

## 2023 NCEA Assessment Report

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|---------------------------------|------------------------------|
| <b>Subject:</b>                 | Education for Sustainability |
| <b>Level:</b>                   | Level 2                      |
| <b>Achievement standard(s):</b> | 90814, 91733                 |

### General commentary

Candidates who achieved with Merit or Excellence, integrated the four aspects of sustainability throughout their responses. These responses were well-planned and demonstrated a thorough understanding of the requirements of the standard.

Responses that appeared to be pre-prepared and focused on a broad interpretation of sustainability were less successful.

Some responses were lengthy and descriptive rather than analytical. Concise, cogent, and balanced answers are encouraged. The level of insight required at Level 2 included reflecting a deeper understanding of the aspects of sustainability and the contexts provided, making connections, examining, and offering clear and supported explanations.

### Report on individual achievement standard(s)

#### Achievement standard 90814: Demonstrate understanding of aspects of sustainability in different contexts

##### Assessment

The 2023 assessment comprised one question of two distinct parts. There were significantly fewer enrolments for 90814 this year. Despite this, accruing knowledge of the aspects of sustainability as both a learning process and a summative assessment opportunity continues to be a valuable undertaking in light of global environmental challenges.

##### Commentary

The resource materials stimulated strong discussion points. The planning sheet was utilized by most candidates. Candidates who were more successful demonstrated knowledge and understanding of the formal definitions of the aspects of sustainability.

##### Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided an explanation of how practices included in the provided resources contributed to a sustainable future
- referred to at least two contexts and two aspects of sustainability
- referred to Māori values and concepts manaakitanga and kaitiakitanga.

Candidates who were awarded **Achievement with Merit** commonly:

- provided an in-depth explanation of how practices included in the provided resources contributed to a sustainable future
- referred to at least two contexts and two aspects of sustainability
- referred to Māori values and concepts manaakitanga and kaitiakitanga
- provided an explanation of how the inter-relationships between two or more aspects of sustainability contribute to a sustainable future.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided a comprehensive explanation of how practices included in the provided resources contributed to a sustainable future
- referred to at least two contexts and two aspects of sustainability
- referred to Māori values and concepts manaakitanga and kaitiakitanga
- provided a comprehensive explanation of how the inter-relationships between two or more aspects of sustainability contribute to a sustainable future
- included reference to wider implications.

Candidates who were awarded **Not Achieved** commonly:

- attempted to provide an explanation of how practices included in the provided resources contributed to a sustainable future
- did not refer to at least two contexts and two aspects of sustainability
- did not refer to Māori values and concepts manaakitanga and kaitiakitanga.

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## **Achievement standard 91733: Demonstrate understanding of initiatives that contribute to a sustainable future**

### **Assessment**

The 2023 examination comprised one question with two distinct parts.

### **Commentary**

Some candidates who had written well in part (a) did not to answer part (b), which obviously affected their overall result. Candidates who achieved with Merit or Excellence used their own studies to provide a context outside of the initiative discussed. Some candidates did not use the context of the initiatives in the resource booklet to answer the first question, and instead talked generally about the importance of initiatives.

### **Grade awarding**

Candidates who were awarded **Achievement** commonly:

- stated the intention of the initiative
- drew conclusions about the effectiveness of each initiative that showed understanding
- included some relevant evidence from the resources provided.

Candidates who were awarded **Achievement with Merit** commonly:

- showed in-depth understanding of the intention and effectiveness of each initiative

- described the values and concepts of kaitiakitanga and manaakitanga in relation to each initiative
- used evidence from the resources provided effectively in their evaluations.

Candidates who were awarded **Achievement with Excellence** commonly:

- showed comprehensive understanding of the aims and relative effectiveness of both initiatives
- integrated and discussed the Māori values and concepts of kaitiakitanga and manaakitanga throughout their response
- applied an initiative to a wider context with reference to the text and their own studies
- discussed comprehensively the wider implications for the future sustainability of each initiative.

Candidates who were awarded **Not Achieved** commonly:

- did not state in intention of the initiatives
  - presented conclusions about the effectiveness of each initiative that were limited or unclear, or conclusions were missing
  - did not attempt the final part of the question.
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