

DESCRIBE ASPECTS OF A CONTEMPORARY NEW ZEALAND GEOGRAPHIC ISSUE

CREDITS: 3

"WATER WE WAITING FOR?"



New Zealand Geographic Issue: Water quality and quantity issues in Canterbury.

STUDENT INSTRUCTIONS SHEET

New Zealand's water resource is an important taonga for all New Zealanders to appreciate and use. It is therefore, important that we look after our water to ensure it remains viable for generations to come. The Canterbury coastal region has seen many land use changes over the years, and this has played a significant role in the water quality and quantity issues the area is experiencing.

Water use and water conservation has been debated for decades in Canterbury. The issue of ownership and guardianship (kaitiakitanga) of water has become more heated in the last few years, with the loss of parts of the Selwyn River/Coe's Ford, and the increasing toxicity of Lake Ellesmere (Te Waihora) and Lake Forsyth (Wairewa).

You are required to complete the following assessment tasks in order to demonstrate your ability to describe aspects of a contemporary NZ geographic issue. Follow the instructions for each task carefully.

You should use the student resource material provided and may seek other sources to assist you in this assessment if you wish.

You will have 8 periods of class time and homework time to complete the tasks.

This assessment is to be completed by students **individually**.

Please complete a Turnitin report to ensure the originality of your submitted assessment.

Due date for the completed assessment will be negotiated during the activity. Use the Google Doc platform on Google Classroom to complete your assessment responses.

Achievement Criteria:

This achievement standard involves describing aspects of a contemporary New Zealand geographic issue.

Achievement	Achievement with Merit	Achievement with Excellence
Describe aspects of a contemporary New Zealand geographic issue.	Describe, in depth, aspects of a contemporary New Zealand geographic issue.	Comprehensively describe aspects of a contemporary New Zealand geographic issue.

TASK 1: DESCRIBING THE GEOGRAPHIC NATURE OF THE ISSUE.

(Recommended time: Two periods and homework).

This question is at 'Achieved' level only.

Use the information provided in the Resource Booklet and any personal research, to complete the following assessment tasks.

"As a geography student studying the local environment, you have been invited to attend a public meeting called to discuss the issues of water quality and quantity in the Canterbury region, particularly areas close to Christchurch.

*You have been asked to present annotated visuals (such as diagrams/notes/maps/photographs) to inform the people attending the meeting about the **geographic nature of the issue**.*

Your visuals and notes will form part of your assessment, however, you will not be required to verbally present these."

Assessment Tasks:

DESCRIBING THE GEOGRAPHIC NATURE OF THE ISSUE: Annotated visuals.

Follow these steps:

- 1. Create annotated visuals (for example; diagrams, maps, sketches, photographs) to illustrate (describe) the **geographic nature of this issue**.*

Your visuals should clearly show the groups of people involved within the issue (cultural environment) and the natural environment in the context of this issue such as:

- Aspects of the natural environment and the spatial dimension of the issue. This includes significant locations involved in the issue.*
- Aspects of the cultural environment involved in the issue.*
- The names of the main people, organizations and groups involved in the issue.*
- Their role in the issue and brief statements of their viewpoint about the issue.*

Use your own words, incorporate geographic terminology and concepts throughout your presentation.

Cite your sources where necessary.

TASK 2: DESCRIBING THE STAKEHOLDERS VIEWPOINTS/OPINIONS, VALUES AND PERCEPTIONS RELATED TO THE ISSUE.

*(Recommended time: Three periods and homework).
(Achieved/Merit/Excellence)*

“At the public meeting, the range of viewpoints of the different interest groups are aired. The following activity allows you to understand the varied viewpoints related to the issue of our regional water quantity/quality, and how a range of people’s/groups values and perceptions of the issue have led to their responses.”

Assessment Tasks:

DESCRIBING THE STAKEHOLDERS VIEWPOINTS/OPINIONS, VALUES AND PERCEPTIONS RELATED TO THE ISSUE.

Use the resource material to complete a short report about the differing stakeholders viewpoints, beliefs, values, and perceptions involved the issue.

You need to complete this investigation from a neutral viewpoint.

Identify and fully describe **two** different viewpoints on the issue of water quality and quantity in Canterbury.

For each viewpoint provide detailed reasons (2) why an individual, group, or organisation holds this viewpoint. Incorporate their beliefs, values, and perspectives into your answer.

Follow these steps:

1. Identify **one** person/group that has a particular viewpoint towards the current water quality and quantity issues in Canterbury.
 - Identify and summarise their viewpoint in a concise sentence.
 - Fully describe their viewpoint (outline fully **what** they think, their attitude/opinion/beliefs)
 - Describe in detail **why** this person/group holds this viewpoint towards the issue. Identify the reasons (2), and the values, perceptions/perspectives underlying this.
 - Use specific evidence from the resource materials to support your answer.

2. Identify **one** other person/group that has a differing viewpoint towards current water quality and quantity issues in Canterbury.

- Identify and summarise their viewpoint in a concise sentence.
- Fully describe their viewpoint (outline fully **what** they think, their attitude/opinion/beliefs)
- Describe in detail **why** this person/group holds this viewpoint towards the issue. Identify the reasons (2), and the values, perceptions/perspectives underlying this.
- Use specific evidence from the resource materials to support your answer.

Your descriptions could include an annotated values continuum or other visual materials.

Use specific information from the resource materials. You may also use information from your own research material.

Use appropriate geographic terminology and concepts in your answers.

Cite your sources where necessary.



TASK 3a and 3b: PROPOSING SUITABLE COURSES OF ACTION TO ADDRESS THE ISSUE AND JUSTIFYING THE SOLUTION.

(Recommended time: Three periods and homework).

“You have been asked by the local councils (Christchurch City Council and ECan) to evaluate all of the material presented and prepare a written report to make recommendations about whether or not action should be taken to mitigate the water quality and quantity issues that you have discovered.

The Christchurch City Council (CCC) and Ecan (Environment Canterbury) have identified a number of possible courses of action (solutions) to address this issue.

They include:

1	Completely stop and eliminate all agricultural practices across the Canterbury Plains including dairying, sheep, and cropping.
2	Leave things as the status quo and let natural/cultural processes take their course.
3	Cap the number of dairy cattle, their proximity to fresh waterways and limit irrigation usage, particularly in times of drought in the Canterbury region.

Note: Solutions are **not** limited to these three, and you may select a solution of your own, or an alternative that you have found in your research. Please check this with your teacher before you start your answer.

Task 3a:

DESCRIBE THE STRENGTHS AND WEAKNESSES OF EACH COURSE OF ACTION.

(Achieved, Merit)

- *Describe each course of action’s strengths and weaknesses (two for each).*
- *Use specific case study evidence/facts to support these descriptions.*
- *Write in full sentences.*

Set your answer up in a table like this:

Course of Action:	Strengths (x2) <i>Use specific evidence to support these.</i>	Weaknesses (x2) <i>Use specific evidence to support these.</i>
1. Stop and eliminate agricultural practices.		
2. Status quo (Leave things as they are).		
3. Cap dairy cattle numbers, proximity to waterways and limit irrigation.		

TASK 3b:

MAKE A FULLY JUSTIFIED RECOMMENDATION:

(Achieved/Merit/Excellence)



You may use information from any part of the booklet provided, or your own researched information in your answer.

For Task 3b you need to:

- Recommend (in a short statement) the best course of action (solution) to CCC and ECan to address local water quality and quantity issues in Canterbury.
- Give detailed reasons (2) why have you recommended this course of action to them. Emphasise the strengths of your chosen solution and downplay its weaknesses.
- Give detailed reasons why you think this course of action is better than the other two courses of action you have described in Task 3. Here you need to emphasise the weaknesses of the other two solutions and downplay their strengths.

Set your assessment answers up in the following way:

1. *Recommended course of action to address water issues in Canterbury:
Name this choice clearly.*
2. *Give detailed reasons why you have recommended this course of action: (Two paragraphs, two reasons).*
3. *Give detailed reasons why you think this course of action is better than the other two courses of action described in Task 3: (Two+ detailed paragraphs).*

Use your own words and incorporate geographic terminology and concepts throughout your report.

Cite your sources where necessary.

Your completed activity should then be submitted via 'Google Classroom' by the due date for assessment.

Complete a Turnitin report with any supporting paper materials that you wish.