



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

SUBJECT REFERENCE: SOCIAL STUDIES 1.4

Internal assessment resource reference number:
SocStud/1/4 - M version 5

"Oysters in the Kerikeri Basin!"

Supports internal assessment for:

Achievement Standard: 90218 (version 2)

Examine differing values positions

Credits: 4

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Oysters in the Kerikeri basin!

Achievement Standard 90218 (version 2)
Examine differing values positions
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Student Instructions

Conditions

You have **one hour** of class time **under test conditions** to individually complete this activity.

Write your answers on the **templates** provided.

The Issue

A large multi-national company has put forward a proposal to establish an oyster farm in the Kerikeri basin. They just want to put in a small farm so that they can supply the near by restaurant and then give tours around the farm using their barge. The company also wants to use some land for storage of unused oyster racks and for equipment to maintain the barge which they will need to keep near the waters edge.



The Northland Regional Council has asked for submissions from the public about this proposal to find out what they think of this idea. These various individuals and groups (stakeholders) have differing values positions on the oyster farm proposal.

The Kerikeri basin is a historic area. It is where sailors use to come and get their supplies from. The waterway itself is currently used by boat owners and by tourist operators. The land consists of a Pa site which has been preserved for tourists to walk through. The restaurant near the water is frequented by locals and tourists, as is the Kerikeri itself.

Task 1: Stakeholders and differing Values Positions

- (a) Identify **at least THREE** individuals/groups (stakeholders) who hold **differing** values positions (opinions). Use the Resource Sheet provided.
- (b) Briefly outline the differing values positions (opinions) that they (stakeholders) have about this issue.

(a) Identify at least THREE individuals/groups (stakeholders) with <i>differing</i> values positions (opinions) on this issue	(b) State the values positions (opinions) that these people have about allowing an oyster farm to be built in the Kerikeri Basin.
1.	
2.	
3.	
Back-up	

Task 2: Why?

a) Using evidence from the Resource Sheet, explain **why** these 3 people hold different value positions (opinions) about allowing an oyster farm to be built in the Kerikeri Basin.

1.

2.

3.

Back-up.

Task 3: Consequences

- a) Describe a **range (at least TWO)** of **consequences** of these people which have different value positions (opinions) about allowing the oyster farm to be built in the Kerikeri Basin. At this point you can refer to any of the stakeholders.

(HINT: A range means at least two different types of consequences, such as short-term, long-term, positive and/or negative)

Consequence 1

Consequence 2

Consequence 3 (back-up)

b) Describe the **significance** (importance) of the **consequences** you outlined, in Task 3a, for **individuals/groups within this community** and/or the **future** of Kerikeri.

Significance of consequence 1

Significance of consequence 2

Significance of consequence 3

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Task 2 (Task 1 is not marked)

Evidence statements for Achievement	Evidence statements for Achievement with Merit	Evidence statements for Achievement with Excellence
<p><i>Students will...</i></p> <p>Explain WHY people hold differing values positions towards building a “McDonaldised” shopping mall in their town (Explain means students will support their ideas with reasons).</p> <p>eg</p> <ul style="list-style-type: none"> • A <u>school leaver</u>, might want the mall to be built as they think that this would create jobs in the town. • <u>Shoppers</u> might have mixed views on whether this type of mall would be good for the town. Some would say that they want, a place where they can go to do all their shopping under one roof. Others might say that they don’t want to loose their small businesses where they can duck in and get personal service straight away. • A <u>frustrated 'mall rat'</u>, might be against building this mall as they hate competing with everyone to try and find a car park on a busy Saturday afternoon. They might also hate being hustled about by lots of other people all shopping in the same place. They may also be tired of having their kids always pleading to have McDonalds or a Chinese smorgasboard meal when they are out and being forced to sit in a noisy food court to eat it. 		<p><i>Students will...</i></p> <p>Explain, IN DEPTH, WHY people hold differing values positions about building a “McDonaldised” shopping mall in their town. (In depth means students will show a clear understanding of the Social Studies keywords)</p> <p>eg</p> <ul style="list-style-type: none"> • A <u>school leaver</u>, might want the mall to be built as they think that this would create jobs in the town. (b) As they are young and like to keep up with current trends they might believe that building “McDonaldised” (‘one stop shopping’) malls is the modern way of doing things and that it’s superior to the old way of shopping up a main street. • <u>Shoppers</u> might have mixed views on whether this type of mall would be good for the town. Some would say that they want a place where they can have the convenience of doing all their shopping under one roof in a safe and warm environment. They want to use their shopping time efficiently. These people would believe that “McDonaldising“ society is good as it ultimately leads to malls like this which provide a greater variety of shops and services in a single location. Others might say that they don’t want the mall to replace their small businesses where they, as customers, get personal service. As small town shoppers they might feel threatened by the “McDonaldisation” of society, as they could feel that “McDonaldised” companies may employ a lot of part time staff who don’t know all the products or have the same stake in the business that owner/operators do so they will lose that personal service that they enjoy. • A <u>frustrated 'mall rat'</u>, might be against building a “McDonaldised” mall as she might recognise that some of the features that promoters use to hook people in, like ‘convenient, one stop shopping under one roof’ actually mean frustration and lack of efficiency for shoppers. She’d have experienced wet Saturday afternoons competing for that last park in an already overflowing car park and being hustled around by other shoppers inside the mall. She may also be sick of the type of food courts that are contained in “McDonaldised” malls where you sit in a noisy environment, squashed up against the next table, eating your plastic food off your plastic plate. As an experienced mall shopper she might be weary of the “McDonaldisation” of society as she’d wonder whether the bonuses of convenience and ‘so called’ efficiency is worth the extra hassles over access and competition for service from shop assistants!

Task 3a & b

Evidence statements for Achievement	Evidence statements for Achievement with Merit	Evidence statements for Achievement with Excellence
<p><i>Task 3a</i></p> <p><i>Students will...</i></p> <p>Describe some consequences of people holding differing values positions. (types of consequences are either short-term, long-term, positive or negative)</p> <p>eg</p> <ul style="list-style-type: none"> • If the community allows the mall to be built shoppers might get frustrated when they eventually discover that it takes longer to duck into the mall for single items than to duck into a shop on the main street. • If the mall is built school leavers may soon discover that job opportunities aren't as great as they thought as there is only a limited range of jobs that will be created. 	<p><i>Task 3a</i></p> <p><i>Students will...</i></p> <p>Describe a range of consequences of people holding differing values positions. (a range means to refer to two different types of consequences)</p> <p>eg</p> <ul style="list-style-type: none"> • A positive consequence of the community deciding to let the developers build the mall there would be more jobs for people in the town. Initially there could be building jobs during the construction and eventually people could get service or retail jobs when the shops opened. • Unfortunately a negative consequence of this development could be that some people might lose their current jobs as some local businesses might be forced to close because they can't compete with the big boys. 	<p><i>As for Achievement with Merit plus these sorts of ideas...</i></p> <p><i>Task 3b</i></p> <p><i>Students will...</i></p> <p>Describe a range of consequences of people holding differing values positions and the significance of these.</p> <p>eg</p> <ul style="list-style-type: none"> • If people did agree to let the developers build the mall this could help rejuvenate the town and attract more people to live in this area. This could lead to increased property values and more revenue for the town and its people. • If the new mall brings more people into town to shop and this increases the traffic and litter problems then the mayor and council will have to find more time and money to develop solutions to these so that they keep their town beautiful. • If the mall isn't built and young people continue to leave town the community may face problems associated with an aging population such as no one to make or deliver meals on wheels or a lack of doctors, nurses and facilities to house the aged.

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Evidence	Judgement for Achievement	Judgement for Achievement with Merit	Judgement for Achievement with Excellence
Task 2	<p><u>The student has:</u></p> <p>Explained WHY people hold differing values positions towards building an oyster farm in the Kerikeri Basin. (Explain means students will support their ideas with reasons).</p> <p>TEACHERS</p> <p>Email me for the examples which go here</p> <p>kiwitide@yahoo.co.nz</p>		<p><u>The student has:</u></p> <p>Explained, IN DEPTH, WHY people hold differing values positions towards building an oyster farm in the Kerikeri Basin. (In depth means students will show a clear understanding of the Social Studies keywords)</p> <p>TEACHERS</p> <p>Email me for the examples which go here</p> <p>kiwitide@yahoo.co.nz</p>

Task 3	<u>The student has:</u> <i>Task 3a</i> Describe some consequences of people holding differing values positions. (types of consequences are either short-term, long-term, positive or negative) TEACHERS Email me for the examples which go here kiwitide@yahoo.co.nz	<u>The student has:</u> <i>Task 3a</i> Describe a range of consequences of people holding differing values positions. (a range means to refer to two different types of consequences) TEACHERS Email me for the examples which go here kiwitide@yahoo.co.nz	<u>The student has:</u> <i>Task 3b</i> Describe the significance of the consequences. (only need two of the four below) TEACHERS Email me for the examples which go here kiwitide@yahoo.co.nz
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