://www.biodiversity.govt.nz](http://www.biodiversity.govt.nz/seas/biodiversity/index.html)

<http://www.nrc.govt.nz>

<http://www.fndc.govt.nz>

<http://www.sciencelearn.org.nz/>

<http://www.waikatobiodiversity.org.nz/educational_resources/>

<http://www.kauridieback.co.nz>

<http://www.kaipara.govt.nz>

<http://www.wdc.govt.nz>

<http://www.teara.govt.nz/en/natural-environment/page-4>

<http://www.landcareresearch.co.nz/science/plants-animals-fungi/ecosystems>.

Assessment schedule: Education for Sustainability 90828 – Kaitiakitanga – Protecting our ngahere

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Evaluate a personal action that contributes towards a sustainable future.  The student has:   * Carried out research and/or a practical investigation in and about the Waipoua Forest to inform a plan for a personal action in relation to a current sustainability issue, including: * An outline of the importance of the issue with reference to aspects of sustainability.   *“The issue I have chosen to focus on is kauri dieback. It is a deadly kauri disease caused by Phytophthora Taxon Agathis (or PTA). It has been discovered from DNA studies that it is a fungus-like disease. It was formally identified in 2008 and is specific to New Zealand kauri and can kill trees of all ages.*  *The microscopic spores in the soil infect kauri roots and damage the tissues that carry nutrients within the tree….” Infected trees show a range of symptoms including yellowing of foliage, loss of leaves, canopy thinning, dead branches and lesions that bleed gum at the base of the tree. Some infected trees can show canopy dieback and even be killed without any gum showing on the trunks as kauri dieback also acts as a severe root rot below ground.*  *Nearly all infected kauri die. In the past 10 years, kauri dieback has killed thousands of kauri in New Zealand. Scientists are currently working to find control tools for this disease but there is no known treatment at this time.”*  *The Kauri trees give shelter and provide food for many other animals in the forest. If the kauri were to all die we would not only lose an amazing species but also the Waipoua would be changed forever. This would result in not only environmental loss, but a cultural loss also. Waipoua is home to the kauri, some of the world’s mightiest trees. The Te Roroa iwi of Waipoua forest believe Tane's legs were the giant trunks of kauri. The cultural significance of the kauri for the Te Roroa iwi is one reason why I explored issues facing the kauri in the Waipoua forest. For many years the kauri and other tree species have been logged and the kauri gum harvested. The forests of Waipoua are vitally important refuges for threatened wildlife. The endangered North Island kokako is found there. I saw lots of NZ wood pigeon, fantail and tui. The grey warbler, pied tit, shining cuckoo and kingfisher are also fairly common (data referenced). A local kuia told me how kauri is considered a taonga by many Māori. It is a connection to the spiritual beliefs and way of life of their ancestors. Some large trees were given names and revered as chiefs of the forest. On special occasions, the giant trunks of kauri were used to carve out large waka taua.”*   * An analysis of a range of possible actions.   *“There are already many actions that organisations have taken to prevent the spread of kauri dieback, and we could become involved with any of these, or come up with our own. These actions include having signage about the importance of washing boots when moving from an infected area of bush to another. This reduces the chance of spreading the disease. If everyone did this then….. Another action is…….”*   * Developed a plan for a personal action that relates to a sustainable issue affecting the Waipoua Forest that includes: * A choice of one action to implement.   *“Our group decided that the action we would carry out was to have an oral message recording of the importance of cleaning your shoes and boots before and after entering the Waipoua forest. This will play as soon as people have walked past the sensor.”*   * A time-frame and steps of action.   *“As a group we decided that we would all have different roles, to help us get the action taken. Our first step was to develop a survey tool to gather base-line data about how many people follow correct procedures to prevent the spread of the disease. This was my job. I surveyed 37 people who entered the forest and found that they didn’t realise the importance of washing their boots, even with the signs up and facilities for washing equipment at each entry and exit point for the forest. 19 people stopped and washed their boots. The rest walked out without washing their boots. Once we had our data our next step was to…”*   * A rationale for how data is to be gathered and analysed.   *“Our plan included collecting base-line data about public awareness about what to do to prevent the disease, so we could compare this with the results of our plan. We worked with DOC who helped us devise our survey. After we had completed our actions (the creation of the sound recording), we would then repeat the survey to see if we had made a difference.”*   * Ethical considerations.   *“I talked with DOC and made sure I was able to carry out the survey and action without compromising anything they wanted to achieve. Our group also talked to the kuia again to make sure that we were not going against any tikanga for the bush.”*   * Expected outcomes.   *“We are hoping that it will make people more aware of the importance of doing something so small to look after our kauri – our taonga. I expect our action to have a positive effect, so more people understand the importance of kauri and do the right thing.” My action is linked to the environmental and also the cultural aspects of sustainability. By protecting the kauri trees we are ensuring a sustainable future.”*   * Carried out a personal action, following the plan and modifying it if necessary.   *“I monitored people’s responses. 69 people went through and 60 of those washed their boots. When they triggered the voice sound bite of our kuia talking and the message about how important it was to wash all your equipment, most of them did.”*  Evidence of carrying out the action is found in the student’s log.   * Drawn conclusions about: * the validity of the data collection and measurement methods used   *“The evidence I gained from the survey was only over two days and if I was to gather more robust data I would need much more time and probably carry this out in other parts of the forest over a longer time period.”*   * the effectiveness of the plan and action compared to expected outcomes   *“I monitored people’s responses. Of the 69 people who went through, 60 washed their boots… I believe this is evidence that our plan has been effective, and that it achieved what we set out to achieve. DOC has been impressed with our ideas and prototype and they are going to develop it further.”*   * + an explanation of any modifications made   *“We tried a couple of dummy runs before we got the device working properly, with the help of the electronics teacher but overall….”*   * how the action has contributed to a sustainable future for the Waipoua Forest, based on the aspects of sustainability addressed in the plan   *“I believe our action is linked to the environmental and the cultural aspects of sustainability. By protecting the kauri trees we are ensuring a sustainable future, both for the bush environment such as birdlife and also in terms of the cultural significance of the kauri.”*  *I am not sure if the trigger and the sound bite are going to save all the kauri but it does increase the likelihood that people will wash their boots, and contribute in a small way to the future of the forest.”*  In addition to the completed report, the student has submitted a log containing evidence of their individual contributions and of their action and findings.  *The examples above are indicative samples only.* | Evaluate in depth a personal action that contributes towards a sustainable future.  The student has:   * Carried out research and/or a practical investigation in and about the Waipoua Forest to inform a plan for a personal action in relation to a current sustainability issue, including: * An outline of the importance of the issue with reference to aspects of sustainability.   *“The issue I have chosen to focus on is kauri dieback. It is a deadly kauri disease caused by Phytophthora Taxon Agathis (or PTA). It has been discovered from DNA studies that it is a fungus-like disease. It was formally identified in 2008 and is specific to New Zealand kauri and can kill trees of all ages.*  *The microscopic spores in the soil infect kauri roots and damage the tissues that carry nutrients within the tree….” Infected trees show a range of symptoms including yellowing of foliage, loss of leaves, canopy thinning, dead branches and lesions that bleed gum at the base of the tree. Some infected trees can show canopy dieback and even be killed without any gum showing on the trunks as kauri dieback also acts as a severe root rot below ground.*  *Nearly all infected kauri die. In the past 10 years, kauri dieback has killed thousands of kauri in New Zealand. Scientists are currently working to find control tools for this disease but there is no known treatment at this time.”*  *The Kauri trees give shelter and provide food for many other animals in the forest. If the kauri were to all die we would not only lose an amazing species but also the Waipoua would be changed forever. This would result in not only environmental loss, but a cultural loss also. Waipoua is home to the kauri, some of the world’s mightiest trees. The Te Roroa iwi of Waipoua forest believe Tane's legs were the giant trunks of kauri. The cultural significance of the kauri for the Te Roroa iwi is one reason why I explored issues facing the kauri in the Waipoua forest. For many years the kauri and other tree species have been logged and the kauri gum harvested. The forests of Waipoua are vitally important refuges for threatened wildlife. The endangered North Island kokako is found there. I saw lots of NZ wood pigeon, fantail and tui. The grey warbler, pied tit, shining cuckoo and kingfisher are also fairly common (data referenced). A local kuia told me how kauri is considered a taonga by many Māori. It is a connection to the spiritual beliefs and way of life of their ancestors. Some large trees were given names and revered as chiefs of the forest. On special occasions, the giant trunks of kauri were used to carve out large waka taua.”*   * An analysis of a range of possible actions.   *“There are already many actions that organisations have taken to prevent the spread of kauri dieback, and we could become involved with any of these, or come up with our own. These actions include having signage about the importance of washing boots when moving from an infected area of bush to another. This reduces the chance of spreading the disease. If everyone did this then….. Another action is…….”*   * Developed a plan for a personal action that relates to a sustainable issue affecting the Waipoua Forest that includes: * A choice of one action to implement.   *“Our group decided that the action we would carry out was to have an oral message recording of the importance of cleaning your shoes and boots before and after entering the Waipoua forest. This will play as soon as people have walked past the sensor.”*   * A time-frame and steps of action.   *“As a group we decided that we would all have different roles, to help us get the action taken. Our first step was to develop a survey tool to gather base-line data about how many people follow correct procedures to prevent the spread of the disease. This was my job. I surveyed 37 people who entered the forest and found that they didn’t realise the importance of washing their boots, even with the signs up and facilities for washing equipment at each entry and exit point for the forest. 19 people stopped and washed their boots. The rest walked out without washing their boots. Once we had our data our next step was to…”*   * A rationale for how data is to be gathered and analysed.   *“Our plan included collecting base-line data about public awareness about what to do to prevent the disease, so we could compare this with the results of our plan. We worked with DOC who helped us devise our survey. After we had completed our actions (the creation of the sound recording), we would then repeat the survey to see if we had made a difference.”*   * Ethical considerations.   *“I talked with DOC and made sure I was able to carry out the survey and action without compromising anything they wanted to achieve. Our group also talked to the kuia again to make sure that we were not going against any tikanga for the bush.”*   * Expected outcomes.   *“We are hoping that it will make people more aware of the importance of doing something so small to look after our kauri – our taonga. I expect our action to have a positive effect, so more people understand the importance of kauri and do the right thing.” My action is linked to the environmental and also the cultural aspects of sustainability. By protecting the kauri trees we are ensuring a sustainable future.”*   * Carried out a personal action, following the plan and modifying it if necessary.   *“I monitored people’s responses. 69 people went through and 60 of those washed their boots. When they triggered the voice sound bite of our kuia talking and the message about how important it was to wash all your equipment, most of them did.”*  Evidence of carrying out the action is found in the student’s log.   * Analysed aspects of sustainability and their connections in relation to the personal action.   *“I believe our action is linked to the environmental and the cultural aspects of sustainability. By protecting the kauri trees we are ensuring environmental sustainability, both for the bush environment such as birdlife etc who rely on the kauri ecosystem, and also in terms of the cultural significance of the kauri.” Our data (specifics referenced), and DOC data showed that the simple action of washing boots could reduce the spread of kauri dieback by…. . So our action, which increased awareness of the need for washing boots, had a direct influence on reducing disease spread. In terms of cultural sustainability…..”*   * Drawn conclusions about:   + the validity of the data collection and measurement methods used   *“The evidence I gained from the survey was only over two days and if I was to gather more robust data I would need much more time and probably carry this out in other parts of the forest over a longer time period.”*   * + the effectiveness of the plan and action compared to expected outcomes   *“I monitored people’s responses. Of the 69 people who went through, 60 washed their boots… I believe this is evidence that our plan has been effective, and that it achieved what we set out to achieve. DOC has been impressed with our ideas and prototype and they are going to develop it further.”*   * + an explanation of any modifications made   *“We tried a couple of dummy runs before we got the device working properly, with the help of the electronics teacher but overall….”*   * how the action has contributed to a sustainable future for the Waipoua Forest, based on the aspects of sustainability addressed in the plan   *“I am not sure if the trigger and the sound bite are going to save all the kauri but it does increase the likelihood that people will wash their boots, and contribute in a small way to the future of the forest. If the forest is retained, and kept healthy, the ecosystem can continue to support the wildlife that it currently does. It also means that in terms of cultural sustainability, the kauri forest can remain a taonga, rather than being relegated to the past”*   * Drawn informed conclusions about how taking the action has changed the student’s own attitudes or behaviours.   *“After this investigation I have changed my behaviour and thinking. I now tell every visitor that comes to stay – make sure you are looking after our kauri. We all need to be doing the right thing, as we don’t want the disease spreading. I also explain to them the significance of the forest, kauri trees in particular, both related to Māori, and the ecosystem.”*  In addition to the completed report, the student has submitted a log containing evidence of their individual contributions and of their action and findings.  *The examples above are indicative samples only.* | Critically evaluate a personal action that contributes towards a sustainable future.  The student has:   * Carried out research and/or a practical investigation in and about the Waipoua Forest to inform a plan for a personal action in relation to a current sustainability issue, including: * An outline of the importance of the issue with reference to aspects of sustainability.   *“The issue I have chosen to focus on is kauri dieback. It is a deadly kauri disease caused by Phytophthora Taxon Agathis (or PTA). It has been discovered from DNA studies that it is a fungus-like disease. It was formally identified in 2008 and is specific to New Zealand kauri and can kill trees of all ages.*  *The microscopic spores in the soil infect kauri roots and damage the tissues that carry nutrients within the tree….” Infected trees show a range of symptoms including yellowing of foliage, loss of leaves, canopy thinning, dead branches and lesions that bleed gum at the base of the tree. 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Our group also talked to the kuia again to make sure that we were not going against any tikanga for the bush.”*   * Expected outcomes.   *“We are hoping that it will make people more aware of the importance of doing something so small to look after our kauri – our taonga. I expect our action to have a positive effect, so more people understand the importance of kauri and do the right thing.” My action is linked to the environmental and also the cultural aspects of sustainability. By protecting the kauri trees we are ensuring a sustainable future.”*   * Carried out a personal action, following the plan and modifying it if necessary.   *“I monitored people’s responses. 69 people went through and 60 of those washed their boots. When they triggered the voice sound bite of our kuia talking and the message about how important it was to wash all your equipment, most of them did.”*  Evidence of carrying out the action is found in the student’s log.   * Analysed aspects of sustainability and their connections in relation to the personal action.   *“I believe our action is linked to the environmental and the cultural aspects of sustainability. By protecting the kauri trees we are ensuring environmental sustainability, both for the bush environment such as birdlife etc who rely on the kauri ecosystem, and also in terms of the cultural significance of the kauri.” Our data (specifics referenced), and DOC data showed that the simple action of washing boots could reduce the spread of kauri dieback by…. . So our action, which increased awareness of the need for washing boots, had a direct influence on reducing disease spread. In terms of cultural sustainability…..”*   * Drawn conclusions about:   + the validity of the data collection and measurement methods used   *“The evidence I gained from the survey was only over two days and if I was to gather more robust data I would need much more time and probably carry this out in other parts of the forest over a longer time period.”*   * + the effectiveness of the plan and action compared to expected outcomes   *“I monitored people’s responses. Of the 69 people who went through, 60 washed their boots… I believe this is evidence that our plan has been effective, and that it achieved what we set out to achieve. DOC has been impressed with our ideas and prototype and they are going to develop it further.”*   * + an explanation of any modifications made   *“We tried a couple of dummy runs before we got the device working properly, with the help of the electronics teacher but overall….”*  *“After this investigation I have changed my behaviour and thinking. I now tell every visitor that comes to stay – make sure you are looking after our kauri. We all need to be doing the right thing, as we don’t want the disease spreading. I also explain to them the significance of the forest, kauri trees in particular, both related to Māori, and the ecosystem.”*   * Drawn insightful conclusions, using qualitative and/or quantitative evidence, about how the outcomes of the action contribute towards a sustainable future for the Waipoua Forest.   *“I am not sure if the trigger and the sound bite are going to save all the kauri but it does increase the likelihood that people will wash their boots, and contribute in a small way to the future of the forest.* ……*many tourists don’t speak English and alternative strategies such as closure of some parts of the forest might be necessary…*  *Our data showed that an increase in awareness in just one location can make people take action, and the improvement was from… to….%. Possible reasons for people not complying with the trigger and sound bite include language barriers, time issues, and the washing equipment being difficult to use. If we could make this change occur on a wider scale, at every entry and exit point, then the improvements could be as much as….. DOC and the local iwi have said (when we shared our results) they support the idea of going further with this action, as they agree that although our action has made a small impact on the future of the forest, it could be extended to become significant. This action could be significant in buying time while possible treatments are developed. If the forest is retained, and kept healthy, the ecosystem can continue to support the wildlife that it currently does. It also means that in terms of cultural sustainability, the kauri forest can remain a taonga, rather than being relegated to the past……”*  In addition to the completed report, the student has submitted a log containing evidence of their individual contributions and of their action and findings.  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.