

Assessment Specifications

General Information

Domain	Education for Sustainability
Level	3
Mode of assessment	Written report
For year	2015
Submission date	Tuesday, 3 November 2015
Standards	90831, 91736

Special notes

2015 candidates should focus on New Zealand contexts for their analyses for each of these two standards. Refer to the exemplar material on the NZQA website and Explanatory Note 5 of the achievement standards for more information.

Work submitted that is below curriculum level 8 will not meet the requirements for these standards.

Format of the assessment

These two standards are each assessed by written report. Each standard requires a separate written report.

Written report

The written report is a succinct summary of the overall findings and should provide evidence of the candidate's analysis in relation to the requirements of the specific achievement standard.

The report is derived from, and draws upon, the larger body of evidence that the candidate has gathered over time. This evidence must not be included in great detail in the report. Candidates should focus on the quality of their analysis rather than the length of their report.

The material in the report could include:

- written explanations, summary analyses, and conclusions from key documents
- summaries of findings from research sources
- arguments and conclusions
- annotated illustrations and photographic evidence, including moving images.

The use of other sources is considered valid when the candidate:

- interprets the information and integrates this into their own thinking
- relates the information to specific context(s) or examples
- comments meaningfully on the information.

The report must be in the candidate's own words. Material from other sources included in the report must be acknowledged.

Presentation

The report should be organised and presented in a way that shows how the requirements of the standard have been met (see appendix).

Standard conventions for clear presentation of text should be followed, eg cover page, headings and sub-headings, paragraphs, footnotes, and bibliography.

All background research and support material (including primary and secondary sources and references) must be acknowledged at the place in the work that the information is used, and cited in the bibliography.

A single report **must not exceed** 14 single-sided A4 pages (including the cover page, table of contents, executive summary, and bibliography) using an equivalent font size to Arial 12. Only the first 14 pages of a report that exceeds the 14-page limit will be marked.

A written report may be submitted to NZQA either in hard copy or in digital (CD or DVD) format. The submission specifications for these two formats are as follows:

Hard copy submissions

Format

No personal identifying features, such as the candidate's name or school name, should be included in the report. The only identifying features should be the candidate's national student number (NSN) and school code.

Packaging and labelling

Reports should be securely stapled in the top left-hand corner.

The title page of the written report should contain the following information:

- candidate's NSN
- school code
- level of assessment, subject, year
- standard number
- report title (if any)

No other text should be presented on this page.

The written report must be submitted in the A4 folder supplied by NZQA. This folder will already be personalised with the candidate's NSN and the standard(s) entered.

The candidate's [authenticity declaration form](#) will be attached to the front of the submission envelope. This declaration must be completed by the candidate at the time of submission.

Where the teacher cannot verify the authenticity of the candidate's work, a [Possible Authenticity Breach Form](#) must be completed and sent to NZQA.

Digital CD or DVD submissions

Format

Digital submissions must be presented as a single document recorded on a separate disc with either CD or DVD format.

The document contained on the disc must be in *.ppt, *.doc or *.pdf file format. The Word document must be read-only.

Each CD must be read-only and each DVD must be finalised to prevent additional material being added after assessment.

The digital document may contain as many words, static images, and outputs from other applications as would fit on the printable surface of a maximum of 12 single-sided A4 pages, including the cover page, table of contents, executive summary, and bibliography.

A minimum of 1.5 minutes of audio-visual media may be embedded within the document but the printable surface of the remainder of the report must not exceed 14 single-sided A4 pages, including the cover page, table of contents, executive summary and bibliography.

Only new CDs or DVDs that are readable and virus-free should be submitted. Prior to submission the disc should be played on a machine other than the one used to record on to check the material has been correctly recorded.

Packaging and labelling

CDs and DVDs must be packaged in a protective casing and enclosed in protective wrapping.

The following information must be written indelibly (using permanent marker) on both the disc and the casing:

- candidate's NSN
- school code
- level of assessment, subject, year
- standard number
- report title (if any)

The CD or DVD report must be submitted in the A4 envelope supplied by NZQA. This envelope will already be personalised with the candidate's NSN and the standard(s) entered.

The candidate's [authenticity declaration form](#) will be attached to the front of the submission envelope. This declaration must be completed by both the candidate and the teacher at the time of submission.

Where the teacher cannot verify the authenticity of the candidate's work, a [Possible Authenticity Breach Form](#) must be completed and sent to NZQA.

Schools must retain copies and provide sufficient security and storage for all digital submissions.

Specific information for individual external achievement standards

Standard	90831
Title	Analyse the impact that policies have on a sustainable future
Version	1
Number of credits	5
Mode of assessment	Written report

Format of the assessment

The report may be submitted either in hard copy (A4 paper) or in digital format (CD or DVD). Candidates must adhere to the stipulated length and presentation requirements for each format.

An authenticity declaration is required, attesting that the work submitted is the candidate's own, is not representative of a whole-class response, and that all primary and secondary sources have been correctly acknowledged.

Context

Candidates submit a written report that provides evidence of a systematic analysis of TWO existing policies (and their attendant practices) in relation to their impact on a sustainable future. Independent research and independent critical analysis must be evident in the report.

A proposed report structure is provided at the end of this document.

Standard	91736
Title	Analyse how different world-views, and the values and practices associated with them, impact on sustainability
Version	1
Number of credits	4
Mode of assessment	Written report

Format of the assessment

The report may be submitted either in hard copy (A4 paper) or in digital format (CD or DVD). Candidates must adhere to the stipulated length and presentation requirements for each format.

An authenticity declaration is required, attesting that the work submitted is the candidate's own, is not representative of a whole-class response, and that all primary and secondary sources have been correctly acknowledged.

Context

Candidates submit a written report that provides evidence of a systematic investigation into and analysis of TWO different world-views and their implications for a sustainable future. Individual research and independent critical analysis must be evident in the report.

A proposed report structure is provided at the end of this document.

Proposed Report Structure

Education for Sustainability 90831: Analyse the impact that policies have on a sustainable future

Title page

Table of contents/outline of report structure/key terms used

Executive summary (5–6 sentences maximum)

Section 1: Introduction

- policy 1 is introduced, along with attendant practices
- policy 2 is introduced, along with attendant practices.

Section 2: Policy development process/background

For each policy in turn:

- analyse the influence of external forces (eg using PESTLE or similar analysis tool)
- analyse/critique the attendant practices.

Section 3: Discussion of policy implementation

For both policies:

- discuss what practices have been developed from the policies, with examples
- explain why the practices are relevant to the purpose/intent of the policy
- evaluate the relative success of the implementation, in relation to the intent.

Section 4: Conclusion

For both policies:

- draw conclusions about their relative impacts in relation to at least two of the four aspects of sustainability
- discuss to what extent the policies contribute to a sustainable future using evidence and examples.

Bibliography

Provide a list of references and sources, including weblinks, using appropriate referencing conventions.

Note: This proposed report structure is a guide only. It is not intended as a prescriptive approach, rather to provide robust guidance to teachers and candidates on how to address the requirements of Achievement Standard 90831. Other approaches are possible.

Proposed report structure

Education for Sustainability 91736: Analyse how different world-views, and the values and practices associated with them, impact on sustainability

Title Page

Table of contents/outline of report structure/key terms used

Executive summary (5–6 sentences maximum)

Section 1: Explanation of two different world-views

For each (different) world-view, provide:

- explanation of each world-view, providing a summary analysis of the related values and their practices
- relevant supporting evidence of references and/or examples.

Section 2: Analysis in relation to aspects of sustainability

In relation to both world-views, provide an analysis (or analysis summary) of such themes as:

- interrelationships between values and practices, and aspects of sustainability.

Section 3: Comparison of each of the two world-views

In relation to both world-views, provide an analysis (or analysis summary) of such themes as:

- present and future issues
- similar impacts and different impacts.

Section 4: Complexities explored

Evidence of analysis of such themes as:

- changing values over time
- conflicting or contrasting value sets
- tensions/complexities and conclusions.

Bibliography

Provision of a list of references and sources, including weblinks, using appropriate referencing conventions.

Note: This proposed report structure is a guide only. It is not intended as a prescriptive approach, rather to provide robust guidance to teachers and candidates on how to address the requirements of Achievement Standard 91736. Other approaches are possible.