

NZQA Assessment Support Material

Unit standard	17165				
Title	Draw a conclusion after an investigation into an aspect of Pacific change and development with direction				
Level	1	Credits	5	Version	3

Note

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

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. This assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

Assessor guidelines

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Over the weeks prior to this assessment, learners should have had sufficient teaching and learning opportunities on the following:

- Planning to research including topic selection, key questions, and range of available sources.
- Research steps and procedures for collecting, selecting and recording information.
- Summarising findings.
- Presenting conclusions.

AWARD OF GRADES



- For award with **Achieved**, learners must with direction: plan an investigation into an aspect of Pacific change and development; collect and record information in accordance with the plan; draw a conclusion based on evidence collected during the investigation.
- For award with **Merit**, learners must with direction: plan an investigation into an aspect of Pacific change and development; collect and record detailed information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes links to the information collected.
- For award with **Excellence**, learners must with direction: plan an investigation into an aspect of Pacific change and development; collect and record comprehensive information in accordance with the plan; draw a conclusion based on evidence collected during the investigation that makes insightful links to the information collected.

CONDITIONS OF ASSESSMENT



This is an **open book assessment**. Learners may use other information and independent research to help them complete the task(s). All answers must be in their own words.

Assessment activity

This standard requires the learner to complete the following three tasks, with direction:

1. Plan an investigation on an aspect of Pacific change and development.
2. Collect and record information according to the plan.
3. Draw a conclusion based on the information collected.

Direction: The assessor provides the learner with a planning template and specific advice and instructions on how to carry out the investigation.

Assessment Schedule

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Outcome	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Assessment will have taken place under <i>Direction</i> where the assessor has provided the learner with a planning template and specific advice and instructions on how to carry out the investigation.			
ER 1.1	<p>A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources.</p> <p>The topic needs to be relevant to Pacific change and development.</p> <p>See sample answers for Task 1.</p>	<p>A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources.</p> <p>The topic needs to be relevant to Pacific change and development.</p> <p>See sample answers for Task 1.</p>	<p>A plan is provided that includes the topic, key questions, and procedures for collection of information from a range of different sources.</p> <p>The topic needs to be relevant to Pacific change and development.</p> <p>See sample answers for Task 1.</p>
ER 1.2	<p>Information is collected and recorded in accordance with the plan.</p> <p>See guidance given for Task 2.</p>	<p>Detailed information is collected and recorded in accordance with the plan.</p> <p>See guidance given for Task 2.</p>	<p>Comprehensive information is collected and recorded in accordance with the plan.</p> <p>See guidance given for Task 2.</p>
ER 1.3	<p>A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion.</p> <p>See sample answers for Task 3.</p>	<p>A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion.</p> <p>The conclusion makes links to the information collected.</p> <p>See sample answers for Task 3.</p>	<p>A conclusion is made based on evidence collected during the investigation that includes a summary and statement of conclusion.</p> <p>The conclusion makes insightful links to the information collected.</p> <p>See sample answers for Task 3.</p>

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



Sample answers/guidance

Task One

Research Plan

1. Name:

2. Topic to be investigated:

Effects of Tourism in Fiji

3. Key questions (what do I want to find out about my topic?)

- What sort of Tourism occurs in Fiji?
- How are people in Fiji involved in Tourism?
- What has changed for people in Fiji because of Tourism?

4. Information sources and collection procedures (Where and how will I find the information?)

- Visit Travel Agents for information on Fiji (prepare a list of questions)
- Internet – Google, keywords Tourism Fiji, effects
- Moving images – Advertisements, YouTube, TVNZ Ondemand – Tangata Pasifika, NZ Onscreen, eTV, Film archives
- Library – search computer, check reference section, travel guides, magazines

5. Evidence collection (How will I record my information?)

- Notes/brochures from Travel Agencies visited
- Hard copies of searched information (highlighting relevant points)
- Notes of documentaries viewed and books read

Task Two

Student attaches any supporting evidence e.g. survey results, notes, interview transcripts, images, digital files, links. This might include a research log.

INFORMATION COLLECTED/RECORDED INCLUDES:

- For **Achieved**
Factual information that answers the questions in the form of lists, brief statements.
- For **Merit**
Factual information with detailed descriptions around aspects such as history, types of ventures, employment, impacts on society.
- For **Excellence**
Factual, comprehensive information. Coherency/logical flow to research evidenced by refined searches.

Task Three

Note: The examples below relate to only part of what is required.

CONCLUSION

For **Achieved**

Tourism in Fiji started as a resort island, and moved into package holidays.

Fourteen percent of the workforce is employed in the Tourism industry. Management/Supervisor roles tend to be held by non-Fijians.

Tourism has had positive and negative impacts on locals. While Tourism has created jobs, the introduction of Western ways has influenced Fijian traditional behaviours and values negatively.

For **Merit**

Tourism in Fiji started as a resort island, and moved into package holidays where everything is included in the price. Activities range from snorkelling, rafting and spa resorts to Church and School visits. Tourism in Fiji is branching into eco-tourism.

Fourteen percent of the workforce is employed in the Tourism industry. More people are working in service industries, less in the plantations. Management/Supervisor roles tend to be held by non-Fijians with Fijians doing cooking, cleaning and serving. There is also indirect employment of locals in associated roles such as taxi/bus driver, produce growers.

Tourism has had positive and negative impacts on locals. While Tourism has created jobs it has also seen the introduction of overseas operators who have developed the industry but then take the profits overseas. The introduction of Western ways has influenced Fijian traditional behaviours and values negatively i.e. inappropriate dress and conduct.

For **Excellence**

Tourism in Fiji started as a resort island, and moved into package holidays where everything is included in the price for example, wedding and honeymoon packages. There is a range of activities from snorkelling, rafting and spa resorts to Church and School visits. Tourism in Fiji is branching into eco-tourism which allows tourists to see things in their natural state. There are many options such a traditional village, dolphin watching and wilderness walks. Fiji needed to diversify into eco-tourism to encourage a wider range of tourists to visit as Tourism is their biggest export earner (a quarter of the GDP).

Fourteen percent of the workforce is employed in the Tourism industry. More people are working in service industries and less in the plantations. At Sonaisali Resort, 60% of the workers are from the community, although all of these positions are below management level doing cooking, cleaning and serving. Many of the small business in the Yasawa Islands are owned by locals, but they need to supplement their income in the off season with other jobs. There is also indirect employment of locals in associated roles such as taxi/bus driver, produce growers.

Tourism has had positive and negative impacts on the people of Fiji locals. Tourism has created many jobs but they tend to be low paid and seasonal. Many tourism ventures are owned by foreign investors but as over 90% of land is owned by indigenous people, land is leased creating further income for locals. The introduction of western ways due to exposure to tourism is having negative effects on culture and tradition. Young Fijian are imitating tourists dress and behaviour including public displays of affection which are not part of the traditional culture.

People's lives have changed due to Tourism in Fiji. Some have benefited more than others through jobs and the cash economy, but overall there is a decline in cultural value.