

## ASSIGNMENT 1: STUDY, PLAN AND COLLECT INFORMATION FOR AN ESSAY

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**Due date:** 20<sup>th</sup> March, 2015 (*end of week 5*)

**Marks:** 30

**Weighting:** 15% of your final grade

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*To complete this assignment well, you must be able to:*

1. *Carefully study the Three ESSAY TOPICS and select ONE to begin the planning and research stages in the essay writing process.*
2. *Be able to Research and Read (using the 3 reading techniques in Unit 3 - survey reading, serious reading and study reading)*
3. *Make notes and a summary from TWO provided readings and TWO researched articles during your research.*
4. *Be able to make a detailed PLAN of your ESSAY.*

### **What you have to do for this assignment**

It is not easy to write an academic essay or 'research paper'. It involves both process and product. The process consists of 8 stages. – **studying the topic, making a tentative plan, gathering information and ideas, revising the plan, writing the first draft, editing the draft, rewriting the draft, proofreading.**

**Assignment 1** will involve the first **FOUR STAGES** in the ESSAY WRITING process.

It will require you to select an ESSAY topic, research and collect information to be able to write a detailed essay plan.

## STEP 1: CHOOSE AND STUDY A TOPIC.

### ESSAY TOPICS.

Write an essay on ONE topic only. Choose 1 or 2. You MUST use the information from TWO readings provided in this IA and TWO from your own research for your essay. Remember to give reasons and use examples from all the readings and your own experience or research to develop your argument.

1. **For Pacific Islanders marine resources are their real wealth. Discuss.**
2. **It is important for Pacific Islanders to preserve marine resources for future generations. They need to take action now or it will be too late. Discuss.**

- a. Underline the *key content* words = WHAT to write about.
  - (i) Simplify difficult words in your own words and rephrase the essay topic you have chosen.
  - (ii) Turn your rephrased topic into a question (this will help guide you when you are writing your essay)
- b. Circle the *direction* words = HOW to write.
  - (i) Think very closely about how the direction words require you to write and explain this in one or two sentences. (p.254 LLF11 Course book 2)

## STEP 2: MAKING A TENTATIVE PLAN.

- a. **Brainstorm** every idea you think is useful in answering your essay topic.
  - (i) Draw a set of branching notes of these ideas (Unit 3 & 6)

### **STEP 3: GATHERING INFORMATION AND IDEAS.**

Research is an important component in the preparation of an essay. As research requires the reading and selection of material that may contain information relevant to your essay, you must record and reference this as it will help you when writing your assignment.

In order to carry out your research you need to do parts A and B below:

#### **A. TWO articles provided in this IA for this assignment.**

- (i) Use the three reading techniques you studied in Unit 3 –survey reading, serious reading and study reading –to read the TWO articles for this assignment on pages 29-32 of this IA
- (ii) Fill in the Reading & Research grid provided on pages 23-24 of this IA.

#### **B. TWO articles of your choice from your own research.**

- (i) Use the three reading techniques you studied in Unit 3 –survey reading, serious reading and study reading –to read the TWO articles of your choice which you collected for this assignment.
- (ii) Fill in the Reading & Research grid provided on pages 23-24 of this IA.

### **STEP 4: REVISING THE OUTLINE.**

Draw up an outline plan of your essay .Arrange your plan in logical sections (include: introduction, body and conclusion) (Unit 6)

Refer to the checklist below:

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|--|
| <ul style="list-style-type: none"><li>- Is every point necessary?</li><li>- Are the points linked in a logical order?</li><li>- Is there a controlling/unifying thesis?</li><li>- Is the introduction clear what the essay is all about /viewpoint?</li><li>- Is the introduction and conclusion consistent with each other?</li><li>- Is the conclusion firmly supported by the evidence of the body?</li></ul> |
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## **ASSIGNMENT 1: ARTICLE 1**

### **Transforming Tuna Fisheries in Pacific Island Countries.**

By Greenpeace  
July 2013

Through the use of sustainable fishing capacity and mortality limits, techniques and participation at all levels by Pacific Islanders in their fishery, Pacific island countries could maximize and sustain the economic returns from tuna resources. Given the historical dominance of large-scale and foreign operated tuna fleets, the realisation of this vision requires a complete transformation of the Pacific tuna fisheries. Emerging market opportunities for socially responsible and environmentally sustainable seafood offer a new route to develop domestic tuna fisheries. Industrial and foreign-owned fishing fleets have depleted and degraded tuna stocks and have employed few Pacific Islanders. Apart from modest fees paid to governments to access fisheries in their Exclusive Economic Zones (EEZs) and some on-shore tuna processing, little benefit has accrued to Pacific Island economies and local communities.

Greenpeace's vision for a transformed tuna fishery in Pacific Island countries includes the following key aspects. Methods of fishing used would be pole and line, troll, hand line, free-school purse seine and best-practice long line. Tuna species would be harvested at sustainable levels, with minimal by-catch. Tuna fishing vessels would be owned and operated by Pacific island communities and local entrepreneurs. Artisanal and village-based fisheries would be organised as cooperatives, to coordinate the sale of their catch and to set the strategic direction for their fishery. Fish caught would be processed in the Pacific Islands region for canning, as well as for the high value-added and fresh or frozen tuna markets and would be 'traceable' down the supply chain. Products from such fisheries would receive independent verification of both environmental and social standards that can also ensure higher prices are fetched on the international market compared to unsustainable products.

Partnerships with responsible and like-minded international retailers, seafood trading companies and other players would be necessary to achieve the standards. The prices that such tuna products could command would be enough to enable good local working conditions and standards of living, food security, protection of livelihoods and local development opportunities.

While domestic Pacific Island fisheries have had mixed success in the past, Greenpeace argues that commercially viable, locally owned tuna businesses are now possible, as demand for environmentally sustainable and socially responsible products has increased and largely exceeds supplies currently available. Small-scale tuna operations such as pole and line and artisanal tuna fisheries can use a business model based around the use of smaller-scale fishing vessels and trading cooperatives to supply international export markets for canned as well as fresh and frozen tuna products.

In a fair trade model, a producer is guaranteed a minimum price in a long-term purchasing contract so that, if market prices fall, the producer's livelihood is not endangered. A percentage of sales are allocated for community development projects in the local area. Communities supplying fair trade products must adhere to International Labour Organisation standards and implement agreed community development plans. They must also be organised into a trading cooperative with democratic decision-making processes. Support from governments and regional organisations is needed, including implementing a management framework that protects the targeted fishery, undertaking taxation and rebate reform, adopting policies that facilitate the involvement of Pacific Island stakeholders in their fishery and their training in business and managerial matters, and encouraging development of small and medium scale fishing entities, particularly artisanal fisheries.

### **Recommendations**

Better managing the tuna fishery:

- Exclude large-scale and destructive foreign-owned vessels from national waters or parts thereof with strong consideration given to reserving inshore and archipelagic areas for sustainable artisanal tuna fisheries
- Restrict catches to levels that are environmentally sustainable and economically optimal including through:
  - limiting vessel license numbers
  - requiring vessels to avoid fishing in the high seas, which are harder to regulate and monitor and prone to illegal fishing
  - banning all trans shipments at sea
- Take grievances against harmful subsidies in the industrial fishing sector such as for boat building and fuel for fishing to United Nations Commission on Sustainable Development and to the World Trade Organization (WTO)
- Implement all measures to prevent and deter Illegal, Unreported and Unregulated (IUU) fishing.

Source: <http://www.greenpeace.org/new-zealand/PageFiles/566978/Transforming%20Tuna%20Rpt.online150-NEW.pdf>  
Downloaded: 6<sup>th</sup> August 2014.

## **ASSIGNMENT 1: ARTICLE 2**

### **COASTAL FISHERIES IN THE PACIFIC ‘A MIXED REPORT’**

*Islands Business Magazine, Suva.*

*Mon 12 Aug 2013*

A new report on the status of reef and near-shore fisheries of Pacific Islands has delivered a mixed verdict about their health.

It says some fisheries are under strain, some have been fished to the brink of local extinction, and that management action needs to be strengthened to protect this valuable resource.

The report, issued by the Secretariat of the Pacific Community (SPC), looks at four main areas: reef fisheries, near-shore fisheries, aquaculture, and the roles of men and women in fishing occupations.

Mr. Lindsay Chapman, SPC’s Coastal Fisheries Programme Manager, says Pacific Islands population growth is placing increasing pressure on the fisheries accessible to local fishers.

“Our problem is to collect accurate data on these fisheries – who is catching what, and how much are they taking,” he says. “Without good data it is difficult to establish reasonable limits and good management plans.”

He says the need for reliable catch information and sensible management is more important than ever, given the dual impacts of climate change and increasing fishing pressure.

“We need to develop good tools to monitor climate change,” he says. “We need the best possible management of these fisheries to maximize sustainable yields and reduce the size of the ‘food gap’ between available seafood and that required to meet the needs of rapidly growing Pacific Island population.”

The small island of Niue's Principal Fisheries Officer James Tafatu agrees. “We only have a population of about 1300 or 1500 at the moment, but that may grow. Our leaders have identified food security as a major issue.

“We need to get data so we can manage our fisheries well. And this is not just about the fish, but also about how the community uses fish and the role women play in fisheries.”

SPC is helping many Pacific islands and territories to develop management measures, including size limits and short harvest seasons.

“We are looking at positive measures, like the installation of new FADs [fish attracting devices] which hold tuna closer to shore and make them accessible to local fishers. We’re trying to find out more about potential new fisheries as well, like the recent giant squid fishing tests in New Caledonia and the Cook Islands.”

Solomon Islands Director of Fisheries, James Teri, says most coastal communities depend on inshore fisheries for their food and economic wealth. “We need SPC to help us to collect data about these fisheries, provide us with policy advice and provide our communities with the right sort of information to manage these fisheries.”

Aquaculture also holds some promise for closing the food gap and generating income for Pacific Islanders. It has a 50-year history in the region but the challenges of uncertain markets, high-quality management and coping with the environment have proved formidable.

“Prawns, pearls and tilapia are the most valuable crops,” Mr. Chapman says. “There is some hope for clams and coral for the ornamental trade, and aquaculture may also be able to restore stocks of the valuable sea cucumber.”

The report also deals with a gender imbalance in fisheries careers, with women holding less than 20% of positions in fisheries science and management.

Most women are confined to administrative and clerical positions, and the Report advocates ‘breaking down the barriers’ to help women gain work at all levels if they so choose.

**ASSIGNMENT 1: READING AND RESEARCH GRID**

<b>READINGS (ALL ARTICLES PROVIDED IN IA)</b>	<b>POINTS FOR ( WRITTEN IN POINT FORM)</b>	<b>POINTS AGAINST (WRITTEN IN POINT FORM)</b>	<b>REFERENCE</b>
<b>Article 1: Title &amp; Author</b>			
<b>Article 2: Title &amp; Author</b>			

**ASSIGNMENT 1: READING AND RESEARCH GRID**

READINGS (2 FROM YOUR OWN RESEARCH)	POINTS FOR ( WRITTEN IN POINT FORM)	POINTS AGAINST (WRITTEN IN POINT FORM)	REFERENCE
Article 1: Title & Author			
Article 2: Title & Author			

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 Reference: Willison, J. and O’Regan, K., 2006 and 2013. *The Research Skills Development Framework*.