



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

2009

Internal Assessment Resource

Subject Reference: **Geography 3.6**

Internal assessment resource reference number:
Geo/3/6_A5

Under Pressure: Sustainable Management of Popular Places

Supports internal assessment for:

Achievement Standard 90706 v2
Analyse a contemporary geographic issue and evaluate courses of
action

Credits: 3

Date version published:

June 2009

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2009

Teacher Guidelines:

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

Context/setting:

Before attempting this assessment students should have some understanding of the concept of contemporary geographic issues, how these can be analysed, and how to evaluate courses of action. This should be done through the use of prior formative assessment and appropriate feedback on similar tasks.

Students should also have an understanding of related geographic ideas.

The task can be introduced as a part of a wider study of the impact of people on the environment and may follow similar case studies.

Conditions:

Teachers should set appropriate time limits for the activities and assessment tasks. The quality of the evidence the students present is the most important consideration. Deadlines should not be set which restrict students from completing the work thoroughly. However, some activities will need to be done at a set time (the presentation to the class/meeting).

Task 1 must be completed by students working individually. Evidence of the diagram will need to be kept by the teacher as it may not necessarily be presented on paper.

Task 2 includes a number of activities to prepare students for the assessment task. These will need to be co-ordinated by the teacher. Students should choose or be allocated a particular person/group to represent at the meeting. The teacher should ensure that a variety of viewpoints are represented, including those that are in favour of maintaining high numbers of visitors and those who would like visitor numbers to be limited. The meeting should be organised by the teacher and he/she should ensure that all students have access to the same information presented. Students should be encouraged to record material presented. The report for task 2 must be completed individually.

Task 3 must be completed individually. The teacher should make it possible for students to give their presentations in various ways. The teacher should keep evidence of all student presentations. This could include speech notes, videos, computer files.

Resource requirements:

- Resource extracts included with the assessment tasks.
- Atlas and other maps of the area.
- Pamphlets advertising attractions, activities, services and accommodation in the area.
- Web sites (use a search engine to look for “Abel Tasman National Park”).

Additional information:

This assessment activity focuses on a particular issue – how best to manage the impact of large numbers of visitors to the coastal part of the Abel Tasman National Park. However, it should be possible for teachers to use the framework used in this assessment with a number of other similar issues, particularly those related to the intensive use of certain environments.

Teaching notes:

The assessment tasks need to be integrated into the learning programme. The following general information provides a background for the issue that is the focus for this assessment.

A number of environments used for recreation in New Zealand and in other parts of the world are under pressure from people. Such pressure is often most notable when:

- The number of people visiting an area is high
- Differing groups wish to make use of the same area
- The environment is particularly sensitive to the impacts resulting from the activities of people.

Particular areas of natural beauty have often suffered from the impact of large numbers of visitors. Careful management of places is necessary to ensure that negative impacts from such pressure can be minimised and that people can enjoy them in the future.

Pressure resulting from large numbers of visitors to an area may cause problems for:

- The environment
- People who live in the area
- Other visitors.

The Resource Management Act (1991) in New Zealand stresses the need for “sustainable management” and to “avoid, remedy or mitigate adverse effects on the environment”.

The challenges for Geographers are to understand the nature of such issues, be aware of different viewpoints, and be able to consider varying courses of action.

Introductory student activities:

To assist students to complete the assessment tasks they should first gain an understanding of the geographic setting of the Abel Tasman National Park. The following suggestions may be of assistance for students:

- Use an atlas to find the location and extent of the park.
- Use more detailed maps to find what natural and cultural features are found along the coast of the park.
- Gather brochures from a travel agent or visitors' bureau about attractions, services, activities and accommodation in the park.
- Access information on the Department of Conservation web site: www.doc.govt.nz
- You can also discuss why this area is so popular.

The suggestions listed have been included to help students gain an understanding of the context for the issue. There is no formal requirement for them to record such information and it will not form part of the assessment. However they may wish to collate material gathered and they can refer to this when they complete the assessment tasks.

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Student Instructions Sheet

Case Study of the Abel Tasman National Park

Coastal environments in many areas of the world are among the most intensively used for recreational purposes. The Abel Tasman National Park in New Zealand is one such area.

The park is one of the smallest in New Zealand (approximately 22,500 hectares) but it is one of the most popular (it has over 180,000 visitors per year). The coastal section of the park is the area most intensively used for recreation.

Introduction to Assessment Tasks

You are required to complete the following tasks in order to demonstrate your ability to analyse a geographic issue and evaluate courses of action. Follow the instructions for each task carefully and ask your teacher for clarification if necessary. Your teacher will be able to explain general procedures to be followed, but you will have to decide for yourself what material to present.

Public meetings are often held when an issue arises. These meetings may inform people about the nature of an issue, give an opportunity for various interest groups to present their viewpoints and allow discussion of various courses of action. The following tasks relate to such a meeting.

The scenario for the following tasks is that a meeting of interest groups has been called by DoC (Department of Conservation) to discuss the issue of how best to manage the pressure from visitors on the coastal environment of the Abel Tasman National Park.

You should read through the Student Resources supplied and you should use other material collected to assist you to complete the assessment tasks.

Assessment Tasks

Task 1 The geographic nature of the contemporary issue

This task must be completed by students individually.

You are a geographer who has been invited to address the meeting called to discuss pressure from visitors on the coastal section of the Abel Tasman National Park and how best this can be managed. You have been asked to prepare a diagram and brief notes to inform the people attending the meeting about the geographic nature of the issue.

Diagram and explanatory notes to provide a detailed analysis of the geographic nature of this contemporary issue:

i) Diagram

Draw a detailed diagram to provide an analysis of the geographic nature of this contemporary issue.

Your diagram should show clearly the relationship and/or interaction between groups of people and the natural environment in the context of this issue.

The diagram and accompanying explanatory notes **must** provide an explanation of: the significance of location to this issue; the effect the issue has on people; and the effect it has on the environment itself.

An annotated map could be used to provide location information, and the diagram should also include a range of features (for example environmental features and relationships between people and the environment). These features should be labelled and interactions should be shown. You should use specific references from the resources to provide detail on your diagram.

It could be completed on a sheet of paper (A4 size minimum) or an acetate sheet (for display on an overhead projector) or a computer display or a large sheet of display paper or any other appropriate format.

Your diagram could use any of the following (other formats are possible too):

- Boxes and arrows
- A concept map
- Flow chart
- Mind map.

ii) Explanatory notes

You are also required to complete brief notes (A4 maximum is suggested) that you could use to explain your diagram to people at the meeting.

These notes should explain the component parts and features that make up your diagram and clearly demonstrate your understanding of the geographic nature of this issue.

Activities

The following two activities will not form part of the assessment, but will assist you with the tasks that follow.

Students in your class will be asked by your teacher to put themselves in the role of members of particular interest groups attending the meeting. The following activities will assist you to understand viewpoints related to the issue of pressure of visitors on this environment.

1. Take the role of one particular person or group with a particular viewpoint on this issue. Clarify:

- what viewpoint they are likely to have (about what should be done to manage the area)
- why they would hold such a view
- what they think should happen.

Prepare a brief presentation that will be made to the meeting (your class) to outline which person or group you represent and the three points listed above.

2. Each student or group should give their presentation to the class. All students should note the key points made in each presentation. You may ask questions to clarify presentations.

Task 2 Viewpoints related to the issue

Use the material presented to your class at the meeting and other resource material to write a comprehensive report for DoC to consider. You should write your report as the geographer attending the meeting and give an overview of both what has been discussed and also information included in the resource material. In your report you should complete the following:

- an introduction which outlines that different viewpoints exist about the pressure of visitors issue.
- identify the people/groups who support restricting the number of visitors to the area (you should name at least two) and explain their viewpoint (explain fully what they each think and WHY)
- identify the people/groups who oppose restricting the number of visitors to the area (you should name at least two) and explain their viewpoint (explain fully what they each think and WHY)

Note: to meet the Merit or Excellence criteria you must give a full explanation of why these people/groups hold their viewpoints.

Task 3 Courses of action

This task must be completed by students individually.

As a geographer attending the meeting you have been asked by DoC to evaluate all of the material presented and prepare a report to make recommendations about how the area can best be managed in a sustainable fashion in the future.

A number of possible courses of action have been identified by DoC. Some of these are:

- *Limit the total number of visitors*
- *Allow the visitor numbers to increase*
- *Restrict visitor numbers at certain times of the year.*

In your report you should:

- For the **THREE** different possible courses of action discuss fully TWO strengths and TWO weaknesses of each course of action.
- State the course of action or compromise that you consider to be the best and give a fully justified reason why the course of action that you recommend is better than each of the other possible courses of action.

Your report could be presented in a variety of ways, such as:

- Written or word processed on paper
- Verbal presentation
- Annotated diagram/map
- Computer presentation
- Video
- Model.

Student Resources

Resource A **100% Pure Too Many**

(Material from an editorial by Shaun Barnett, New Zealand Wilderness, May 2001)

Tourism Industry Association's recent '100% Pure New Zealand' campaign has proved so successful that last year was the busiest on record, with some 1,824,000 tourists visiting. All good news?

Not quite.

As a whole the tourism industry contributes very little to help funding DoC which manages so many of the areas and tracks that people come to see. The classic example is Abel Tasman National Park, which during summer, literally bursts at the seams with people, boats and kayaks. DoC staff is also being bombarded by an increasing number of concession applications from tourist operators hoping to start new ventures on the conservation estate.

Tourists bring money and create business in remote parts of New Zealand, not just cities, and that is to be welcomed. But in a crowded planet the very appeal of New Zealand and much of the conservation estate is a lack of people and their associated impacts. Too many, and the very attraction they came for (and we live for) is surely (and not always slowly) destroyed.

'100% Pure New Zealand' rides on values that are all too threatened by too many people. A new tourism strategy is being finalised by government right now, and we can only hope it aims to ensure future tourism is sustainable.

Resource B **Too many tourists – too much pressure**

(Material from an article by Kim Newth, Sunday Star Times, September 24, 2000.)

Unlikely as it sounds, a man who once made a living out of taking tourists into our national parks is today an advocate for better management of visitor numbers. Nelson man Hugh Canard ran a sea kayaking business in the Abel Tasman Park, but now believes the park's coast is at risk of over exposure from tourists. A growing number of kayaks, water taxis and ferries are daily lining up to take tourists into the park. Put bluntly, he argues the price is being paid in too much litter and sewage. Canard, who has chaired the local conservation board and the tourism board, believes the tourism industry's insistence on promoting fresh, clean images of New Zealand's wilderness may not be sustainable.

Today DoC is required to prepare 10-year management strategies for each conservancy, with details provided in management plans. The Conservation Act requires DoC to protect natural resources and foster recreation. It allows for tourism so long as it does not undermine protection.

Resource C Coming, ready or not

(Material from an article by Peter Christian, The Press, Christchurch, May 29, 2001.)

While, to date, the influx of visitors into the Abel Tasman National Park appears to have had little environmental effect, many people are finding their visits less enjoyable.

Water-taxi operator and resident John Hadfield maintains overcrowding has now become the park's number one problem. He says he has recently received complaints from repeat visitors who tell him they won't be coming back.

The Abel Tasman contains an abundance of natural wealth. The land sustains a mix of warm temperate rainforest, natural shrublands and tussock. It also retains a rich shore life, sustains more than 70 varieties of birds, and supports marine mammals.

Upper regions are home to the rare land snail, the powelliphanta.

Until recent years it was predominantly locals who tripped around the bays, fishing, picnicking, and gathering shellfish while tourists in small manageable numbers walked one of two main tracks, content to marvel at nature and the views.

Today, the Abel Tasman's 91km of shoreline, with its attractive bays and inlets, has increasingly become a gateway, so much so that an estimated 150,000 people entered the park this way last year.

DoC administers the park, but the shoreline from the high-tide mark to the sea is administered by the Tasman District Council for the Crown. DoC would dearly like to gain control of this land in order to stop fire lighting, prevent dogs from entering the park, and to take action against inappropriate behaviour. It would also allow greater control over the increasing numbers of marine based operators who use the park gratis (without paying a fee), bringing in daytrippers.

The operators have different views. They view the department's desire to control the foreshore as little more than a revenue gathering exercise.

Nelson-Marlborough conservator Neil Clifton says burgeoning commercial use is affecting the park. "Quite clearly, if commercial use continues unabated it will destroy the very attractions people seek."

Kayak operator Peter Garlick says while the park copes, during the high-summer season everything operates "right up to the hilt". Mr Garlick says the park is also beset by other complex issues, including the intrusion of private land into parts of it. Some residents are concerned the area will be over-commercialised and overdeveloped, which could result in loss of quality of life. Some are worried that a large, multi-storey hotel to be built by Māori interests will have an impact on the area and will signal the start of like operations.

Marahau Beach Camp operator Peter Alborn is unconcerned and reckons it will do no harm. In contrast to other's feelings, Mr Alborn says he feels happy with the area. "DoC's doing its best and so is everybody else. Everything will get sorted out. The park will be here forever."

In agreement, Mr Hadfield says life isn't altogether that bad and that many local residents are now setting up their own bed-and-breakfast and farmstay operations. "I guess it's like buying a cheap house next to an airport – you do so knowing full well you're going to hear the noise."

And so the argument swings and turns. However, all those spoken to believe the Abel Tasman National Park is still a great place to visit.

Assessment schedule: Geo/3/6_A5: Under Pressure Sustainable Management of Popular Places

Task	Achievement	Achievement with Merit	Achievement with Excellence
<p>Task 1 The Geographic nature of the issue</p>	<p>The diagram and supporting notes should indicate that the student has analysed the geographic nature of a contemporary issue. The following requirements should be met by the diagram and notes. There should be a clear indication that:</p> <ul style="list-style-type: none"> • location is a factor in the issue • there is an effect on people (positive and/or negative) resulting from the issue • There is an effect on the environment resulting from this issue. <p>See appendix A for an example of an acceptable diagram</p>	<p>The diagram and supporting notes should meet the requirements of the achievement level <u>and</u></p> <ul style="list-style-type: none"> • provide detail of the geographic nature of the issue <p>The detail may be provided in the form of specific references from the resource material on the diagram or in the notes or by additional features on the diagram. Eg -150,000 visitors entered Park via shoreline in 2000 - 70 varieties of birds.</p>	
<p>Task 2 Viewpoints related to the issue</p>	<p>The following should be included in the report: An outline of the different viewpoints that exist. One person/group who supports restricting the number of tourists is identified and their viewpoint explained. These could include: <i>Hugh Canard – too much litter, sewage</i></p>	<p>The following should be included in the report: An outline of the different viewpoints that exist. Two people/groups who support restricting the number of tourists and two people/groups who oppose restricting the number of tourists are identified and their viewpoints are explained OR</p>	<p>The following should be included in the report: An outline of the different viewpoints that exist. Two people/groups who support restricting the number of tourists and two people/groups who oppose restricting the number of tourists are identified and their viewpoints are explained <u>in detail</u>.</p>

	<p><i>John Hadfield – overcrowding, complaints from repeat visitors</i> <i>Conservationists – possible damage to the natural environment</i> <i>Neil Clifton – commercial use will destroy the attraction</i> <i>Some residents – may result in loss of quality of life</i> AND One person/group who opposes restricting the number of tourists is identified and their viewpoint is explained. These could include: <i>Some marine-based operators (e.g. kayak renting companies) – want to maintain business</i> <i>Maori interests – want to build a hotel</i> <i>Peter Alborn – DoC - a good job</i> Other possible people/groups may also be acceptable (even though they are not mentioned in the resources). Some could be for or against restricting numbers or suggest a compromise. Such a group could be: <i>Overseas tourists – may be either for restricting numbers (to allow more peace and quiet) or against (feel they could be shut out).</i></p>	<p>Three people/groups (at least one with a different viewpoint) are identified and their viewpoints are explained <u>in detail</u>.</p> <p>Detail involves a full explanation of a viewpoint, rather than just a statement. eg <i>Kayak operator Peter Garlick says the park is beset by complex issues, including the intrusion of private land into parts of it. He is concerned the area will be over commercialised and overdeveloped, which could result in loss of quality of life.</i></p>	<p>All explanations must include a valid reason for viewpoints.</p> <p>Detail involves a full explanation of a viewpoint, rather than just a statement.</p>
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<p>Task 3 Courses of action</p>	<p>Three different courses of action are evaluated with two strengths and two weaknesses outlined for each course of action.</p> <ul style="list-style-type: none"> • <i>(strength) Limit the total number of visitors (reduce them or keep them at the present level)</i> • <i>(strength) will lessen impact on the park or keep status quo,</i> • <i>(strength) keeps current industry viable,</i> • <i>(weakness) possible long term deterioration of park</i> • <i>(weakness) limits new developments</i> • <i>(weakness) limits tourist industry</i> • Allow the number of visitors to increase to increase • <i>(strength) keeps locals employed</i> • <i>(strength) generates more income/jobs,</i> • <i>(weakness) may increase impact on natural environment</i> • <i>(weakness) places more pressure on park,</i> • <i>(weakness) social/economic activity</i> 	<p>Three different courses of action are evaluated. Two strengths and two weaknesses of each course of action is outlined.</p> <p>OR State three courses of action and outline their possible impacts. The relative strengths and weaknesses of the option need to be stated</p>	<p>Three different courses of action are evaluated. Two strengths and two weaknesses of each option need to be comprehensively assessed.</p>
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	<ul style="list-style-type: none"> • – (weakness) could lead to damage to environment. • Compromise e.g. • <i>(strength) restrict visitors in certain areas of the park/at certain times of the year,</i> • <i>(strength) provide more facilities/services to cope with the visitors –</i> • <i>(strength) overall impact may stay the same,</i> • <i>(strength) may keep both parties happy,</i> • <i>(strength) reduces pressure on environment at times to allow recovery,</i> • <i>(weakness) may lead to continued deterioration</i> • <i>(weakness) tourists developers not happy with restrictions</i> <p>AND A course of action or compromise is recommended and the student demonstrates why the chosen course of action is better than the alternatives. This could include:</p> <ul style="list-style-type: none"> • <i>Limit visitor numbers – reduce impact on the environment and conflict with other park</i> 	<p>AND The course of action or compromise is recommended and the student demonstrates why the chosen course of action is better than the alternatives. This could include:</p> <ul style="list-style-type: none"> • <i>Limit visitor numbers – reduce impact on the environment and conflict with other park users. Will be a long term</i> 	<p>AND The course of action or compromise is recommended and the student explains fully why the chosen course of action is better than the two alternatives. This could include:</p> <ul style="list-style-type: none"> • <i>Limit visitor numbers – reduce impact on the environment and conflict with other park users. Will be a long term</i>
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	<p><i>users. Will be a long term solution</i></p> <ul style="list-style-type: none"> <i>Do not restrict visitors – DoC is coping well, brings money to local businesses, DoC is not put in “police” role</i> <i>Compromise/partial restrictions - keep different groups happy, minimise impacts yet maintain park use.</i> 	<p><i>solution.</i></p> <ul style="list-style-type: none"> <i>Do not restrict visitors – DoC is coping well, brings money to local businesses. DoC is not put in “police” role.</i> <i>Compromise/partial restrictions - keep different groups happy, minimise impacts yet maintain park use.</i> 	<p><i>solution for all.</i></p> <ul style="list-style-type: none"> <i>Do not restrict visitors – DoC is coping well, brings money to local businesses. DoC is not put in “police” role. The numbers will be self governing.</i> <i>Compromise/partial restrictions - keep different groups happy, minimise impacts yet maintain park use.</i> <p>The argument is holistic and demonstrates a great understanding of the issues involved and is able to argue the case well.</p>
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Judgement Statement

Achievement: Candidates will need to meet the achievement criteria for each of Tasks 1, 2 and 3

Merit: Candidates will need to meet the merit criteria for each of Tasks 1, 2 and 3

Excellence: Candidates will need to meet the excellence criteria for each of Tasks 1, 2 and 3 (NB The excellence criteria for “the geographic nature of the issue” is the same as that for merit).

