

Internal Assessment Resource

Education for Sustainability Level 2

This resource supports assessment against Achievement Standard 90813 version 2

Standard title: Demonstrate understanding of how different personal values have implications for a sustainable future

**Credits:** 3

Resource title: Putting an end to litter

**Resource reference:** Education for Sustainability 2.3B v3

|  |
| --- |
| 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 |

|  |  |
| --- | --- |
| 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. |

**Internal Assessment Resource**

Achievement standard: 90813

Standard title: Demonstrate understanding of how different personal values have implications for a sustainable future

Credits: 3

Resource title: Putting an end to litter

Resource reference: Education for Sustainability 2.3B v3

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 identify their own and other people’s values and associated behaviours related to littering in their school and demonstrate comprehensive understanding of how these relate to a sustainable future.

They will explain their findings and conclusions in a blog.

Conditions

It is suggested that the assessment activity take place over 4 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.
* Useful websites containing relevant information related to littering and values.

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.

Other possible contexts

Although this resource is focused on values and behaviours associated with littering and waste, you may adapt it to other relevant contexts for your students such as water conservation; stormwater; energy use; transport; or community production of kai. If you change the context for the activity, you need to provide equivalent relevant resources.

**Internal Assessment Resource**

Achievement standard: 90813

Standard title: Demonstrate understanding of how different personal values have implications for a sustainable future

Credits: 3

Resource title: Putting an end to litter

Resource reference: Education for Sustainability 2.3B v3

Student instructions

Introduction

This assessment activity requires you to write a blog post about how different personal values associated with littering in your school have implications for a sustainable future.

You are going to be assessed on how comprehensively you demonstrate your understanding of how different personal values associated with littering in your school have implications for a sustainable future.

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

Reflect on your own personal values and associated behaviours about littering and also those of other people at your school and present your findings in a blog.

You may work individually or in a group for some of the task, but you will be assessed individually. Include evidence of your individual contributions in your logbook if working in a group.

You have 4 weeks to complete this task.

Gather information

Research information from a range of sources and people about people’s values and associated behaviours related to littering, especially in the school. Your research questions should include:

* What is your attitude to littering at school? Is it different at home? Why or why not?
* Is it important to you not to litter? Why or why not?
* Do you take the time to recycle at home? What drives your decision either to recycle or not?
* Are you likely to (or encourage your household to) consciously buy products with minimal packaging to prevent waste? If so why? If not why not?
* How do people’s values about litter relate to how they behave?
* Can you describe any social pressure to litter at school?
* What influences values and behaviours around littering?
* How does the issue of littering influence a sustainable future?
* Do you see a need for recycling waste at school? Why or why not?

Your research will explore your own and other people’s values and associated behaviours related to littering at your school and the effects that these have on a sustainable future. Other people may include other students; teachers; BoT; caretaker; community members.

Write a blog

Your blog will include:

* An examination of the characteristics of different personal values and the behaviours associated with them, related to litter in the school.
* Informed conclusions about why certain personal values and associated behaviours have implications for a sustainable future.
* Justified conclusions about how or why some values and associated behaviours regarding litter are more likely to lead to a sustainable future. This might include a discussion of future impacts and how and why values might be adapted to support a more sustainable future.

Use examples and evidence to support your conclusions.

Submit for assessment

Submit your logbook if you were part of a group.

Resources

Useful websites that contain relevant information related to littering and values:

<http://sustainablecoastlines.org/what-goes-around-comes-around/>

<http://www.wasteminz.org.nz/wp-content/uploads/WasteMINZ-2013-Building-Collaborative-approaches-to-change-public-waste-behaviour.pdf>

<http://resources.ccc.govt.nz/files/LitterAbatement-loveyourrubbish.pdf>

Assessment schedule: Education for Sustainability 90813 – Putting an end to litter

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence/Judgements for Achievement | | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Demonstrate understanding of how different personal values have implications for a sustainable future.  The student has:   * Used examples to examine the characteristics of different personal values related to litter (their own and others’) and behaviours associated with them.   *“From the people I surveyed 70% do not litter. They spoke of having a sense of responsibility to use the bin and keep the grounds tidy. For example: I don’t like looking at rubbish all over the place and it makes our school look distasteful. One student said, they don’t litter because it is bad for the environment- but they were unable to explain ‘how’. When asked if they encourage their household to buy products that minimise waste, they had not thought about that before and had not. 20% felt a peer pressure to litter, for example: “I don’t like to look different and everyone else does it here”.*  *69% of students surveyed said they didn’t litter outside school and 89% said they would never litter in front of their parents or family members. The link between their values and behaviours is that although they know not to litter in most situations, it isn’t something they value at school, so they don’t behave the same way here. There seem to be many different characteristics that influence people’s choice to litter.*  *I think littering at school is a bad behaviour and it is my social responsibility to place rubbish in a bin. I don’t think someone else like the caretaker should have to pick it up for me…”*   * Drawn conclusions about the implications of certain personal values related to littering (their own and others’) and associated behaviours for a sustainable future.   *“Some people at my school whose personal values are mainly focused on being accepted by their peers are not thinking about the environment so they carry on littering. This will affect a sustainable future because litter blows into waterways and ends up in the ocean where it can entangle or choke seabirds, seals, dolphins etc.*  *The people who don’t like a messy school but still put a lot of rubbish in the bin might be better for wildlife but their behaviour is also unsustainable because it uses up resources, like aluminium cans and plastics that end up in landfills, instead of being reused or recycled. I was probably in this group but now I think we should recycle so we don’t use up resources like metals unsustainably.*  *The caretaker has to waste time and money dealing with litter and rubbish that isn’t in the right place. This money and time could be used by the school for other things, gardens for example. Littering contributes to bigger problems too. We know there is rubbish accumulating in our oceans and remnants are mistakenly eaten by some sealife leaving traces that we may end up eating as well. If we continue to litter, allowing rubbish to go into drains then into the ocean, we will lose many more animals as they get plastics caught up around them and die. Students at my school need to be informed of the environmental issues around waste. Part of our education at school could be to look at strategies of buying less over packaged products and reusing drink bottles etc.*  *The people who do not litter also stated that they would use recycle bins if provided. They were surprised that the school does not provide the opportunity to recycle when most households they know of recycle at home. School is an appropriate place to learn life skills and recycling waste and composting food scraps is a positive social habit to entrench into students at secondary school and to conserve resources for the future.”*  In addition to the blog, the student has submitted a logbook containing evidence of their individual contributions, if they were part of a group.  *The examples above are indicative samples only.* | Demonstrate in-depth understanding of how personal values have implications for a sustainable future.  The student has:   * Used examples to examine the characteristics of different personal values related to litter (their own and others’) and behaviours associated with them.   *“From the people I surveyed 70% do not litter. They spoke of having a sense of responsibility to use the bin and keep the grounds tidy. For example: I don’t like looking at rubbish all over the place and it makes our school look distasteful. One student said, they don’t litter because it is bad for the environment- but they were unable to explain ‘how’. When asked if they encourage their household to buy products that minimise waste, they had not thought about that before and had not. 20% felt a peer pressure to litter, for example: “I don’t like to look different and everyone else does it here”.*  *69% of students surveyed said they didn’t litter outside school and 89% said they would never litter in front of their parents or family members. The link between their values and behaviours is that although they know not to litter in most situations, it isn’t something they value at school, so they don’t behave the same way here. There seem to be many different characteristics that influence people’s choice to litter.*  *I think littering at school is a bad behaviour and it is my social responsibility to place rubbish in a bin. I don’t think someone else like the caretaker should have to pick it up for me…”*   * Drawn informed conclusions about why certain personal values related to littering (their own and others’) and associated behaviours have implications for a sustainable future.   *“The evidence in my survey showed that the people around at the time affects the behaviour of the students (social pressure). This means that they are less likely to consider the environment even though they and their peers depend on it. For example, seafood is a valuable part of a sustainable diet and yet the plastics that end up in the ocean not only kill some animals they also break down till they enter the food chain and could end up poisoning us.*  *I also found that the teachers and caretaker were not keen on recycling because they didn’t think the students would sort the rubbish. I think that we should bring in recycling because we are using up resources like metals and plastics in an unsustainable way.”*  In addition to the blog, the student has submitted a logbook containing evidence of their individual contributions, if they were part of a group.  *The examples above are indicative samples only.* | Demonstrate comprehensive understanding of how personal values have implications for a sustainable future.  The student has:   * Used examples to examine the characteristics of different personal values related to litter (their own and others’) and behaviours associated with them.   *“From the people I surveyed 70% do not litter. They spoke of having a sense of responsibility to use the bin and keep the grounds tidy. For example: I don’t like looking at rubbish all over the place and it makes our school look distasteful. One student said, they don’t litter because it is bad for the environment- but they were unable to explain ‘how’. When asked if they encourage their household to buy products that minimise waste, they had not thought about that before and had not. 20% felt a peer pressure to litter, for example: “I don’t like to look different and everyone else does it here”.*  *69% of students surveyed said they didn’t litter outside school and 89% said they would never litter in front of their parents or family members. The link between their values and behaviours is that although they know not to litter in most situations, it isn’t something they value at school, so they don’t behave the same way here. There seem to be many different characteristics that influence people’s choice to litter.*  *I think littering at school is a bad behaviour and it is my social responsibility to place rubbish in a bin. I don’t think someone else like the caretaker should have to pick it up for me…”*   * Drawing justified conclusions about the implications of certain personal values related to littering (their own and others’) and associated behaviours for a sustainable future, based on examples and evidence.   *“The teachers and caretaker have been opposing recycling at school because they value financial sustainability and think that three sets of bins is too costly, also they think it might not be socially sustainable because of the extra work for the caretaker and others but from my research I disagree because I have found that schools can get council help to install colour-coded recycling bins. This would reduce the waste going to landfill and save metals that are costly to mine and the fossil fuels that are used to make plastics. Once a school gets recycling going it can create new habits and change the peer pressure.*  *Some students said they litter because it is cool to break some rules/ be a rebel. I asked some of them if they would litter if they knew they might kill a seal or albatross, and they said no, so I think their values could change if they understood the implications of what they do without thinking.”*  In addition to the blog, the student has submitted a logbook containing evidence of their individual contributions, if they were part of a group.  *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.