

90812



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

## Level 2 Education for Sustainability, 2011

### 90812 Describe world views, their expression through practices and activities and the consequences for a sustainable future

9.30 am Friday 18 November 2011  
Credits: Four

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Answer the question in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

ASSESSOR'S USE ONLY		Achievement Criteria	
Achievement		Achievement with Merit	Achievement with Excellence
Describe world views, how these are expressed through practices and activities and the consequences for a sustainable future.	<input type="checkbox"/>	Explain world views, how these are expressed through practices and activities and the consequences for a sustainable future.	<input type="checkbox"/>
Overall level of performance		<input type="checkbox"/>	

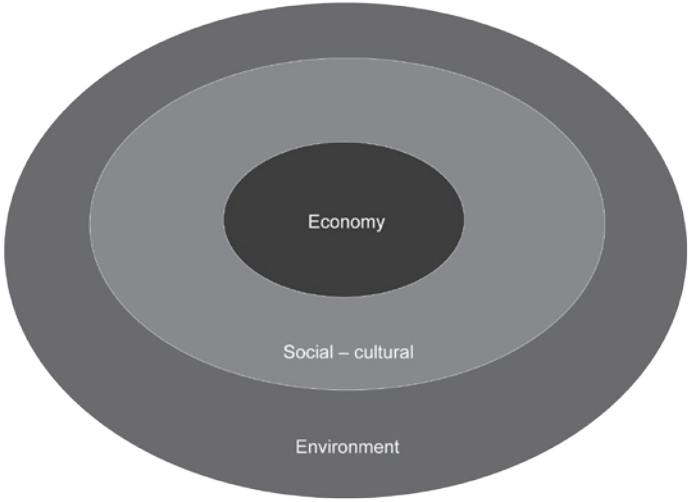
You are advised to spend 60 minutes answering the question in this booklet.

## BACKGROUND

Over time, based on differing beliefs, values and perceptions of reality, people have developed many different world views that influence the way people relate to and understand the environment. These world views have consequences for a sustainable future by influencing people's practices and activities.

A **sustainable future** requires the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

Below is a diagram illustrating four aspects of sustainability, and a list of useful concepts you may wish to use when answering the question.

<p><b>CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• biodiversity</li> <li>• personal and social responsibility</li> <li>• interdependence</li> <li>• future generations</li> <li>• values and beliefs</li> <li>• kaitiakitanga (guardianship and conservation)</li> <li>• equity and social justice</li> <li>• conflicts and trade-offs</li> <li>• market demand</li> <li>• new ways of thinking and acting</li> <li>• resource management</li> <li>• perception</li> <li>• ecological footprint</li> </ul>	 <p><b>Strong sustainability</b></p>
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Below are **examples of world views** that have influenced attitudes toward the natural world.

<p><b>Religions</b></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Hinduism</li> <li>• Buddhism</li> <li>• Judaism</li> <li>• Jainism</li> </ul>	<p><b>Indigenous traditions</b></p> <ul style="list-style-type: none"> <li>• Māori</li> <li>• Native American</li> <li>• Aboriginal Dreamtime</li> <li>• Shamanistic – animistic beliefs</li> </ul>
<p><b>Scientific world views</b></p> <ul style="list-style-type: none"> <li>• Western Scientific</li> <li>• The Gaia Hypothesis</li> </ul>	<p><b>Philosophies</b></p> <ul style="list-style-type: none"> <li>• Marxism</li> <li>• Capitalism</li> <li>• Deep Ecology</li> </ul>

**Note:** The four groupings are not rigid. Many world views may include elements of others.

## INSTRUCTIONS

Read both parts of the question on page 6 and page 8. Before attempting the question, read through the stimulus material below, and on page 4. You will need to use some of this stimulus material, as well as supporting information from your own studies, as reference points for your discussion of TWO world views. Use the planning page on page 5 to help structure your answer.

## STIMULUS MATERIAL

### Resource A – Jainism and sustainability

Lord Mahavir said: “All life is bound together by mutual support and ...

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... is a unique code of ethical-scientific virtues in the frame of universal and individual responsibility.

Source: *Jain Way Of Life Style – An Eco-Ethical Practice* by Mahima Sethia  
[www.herenow4u.net/index.php?id=71349](http://www.herenow4u.net/index.php?id=71349) (accessed 22 February 2010)

### Resource B – Deep Ecology

Humans do not have a privileged position ...

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... Nature, so that we as societies come to see the Earth as alive and part of ourselves.

Source: *A perspective* by David Orton; [home.ca.inter.net/~greenweb/DE-Perspectives.html](http://home.ca.inter.net/~greenweb/DE-Perspectives.html)

### Resource C – Sustainability and Judaism

Rabbi Hirsch (1808–88) teaches that Bal Tashchit ...

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... However, if you destroy, if you ruin, at that moment you are not a human but an animal and have no right to the things around you”.

Source: By Rabbi Jonathan Klein, Rosh HaShanah Evening 1, 5768  
<http://ravklein.blogspot.com/2007/10/rh-evening-sustainability-and-judaism.html>

### Resource D – The Gaia Hypothesis

The Gaia Hypothesis states that the temperature and composition of the ...

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... The hypothesis suggests that humans must learn to respect Gaia by reducing their intentional modification of the Earth’s abiotic and biotic components.

Source: [www.physicalgeography.net/fundamentals/5d.html](http://www.physicalgeography.net/fundamentals/5d.html)

### Resource E – Capitalism

We should not underestimate capitalism’s capacity to profit from ...

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... Nor is there any prospect that this will change fundamentally, since capitalism is in many ways a system of unpaid costs.

Source: John Bellamy Foster, Capitalism and Ecology: The Nature of the Contradiction;  
*Monthly Review* Vol. 54, No. 4 (September 2002)

## PLANNING PAGE

ASSESSOR'S  
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Name TWO world views you have studied. Use this planning page to help you sort your ideas, or, to note some points about **each** world view.

World views studied:	
1. _____	
2. _____	
Characteristics (ethics, beliefs and/or values) of world view 1	Characteristics (ethics, beliefs and/or values) of world view 2
Behaviours, practices, or activities influenced by world views – comparative	
Consequences for a sustainable future – comparative. Can be explored from positive and/or negative perspectives.	















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